Text Complexity Analysis Template

Text complexity analysis			
Created by:	Kerry Leff	**Event/Date:**	TeachFest Summer Academy, CT July 29, 2014
Text and Author	<u>Each Kindness</u> by Jacqueline Woodson	**Where to Access Text**	http://www.amazon.com/Each-Kindness-Addams-Award-Awards/dp/0399246525/ref=sr_1_1?ie=UTF8&qid=1407455972&sr=8-1&keywords=each+kindness+by+jacqueline+woodson

Text Description

<u>Each Kindness</u> **is a picture book set in an elementary school. This story features the narrator, Chloe, and a new student, Maya. Maya attempts to befriend Chloe and her group of friends but her requests to join their games are rejected. After their teacher does a lesson about the importance of kindness, Chloe begins to reconsider how she has treated Maya. Just as Chloe is ready to make a change, she learns that Maya has moved and she never gets the chance to treat Maya differently.**

Quantitative

Lexile and Grade Level	N/A	Text Length	30 pages

Qualitative

Meaning/Central Ideas	Text Structure/Organization
Central to this story is the importance of treating others with kindness and how unkind actions/bullying can affect both the bully and the victim. The theme in this story is implicitly revealed over the entirety of the text.	This story is set in an elementary school and unfolds throughout a school year. The narrator, Chloe, is the antagonist, which presents a unique perspective for students as they may be used to reading stories where the narrator is the protagonist. Although the book seems to be structured as a typical problem/solution narrative at first, Chloe does not have the opportunity to solve her conflict in the end, leaving the reader without the typical "happy ending". Images extend the meaning of the text through beautiful watercolor illustrations, which display detailed facial expressions and are created from a variety of points of view, including through Chloe's eyes. Students will benefit from noticing both text and illustrations to determine the central message.

Prior Knowledge Demands	Language Features
Students will easily be able to relate to the characters and setting of this story. It would be especially powerful among children in transient populations such as military communities, where students are constantly moving in and out of schools. Students can relate to the characters from both perspectives, the "new kid" and the students currently in the class.	Vocabulary is mostly familiar and conversational with some unfamiliar language. There is a great deal of implied emotion, and a number of metaphors throughout the story.

Potential Reader/Task Challenges

Some students may struggle with the figurative language in this text, especially ELL's and those with language delays. It will be important that students are able to "read" the illustrations in this story in order to fully comprehend and relate to both main characters.

Big Takeaway
Jacqueline Woodson takes a unique approach to send a message about the importance of kindness. By writing the story from the point of view of Chloe, the "bully", she shows students how being unkind negatively affects both children involved. When Chloe finally realizes how hurtful her actions may have been to Maya and begins to consider how she can make it right, she is deeply affected by the realization that Maya has moved away and that she will never get the chance to make up for her unkindness. Students from grades K-6 can relate to all characters in this powerful story.

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	ragged laced tattered secondhand ripple remained	brilliant maples
Words that cannot be determined in context	thawed	