

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Dorothy N. Burns	Event/Date:	TeachFest Connecticut: Summer Academy July 29, 2014
Text and Author	“The Rock Cycle”	Where to Access Text	<u>Nonfiction Reading Comprehension</u> by Teacher Created Resources
Text Description			
<p>This science article describes the layers of the Earth’s crust, how multiple layers are formed, how the rock cycle works through the process of erosion, and how the rocks change during the process and return to the Earth’s crust as lava.</p>			
Quantitative			
Lexile and Grade Level	Second Grade	Text Length	133 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>This text explains the sequence of the rock cycle.</p> <p>The article is full of details about how each layer is formed.</p>		<p>Cause and Effect</p> <p>Chronological Order</p> <p>There is an illustration of a volcanic eruption that shows the end of the rock cycle when rocks come back to the Earth’s surface as lava. The connections among ideas are explicit.</p>	
Prior Knowledge Demands		Language Features	
<p>The students should know ways that objects can erode. Precipitation like rain or ice, wind, and moving waters like rivers cause objects to weather away.</p> <p>The students would benefit from exposure to other scientific cycles like the water cycle.</p>		<p>The author uses similes and compares the rock layers of the Earth’s crust to layers of blankets on a bed.</p> <p>Many of the vocabulary words will be familiar to students, however, they have multiple meanings. For example, the crust is the top layer of Earth, but many students might think of a pizza crust.</p>	

Potential Reader/Task Challenges

The reader may find it challenging, because the middle paragraph is loaded with numerous steps of the rock cycle. There are also sentences structured as cause and effect, so it is important that the reader is engaged in order to connect the points that the author intended to include in this text. Readers would benefit from acting out the process when rereading the text. In addition, as mentioned under Language Features of this template, there are content specific words that have more than one meaning, so students will need to differentiate which one applies to this text, "The Rock Cycle".

ELL students will need to preview vocabulary ahead of time.

Big Takeaway

The key idea that students should have comprehended after reading this text is that the rock cycle has numerous steps that take place over a period of time. The students will see the relationship among the ideas of how the rock cycle works.

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	Form- Tier 2	Lava-Tier 3 Layers-Tier 2 Wearing Away-Tier 2
Words that cannot be determined in context	Melt- Tier 2 Squeeze- Tier 2	Carried Away- Tier 2 Crust-Tier 3 Cycle- Tier 2 Pressure- Tier 3 Surface- Tier 2