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

Slightly complex. There is only one level of meaning; theme is obvious and revealed early in the text.

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

Moderately complex. The organization is clear and chronological, following the students through their day in order. There are, however, no images. As younger students often rely on images to support the text, this might make the passage more difficult- particularly the areas that use unfamiliar content vocabulary.

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

Moderately complex. Language is largely explicit and easy to understand. The vocabulary is mostly contemporary and conversational, though students may have difficulty with the animal names (e.g. barracuda.) There are both simple and complex sentences with occasional more complex structures (e.g. “Mrs. Garcia, one of the teachers, raised her hand as the bus came to a stop.”)

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

Moderately complex. The theme and experiences should be familiar to most students. Students can connect to field trips and to teachers being very explicit in explaining the rules for field trips. The difficulty, however, is that the experiences portrayed very much reflect the region for which this passage was written. Kentucky students will likely be much less familiar with sea animals and attractions such as these. Ideas such as the “splash zone” for a whale show may require some discussion.

**Qualitative Measures**

**Briefly describe the text:** The passage follows several 4th grade classes through a field trip to “Sea Land”- an attraction with rides and sea animal shows and exhibits. One student gets lost in the crowd, but she remembers her teacher’s instructions and is safely reunited with the group.

**Text Description**

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:**

The main concerns for this text are the lack of images to support the text and the use of some content-specific vocabulary.

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

CCR.R.2 (RL.2.2, RL.3.2)

CCR.R.3 (RL.2.3, RL.3.3)

CCR.L.4 (L.2.4a, L.3.4a)

**Differentiation/Supports for Students:**

Consider ways to support understanding of content vocabulary (e.g. brainstorming lists of sea animals one might see at such a park prior to reading and returning to list after reading to check the accuracy of predictions and clarify misconceptions, share pictures of certain animals, let students share a few “time when” stories related to trips to Florida, etc.)

**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**: 670L

**Quantitative Measure**

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

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

This text fits within a 2-3 grade band. Students should be able to connect to the content, recognize the theme, and follow the storyline without excessive difficulty. Supports may be needed around content vocabulary and experience, but should not greatly hinder understanding.

**Recommended Placement**

**Text Complexity Analysis of**

***\_A Field Trip to Remember\_\_\_****(title)*

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

**Recommended Complexity Band: 2-3**

