

## Text Complexity Analysis Template

| Text complexity analysis   |                                |  |  |
|--|--------------------------------|--|--|
| <b>Created by:</b>   | Rose Otten Paggioli            | <b>Event/Date:</b>   | TeachFest Connecticut: Summer Academy<br>July 29, 2014 |
| <b>Text and Author</b>   | Shredderman 1 ~Secret Identity | <b>Where to Access Text</b>  | School or local Library                                |
| Text Description   |                                |  |  |
| <p>This chapter book is the first of four in a series of Contemporary Fiction that builds upon character traits, internet safety, self-esteem, and bullying. The reader is introduced to Bubba Bixby the bully with knuckles of steal, hideous breath and a foul temper. He has been a problem for Nolan who is often called 'nerd' and considers himself weak with low self-esteem. Once Mr. Green, their teacher, asks everyone to become a reporter, Nolan discovers a powerful inner-self when he decides to write an expose' on Bubba's poor bully behavior.</p>  |                                |  |  |
| Quantitative   |                                |  |  |
| <b>Lexile and Grade Level</b>  | 580/3.1RL                      | <b>Text Length</b>   | 138 pages  |
| Qualitative  |                                |  |  |
| Meaning/Central Ideas  |                                | Text Structure/Organization  |  |
| <p>The meaning and central idea becomes evident in chapter 5, page 40 when Nolan develops his Secret Identity. His perseverance leads to building his own self-esteem and courage when he doesn't give up trying to catch Bubba making poor bully choices.</p>   |                                | <p>Some graphics, easy readability and flow allow the reader to fall into the characters and truly connect with characters, especially Bubba and Nolan. The lead-up situations that are organized with humor and some suspense allow the reader to understand content and structure.</p> |  |
| Prior Knowledge Demands  |                                | Language Features  |  |
| <p>Comprehension of this book needs minimal prior knowledge. However, some discipline –specific knowledge of the difference between 'tattling and bullying' benefits the reader.</p>   |                                | <p>Contemporary and very inspiring. Some everyday happenings are familiar and easy to understand. Some discipline-specific words help strengthen the plot of the story. Sentence structure is fairly simple and easy to follow.</p>  |  |
| Potential Reader/Task Challenges   |                                |  |  |
| <p>Engages a sensitive subject matter that can be a social –emotional situation~ age appropriate for 3<sup>rd</sup> graders. Many students have seen misbehavior or a person bullied, teases, picked on at by 3<sup>rd</sup> grade. The challenge is understanding what is defined as a 'tattle or bully behavior'. Students will enjoy the humor the story in which 'brains and technology triumph' to solve the bully problem of Cedar Valley Elementary School.</p>   |                                |  |  |
| Big Takeaway   |                                |  |  |
| <p>Understanding the term bully, standing up to a bully, believing in oneself, understanding change and strengths and overcoming self-weakness takes great determination and courage. Overcoming the 'nerd' image to Shredderman the super hero brings out innermost feelings to conquer the world. Believing a person must be good even if poor choices are displayed. Finding good in others, excepting changes, reason to build something strong with others. Mr. Green, Nolan and Bubba's teacher stated; "It's what you do when you think no one is looking that tells us what kind of person you really are." Pretend the person standing next to you is Shredderman. Will this work to help everyone treat each other with respect?</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)   |
|---|---|--|
| <b>Words that can be determined in context</b>    | <ul style="list-style-type: none"> <li>*comedian</li> <li>*threatened</li> <li>*digital</li> <li>*download</li> <li>*scanner</li> </ul> | <ul style="list-style-type: none"> <li>*cyberspace</li> <li>*assertive</li> <li>*secret identity</li> <li>*tortoise</li> <li>*putrid</li> <li>*camouflage</li> <li>*Gecko</li> </ul> |
| <b>Words that cannot be determined in context</b> | <ul style="list-style-type: none"> <li>• evidence</li> <li>• mission</li> <li>• interview</li> <li>• justice</li> </ul>                 | <ul style="list-style-type: none"> <li>Red-handed</li> <li>Side-kick</li> </ul>  |