

## Text Complexity Analysis Template

Text complexity analysis						
Created by:	Wayne Prygoda	Event/Date:	Connecticut TeachFest Summer Academy- July 2014			
Text and Author	The Final Run of Ladder 3 (Author unknown)	Where to Access Text	<a href="http://www.911memorial.org/sites/all/files/TheFinalRunofLadder3_0.pdf">http://www.911memorial.org/sites/all/files/TheFinalRunofLadder3_0.pdf</a>			
Text Description						
<p><b>This article tells the story of the horrific events of September 11, 2001 from the perspective of FDNY Ladder Company 3 of Manhattan's East Village. It specifically mentions the brave men from Ladder 3 who lost their lives, the fire truck that was crushed in the crash, and other details surrounding the tragedy that day.</b></p>						
Quantitative						
Lexile/Grade Level	9 <sup>th</sup> grade	Text Length	3 pages			
Qualitative						
Meaning/Central Ideas	Text Structure/Organization					
The meaning and central idea of the text is the great sacrifice these men made on this awful day. They represented the thousands of people who were killed or injured while selflessly trying to save and serve others in their community and our country.	The text is organized into basic paragraphs and descriptions are provided along a timeline of events that day. Background information (ex: 1993 World Trade Center bombing) is woven within the chronology as well as a description of important character traits of the squad's captain. The article concludes with a fast-forward to ten years later (2011) at a Memorial Service at the 9/11 Memorial in NYC.					
Prior Knowledge Demands	Language Features					
Basic understanding of what happened on 9/11/01 and why it's such a solemn yet significant day in our country's history	Sentences are pretty straightforward and sequential, except there are a few places where there are flashbacks to the past (1993 bombing). Also, if the reader is completely unfamiliar with what happened on 9/11, then a certain amount of foreshadowing is provided with descriptions such as the firefighters being met with "streams of descending civilians as they made their way higher up into the North Tower."					
Potential Reader/Task Challenges						
<ul style="list-style-type: none"> <li>*Firefighter jargon such as "riding heavy" and on a "run" may be confusing to some students, especially English Language Learners.</li> <li>*Challenging students on how to think about themes as you read an article</li> <li>*How to frame terrorism in the context of today's world to a group of 8<sup>th</sup> graders, most of whom were born in 2001</li> <li>*Uncertainty of how some students may react emotionally</li> </ul>						

#### Big Takeaway

Use images, music, and personal accounts to **focus on the heroism and courage of everyday human beings in the face of unspeakable tragedy.**

## 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>• Plunging (Tier 2)</li> <li>• Evacuate (Tier 2)</li> <li>• Proximity (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Laden (Tier 2) – not to be confused with Osama bin Laden</li> <li>• “Riding Heavy” (Tier 3)</li> <li>• “Run” (Tier 1)</li> </ul>
Words that cannot be determined in context	<ul style="list-style-type: none"> <li>• Abruptly (Tier 2)</li> <li>• Descending (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>