

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Brianna Flaherty	<b>Event/Date:</b>	Teachfest Connecticut: Summer Academy, July 29, 2014
<b>Text and Author</b>	What Do You Do With An Idea? Written by: Kobi Yamada	<b>Where to Access Text</b>	<a href="http://www.amazon.com/What-Do-You-With-Idea/dp/1938298071">http://www.amazon.com/What-Do-You-With-Idea/dp/1938298071</a>  <a href="http://www.barnesandnoble.com/w/what-do-you-do-with-an-idea-kobi-yamada/1117006312?ean=9781938298073">http://www.barnesandnoble.com/w/what-do-you-do-with-an-idea-kobi-yamada/1117006312?ean=9781938298073</a>
Text Description			
<p>This story follows a boy through the process of having an idea and the ups and downs of nurturing and fully developing that idea. It shows the boy experiencing a wide range of emotions including confusion, self-doubt, insecurity, courage, and pride.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	No Lexile found Grade 2	<b>Text Length</b>	36 Pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>This text shows the process of how an idea is born and is developed over time. This story takes the reader through a series of emotions as the boy grapples with the decision to discard the idea or to nurture it. It shows that a good idea doesn't necessarily have to be developed immediately, that returning to an idea is okay.</p> <p>It also shows that as a person, you have to overcome the feelings of insecurity, fear, and self-doubt in order for an idea to flourish. It encourages risk taking, creativity, individuality, courage and self-respect. Which are all emotions, challenges and decisions faced by everyone when developing an idea.</p>		<p>This story follows a chronological order, in that it begins with the idea being "born" and follows the boy over time on his journey to fully developing his idea. The text guides the reader through this process but the text relies HEAVILY on picture support to tell the story. The illustrations bring the words to life and take the story to a much higher level of complexity.</p>	
Prior Knowledge Demands		Language Features	

The students have all had ideas. No additional prior knowledge is needed in order for this text to be understood and meaningful.

The author uses figurative language to describe the relationship between the boy and his idea, which has been anthropomorphized through the language and the illustrations. (i.e. I fed it [idea] good food.; It shared its secrets with me.)

#### Potential Reader/Task Challenges

The students may have difficulty looking beyond the written text and recognizing the depth of the author's message through the simplistic and powerful illustrations. The majority of the illustrations are black and white but the use of color accentuates the message of breathing life into an idea and the changes that come as a result of the idea being developed.

#### Big Takeaway

Everyone's ideas are important and valid. The author is trying to show the readers that it's acceptable for a person to have an idea and feel self-conscious about it and doubt themselves but it is not acceptable for a person to completely disregard their ideas before really reflecting on the ideas because they fear being rejected or feel inferior to others.

RL.2.7

## 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)
<p><b>Words that can be determined in context</b></p>	<ul style="list-style-type: none"> <li>• Fragile (T2)</li> <li>• Strange (T2)</li> <li>• Admit (T2)</li> <li>• Happier (T1)</li> </ul>	<ul style="list-style-type: none"> <li>• Magical (T2)</li> <li>• Realized (T2)</li> <li>• Before (T1)</li> <li>• Very (T1)</li> <li>• Bigger (T1)</li> </ul>
<p><b>Words that cannot be determined in context</b></p>	<ul style="list-style-type: none"> <li>• Encouraged (T2)</li> </ul>	