

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Jim Eschert	<b>Event/Date:</b>	Teachfest CT2014, 7/29/14
<b>Text and Author</b>	"I Break Stuff for a Living", Readworks.org	<b>Where to Access Text</b>	Readworks.org
Text Description			
<p>This text is a personal narrative involving a man who looks back to his childhood and progression into the adult world through the lens of his propensity for breaking things. He initially describes an incident of how he broke a bridge in his early youth and then discusses how he discovered differing meanings of breaking things when he came across a teacher in high school attempting to find and fix bugs in a math computer program. He concludes by showing the reader how his job involves a modern form of breaking things and ties his adult experiences to his days as a child of causing the bridge ramparts to tumble down.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	Lexile 1015, Grade Level 4/5	<b>Text Length</b>	927 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The ideas in the text are fairly challenging, as it requires students to question the common belief that breaking things always has negative consequences. This also encourages the students to engage in critical thinking and make inferences to arrive at the conclusion that sometimes breaking things can produce a beneficial outcome. The levels of meaning are not explicitly stated, but are clear enough that the students should be able to make the inferences with some guidance and grappling with the conceptual leap.</p>		<p>The structure of the text is reasonably conventional, which provides the reader with a comforting framework to explore the ideas it contains. It is designed as a personal narrative/memoir set up in mostly chronological order with a couple of moments that clearly lead the reader to connect back to the events of the narrator's childhood. There are almost no text features or illustrations except for one picture of a bridge that does not really enhance the understanding for the reader.</p>	
Prior Knowledge Demands		Language Features	
<p>Students will need some scaffolding in regards to back ground knowledge, as full understanding of the connections that need to be made would require a basic understanding of testing for bugs in computer programming and writing code for computer programs. Most students should have no problem connecting to the passage concerning the bridge destruction, but only some will most likely already have the technological knowledge.</p>		<p>The language in the text is mostly clear and written in a manner that is easily understood and conversational. The exception to this is some of the terms related to the author's work with technology as an adult. Aside from a couple of similes, there is not much contained in regards to literary devices.</p>	
Potential Reader/Task Challenges			
<p>The primary challenge for readers will be to make the important connection between the author's childhood love of breaking things and the way he has transformed that primarily negative urge into a positive career in the arena of computer programming as an adult. The idea of breaking things should provide a high level of engagement and interest for 4<sup>th</sup> grade readers. Some support and scaffolding for parts of the technological aspects of the piece will be required for certain readers, and most likely all of them in respect to the allusion to creating computer code. However, the challenge of making the connections needed and engaging in critical thinking makes this piece an excellent selection for students.</p>			

### Big Takeaway

The Big Takeaway in this piece is that common conceptions are not always necessarily true, and that there are different ways of looking at the same basic concept. Specifically in this case, the popular opinion that breaking things leads to negative outcomes and consequences is shown to be incorrect as applies to the creation of bugs in computer programs that can help to make the programs stronger and more useful for users. Through critical thinking and connecting to their own experiences, readers are led to make this discovery not by explicitly being told, but by making inferences.

## Vocabulary Analysis Template

	<b>Words that demand less teaching time (i.e. the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)</b>
<b>Words that can be determined in context</b>	<p>Collapse (Tier 2) Footbridge (Tier 2) Riverbed (Tier 2)</p>	<p>Diagrams (Tier 2) Intense (Tier 2) Perplexed (Tier 2) Symbols (Tier 2) Condition (Tier 2) Bug (Tier 2- as in computer bug)</p>
<b>Words that cannot be determined in context</b>	<p>Rickety (Tier 2) Lumber (Tier 2) Bundle (Tier 2) Architect (Tier 3) NASA (Tier 3) Eventually (Tier 2) Curiosity (Tier 2) Affair (Tier 2) Trigonometry (Tier 3)</p>	<p><b>Supersonic (Tier 2)</b> <b>Scratch (as in “built from scratch”) (Tier 2)</b> <b>Code (Tier 3- in reference to computer code)</b> <b>Software engineer (Tier 3)</b> <b>Tech (Tier 2)</b> <b>Interactive (Tier 2)</b> <b>Prototype (Tier 2)</b></p>