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:**

Students may need to see a picture of an ostrich if they are unaware of what they look like, though the text provides a good description. Some mathematical concepts of size, weight and time might need support.

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

RI.2.2, RI.2.6, RI.2.7

RI.3.2, RI.3.7

**Differentiation/Supports for Students:**

Consider providing real-life comparisons for students. For example, what familiar objects weigh about 3 pounds? How fast is 40 mph (faster than you should drive in a school zone)? How long is an ostrich life span compared to a person or dog?

**Considerations for Reader and Task**

**Complexity Band Level** (provide range): 2-3

This text sits in the middle of the 2-3 grade band, which covers 420L-820L.

**Lexile or Other Quantitative Measure of the Text**: 650L

**Quantitative Measure**

Optional: Created by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date) Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date)

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

Slightly complex. The purpose is clear and concrete with a narrow focus on basic facts about ostriches.

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

Moderately complex. Some connections between ideas are implicit or subtle and there are no text features to assist in understanding of content. The included graphic supports the beginning of the passage and promotes student engagement, but does not directly assist in interpreting the written text.

**Language Features: *(****Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Slightly complex. Mainly simple sentences are used and the language is explicit and straightforward. This passage lacks much of the technical language typically expected of informational texts, making it more accessible to a diverse body of learners.

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

Moderately complex. With the exception of perhaps not knowing what an ostrich looks like, students don’t need much more than everyday knowledge to understand this passage. Mathematical concepts may be difficult. Students this age often lack a conceptual understanding of space and time, which may impede their understanding of parts of the description.

**Qualitative Measures**

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

This text is appropriate for a 2-3 grade band. Topic is engaging and accessible to students, but provides sufficient opportunity for overcoming challenges. This text fits nicely into a progression of readings that increase in complexity and rigor and supports students in achieving reading anchor standard 10.

**Recommended Placement**

**Briefly describe the text:** This is a short informational text with basic facts about ostriches.

**Text Description**

**Text Complexity Analysis of**

***\_Ostriches\_\_\_****(title)*

**by \_\_Florida Dept. of Ed.\_\_***(author)*

**Recommended Complexity Band: 2-3**

