

### Text Complexity Analysis Template

| Text complexity analysis   |  |   |   |
|--|--|---|---|
| <b>Created by:</b>   | Angela Jones   | <b>Event/Date:</b>  | Teachfest Summer Academy 2014   |
| <b>Text and Author</b>   | “Eleven” from Woman Hollering Creek and Other Stories by Sandra Cisneros | <b>Where to Access Text</b>   | <a href="https://docs.google.com/document/d/1MeKlK-DrL680E2cJ_W6iSNSYSIpVDvleYSg15OHRqoA/edit?hl=en_US&amp;pli=1">https://docs.google.com/document/d/1MeKlK-DrL680E2cJ_W6iSNSYSIpVDvleYSg15OHRqoA/edit?hl=en_US&amp;pli=1</a> |
| Text Description   |  |   |   |
| Eleven is a small moment narrative about an eleven-year-old girl who is struggling to find her voice and doesn’t feel as grown up as she thought she’d feel as she turns one year older. An embarrassing moment causes her to reflect on the challenges of growing up.                 |  |   |   |
| Quantitative   |  |   |   |
| <b>Lexile/ Grade Level</b>   | 960L Grade 5   | <b>Text Length</b>  | 1,187 words   |
| Qualitative  |  |   |   |
| Meaning/Central Ideas  |  | Text Structure/Organization   |   |
| The meaning of this text is shown through the main character’s reflection about growing up and through a significant moment in the character’s life. Through Rachel’s eyes, we see how frustrating and overwhelming it is to feel as if you don’t have a voice, and to feel powerless. |  | Written as a memoir, the beginning and end of this text are in essay form, and explain the main character, Rachel’s, reflections about growing up. The circular ending drives the central idea home. In between, Rachel backs up her thinking by sharing a significant small moment. We hear Rachel’s story through first person narration. |   |
| Prior Knowledge Demands  |  | Language Features   |   |
| Students should have prior experience determining theme and analyzing a character’s thoughts and actions.  |  | This text is written with simple vocabulary and the typical diction of an 11-year old child. The author also uses a variety of examples of figurative language, sensory details, imagery, and repetition. The tone is also created through the use of words with negative connotations.   |   |
| Potential Reader/Task Challenges   |  |   |   |

A potential challenge for students could be understanding and interpreting the multiple examples of figurative language that are used. While the vocabulary is simple, the idea presented is sophisticated. The structure also shifts from essay to narrative and back to a brief essay. Students need to pay attention to the transition from reflection to action.

### Big Takeaway

Characters respond to challenges in different ways. In Eleven, the main character doesn't respond in a way that she feels is typical for an eleven year old, which is frustrating for her. This leads to a lack of action. How the main character responds to the challenge of her teacher not listening to her, supports the theme that growing up can be frustrating, especially when you feel that you are not being heard or respected.

RL5.2 Determine a theme of a story from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

### 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>    | rattling (Tier 2)<br>raggedly (Tier 2)  |  |
| <b>Words that cannot be determined in context</b> | parking meter (Tier 2)<br>alley (Tier 2)<br>clown-sweater (Tier 2)                  |  |