Text Complexity Analysis Template

Text complexity analysis			
Created by:	Natalie Rudyk	**Event/Date:**	7/29/2014
Text and Author	Pete the Cat and His Four Groovy Buttons by Eric Litwin Illustrated by James Dean	**Where to Access Text**	www.ericlitwin.com Scholastic, Harper Collins, Amazon

Text Description

Pete the Cat is a character who goes through his day losing the buttons off his favorite shirt. He sings a song about his 4 buttons. Every time he loses a button, this question is asked: "Did Pete cry?" The answer is always "Goodness, No!" and Pete modifies his song to reflect the remaining number of buttons. As Pete counts backwards from four to zero, the illustrations are accompanied by numbers and equations. During the course of his day, he loses all of his buttons and is left with…his belly button. He accepts the loss of his buttons with equanimity and "keeps on singing".

This book is part of a bigger series where Pete the Cat is challenged by adversity and demonstrates acceptance of life-changing events.

Quantitative

Lexile and Grade Level	Lexile; 350L Grade Interest Level: K-2 DRA: 16 (end of first grade)	Text Length	291 words 40 Pages

Qualitative

Meaning/Central Ideas	Text Structure/Organization
Pete the Cat loses his buttons sequentially; he starts with 4 and loses all of them, reveling at the end that he still has his belly button. Students should be familiar with changing or losing familiar and well-loved objects. Students should be able to retell the story using details from the story and demonstrate understanding of the author's message. The author's message is stated explicitly at the end of the book: "I guess it simply goes to show that stuff will come and stuff will go. But do we cry? Goodness, No! We keep on singing." The story is simple and told in everyday language. Children should be able to relate to the story easily as most everyone can relate a story about losing some cherished object. The story line advocates acceptance of adversity and to "keep on singing".	The text is organized as a sequential set of events told by two voices. One voice is that of Pete while the other is an unspecified voice of a narrator. In addition to written story lines, there are numbers and subtraction equations supported by graphics that connect the loss of one button at a time as Pete counts backwards from 4 to 0. There is also a text connection of the written word for each number. The text is repetitive where the number of buttons is the only part that changes. The author uses a question and response format to point out concepts not easily deduced from the story line and illustrations. "Author's craft" (things author/illustrators do to get a point across): 1. The author uses thought balloons to elicit numbers 2. Squiggly lines indicate motion as the buttons roll away 3. Capital letters indicate phrases that are meant to be emphatic (OH NO! and POP!) 4. Illustrations model equations used as each button is lost 5. The illustrations encompass Pete's day from morning to night

Prior Knowledge Demands	Language Features

Comprehension is hinged upon the reader identifying with losing a cherished object or having it changed in a negative way.	The book is written in a straightforward manner. The author uses informal language that most Kindergarten-age children would be familiar with.
	
	Children can interact with the text by producing rhyming words and with stating the repetitive text.
	
	The phrase "Goodness, no!" would require some discussion and modeling of its use.
	The word"groovy" would require some explanation of its meaning and how to use it.
	
	Discuss multiple meanings of the word "button" (ELA.L.K.5):
	   - As a noun: Shirt button
	   - Belly button
	   - As a verb "Button your shirt/coat"
	   - "Button your mouth"

Potential Reader/Task Challenges

Draw and write about a favorite object and justify why it is considered so. (ELA -w.k.1: compose an opinion piece)
Discuss how Pete feels when his shirt gets changed by the loss of the buttons. (ELA – SL.K.1 and 1a, SL.K.2)
Brainstorm events that could change or ruin the favorite aspect of an object.
Describe feelings for their own changed/lost items?
Discuss and brainstorm needs vs. wants.
Ask questions about the value of a changed/lost "thing"?
Record rhyming words and extend by producing others that fit into the word families. (ELA – RF.K.2a)

Big Takeaway

Life continues when a material object is changed or lost.

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	Number words (zero, one, two, three, four) button round away	Belly Button
Words that cannot be determined in context	Goodness	**Another** **Colorful** **Favorite** **Groovy**