

Text Complexity Analysis Template

Text complexity analysis					
Created by:	Alicia Stofko Grade 6 English Teacher	Event/Date:	TeachFest /Tuesday, July 29th		
Text and Author	“Where the Red Fern Grows” Wilson Rawls	Where to Access Text	Library or Book store		
Text Description					
<p>This story is about a boy who trains two coonhounds to hunt. It is about how their relationship builds and strengthens as they go through challenging situations together.</p>					
Quantitative					
Lexile and Grade Level	770	Text Length	249 pages This analysis is based on the first couple of chapters.		
Qualitative					
Meaning/Central Ideas		Text Structure/Organization			
<p>The big idea is that people can develop strong relationships with their pets. Billy did not have any friends really, but he learned the importance and strength of a friendship through his bond with his dogs. It is not clear right at the start exactly how strong this relationship was, but in further reading it becomes more evident. Also, when working together, you can overcome many challenges. Billy trained his very young pups to become some of the best coon hunters. There are many times either Billy or his dogs wanted to give up, but they helped each other through these times and got through tough situations.</p>		<p>The overall storyline is not difficult. However, the text is difficult for middle school children because not all of the ideas are explicit. Students need to reread parts of the text to gain a deeper meaning and understanding. For example, there is some foreshadowing at the beginning of the story that students may not pick up on exactly at first.</p>			
Prior Knowledge Demands		Language Features			
<p>In the beginning of the story there are many literary devices used. Some of them include imagery, personification, foreshadowing, etc. Students need to know these terms in order to gain a more deeper understanding of the text. There are also cultural references many students are not familiar with. Students need to learn about coons, treeing coons, and other terms and references throughout the story. They also need to become familiar with the part of the country that the story takes place and the time period. Setting plays a very important role in this story.</p>		<p>The language used is not contemporary. The author references words and ideas from a long time ago, which the students may not be familiar with. The author uses words and phrases to make reference to events and situations specific to the time period in which the boy in the story lived.</p>			
Potential Reader/Task Challenges					
<p>Many students are not used to reading stories that have taken place long ago. They also are not familiar and don't have experience with the type of lifestyle the main characters live. Readers are likely to struggle with the deeper meanings of the story if they have difficulty making connections. Students who don't have pets may have a more difficult time connecting at an emotional level to the text.</p>					

Big Takeaway

The story shows the strong bond between a boy and his dogs. Their friendship grew stronger as they overcame various obstacles together, including life threatening situations. A second idea which is evident throughout the story is dedication and the importance of not giving up. The main character, Billy, did whatever he needed to do to buy his coonhounds, and to train them for a large coonhunting championship. By the end of the book Billy and his dogs would do anything for each other even if it meant risking their own lives.

Literacy.RL.6.1

Literacy.RL.6.4

Literacy.RI.6.3

Literacy.RI.6.4

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	gunnysack coon Ozark treeing sanitation redbone commotion ringtail	dormant pangs
Words that cannot be determined in context	residential KC baking powder	Tetons canebrakers