Text Complexity Analysis Template

Text complexity analysis

Created by:	Leanora Donofrio	Event/Date:	TeachFest Connecticut Summer Academy, July 29, 2014
Text and Author	The Story of Ruby Bridges by Robert Coles	Where to Access Text	www.scholastic.com

Text Description

Ruby Bridges is one of the first students attending a white school in the South. Ruby exhibits courage and determination in the face of adversity.

Quantitative

Lexile and Grade Level	Lexile 730 Grade 3	Text Length	32 pages

Qualitative

Meaning/Central Ideas	Text Structure/Organization
The main character, Ruby Bridges, demonstrates several different character traits and feelings as she is selected to attend an all-white school. The author demonstrates the determination and courage exhibited by this seven year old girl. The events unfold showing the resistance of the white people to integration of public schools in the South and the character traits exhibited by Ruby to overcome the hardships during this turbulent time in history. Students can identify the big ideas through support and discussion.	The organization of the text is moderately complex to very complex since the subject matter is serious. However, the events are sequenced and easy to follow. The reader needs support to understand such abstract concepts related integration. This text can be used for many purposes The dialogue is clear and kid friendly. The illustrations in the book are an excellent resource to show character traits, feelings, and events of the characters in the book.
Prior Knowledge Demands	**Language Features**
The story requires providing background knowledge of the historical concepts related to segregation and integration of public schools in the South. This text is written about the experience of the main character and racial issues.	The language is a mix of narrative and dialogue in standard English. The sentence structure is straightforward. Most of the words are Tier 1. However, there are some Tier 2 words and Tier 3 words.

Potential Reader/Task Challenges

Some readers may not understand the issue faced by the main character. Background knowledge on the topic of integration in schools is necessary and will promote grand discussions about the character and events in this story. Some of the vocabulary words are abstract and students will need explanations to understand some of the situations occurring in this story.

Big Takeaway

The main character in this story demonstrates courage, compassion and determination. When Mrs. Henry questioned Ruby about talking to the people in the mob, Ruby responded, "I didn't stop and talk to them. I was praying for them." Ruby's conversation with her teacher, Mrs. Henry, shows her thoughtfulness and kind-hearted spirit. The illustrations in this text are also a resource to demonstrate the character traits and feelings of the characters in the story.

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	• Budge (Tier 2) • Surrounded (Tier 2) • Tucked (Tier 2) • Courage (Tier 2) • Persuade (Tier 2) • Anxious (Tier 2) • Irritable (Tier 2)	• Nation (Tier 3) • Federal Marshals (Tier 3)
Words that cannot be determined in context	• Business (Tier 3)	• Credit (Tier 3)