

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Wendy Davis	Event/Date:	Teachfest Connecticut: Summer Academy, July 2014
Text and Author	"What About Me?" by Ed Young	Where to Access Text	Check out from school or local library or Reading Street – Grade 3 Unit 1 Week 2
Text Description			
<p>This story is a fable about a boy who is in search of knowledge from the Grand Master. After going to many different members of the village that lead to a chain of needs that the boy must gather from the next person, he ends up at the matchmaker. She helps the carpenter find his wife and thus starts the chain of needs being filled. When he arrives back at the Grand Master asking for his knowledge, the boy is told he already has it. It leaves the reader with two morals.</p>			
Quantitative			
Lexile and Grade Level	680L	Text Length	Approximately 1300
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The meaning and central idea of the text (knowledge comes when you least expect it and when you give you receive) are explicitly stated at the end of the story, but students would need support with connecting them to the text and finding evidence to support them.</p>		<p>The text structure is not very complex and is set up in a circle story sequence of events. The boy ends in the story back where he started with the Grand Master. There are illustrations on every page that depict what is happening in the story.</p>	
Prior Knowledge Demands		Language Features	
<p>It is set in a time long ago that uses occupations for names, i.e. carpenter, goatseller, etc, and it uses bartering to fulfill needs instead of money. It is culturally very different from what a typical student would encounter due to the village setting, where everyone's job depends on another person and the idea of a Grand Master.</p>		<p>There is a good mix of longer complex sentences with shorter ones. It is written in standard English, but does use some archaic vocabulary and phrases. Additionally, it mixes in some good description for visualization of the daughter ranting and wringing her hands.</p>	
Potential Reader/Task Challenges			
<p>This seemingly light-hearted story has a much deeper meaning. Understanding how the morals are supported by the story may pose a challenge for students. Although many students may be able to deduce what the different needs are of the characters, they may not connect to why they are important to that character as today's society does not have the same needs as these characters.</p>			
Big Takeaway			
<p>The author has written two morals at the end of the story that take the reader by surprise. One being "Some of the most precious gifts that we receive are those we receive when we are giving" and the second is "Often, knowledge comes to us when we least expect it." The boy in the story has to take quite a journey through his village to understand that giving to others with needs is returned to him in his understanding of how to provide to others. The satisfaction of fulfilling the needs of others offers knowledge within the act of doing so.</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"> • Knowledge (Tier 2) • Straying (Tier 2) • Merchant (Tier 2) 	<ul style="list-style-type: none"> • Spinner (Tier 2) • Buzzed (Tier 2)
Words that cannot be determined in context	<ul style="list-style-type: none"> • Grand Master (Tier 2) • Stunned (Tier 2) • Ranting (Tier 2) 	<ul style="list-style-type: none"> • Wringing (Tier 2) • Precious (Tier 2)