

What Makes This Text Complex? “Emperor’s Egg”, by Martin Jenkins

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile, measure in this database. For more information on other valid quantitative measures, click [here](#).

AD 570L
Adult Directed

Use this chart for quick reference:

2-3 band	420-820L
4-5 band	740-1010L
6-8 band	925-1185L
9-10 band	1050-1335L
11-CCR band	1185-1385L

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex. For more information on these 4 dimensions, click [here](#).

<p><u>Moderately Complex</u> The central idea of the text is clear, concrete, & narrowly focused. <i>The text describes the breeding process of emperor penguins and the unusual parenting roles of males and females.</i></p> <p style="text-align: right;">Meaning/Purpose</p>	<p><u>Moderately/Very Complex</u> Information is presented in expanded formats: front page <i>before</i> title page provides important context, page layouts vary widely. In general though, connections between ideas, processes & events are explicit and clear. Text Features enhance the reader’s understanding (<i>use of captions, diagrams</i>); text is richly illustrated to support understanding the text.</p> <p>Structure</p>
<p style="text-align: right;">Language</p> <p><u>Moderately/Very Complex</u> Easy to understand with some occasions for more complex meaning; vocabulary is familiar, with some use of academic vocabulary; primarily simple and compound sentences, with some complex constructions. Example: <i>“The adults arrive at their breeding areas – often 100 miles from the open sea – in late autumn.”</i></p>	<p>Knowledge Demands</p> <p><u>Moderately Complex</u> Relies on common practical knowledge (<i>laying eggs</i>) and some discipline-specific content knowledge (<i>harsh condition in Antarctica</i>); includes a mix of simple and more complicated, abstract ideas (<i>“He’s taking care of his egg. He didn’t lay it himself, of course.”</i>)</p>

3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

- Some vocabulary, both academic and domain-specific, will need to be taught/explained/discussed (e.g.: anticipation, miserable, trundle, racket, waddle, breeding, mate)
- Some support may be needed to navigate the text structures (e.g.: captions, diagrams)
- May need to build knowledge of the harsh conditions in Antarctica and the various roles of male and female species in the breeding process

How will this text help my students build knowledge about the world?

- Students will learn about the special reproductive roles of male and female emperor penguins.