Text Complexity Analysis Template

Text complexity analysis			
Created by:	Melodee Smith	**Event/Date:**	TeachFest- July 29, 2014
Text and Author	*Obama Asks for $3.7 Billion to Aid Border* Michael D. Shear and Jeremy W. Peters	**Where to Access Text**	Internet- http://www.nytimes.com/2014/07/09/us/obama-seeks-billions-for-children-immigration-crisis.html?_r=0

Text Description
President Obama asks Congress to provide 3.7 billion to set up new detention facilities, conduct more aerial surveillance, hire more immigration judges and Border Patrol agents to respond to the flood of 52,000 unaccompanied children who have crossed America's borders. Both Republican and Democratic Congressmen question the issue of returning children to dangerous situations. Republican lawmakers have demanded tougher enforcement of the immigration laws and are suspicious of the President's because of his promise to use executive action to pass a bill that would provide citizenship to 11 million immigrants who are in this country illegally.

Quantitative			
Lexile and Grade Level	1165+ Grades 10-12	**Text Length**	1000+ 2 pages including a picture

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
This is a political stand-off where President Obama needs to quickly remedy the surge of young migrants from Central America by providing detention facilities, immigration hearings, and stepping up the security of our borders. However this is becoming a political stand-off because the President has not developed a strong immigration policy despite the urging of Republican lawmakers and has stated that he would use his executive authority to "get around" the Republicans with the passage of a bill that would allow citizenship to 11 million illegal immigrants.	The text is a New York Times newspaper article that informs the readers of the Presidents letter to Congress asking for $3.7 billion dollars to handle the situation of young migrants crossing the Texas Boarder. The author adds information that explains the lawmaker's different political beliefs and their distrust of the President.
Prior Knowledge Demands	**Language Features**
The student's background knowledge includes nativism, immigration policies and the 1924 Immigration Quota as well as a basic understanding of how our current government works.	The language is a clear and conventional presentation of the facts about the political differences between the President and Congress on the topic of Immigration. At times the author uses parallelism as he explains a Presidential action/in-action and a Congressional reaction. There is a hint of antithesis as the author expounds the virtues of our border security and then presents the staggering number of 57,000 undocumented illegal children who have been caught by authorities trying to cross our borders.

Potential Reader/Task Challenge
This passage could challenge the students in its pattern of stating a fact and then supporting the fact with a quote. Students would be encouraged to read critically and to use specific close reading strategies that work for them.
Big Takeaway
For many of my students the issue of immigration is very personal as many are immigrants themselves from the Caribbean region. It is easy for them to understand the reasons people would want to come to America but they have never been exposed to the different political ideologies about immigration, its impact on citizens and communities or the responsibilities placed on a government when faced with a humanitarian situation.

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	• entangled (tier 2) • expeditiously (tier2) • humanitarian (tier 2) • fallacy (tier 2) • deploy (tier 2) • autonomy (tier 2) • rectify (tier 2)	• stalemate (tier 3) • executive action (tier 3) • corresponding spending cuts (tier 3) • substantive policy changes (tier 3) • human trafficking (tier 3) • bipartisan (tier 3) • unaccompanied children (tier 3)
Words that cannot be determined in context		