

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Danielle Howarth	Event/Date:	TeachFest Connecticut: Summer Academy
Text and Author	“We’ve taken the hysteria out of head lice,” a school principal says” by Los Angeles Times staff	Where to Access Text	https://newsela.com/articles/headlice-hysteria/id/2259/
Text Description			
<p>“We’ve taken the hysteria out of head lice,” a school principal says” is a nonfiction news article that discusses the decision of a few school districts to allow students who have a lice infestation back into the school before they completely lice-free.</p>			
Quantitative			
Lexile and Grade Level	1120	Text Length	914
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Head lice are grayish-white insects that suck blood from the scalp and causes severe itching. They do not fly or jump, and need close bodily contact to spread. The school district’s policy is typically to send children home when they are infested with head lice.</p> <p>In the vast majority of cases, students do not contract the bugs in the classroom, so it is reasonable that students under care for the infestation could remain in class without risk to others.</p>		<p>The connections between ideas are written in essay form. Many of the ideas are implicit, and the author offers both sides of the argument equally with support for each side. Graphic portray a professional stylist who has voiced her opinion in the district’s decision to allow children to stay in school with head lice. The picture shows her at work, which implies her professionalism.</p>	
Prior Knowledge Demands		Language Features	
<p>The text requires students’ prior knowledge of infection control and the procedures required by law to disinfect the salon area following an exposure incident. All students in this class will have completed that chapter in the textbook, and should be very familiar with these concepts.</p>		<p>The text is reporting on a popular topic. It is an opinion piece in a newspaper, and it leans slightly to one side of the argument despite attempts to present pros and cons both sides. There are some content –specific words both tier 2 and tier 3 that some of the students may struggle with. Among these would be isolated, seclude, contentious, hysteria, louse, nits, and pediculosis. The discipline specific words mentioned at the end of that list would be familiar to them, but reminders of their origin and definition would be suggested.</p>	
Potential Reader/Task Challenges			
<ul style="list-style-type: none"> • Previous biases can cloud judgment and opinion. • Due to special education differentiation scaffolding for different reading levels may be required. 			
Big Takeaway			
<p>The decision of the school system to allow students back into the school while being treated for lice infestation is not the policy outlined by state laws for hairdressers and barbers, however, some may feel that misconception about head lice causes students to miss school unnecessarily.</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"> • Isolated • Painstaking • Hitchhiker • seclude • opposition 	<ul style="list-style-type: none"> • Pediculosis • follicles • nits
Words that cannot be determined in context	<ul style="list-style-type: none"> • contentious • banish • hysteria 	<ul style="list-style-type: none"> • louse