

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Stephanie Runion (National LearnZillion Dream Team, 2014)	<b>Event/Date:</b>	TeachFest 2014 New Orleans, Louisiana
<b>Text and Author</b>	Ever Wondered How It Snow? By Moira E. McLaughlin	<b>Where to Access Text</b>	Washington Post for Kids, Kids' Post
Text Description			
This KidsPost news article gives readers a glimpse into the life of a typical Chinese student. The article is part of a larger series that focuses on children in countries around the world.			
Quantitative			
<b>Lexile and Grade Level</b>	820L , 3 <sup>rd</sup> grade	<b>Text Length</b>	~500
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The purpose of the text is implied but easy to identify. The author is informing the reader about the science behind snow. The reader learns how snow is formed, the weather conditions needed for snow, and describes how snowflakes are formed and their characteristics.		The organization of the text is moderately complex. Each paragraph addresses a different aspect of snow or the meteorological conditions necessary to create snow.  The text is a newspaper article, reading an article in columns may present challenges, especially to struggling readers. The graphic enhances student understanding of paragraph 5.  The author's use of parenthetical "asides" in a humorous manner may cause confusion for some readers.	
Prior Knowledge Demands		Language Features	
The text assumes prior experience with snow, so if readers live in a climate where it doesn't snow at all or very often, then this text may be challenging. Concepts like "snow days" may be especially challenging. Also, the article mentions the 1951 International Commission on Snow and Ice and a California physicist and these concepts may be largely foreign to young readers.		The language is largely conversational and establishes a playful tone. There are many content-specific, Tier 3 vocabulary words, though these are defined in the text. The sentence structure is primarily simple with some complex constructions.	
Potential Reader/Task Challenges			
This text is a newspaper article, so it may challenge readers not familiar with reading this type of text. Additionally, if the reader is not familiar with snow in their daily lives, there may be a motivational challenge based on the topic itself. Many Tier 3 vocabulary words may be intimidating to struggling readers in particular.			
Big Takeaway			
The formation of and conditions necessary for snowfall to occur are very particular. In order to have snowfall, certain weather conditions such as air temperature and moisture, must be met. When snow does fall, snowflakes are formed through inside particular types of clouds.  Readers should take away from the article the conditions needed for snowfall, an understanding of how much snowfall a particular area in the US gets annually, and general information about the characteristics of snowflakes.			

## 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>• Cumulonimbus (Tier 3)</li> <li>• Nimbostratus (Tier 3)</li> <li>• Elevation (Tier 2)</li> <li>• Hexagonal (Tier 2)</li> <li>• Washington, DC (Tier 2)</li> <li>• Mount Rainier, Washington (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• foreign particles (Tier 2)</li> <li>• potential (Tier 2)</li> <li>• identical (Tier 2)</li> <li>• classifying (Tier 2)</li> <li>• categories (Tier 2)</li> </ul>
Words that cannot be determined in context	<ul style="list-style-type: none"> <li>• gravity (Tier 2)</li> <li>• climates (Tier 2)</li> <li>• “prime snow conditions” (Tier 2)</li> <li>• International Commission on Snow and Ice (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• droplets (Tier 2)</li> <li>• physicist (Tier 2)</li> </ul>