

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Kristina Kiley	Event/Date:	CT TeachFest. July 29, 2014
Text and Author	“When Charlie McButton Lost Power” by Suzanne Collins	Where to Access Text	Reading Street, Pearson
Text Description			
<p>Narrative Poem: Charlie McButton, the main character, loses power at his house and cannot use any of electronic toys. He tries to find batteries and old electronic toys he hasn’t used in a while, but none of it works. After he yells at his sister, he remembers all the things he likes about her and agrees to play imaginative and creative activities with her while the power is out. It is written as a poem so the words are arranged in lines and the poem uses rhyme and rhythm, but it also has the elements of a narrative story such as character, setting, and plot.</p> <p>This text can be used for multiple purposes. It can be used to study character and how their actions contribute to the events in the story. In connection, the text could be used to show how the illustrations emphasize the character’s actions and feelings. Lastly, it could be used to teach narrative poem structure and features.</p>			
Quantitative			
Lexile and Grade Level	N/A (Narrative Poem), 3 rd Grade	Text Length	845 Words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The meaning and central idea of the story is to try new things. The central idea is not explicitly stated, but rather implied from the main character, Charlie’s, actions throughout the poem. The readers need to analyze the character’s actions to understand the plot. It also touches upon dependency of electronic toys and how there are other activities to do that do not require electricity. This is not explicitly stated, but rather supported by examples in the text.</p>		<p>The text is written as a poem, but that is not explicitly stated to the reader. Therefore, the story is organized in lines and uses rhyme. It also follows sequential order and the events are connected. The simple illustrations help further student understanding of the text and show exaggerated emotions of the characters.</p>	
Prior Knowledge Demands		Language Features	
<p>Readers need to have an understanding of what it means to lose power and be without electricity, which most students will have. They also need to have some prior knowledge of computers and technological toys. Students also need to have an understanding about the structure of narrative poems in order to understand the plot.</p>		<p>The text uses figurative language, exaggeration and humor. While the language is more simplistic and contemporary, it also uses homonyms, requiring students to use context clues to determine meaning. Quotations are used to further understanding. Unfamiliar punctuation, such as hyphens in compound words and dashes to off set text, can confuse readers.</p>	
Potential Reader/Task Challenges			
<p>The text is engaging and relatable for students. Most students can relate to using electronic toys and understand what happens when power goes out. They may have difficulty understanding the plot at first due to the structure of the story and, therefore, will require multiple readings to better understand the text. English Language Learners may have difficulty understanding the text due to the use of figurative language and will require teacher support and explanation.</p>			

Big Takeaway

“When Charlie McButton Lost Power” shows that willingness to try new, unfamiliar activities is a skill that will help people make their way in the world. The main character discovers new activities he can do that do not require electricity through his relationship with his sister. At first he is hesitant and unwilling to do anything without electronics, and even goes as far as to destroy his sister’s doll to try and get the battery out. His frustration and anger are clearly evident. By the end, though, he feels remorseful for the way he acted toward his sister and comes to enjoy the imaginative activities and wishes to do them again the next day, evidenced when Charlie thought, “I’ll wake up and I can plug in. But another thought hit him he couldn’t explain: I might also find dragons with Isabel Jane.” Charlie’s actions greatly contribute to the sequence of events and he is shown as a kind, imaginative child who has a great relationship with his sister.

CCSS.Literacy.RL.3.3

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	<ul style="list-style-type: none"> • Gadget (Tier 2) • Fuel (Tier 2) • Toddle (Tier 2) • Surge (Tier 2) 	<ul style="list-style-type: none"> • Dread (Tier 2) • Vision (Tier 2) • Pounced (Tier 2) • Distress (Tier 2) • Forging (Tier 2)
Words that cannot be determined in context	<ul style="list-style-type: none"> • Computerized (Tier 2) • Duller (Tier 2) 	<ul style="list-style-type: none"> • Folly (Tier 2) • Term (Tier 2) • Assaulted (Tier 2) • Hotly (Tier 2)