## Text Description

This website is part of Scholastic.com. It is informational text providing short segments of information about many countries. It is designed as a virtual Globe Trek that “takes” students to different countries and provides information about each country. There are short summaries of general country information, historical information, geographical information, cultural and people information. Some countries have embedded links to other sites that would be of interest to students. The site is easy to maneuver through, with headings and subheadings and notes of interest to guide students to “write about it.” Students have the option of creating their own online journal, using these thinking points.

### What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?

This website is appropriate for most 8th grade students. It is easy to maneuver with headings, subheadings and short passages, accessible vocabulary and manageable reader demands. The lexile level places it at the top level for 8th grade students, but structure assists students in retrieving specific information easily.

### Mark all that apply:

- Grade Level Band: K-5
- 6-8 X
- 9-12
- PD

- Content Area: English/Language Arts (ELA) X
- History/Social Studies (HSS) X

## Quantitative Measure

<table>
<thead>
<tr>
<th>Quantitative Measure of the Text:</th>
<th>Range:</th>
<th>Associated Grade Band Level:</th>
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</thead>
<tbody>
<tr>
<td>1030L-1100L Lexile analysis done on three different countries</td>
<td>955-1155</td>
<td>6-8</td>
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## Qualitative Measures

### Text Structure (story structure or form of piece):

**Moderately Complex** - This is informational text about different countries which provides headings and subheadings to guide the reader. The connections between some ideas are implicit or subtle, organization is evident and generally sequential or chronological. Pictures are simple and unnecessary to understanding content. Heading and subheadings help the reader navigate and enhance understanding. It reads a little like an encyclopedia, but most segments are short and divided by headings to assist with specific information retrieval.

### Language Clarity and Conventions (including vocabulary load):

**Moderately Complex** - Most language is explicit and easy to understand with a bit of an encyclopedic overtone. Some of the vocabulary might be somewhat unfamiliar for students, however it appears that many such country specific words have parenthetical definitions (or an associated list) to assist students with this. Sentences are mostly simple and compound, with some complex constructions.

### Levels of Meaning/Purpose:

**Slightly Complex** - The purpose of this text is to acquire information about different countries using explicitly stated with headings and subheadings. The information presented is very clear, concrete and narrowly focused within heading groups. The format is very easy to follow.

### Knowledge Demands (life, content, cultural/literary):

Created by: Carolyn Kluss, Idaho, ckluss@lewistonschools.net, 31 October 2015 (name, state, email, date) Reviewed by ________________________________ (name, state, e-mail, date)
Text Complexity Analysis of: Scholastic/Global Trek
Text Type: Informational
Author: Varies by country

**Moderately Complex** - Understanding this text relies on students having common practical knowledge at reading “textbook type” material, divided by headings and subheadings. Students should have some discipline specific content knowledge, since most 8th grade students in our school will have previously taken 7th grade World Geography, providing them with some level of existing background knowledge about many different countries. Vocabulary definitions provided on the site will enhance students’ reading comprehension. There is a mix of simple and more complicated ideas, which will make it accessible to students of varying reading levels as well.

### Considerations for Reader and Task

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

This website will address **RI8.2** - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text, because students will be required to read and understand the text, followed by summarizing the information in a travel blog format. They will have specific notes to take, regarding culture, government, and entertainment in their country of choice, to help with their summary.

The website will allow teacher to address **RI8.3** - Analyze how a text make connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories), as students discover similarities and differences between their country of choice and the United States, specifically regarding governmental structure, cultural identity and entertainment choices.

This website will also allow teachers to address **RI8.7** - Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. Students will determine if the website presented meets their research needs. Additional websites will be offered, along with assorted library print materials, to assist students in information retrieval.

#### Potential Challenges this Text Poses:

Depending upon the country chosen, students might struggle with the background knowledge presented about the country, as it is written with an "encyclopedia tone," which some students might find uninteresting. However, a unit providing student choice will enhance interest, as they will be reading about a country of their own choosing.

Some students might struggle understanding some of the government information, if they do not understand how different types of government work.

#### Differentiation/Supports for Students:

Another website could be offered that will prove less challenging. Possibly Lonely Planet.com or inyourpocket.com. Elementary level library books could be provided to assist below grade level readers.

Students with reading difficulties might need to be paired with a partner or have an instructional assistant help with online reading challenges.

Specific vocabulary related to travel, cultures, and government should be taught prior to independent reading, to assist with reading comprehension.

Whole group read aloud prior to independent reading might help with some of the government and culture sections, along with discussions about specific government structures or cultural traditions.