

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Lillian Sunderland	Event/Date:	July 29, 2014 Teachfest
Text and Author	A Monster or a Fake? No author listed	Where to Access Text	Reading Street Sleuth Grade 1
Text Description			
<p>This text is a nonfiction article located in Pearson’s, Reading Street Sleuth, Grade 1, called “A Monster or a Fake?”, aligns with Unit 5, week 3. It piques student interest by asking students to imagine there is a sea monster living nearby. Following with the question “Would you be interested in finding out if it were true?”, this article introduces the mystery surrounding the Loch Ness monster, also referred to as “Nessie”. After reading the selection, students are left to form their own conclusion/opinion based on evidence from the text.</p>			
Quantitative			
Lexile and Grade Level	First Grade	Text Length	2 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The text uses clues to solve mysteries in order to form an informed conclusion. The introduction provides a scenario and then asks the reader “Would you make them prove it?” This leads the reader to look for clues to form their own opinion. In the article it shares an eyewitness accounts of seeing Nessie, a photograph from another who claimed to have seen the Loch Ness Monster.</p>		<p>Nonfictional / Informational article which uses questioning and a photograph to help students come to a conclusion/opinion.</p>	
Prior Knowledge Demands		Language Features	
<p>Requires some knowledge of what a “mystery” is and how evidence is used to solve and draw a conclusion/opinion.</p>		<p>Language is easy to understand and offers evidence to support an opinion.</p>	
Potential Reader/Task Challenges			
<p>Subject matter is engaging and interesting to a first grader. Mysteries lead readers to form their own conclusions based on supporting information /facts. The challenge for first graders may be to site the specific evidence within the text.</p>			
Big Takeaway			
<p>Students will identify the reasons an author gives to support different viewpoints on the validity of the Loch Ness Monster. Students will use evidence within the text to make an informed opinion, such as sightings and photographs, to conclude whether the Loch Ness monster is real or fake. Students will form their own opinion/conclusion.</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>mystery scientist strangely nicknamed solve</p>	<p>Loch Ness Monster Scotland photo photographed sonar</p>
Words that cannot be determined in context	<p>creature exist experts</p>	