

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Dianne Nelson	<b>Event/Date:</b>	CT Teachfest 7/29/14
<b>Text and Author</b>	"A Quiet Hero"	<b>Where to Access Text</b>	<a href="http://www.readinga-z.com">www.readinga-z.com</a>
Text Description			
<p>"A letter describes what one woman sees and hears when Rosa Parks defies an unjust law with her bravery and strength of character." This text is in the form of a friendly letter from a white woman who has moved from Ann Arbor, Michigan to Montgomery, Alabama in 1955. This text offers a unique perspective on this event in history, that of an eyewitness.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	GL 5.5 Lexile 850	<b>Text Length</b>	550 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>"It takes courage and strength of character to stand up for what is right, overcome prejudices and gain freedom"</p>		<p>Personal Narrative – friendly letter Sequence of events Very few illustrations to help with comprehension of the text</p>	
Prior Knowledge Demands		Language Features	
<p>The text assumes knowledge of the Montgomery Bus Boycott and Civil Rights Movement of the 1950's and 60's. This knowledge is necessary to infer that the woman the narrator is talking about is Rosa Parks.</p>		<p>Figurative Language – idioms "a different world", "heat of the moment", "spine of steel", "ears were pricked". The author often uses idioms in order to either provide emphasis or help the reader understand the thoughts, feelings, or actions of a character.</p> <p>There are also several multiple meaning words in this passage: "boarded", "spectacle", "witness", "composed". Students will have to infer the proper meaning by using context clues.</p> <p>This text is written in the form of a friendly letter which may be unfamiliar to some students. Dialogue is not given a separate paragraph.</p>	
Potential Reader/Task Challenges			
<p>The reader needs the background knowledge referenced above in order to infer who the woman in the story is talking about. Rosa Parks is never named directly in this story. Students will need to determine who the narrator is, and what POV this text is told from. Then the perspective of the narrator can be also be inferred. The idioms used in this story may be challenging for some readers, especially ELL's but the understanding of this figurative language is crucial to fully comprehend the characters' thoughts, feelings, and actions.</p>			
Big Takeaway			
<p>The narrator's perspective influences the reader's understanding of the theme of the story. CCSS RL5.2: Determine the theme of a story, drama or poem including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon the topic. RL5.6: Describe how a narrator's or speaker's point of view influences how events are described.</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>• required</li> <li>• seized</li> <li>• flee</li> <li>• segregated (tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• boarded</li> <li>• loomed</li> <li>• spectacle</li> <li>• screeching</li> </ul>
Words that cannot be determined in context	<ul style="list-style-type: none"> <li>• sentiment</li> </ul>	<ul style="list-style-type: none"> <li>• witness</li> <li>• dignity</li> <li>• confronted</li> <li>• exuded</li> <li>• composed</li> </ul>