Annotated Text Complexity Analysis Template

Text complexity analysis			
Created by:	*Your first and last name goes here.*	**Event/Date:**	*E.g., TeachFest Connecticut: Summer Academy, July '14*
Text and Author	*Insert the full title of your text and its author (E.g., "A Midsummer Night's Dream, Act 1, Scene 1" by William Shakespeare).*	**Where to Access Text**	*Directions for how teachers can find this text (E.g., "Download this text from Time for Kids" or "Check out from your school or local library").*

Text Description
Enter a brief description of this text here, just enough for someone who is unfamiliar with the text to get a basic summary and understand any major context or critical background.

Quantitative			
Lexile and Grade Level	*Insert Lexile Level and grade. Lexile levels can be found online using a source such as Lexile.com. Publishers of trade books also often include this information in the book jacket or make it available online.*	**Text Length**	*Insert approximate text length in words, if possible.*

Qualitative	
Use the Qualitative Measures Rubrics to determine the particular features of your text that make it complex.	
Meaning/Central Ideas	**Text Structure/Organization**
What are the big ideas in the text? Is there a single meaning, or are there multiple levels of meaning? How so? Are the big ideas stated explicitly? Can the ideas be easily inferred or are they difficult to determine?	*How is the text organized? How sophisticated are the means of relaying the information or story? Are there graphics to support or extend the meaning? Are connections between ideas explicit or implied?*
Prior Knowledge Demands	**Language Features**
Does comprehension of the text demand prior knowledge of particular events, processes, topics, or life experiences? To what extent does perspective of the author or characters shape the reader's ability to make meaning of the text or situation? Is there content or discipline-specific knowledge readers must have? Are there cultural references or literary allusions? Will familiarity with a particular genre (e.g., myths) or type (e.g., scientific reporting) of writing assist the reader?	*What language features do you notice? Is the language literal or are there figurative, connotative, or ironic uses? Is the language contemporary or archaic? Overall, is the vocabulary likely to be familiar to students or are there many new words?*

Potential Reader/Task Challenges
What motivational, emotional, comprehension skill, knowledge, or experience challenges does this task pose for readers at your grade-level? Thinking about the big ideas in the text and potential questions/tasks that may address those ideas, what challenges will this text pose for readers at your grade-level?

Big Takeaway
What is the key idea that you want students to get out of the text when they finish reading? If you see more than one, try to focus on the one that seems most relevant for your instructional goals and your students. Big takeaways often include: theme, author's bias, author's point of view/purpose, relationships between ideas, central ideas, procedures/processes, author's claims, character's relationships, a powerful craft moves, or relationships among ideas in text.

Annotated 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	• *What words in the text can be determined in context?* • *And/or, which words have a concrete and singular definition and do not demand lengthy exploration?* • *Which words are you likely to "give" to students in-the-moment with a brief definition?*	• *What words in the text can be determined in context but also present opportunities to build student word knowledge?* • *Which words have multiple meanings or are likely to occur frequently in the future?*
Words that cannot be determined in context	• *What words in the text have a singular or concrete meaning but cannot be determined in context?* • *What words cannot be determined in context and are unlikely to appear frequently in the future?* • *Which words are you likely to "give" to students quickly and directly?*	• *What words in the text cannot be determined in context and have multiple meanings?* • *Which words are you most likely to spend class time exploring?* • *Which words present opportunities to build student word and world knowledge for the future?*