

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Sandra O’Gara	Event/Date:	Teach Fest July 2014
Text and Author	<i>Amazing Bats</i> by Guy Belleranti	Where to Access Text	Super Teacher Worksheets
Text Description			
<p>This is a non-fiction article on bats. It is an article that clarifies myths from the realities of bats. It is a high interest topic and the students will enjoy learning about bats. Bats can be helpful to farmers. Vampire Bats are not really the “Blood Drinkers” people say they are. Also Bats can be helpful to humans.</p>			
Quantitative			
Lexile and Grade Level	Grade 3 Lexile 600-790	Text Length	2 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Bats are helpful to humans, not scary creatures that attack humans in the dark of night.</p>		<p>This article has no non-fiction text features or graphics. It could be used for comparing and contrasting. It is excellent for determining main idea and recounting details. Author’s purpose can also be discussed.</p>	
Prior Knowledge Demands		Language Features	
<p>Students should be able to identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with in the article. They should look for clues in the text for word meanings.</p>		<p>This passage is of high interest, familiar, and easy to understand. There are many rich content specific vocabulary words.</p>	
Potential Reader/Task Challenges			
<p>There is rich content vocabulary; some definitions are stated within the text others are not.</p>			
Big Takeaway			
<p>Students will be able to state why the author wrote this article, to inform the readers that bats are useful and are only portrayed as scary creatures. They should also be able to state the main idea is the bats have many myths but research has proven differently. Students should be able to recount the details and explain how they support the main idea.</p>			

Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
Words that can be determined in context	<p>Pesky-(Tier 2) Disease- (Tier 2) Hibernate- (Tier 2) Migrate- (Tier 2) Nocturnal- (Tier 2) Echolocation- (Tier 3) Species- (Tier 2)</p>	
Words that cannot be determined in context	<p>Pollinate- (Tier 2) Dispense- (Tier 2) Incisors- (Tier 2) Livestock- (Tier 2) Mammal- (Tier 2) Chiroptera- (Tier 3) Predators- (Tier 2)</p>	<p>Chemical- (Tier 2) Aid- (Tier 2)</p>