

Text Complexity Analysis Template

Text complexity analysis						
Created by:	Seth Lyall	Event/Date:	TeachFest Summer Academy 2014			
Text and Author	“The Giving Tree” Shel Silverstein	Where to Access Text	School Library			
Text Description						
<p><i>A caring tree gives all she has to the boy she loves to make him happy, until she has nothing left to give.</i> The story shows how the boy and tree would play together and fostered a close relationship until one day the boy leaves. The boy then returns to ask the tree for help during various rites of passages in his life and the tree gives him parts of himself (apples, branches, trunk, etc.) to make the boy happy.</p>						
Quantitative						
Lexile and Grade Level	530L GL 2.9	Text Length	64 pages			
Qualitative						
Meaning/Central Ideas	Text Structure/Organization					
Several meanings/themes in this text: The themes that are explicit include: parts of a tree, giving, growing old, rights of passage, helping those in need, and possible uses of a tree and its parts, giving everything you have and being left with nothing. -The meanings/themes that are underlying or inferred include: a tree personifying a family member/loved one, what love is, unconditional love, greediness, growing up, reciprocated love, getting what you want and still not being satisfied, character flaws, abandonment, feeling wanted. These are revealed over the entirety of the text. -The author's message is his interpretation of the gift of giving with unconditional love and the hope that it is returned.	<p>Graphics: essential to support or extend the meaning of the text. Man's facial expression consistently of unhappiness. The tree seemingly takes on a “human-like” character by its trunk position, and gesturing with its branches.</p> <p>-Text feature used: Sequential narrative text. This is evident through the boy aging into an old man and the tree losing its parts from apples to trunk. The boy and the tree both speak in the text.</p> <p>-Text positioning on page (poetic), amount of text on certain pages. Includes many subplots and more complex characters. Repetitive phrases are used (poetic)</p> <p>-Connections; both explicit and implicit can be identified both while reading the text; page-by-page, and after reading the text at its entirety.</p>					
Prior Knowledge Demands	Language Features					
Prior knowledge of parts of a tree is needed to understand the text. The boy grows into a man, the idea of maturity/growth from a boy to an old man helps to understand how much time passes throughout the story.	<p>Simple text for age appropriate reader. Largely conversational for items both explicit and implicit.</p> <p>-The language is very literal and contemporary.</p> <p>-The vocabulary is likely to be very familiar to students and does not contain any new words.</p>					
Potential Reader/Task Challenges						
<p>The story is very basic in terms of students being able to comprehend explicit meanings in the text. The main idea could be easily identified. However the book is very complex in understanding the various inferred central ideas. These ideas involve putting many different components of prior knowledge together to develop an even bigger picture. This book can be very emotional when trying to comprehend these inferred themes.</p>						
Big Takeaway						
<p>The central theme taken from this story is the idea of unconditional love. This theme is also the author's message. In the beginning of the story, the boy and the tree share a strong relationship. As time goes on, we find that each character's needs change. The reader grasps an understanding of what love is through both its presence and its absence. Cite examples from the story where the author illustrates the theme of unconditional love. Standard RL 2.2</p>						

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	Gather	
Words that cannot be determined in context		