

Text Complexity Analysis Template

Text complexity analysis						
Created by:	Sandie Satkowski	Event/Date:	TeachFest Connecticut Summer Academy			
Text and Author	Star Times – 1984 Brings a Facelift for Lady Liberty	Where to Access Text	Reading A-Z – Close Reading Packs http://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=580&grade=grade3			
Text Description						
<p>This text is written as a 1984 newspaper article about an important American symbol, The Statue of Liberty. The question: How does something become a symbol? is answered in this text. It can also be used to determine main idea and details. The article highlights a historical event (The Statue of Liberty being renovated in 1984 for her 100th birthday). A brief history of the Statue of Liberty is also provided in the text. The article is part of a “close reading pack” of texts. The other articles may be used to compare and contrast with this text, as well as to enhance the big takeaways on similar topics.</p>						
Quantitative						
Lexile and Grade Level	Grade 3	Text Length	Two page article			
Qualitative						
Meaning/Central Ideas	Text Structure/Organization					
The author presents information about the Statue of Liberty getting a “facelift” in a newspaper article. It also provides history of the Statue of Liberty.	<p>The organization of the article is moderately complex. The photographs and captions enhance the text. The article is written in a sequential text structure, as it tells the history of the Statue of Liberty in chronological order. The article begins and ends in the present time of the article (1984) and provides historical context in the middle paragraphs. The article includes several non fiction text features (title, captions, photographs, fact box).</p>					
Prior Knowledge Demands	Language Features					
Students will require some knowledge of what the Statue of Liberty is and what it stands for. The article references President Ronald Regan and dates in history. Students will need some background information on the historical timeframe of the article.	<p>The language in this text includes several examples of figurative language and complex vocabulary(Tier 2 & Tier 3 words). There are opportunities for students to use language to uncover the symbolism of the statue to the country.</p>					
Potential Reader/Task Challenges						
<p>The figurative language may be challenging/a good learning opportunity. It may be difficult for students to process the concept of symbolism. It may be helpful to identify other American symbols prior to teaching with this text. The article is written in 1984 so it is not a current event. Additionally, the reader will need to know some background US History regarding France and President Ronald Reagan.</p>						
Big Takeaway						
<p>The author of the article wants to inform the reader about the Statue of Liberty and the “facelift” she is getting in honor of her 100th birthday. The Statue of Liberty is an important American symbol. The article explains the meaning of the statue to our country. The celebration indicates the historical importance of this American icon.</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	<ul style="list-style-type: none"> -massive (Tier 2) -unveiling(Tier 2) -immigrants(Tier 2) 	<ul style="list-style-type: none"> -shackle (Tier 2) -assemble (Tier 2)
Words that cannot be determined in context	<ul style="list-style-type: none"> -harbor (Tier 2) - majestic (Tier 2) - Europe (Tier 3) - France (Tier 3) 	<ul style="list-style-type: none"> -symbol (Tier 2) - toll (Tier 2)