

Text Complexity Analysis Template

| Text complexity analysis | | | |
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| Created by: | Cheryl Lee Vinal Technical High School, Middletown, CT | Event/Date: | Connecticut Teachfest July 29, 2014 |
| Text and Author | "Preamble The Founding Fathers | Where to Access Text | The US. Constitution |
| Text Description | | | |
| A non-fiction excerpt from a primary source document. It is an introduction to the larger document and contains the six goals of the government. | | | |
| Quantitative | | | |
| Lexile and Grade Level | 1930L (from Lexile.com site) | Text Length | Word count 52 |
| Qualitative | | | |
| Meaning/Central Ideas | | Text Structure/Organization | |
| The six goals of the US government. The central idea is that the Founding Fathers wanted to write a Constitution with these important goals in mind. It has great meaning for our understanding of the three branches of the government. | | It is really just a large paragraph that contains many complex ideas. A "laundry list" of goals for the new country that the Founding Fathers wanted to insure our freedoms even today. | |
| Prior Knowledge Demands | | Language Features | |
| Discipline specific knowledge needed. Colonial history knowledge would be helpful. Unfamiliar vocabulary terms and a few ambiguous words are present. | | Long complex sentences with multiple ideas. Brief text that is packed with meaning and interpretation. | |
| Potential Reader/Task Challenges | | | |
| Understanding the many things that can be taken away from the terminology of the text...ex. "general welfare"...students think of welfare checks. What does the "common defense" mean for our country? Many students brainstorming and in pair and share interaction can be used to explore these ideas. | | | |
| Big Takeaway | | | |
| The Constitution is supposed to be a living document that is still valid today. How are the goals of the Founding Fathers still relevant over 200+ years later? Has our country changed so much they have lost their meaning? Students will have to critically think about this and draw conclusions. | | | |

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) |
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| Words that can be determined in context | <ul style="list-style-type: none"> • defense • justice • liberty • establish • blessing • promote • insure • secure • provide | <ul style="list-style-type: none"> • justice • promote • blessing • liberty |
| Words that cannot be determined in context | <ul style="list-style-type: none"> • ordain • welfare • posterity • tranquility | <ul style="list-style-type: none"> • ordain • posterity • welfare |