

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Kimberly Gentile	<b>Event/Date:</b>	TeachFest Connecticut: Summer Academy, July 2014
<b>Text and Author</b>	"A History of TV"	<b>Where to Access Text</b>	Download this passage from Readworks.org
Text Description			
<p>This text is a non-fiction passage to teach children about television, past and present. The two-paragraph passage explores the first television sets created and TV sets of today. The text begins by asking students if they know that television has changed over the years. This passage discusses how TV's from the past had black and white pictures, very few channels, and had to be changed using a dial. TV sets of today have remote controls, are in color, and feature a large selection of channels. While the passage focuses mainly on the evolution of the television, it also states that some TV show genres have stayed the same.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	450L- 1 <sup>st</sup> Grade	<b>Text Length</b>	103 words in 2 paragraphs on one page Available with the passage are questions and an answer key.
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central message of this text is explicitly stated in the first sentence of the text. The central message, television has changed a lot over the years, is written as a question to begin the passage. The message is narrowly focused and has clear supporting details.</p>		<p>This passage has 2 paragraphs. The text is organized chronologically, making connection between time periods very clear. The first paragraph talks about television from the past and the second paragraph discusses television of today. The passage has simple sentence structure and is fact-based. The text structure of compare/contrast is used in the passage. There is one black and white photograph that is unnecessary to understanding the text, yet assists readers in making a connection to personal experiences and written text.</p>	
Prior Knowledge Demands		Language Features	
<p>This passage relies on everyday knowledge of simple, concrete ideas. Students need to have knowledge of television and how television sets work to understand this passage. Passage touches on TV show genres (e.g. comedy). No references to other texts or outside ideas.</p>		<p>The language in this passage is very literal and fact-based. There is a conversational tone at the very beginning of the text when the author asks the reader a question. The text is written in standard English and most vocabulary words are common in everyday speech, with a few exceptions (dial, comedies).</p>	
Potential Reader/Task Challenges			
<p>Accessible subject matter that is age-appropriate for first graders. Reader should have personal experiences to help understand the content of the passage. Independent reading may be challenging until late first grade, however comprehension skills and prior knowledge are accessible for readers. Students at this age may find it challenging to determine central message.</p>			
Big Takeaway			
<p>Students need to be able to identify the main topic and retell key details of a text. In "A History of TV" the main topic is that television has changed a lot over the years. Students must be able to retell the specific changes that have been made to television over time. For example, the text states the change in color, channel quantity, and method of changing channels to show how much TV has changed since its beginning.</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"> <li>dial (Tier 2)</li> <li>channel (Tier 2)</li> <li>comedies (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>remote (as in, remote control) (Tier 2)</li> </ul>
Words that cannot be determined in context		