

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Brittany Wilczek	<b>Event/Date:</b>	CT TeachFest 7/27/14
<b>Text and Author</b>	"My Rows and Piles of Coins" By Tololwa M. Mollel	<b>Where to Access Text</b>	Reading Street, Pearson
Text Description			
<p><b>Realistic Fiction: Saruni saves his coins earned to buy a bicycle to help his family on market days. He does not have enough money to purchase the bicycle. When his father buys a new motorbike, he gives his old bike to Saruni. He tries to pay with his coins, but they will not accept his money. He then plans to save his coins to buy a cart to help lighten the load for his mother on market days. This would be a great text to use when studying character, or to look closely at the author's craft and word choice.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	740L Third Grade	<b>Text Length</b>	1,267
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The meaning and central idea of the story is working and saving for things you want. This is explicitly stated in the story and can be supported with examples. It also touches upon giving to others and this is not explicitly stated. This is implied through examples and conversation. Students need to analyze character actions to expose this theme.</p>		<p>The illustrations in the story aid in interpreting the text. It is a narrative text. The story follows chronological order, and months referenced. The phrase about arranging and counting his coins is repeated throughout the story as the character saves the coins he earns.</p>	
Prior Knowledge Demands		Language Features	
<p>This story focuses on a culture unfamiliar to many students, and takes place in a small African village. Students would be unfamiliar with market day, and the work that goes along with bringing goods from the village to the market. Daily life activities vary from what students may be accustomed to.</p>		<p>The language in this story is fairly complex, containing abstract words, similes and idioms. There are culture specific words (non-English) that students may be unfamiliar with. It is a moderately complex text, with many complex sentences that include subordinate phrases or clauses.</p>	
Potential Reader/Task Challenges			
<p>The central theme is relatable to students at this age level. They can relate to saving the money they have to purchase an item of their choosing. Since students do not have to transport items to market by hand they may have difficulty understanding the stress the family endures on market days. This text is culture specific text and may require background knowledge students do not have.</p>			
Big Takeaway			
<p>"My Rows and Piles of Coins" teaches that saving is a skill that is needed to make your way in the world. The young boy in this story saves all of this money over the course of months to purchase a very practical item, for not just his enjoyment but to aid in their everyday work. It also does this to help not just himself, but his mother. In his desire to help others, he is given a bicycle and his money is not accepted. The character shows that in helping others you also receive. These examples show that Saruni is a very caring, and thoughtful person, who is willing to put others' needs before his own.</p> <p>CCSS RL.3.3</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>• Wobbled (Tier 2)</li> <li>• Excitedly (Tier 2)</li> <li>• Clutched (Tier 2)</li> <li>• Arranged (Tier 2)</li> <li>• Steady (Tier 2)</li> <li>• Dangerously (Tier 2)</li> <li>• bundles (Tier 2)</li> <li>• unwrapped (Tier 2)</li> <li>• shillings (Tier 3)</li> <li>• pikipiki (Tier 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Feasted (Tier 2)</li> <li>• Longed (Tier 2)</li> <li>• Pruned (Tier 2)</li> <li>• Gaped (Tier 2)</li> <li>• Wearily (Tier 2)</li> </ul>
Words that cannot be determined in context	<ul style="list-style-type: none"> <li>• chapatti (Tier 3)</li> <li>• sambusa (Tier 3)</li> <li>• gruff (Tier 2)</li> <li>• maize (Tier 3)</li> <li>• errands (Tier 2)</li> <li>• Oi (Tier 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Scoffed (Tier 2)</li> </ul>