

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Allison Pascucci	<b>Event/Date:</b>	Teach Fest 2014 July 29, 2014
<b>Text and Author</b>	Sharks! By Anne Schreiber	<b>Where to Access Text</b>	National Geographic Kids Readers <a href="http://www.scholastic.com/teachers/book/sharks-15#cart/cleanup">http://www.scholastic.com/teachers/book/sharks-15#cart/cleanup</a> or <a href="http://www.amazon.com/National-Geographic-Readers-Sharks-Science/dp/142630286X">http://www.amazon.com/National-Geographic-Readers-Sharks-Science/dp/142630286X</a>
Text Description			
Sharks! is a National Geographic Kids Reader. It is an informational book that teaches about sharks, the senses they use to find their prey, and their physical features that help them to survive in Earth's oceans. Bright and catchy chapter titles and photographs that cover many of the pages make this book of high interest to children in grades K-2. The book discusses how sharks prepare and care for their young as well as the dangers that face sharks today.			
Quantitative			
<b>Lexile and Grade Level</b>	520 L Grade level – 3.1, Interest K-2	<b>Text Length</b>	Word Count: 669 words 31 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The purpose of the text is to learn about the fascinating lives of sharks. The main/central ideas are communicated via chapter titles listed in a table of contents. Sharks are a kind of fish with physical features or body parts that help them survive in Earth's oceans. Shark pups may either hatch from eggs or grow inside their mothers, depending on the kind of shark. There are various kinds of sharks some of which are discussed in the book. Even though there have been shark attacks, humans are a greater danger to sharks than sharks are to humans.		The text is structured by chapters with photographs to support meaning. Photographs on many pages cover the whole page. There are between 3 and 6 lines of text/page. Text features include headings/chapter titles, photographs, labels, captions, and arrows. This text contains tiers 1,2, and 3 vocabulary.  Text features such as headings/chapter titles, photographs, labels, captions, arrows, etc. contribute to the overall understanding of sharks.	
Prior Knowledge Demands		Language Features	
Familiarity with informational text and text features. Earth and its oceans.		Vocabulary is introduced as Word Bites: predator, prey, cartilage, serrated, extinct, prehistoric Other vocabulary: mermaid's purse, taste buds, megalodon Shark riddles	
Potential Reader/Task Challenges			
Some vocabulary may be difficult for struggling/ ELL readers. The reader will need to be taught to focus on the main text first and then read captions and labels to help with understanding.			

### Big Takeaway

The key idea is that sharks are animals with body parts/physical features that help them to survive. They use their senses to hunt for prey. Even though sharks can be dangerous to humans, humans pose a more dangerous threat to them.

## 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)
<b>Words that can be determined in context</b>	<p>Tier 1 quick quiet glide chomp oceans twist shallow</p> <p>Tier 2 pups serrated sandpaper</p> <p>Tier 3 predator prey prehistoric extinct cartilage</p>	<p>Tier 3 remoras mermaid's purse</p>
<b>Words that cannot be determined in context</b>	<p>Earth</p>	