

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Erin Georgini	<b>Event/Date:</b>	TeachFest Connecticut: Summer Academy, July 14
<b>Text and Author</b>	“A Jewish Hockey Player at History’s Indelible Crossroad,” by JERÉ LONGMAN	<b>Where to Access Text</b>	Google, NewYorkTimes.com or by URL: <a href="http://www.nytimes.com/2012/02/19/sports/a-jewish-american-hockey-player-at-historys-indelible-crossroad.html?pagewanted=all">http://www.nytimes.com/2012/02/19/sports/a-jewish-american-hockey-player-at-historys-indelible-crossroad.html?pagewanted=all</a>
Text Description			
<p><b>This text is a non-fiction New York Times article that encourages students to think about what happens when life doesn’t exactly go as planned. It highlights a man who travels to Germany to play hockey after failing to be drafted in NFL. He deals with the internal struggles of playing for Germany and the fact that he is Jewish in addition to struggles with the people in his new “home.” The influences of World War II continue to affect his life as he decides, as a person, to move on from the tragedies of the past. This piece is fairly difficult to comprehend with its complex vocabulary.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	Readability Grade Level 9.5 Lexile Level: 1440L	<b>Text Length</b>	2595 Words (5 pages) Consider using a selection of the text rather than the whole piece if length is an issue.
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Meaning and central ideas in this text are both explicit and implicit. Readers see that ideas and events in the past play a role in people’s lives today. Also, they see that history can affect the decisions that individuals make in their lives.		The text is organized as a newspaper article composed of full-length sentences, paragraphs and pages. Throughout the article, there are headings that visually separate the subtopics within the piece. There are images with captions along the left column of this piece to give some visual aid to topics discussed below each heading. Some versions of this article have no images.	
Prior Knowledge Demands		Language Features	
In order to fully understand this article, one must have some background knowledge of the Holocaust and the prior (and sometimes still existing) conflict between the Germans and the Jewish people. Throughout the article, the author is referencing the conflict between his desire to play hockey (and ending up in Germany) and his own family history. As 8 <sup>th</sup> graders, my students they will have some prior experiences about the reality that people do not always end up exactly where we originally plan to be. It is not necessary to read other texts in order to understand this text.		Text is written in modern, standard English language and contains a great deal of quotations. There are few literary devices, but the author does include a simile to aid in description. Sentences are fairly straightforward. Vocabulary makes some sentences more complex to comprehend, as many do not have contextual clues aiding in definitions.	
Potential Reader/Task Challenges			
The subject matter of the Holocaust is extremely challenging and very emotional for students just learning of its widespread effects. Some students will struggle with the understanding that what our dreams are and what life realizes for us are sometimes different to no fault of our own. Finding the main idea of this text may be challenging due to lack of experience with the Holocaust and World War II in addition to the fact that dialogue often makes it difficult to follow who is speaking			

and of whom they are speaking about. Students will benefit from a close reading of this text due to the complexity of vocabulary. Many of the challenging words have little or no contextual clues to assist readers.

#### **Big Takeaway**

In general, events of the past play a role in people's lives today. History can affect decisions individuals make in their own lives. The player in the article had to struggle with the reality that his dreams led him to Germany, despite the emotional family history coming along with being of Jewish faith. He has to overcome obstacles as his ventures into a land accompanied by harsh realities and painful memories. Though he does not personally have a connection to the Holocaust, he is reminded of the event through relation and is still burdened by the memories in his own life, today. He has made a choice to not hold the past against the present, but his views are not shared by all and his strength to move on is not accepted by everyone in his new home of Germany.

## 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)
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"> <li>• Brutalized (Tier 2)</li> <li>• Tingle (Tier 2)</li> <li>• Descendants (Tier 2)</li> <li>• Rectify (Tier 3)</li> <li>• Elite (Tier 1)</li> <li>• Err (Tier 2)</li> <li>• Presume (Tier 1)</li> <li>• Henceforth (Tier 1)</li> <li>• Somber (Tier 2)</li> <li>• Forebears (Tier 2)</li> <li>• Unsettling (Tier 1)</li> <li>• Validated (Tier 2)</li> <li>• Reluctance (Tier 1)</li> <li>• Gratitude (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Solemn (Tier 2)</li> <li>• Influx (Tier 2)</li> <li>• Reconciliation (Tier 2)</li> <li>• Crisscrossed (Tier 1)</li> </ul>
<b>Words that cannot be determined in context</b>	<ul style="list-style-type: none"> <li>• Barbaric (Tier 2)</li> <li>• Collective (Tier 2)</li> <li>• Emblazoned (Tier 3)</li> <li>• Descendants (Tier 2)</li> <li>• Denial (Tier 1)</li> <li>• Fraught (Tier 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Bore (Tier 3)</li> <li>• Shuttled (Tier 2)</li> <li>• Ambiguity (Tier 3)</li> <li>• Exotic (Tier 1)</li> <li>• Ambiguity (Tier 3)</li> <li>• Embraced (Tier 2)</li> <li>• Trivializes (Tier 2)</li> <li>• Indelible (Tier 3)</li> </ul>