

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Irene Drake	Event/Date:	July 29, 2014
Text and Author	"The Lion and the Beetle" retold by S.E. Schlosser	Where to Access Text	http://americanfolklore.net
Text Description			
<p>The Lion and the Beetle is a fable with the moral that it is the high and the mighty that have the longest distance to fall. King Lion goes on a tour in his regal attire to show off what a beautiful and noble creature he is and he meets a small beetle that teaches him one of the most important lessons in his royal life.</p>			
Quantitative			
Lexile and Grade Level	950L 3 rd Grade	Text Length	704 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The meaning and central idea of the text is that it is the high and mighty that have the longest distance to fall or in other words the more a person has, the more they have to lose. This central idea is explicitly stated in the end of the fable and is also inferred through the actions of the lion and the beetle. For example, towards the end of the fable the lion insists that the beetle must bow down to him and because the beetle was so small the lion didn't believe him. So, the more the lion persists the beetle assures him that he is bowing and persuades the lion to bend down to see. As he bends down he falls into a deep ditch where all of the other animals laugh at him and this predicament.</p>		<p>There is one photograph of a lion included in this fable. There are paragraphs without indentations, but with clear separations between the paragraphs. The moral is clearly stated at the end of this fable. There are a lot of repetitive quotations. For example, in several parts of the fable the lion repeats "I am a Very Mighty King!" The author also uses this text structure for the beetle when he says multiple times throughout the fable, "I am small, I am little, but inside I am as tall as a tree."</p>	
Prior Knowledge Demands		Language Features	
<p>Knowledge of the geographical makeup of savannahs may be required to help with a visual picture. Knowledge of royalty, kings, and subjects would be useful for children to understand the need for the lion's demands. More importantly students will have to know and understand the purpose of fables and how they are written. They will have to know that in fables, there is always a message or moral. Animals are usually the main characters and can talk. It would also be helpful for them to know that these are stories that get passed down and retold throughout various generations.</p>		<p>The language is conversational with a lot of challenging vocabulary dispersed throughout the passage. There are a few elements of figurative language in the fable such as similes and descriptive language. For example, a simile that can be found in this fable is when the beetle is describing his size "I am small, I am little, but inside I am as tall as a tree." Examples of descriptive language include, teeny and tiny to describe the beetle, bedraggled lion, and muddy water. There is a mix of simple and complex sentence structures. An example of a complex sentence in this fable is "when the animals were assembled on the parade ground, there came a mighty trumpet blast from Elephant, and Lion came forth in all his grandeur."</p>	
Potential Reader/Task Challenges			
<p>The biggest challenge for readers will be the vocabulary and possibly identification of the moral for the struggling readers. Even though the moral is clearly stated I think struggling readers will still find it difficult to determine what it means that "it is the high and mighty that have the longest distance to fall".</p>			

Big Takeaway

The more powerful and stronger someone is, it is far more difficult for them to handle things when something bad happens to them. The reader should also take away the lesson that the more someone has in terms of possessions or power; more can be taken away from them. (RL.3.2)

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		<p>scurried (Tier 2) assembled (Tier 2) swayed (Tier 2) wobbled (Tier 2) plopped (Tier 2)</p>
Words that cannot be determined in context	<p>grandeur (Tier 2) savannah (Tier 3) splendor (Tier 2) vain (Tier 2)</p>	<p>finery (Tier 2) bedraggled (Tier 2) preened (Tier 2) pranced (Tier 2) sprawled (Tier 2) subjects (Tier 2)</p>