

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Amanda Demars	Event/Date:	July 29, 2014
Text and Author	Mount Rushmore Scott Pearson's <u>Sleuth</u>	Where to Access Text	<u>Sleuth</u>
Text Description			
<p>This text is a non-fiction article located in Unit 4 of Pearson's Reading Street book, <u>Sleuth</u> for grade one. This article engages students' interest by asking "Where can you find Presidents carved out of stone?" After a short introduction, the author discusses and examines how Mount Rushmore was created and why each President was chosen.</p>			
Quantitative			
Lexile and Grade Level	First grade	Text Length	Short article inside of an anthology of non-fiction
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>This article looks at the historical significance of Mount Rushmore and the Presidents that it embodies. After a brief timeline, the article looks at the reasons that each President was picked to be remembered in this way. It also talks about historical facts that make each President stand out.</p>		<p>The text is organized like a historical document. It offers factual information that includes dates and different time periods and the author also chooses to work in chronological order. It uses small and large pictures and also a map that shows where Mount Rushmore is located. The facts and dates are explicit for the reader, but the larger historical importance is more implied.</p>	
Prior Knowledge Demands		Language Features	
<p>A typical first grade student might not have a lot of background knowledge of Mount Rushmore specifically, but they should understand what makes a special place or park. Students might not understand the historical and/or patriotic meaning behind our National Parks, but it is easily relatable to all learners. Students may or may not have been exposed to Mount Rushmore in their daily lives, it would depend on individual experiences.</p>		<p>The language is mostly familiar and easy to understand. It does have some domain specific names, such as George Washington. Unfamiliar phrases such as, "national treasure" may need to be defined.</p>	
Potential Reader/Task Challenges			
<p>Engaging and interesting article that would be a great supplemental text to use with a specific story from the Reading Street anthology that asks, "How Can a National Park Be a Treasure?" The challenging part for students would be the timespan involved during the construction of Mount Rushmore and the different time periods of the various Presidents.</p>			
Big Takeaway			
<p>All Americans can treasure certain special places, such as national parks, within our country in our own individual ways. The bravery and accomplishments of our past are still remembered many years later.</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>Nation National Treasure</p>	<p>Carved Blasted</p>
Words that cannot be determined in context	<p>George Washington Theodore Roosevelt Abraham Lincoln Thomas Jefferson Mount Rushmore Black Hills</p>	<p>National Park</p>