Text Complexity Analysis Template

Text complexity analysis			
Created by:	Dawn DeLia	**Event/Date:**	TeachFest July 29, 2014
Text and Author	A Summer's Trade by Deborah W. Trotter	**Where to Access Text**	Scott Foresman Reading Street 5.1 Unit 2 Week 4

Text Description
The text is realistic fiction set in New Mexico in and around a Navajo Indian Reservation in which the main character Tony makes a decision to help his grandmother. The grandmother returns the favor.

Quantitative			
Lexile and Grade Level	780 Grade 5	**Text Length**	8 textbook pages including illustrations (1551 words)

Qualitative

Meaning/Central Ideas	Text Structure/Organization
The central idea follows the question: Why do people make sacrifices for others? The main character gives up something for his grandmother. He is rewarded in return. The main idea is easy to determine.	There are some elements in the text that are implied, but easily determined through the author's use of foreshadowing. The setting of the text includes elaborative details and pictures that will help the students visualize the Southwest region of the United States. The author uses third person narrative. The use of dialogue aids in comprehension of the text.

Prior Knowledge Demands	Language Features
Content–specific information necessary to understand the text are the geographic details of the Southwest and vocabulary that is specific to that region of the United States. Students should also have some familiarity with Native American culture and terms. Background information: Navajo Indian Reservation New words: pawn, sacrifice, rutted, mesas, deserts, Hogan, Trading Post, turquoise, bandana Places to identify on a map: Arizona, New Mexico, Turquoise Mountains, Canyons de Chelly	Conventionality: slightly complex – The text is a narrative with dialogue that is easy to understand. Vocabulary: very complex – The words related to the setting and Native American culture will be unfamiliar. Sentence Structure: moderately complex – The sentences are mainly simple and compound with some complex sentences.

Potential Reader/Task Challenges
Some students may not have the background knowledge necessary to understand the setting of the text. They also may not realize the significance of the grandmother's turquoise bracelet and what it meant for Tony to get it back for her. They will not be familiar with the function of a pawn shop.

Big Takeaway

Setting: The text was selected to align with the study of the Southwestern United States. The setting shown through pictures and vocabulary will allow students to make connections with the current Social Studies topic.

Prediction: The text structure allows for the review of prediction skills. Two opportunities are first when Tony asks to see his grandmother and second when the grandmother asks to go into town.

Theme: While the stated big idea is "Why do people make sacrifices for one another?" this is an opportunity to focus on CCSS RL 5.3 by comparing and contrasting Tony and his grandmother using specific details in the text.

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	• vendor (tier 2)	• jostled (tier 2) • pawn (tier 3) • quavered (tier 2)
Words that cannot be determined in context	• rutted (tier 2) • hues (tier 2) • roaming (tier 2) • turquoise (tier 2) • rawhide (tier 3) • bandana (tier 2) • complex (tier 2) • Anasazi (tier 3)	• mesas(tier 3) • hogan (tier 3) • sacredness (tier 3) • pawned (tier 3) • medicine man (tier 3) •