

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Melissa O'Neil	<b>Event/Date:</b>	TeachFest Summer Academy, July 29, 2014
<b>Text and Author</b>	"Chameleons", The Teacher Next Door	<b>Where to Access Text</b>	"3 <sup>rd</sup> Grade Close Reading Packet", The Teacher Next Door, Teachers Pay Teachers, pg. 31
Text Description			
<p><b>This article is found in a packet from Teachers Pay Teachers called "3<sup>rd</sup> Grade Close Reading Packet". The article describes facts about chameleon's habitats, compares and contrasts chameleons and lizards, and clarifies misconceptions about why chameleons change colors.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	Grades 2-3, 450-770L	<b>Text Length</b>	+400 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The purpose of the article is explicitly stated, clear and concrete. The author informs readers about the characteristics of chameleons as well as addresses any misconceptions. The reader learns where chameleons live, why they change colors, and physical characteristics of the chameleon compared to most lizards.</p>		<p>The organization of this article is moderately complex. Each paragraph addresses different topics about chameleon such as habitats, physical features, and what they eat. There is a paragraph comparing and contrasting lizards and chameleons. The article also addresses misconceptions readers have about chameleons.</p> <p>There are no text features or graphics in this article. This may be a problem for visual learners.</p>	
Prior Knowledge Demands		Language Features	
<p>The text is moderately complex as it relies on the reader knowing where certain habitats are located as well as what different insects are. If readers are unfamiliar with these, the article could be challenging. The author refers to and clarifies misconceptions people have about what causes chameleons to change colors.</p>		<p>The text is largely explicit and easy to understand with some occasions for more complex meaning, such as comparing and contrasting chameleons and lizards. The vocabulary is most familiar and rarely academic. Sentence structure is primarily simple and compound, with some complex constructions.</p>	
Potential Reader/Task Challenges			
<p>There is concern over the lack of text features and graphics in this article. Readers may not know where the habitats mentioned are located, maps would be helpful. Readers may need pictures of chameleons and lizards in order to visual the physical differences. Utilizing a Venn Diagram while discussing this would aid in comprehension as well. Also, there is a concern over the readability of some Tier 2 vocabulary words.</p>			
Big Takeaway			
<p>Chameleons live in a variety of different habitats, from rainforests to deserts. Chameleons are different from lizards in several key ways, such as how toes are grouped on their feet. There are also a variety of reasons that cause a chameleon to change their skin color.</p> <p>Readers should take away how chameleons live in different habitats, describing key details and citing evidence to support the main idea. (R.I. 3.2)</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)
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"> <li>• species (Tier 2)</li> <li>• variety (Tier 2)</li> <li>• habitats (Tier 2)</li> <li>• Africa (Tier 2)</li> <li>• Madagascar (Tier 2)</li> <li>• India (Tier 2)</li> <li>• Sri Lanka (Tier 2)</li> <li>• Spain (Tier 2)</li> <li>• surroundings (Tier 2)</li> <li>• predators (Tier 2)</li> <li>• rough (Tier 2)</li> <li>• locusts (Tier 2)</li> <li>• praying mantis (Tier 2)</li> <li>• prey (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• bunched (Tier 2)</li> <li>• stalk (Tier 2)</li> <li>• dart (Tier 2)</li> <li>• capture (Tier 2)</li> </ul>
<b>Words that cannot be determined in context</b>	<ul style="list-style-type: none"> <li>• scrub savannas (Tier 3)</li> <li>• 360- degree view (Tier 3)</li> <li>• lowlands (Tier 2)</li> <li>• suction-cup like (Tier 2)</li> <li>• incredibly (Tier 2)</li> </ul>	