Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:** Unusual structure, complex vocabulary and density of ideas in words and graphics.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

Addresses Standards 1, 2, 4, 7.

**Differentiation/Supports for Students:**

Guided viewing of structure, model how to read one element.

Isolate one quarter of the map to digest one piece at a time.

Remove about a fourth of the words, simplify mind map.

**Considerations for Reader and Task**

**Complexity Band Level** (provide range): Grades 9-10 – may be a stretch text for higher level 6-8.

**Lexile or Other Quantitative Measure of the Text**: N/A

**Quantitative Measure**

Optional: Created by K Clark KY Kelly.clark@education.ky.gov Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date)

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

The purpose of Paul Foreman’s Intuition Mind Map is to visualize and graphically inform readers of all the elements that are involved in the intuition process. Meaning is of middle-high complexity.

**Text Structure: *(****Briefly describe the structure, organization, and other features of the text.)*

The structure is a mind map with the six elements moving out from the central idea, intuition. Each element is then elaborated with pictures or phrases further describing the major elements. The unusual presentation makes comprehension more complex, the complexity level is high.

**Language Features: *(****Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* The mind map is complex in that the standard reading direction is ignored. Words and phrases mingle with graphics making reading more dense. The language used is multi-syllabic and more complex, requiring extensive background or content knowledge. Language is of middle-high complexity.

**Knowledge Demands: *(****Briefly describe the knowledge demands the text requires of students.)*

Students need to know words from science, psychology, education among others. Many of the words have multiple meanings such as “penetrate”, “transparency” and “around.” Several word meanings have very abstracted meanings. The breadth of knowledge required places knowledge demands in the high and middle-high range.

**Qualitative Measures**

**Briefly explain the recommended placement of the text in a particular grade band.**

**Recommended Placement**

**Briefly describe the text:** The text is a mind map that uses graphics and words to describe all the elements of intuition from the author’s perspective.

**Text Description**

**Text Complexity Analysis of**

 ***Intuition Mind Map***

**By Paul Foreman**

**Recommended Complexity Band: 9-10**

