Text Complexity Analysis Template

Text complexity analysis			
Created by:	Rosie York	**Event/Date:**	TeachFest, July 29, 2014
Text and Author	"The Ducks and the Fox" by Arnold Lobel	**Where to Access Text**	<u>Fables</u> by Arnold Lobel ISBN 978-0-06-443046-3

Text Description

"The Ducks and the Fox" by Arnold Lobel is a fable that teaches the lesson "*At times, a change of routine can be most healthful*". In this fable two duck sisters travel to a nearby pond each day for a swim. When one duck suggests following a different route one day a discussion ensues about the pros and cons of changing routes. One day the pair happen upon a fox along their regular route. The fox discovers that the ducks follow this route every day and plans to catch them the next day. Luckily, the ducks are able to escape but learn a valuable lesson.

Quantitative

Lexile and Grade Level	540L, Gr. 2-3	**Text Length**	312 words

Qualitative

Meaning/Central Ideas	Text Structure/Organization
The central idea of this text is that change can be good. By the end of the fable the characters learn the value of trying new things.	This text follows a narrative format. There is a distinct order to the events. The setting and characters are stated in the beginning and the problem is revealed in the middle. The characters learn a two-fold lesson about judging others and about trying new things. The one accompanying illustration supports the text and should lead readers to understanding that the fox is a sly character and not a new friend.
Prior Knowledge Demands	**Language Features**
Younger students may not be familiar with the elements of a fable and may need guidance identifying the moral of the story. Students should have an understanding of what a moral or lesson is.	While much of the language in this fable is pretty clear some of the vocabulary will be challenging (ex. accustomed, gentlemanly). Additionally, there are a few examples of figurative language.

Potential Reader/Task Challenges

Students may need guidance with some of the vocabulary they may not be familiar with and the occasional use of figurative language. Students may also be unaware that a fox is often a villain in a fable or story. This may cause them to have difficulty predicting the danger that his presence poses for the ducks. Providing shared reading of additional fables prior to this lesson may allow students to become more familiar with this genre.

Big Takeaway

When students have finished reading they should develop an understanding that while trying new things can be uncomfortable and seem scary at first it can often lead to new opportunities and experiences. In this fable, choosing a new path led the characters to safety but in real life students may find opportunities while growing up that trying something or taking a risk opens new doors.

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	The following words from the text can be determined within context or can be taught with a brief definition provided by the teacher: • waddling (Tier 2) • route (Tier 2) • comfortable (Tier 2) • usual (Tier 2) • following (Tier 2)	The words listed below provide opportunities to build student word knowledge: • accustomed (Tier 2) • bolted (Tier 2) • quiet (as in "quiet their nerves") (Tier 2) • looks (noun) (Tier 2) • flapped (Tier 2) • flopped (Tier 2)
Words that cannot be determined in context	These words cannot be determined in context and students may not encounter them often in future reading: • suppose (Tier 2)	Additional time may be needed to explore the following words: • gentlemanly (Tier 2) • toothy (Tier 2)