Text Complexity Analysis Template

Text complexity analysis

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Text and Author	Revisiting the World of Wikipedia: Wicked or Wonderful. d*eveloped by* **Annette Lamb**, *1/2013.*	Where to Access Text	http://eduscapes.com/sessions/wikipedia/

Text Description

This non-fiction, straightforward article written in a student-friendly tone, explains what student researchers need to know about Wikipedia before automatically ruling it out as an information source. It provides factual evidence for a thoughtful discussion and deeper critical thinking about the policies and practices that Wikipedia has in place to ensure that material is reliable and valid. As an added benefit, the article includes sample activities for appropriate uses of Wikipedia and resources for further reading on this topic.

Quantitative

Lexile and Grade Level	Lexile 1150 Grade Level 8	**Text Length**	2500 – a shorter section of the text can be used instead of the full article.

Qualitative

Meaning/Central Ideas	Text Structure/Organization
The central idea of this article (Wikipedia is not a "wicked" source of information and should not be automatically ruled out for student use) is implicitly stated and explicitly explained. The article also states that Wikipedia is the second most frequently used information source and the key to using it effectively is to understand how it is constructed. The policies and practices that Wikipedia uses to prevent inaccuracies are explicitly stated. In addition, concrete examples of studies that demonstrate the reliability are included and multiple examples are provided. Wikipedia's policies, the "Five Pillars of Wikipedia" are clearly explained. The final section of the piece describes twelve uses of Wikipedia in order to learn and practice 21st Century information skills. Examples of authentic writing experiences for a real world audience provided are: adding citations to articles, and "adopting" articles to enhance or update. Ideas for video and photography such as adding content to the Wikimedia Commons provide extension activities for skills other than writing.	This text is clearly organized in a logical order into three sections. The text is enhanced with the use of appealing graphic images. If the article is read online, the included screen shots of Wikipedia pages are live links to the Wikipedia pages referenced in the piece and provide explicit documentation of the information given. The use of bold and colorful section headings makes it easy to shorten the text for readers. The piece includes bold text for sub-headings, which are often new vocabulary, and makes it easy for the reader to identify and preview difficult words. All of these text features help to present the non-fiction content in a visually appealing and well-organized way. However, this is not simple text. It is dense and complex and requires slow reading and the content area vocabulary may be unfamiliar to students. Students unfamiliar with the use of in-text citations may be disturbed by the interruption of the flow. The in-text citations in the piece and the list of references, including web links, provide multiple options for readers to further investigate the topic.

Prior Knowledge Demands	Language Features
Prior knowledge of Wikipedia, a traditional encyclopedia such as World Book, and knowledge of the different types of information on the Internet will enhance comprehension of this information. In addition, prior knowledge of basic search strategies and some experience	The text is written in standard English using academic language. It is a straightforward and clearly organized article, which uses a variety of terms common when discussing the evaluation of information.

searching the Internet for information will increase synthesis of new knowledge about Wikipedia with prior information and/or misinformation.

Potential Reader/Task Challenges

This piece challenges students to think about and examine information on the Internet for accuracy and validity. It also challenges what teachers in lower grades may have told students about the efficacy of information on Wikipedia however; this helps to make the content interesting for eighth graders.
Many students may be challenged by the multi-syllabic words and the use of in-text citation if they have not encountered much academic non-fiction.
A large percentage of the words are Tier 2 vocabulary.
It may be difficult to provide adequate scaffolding for students with little background knowledge, but the sample activities can help to provide practice in conducting research.
In addition, the use of the article online - with live links to Wikipedia - may prove distracting for some students, therefore, printing the article for annotation and close reading may be preferred.

Big Takeaway

In the article, "Revisiting the World of Wikipedia: Wicked or Wonderful" students learn the steps Wikipedia takes to ensure accuracy of information. Through a discussion of evidence (cited studies) supporting the efficacy of Wikipedia, students learn that Wikipedia is a useful tool if one understands how to use it effectively. There are many ways students can use Wikipedia constructively that improves their understanding, and they can be encouraged to participate in creating a better crowd-sourced document, rather than being automatically banned from its use.

Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
You Words that can be determined in context	• amateurs (Tier I) • controversial (Tier II) • indicated (Tier II) • misconceptions (Tier II) • naysayers (Tier II) • neutral (Tier I) • plague (Tier II) • pooh-poohed (Tier II) • reclassified (Tier II) • reliability (Tier II) • resolving (Tier II) • Wikisource, Wikiversity Wikivoyage (Tier III)	• access (Tier II) • addressed (Tier II) • citations (Tier III) • civil (Tier II) • coverage (Tier II) • emerging (Tier II) • promoting (Tier II) • restricted (Tier II) • rigor (Tier II) • vandalism (Tier I) • verifiable, verification (Tier II)
Words that cannot be determined in context	• cite (Tier II) • crowdsourcing (Tier III) • initiative (Tier II) • pillars (Tier II) • portals (Tier III) • stagnant (Tier II) • triangulation (Tier II)	• anonymously (Tier II) • citations (Tier II) • digitization (Tier II) • notability test (Tier II) • repository (Tier II) • tertiary (Tier II)