

## Text Complexity Analysis Template

Text complexity analysis					
<b>Created by:</b>	Matthew West	<b>Event/Date:</b>	Teachfest Summer Academy – July 2014		
<b>Text and Author</b>	“Joyas Voladores” – By Brian Doyle	<b>Where to Access Text</b>	<a href="http://theamericanscholar.org/joyas-voladores/#.U9jbTfldWS0">http://theamericanscholar.org/joyas-voladores/#.U9jbTfldWS0</a>		
Text Description					
<p><b>Discusses, on a factual, near-scientific level, the hearts of a hummingbird and a blue whale (the smallest and largest hearts in the world, respectively), before transitioning to a more metaphorical, figurative discussion of the emotional and nuanced experiential elements that connect all living things.</b></p>					
Quantitative					
<b>Lexile and Grade Level</b>	1240 – Grade 11	<b>Text Length</b>	1025 words		
Qualitative					
<b>Meaning/Central Ideas</b>		<b>Text Structure/Organization</b>			
<ul style="list-style-type: none"> <li>Meaning is both explicitly and implicitly stated <ul style="list-style-type: none"> <li>explicit – all living things share some physiological similarities, despite differences</li> <li>implicit – emotional vulnerability is intrinsic to all humans, yet unique to each individual, simultaneously—it both binds us as a race and separates us, subtly</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>No graphics</li> <li>Organization – literal, near-scientific anecdotes at the start of the passage; transitions to a metaphoric discussion of emotions vis-à-vis human experience and connection – some implicit transitions/connections necessary</li> </ul>			
<b>Prior Knowledge Demands</b>		<b>Language Features</b>			
<ul style="list-style-type: none"> <li>Some basic scientific knowledge – anatomy of a heart; cellular structure/features</li> </ul>		<ul style="list-style-type: none"> <li>Variety of vocabulary—conversational language to scientific/advanced terms and words</li> <li>Figurative/connotative usage of some words</li> <li></li> </ul>			
Potential Reader/Task Challenges					
<ul style="list-style-type: none"> <li>Emotional ending—potentially “jarring” personal connections (as intended by the author)</li> <li>Some “listy”, repetitive sections (again, intentional by the author, for a purpose)</li> <li>Inferential jump needed from scientific anecdotes/examples to metaphoric takeaway</li> </ul>					
Big Takeaway					
<p>Despite the disparate “hearts” and experiences of individuals, all people experience emotional vulnerability and a shared humanity, and those emotions are what connect us all ultimately. The author achieves his message/purpose by beginning with explicit, duality-based, anecdotal evidence before transitioning to a more implicit, figurative discussion of the unity of human emotional experience.</p>					
<p><b>CCSS</b></p> <p><b>R.I. 4:</b> Determine meaning of words and phrases, incl. figurative, connotative, and technical meanings analyze how an author uses and refines meaning of a key term(s) over course of a text.</p> <p><b>R.L. 5:</b> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</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	<ul style="list-style-type: none"><li>• torpor (2)</li><li>• taut (2)</li></ul>	
Words that cannot be determined in context	<ul style="list-style-type: none"><li>• elephantine (2)</li><li>• infinitesimal (2)</li><li>• metabolic (2)</li><li>• mitochondria (3)</li><li>• aneurysms (3)</li><li>• ken (2)</li><li>• mollusks (3)</li><li>• yearning (2)</li></ul>	<ul style="list-style-type: none"><li>• inertia (2)</li><li>• harrowed (2)</li><li>• scored (as in etched or damaged) (2)</li><li>• impregnable (2)</li></ul>