Text Complexity Analysis of

Where Does the Water Go When It Doesn't Flow? *(title)*
Cheryl Dybas *(author)*
Recommended Complexity Band: 9-10

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational Text.)* The purpose of this text is to inform the reader about a new study that determined how much water enters the air from plants, soil, and surface water, and it's also meant to inform the reader about the water cycle and its necessity. The purpose of the article is implied in the text but easy to identify.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)* The text begins with a discussion of the new study, then jumps back to findings from previous studies. Throughout the summary of the new study, the article mentions data/findings from older studies. The article then discusses why the research is important. There are some bullet points to help readers understand the data from the study as well as pictures.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* The text is largely explicit with some abstract language ("inner workings," "possible pathways"). There are also quite a few unfamiliar, subject-specific terms in the article (*sustains, productivity, isotopes, interception, reserves*).

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)* Most of the article discusses everyday practical knowledge, but there are some references to subject-specific content (hydrologic cycle, hydrogen isotopes, watersheds). There are also many references to different theories, and a discussion explaining how theories about the water cycle have changed over time.

Text Description

Briefly describe the text: This informational text is intended to support reading in the content area. The article describes how scientific thoughts about the water cycle have changed over time, particularly due to information gathered in a recent study. The article gives a good representation of the scientific method and the importance of the water cycle.

Quantitative Measures

Complexity Band Level (provide range): 9-10; 11-12

The text falls into the above grade bands according to a quantitative reading measure. It falls at the upper end of the 9-10 and in the midrange of the 11-12 band.

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task.

Potential Challenges this Text Poses:
Students will need to have an understanding of basic life cycles and conservation. The article discusses ecosystems, watersheds, streamflow, and the water cycle. There are some challenging vocabulary terms in this article that students will most likely need help understanding, such as hydrologic cycle/change, cubic kilometers, and contaminants.

It will also be helpful for students to have an understanding of different climates (mountains) and general properties of those climates.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band: The quantitative measure suggests the article may be appropriate for older readers, but qualitative measures and reader/task considerations make it most appropriate for 9th and 10th graders. The text structure, language, and content in the article require a solid background in Earth's systems and biology.

Reviewed by: Melissa Stanke, St. Johns County School District, 1/16/2016 (Name, School District, Date)