# Text Complexity Analysis Template

## Text complexity analysis

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| **Created by:** | Erin Jones | **Event/Date:** | TeachFest Connecticut Summer Academy, July 29th, 2014 |
| **Text and Author** | *Cool to Be Kind* by Kirsten Weir | **Where to Access Text** | www.readworks.org http://www.readworks.org/sites/default/files/passages/890_cool_to_be_kind.pdf |

### Text Description

**This nonfiction article is about a girl who has experienced a loss, and on top of this loss has to deal with being bullied. This article discusses the term empathy and what it means to empathic.**

### Quantitative

| **Lexile/ Grade Level** | 4th- 5th Grade Lexile Level: 890 | **Text Length** | 291 Words |
|---|---|---|---|

### Qualitative

| Meaning/Central Ideas | Text Structure/Organization |
|---|---|
| The central idea of this story is empathy. This story shows how bullying can affect others, and that bullies usually lack empathy which is the reason for their mistreatment to others. | The text is organized in non-fiction writing style. The first couple of paragraphs use cause and effect to show how the main character is affected by events that occur. There are paragraphs that use the nonfiction structure, description to describe an example of empathy as well. The descriptive paragraphs continues with citations from professionals who state facts of empathy to inform the reader about empathy. There are no graphics in this text so all implications come directly from the text itself. |
| **Prior Knowledge Demands** | **Language Features** |
| Before reading this article it could be beneficial to discuss what students know about bullying. It also might be helpful to brainstorm reasons why a person might feel bad to relate to the character Amanda who has just gone through a terrible loss. This article would be great to start a school year off with to help prevent any bullying. | This article has language and vocabulary that should be familiar to students. Since the article revolves around the word empathy this would be a word that students would gain the knowledge of after reading the text. Other words such as "devastating" and "tormentors" are words that students could gain the definition by using context clues from the article. The sentences themselves are primarily simple and compound sentences with some complex constructions. |

### Potential Reader/Task Challenges

Readers will should be able to brainstorm ways to show empathy or non-examples. Readers should also be able to identify examples of cause and effect that is embedded in the text. It would be interesting to pose the question, "Why does the author want you to know about this?" in order to evaluate how students have analyzed the text, and what they are taking away from it.

### Big Takeaway

This article, "Cool to Be Kind" establishes that empathy can have both positive and negative effects. The key idea of this article is for readers to understand about empathy.  It would be a great conversation for a class to have, and generate ways that empathy can affect others, both negative and positive. For example the article states "Empathy is a matter of learning how to understand someone what they think and how they feel" if a person cannot grasp onto to this they could have a negative relationship with someone without even knowing it. It is important to know the definition of empathy to help understand others you may encounter.

# 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)** |
|---|---|---|
| **Words that can be determined in context** | • confronted (tier II)<br>• tormentors (tier II)<br>• devastating (tier II)<br>• sensitive (tier II) | • empathy (tier II) |
| **Words that cannot be determined in context** | • psychologist (tier II) |  |