

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Mary Lee Quinn	Event/Date:	TeachFestCT July 29, 2014
Text and Author	<i>Malala's Dream</i> by Joe Buba	Where to Access Text	lconn.org -search for "Malala's Dream" for text Scholastic News -- Edition 5/6. 11/11/2013, Vol. 82 Issue 8, p4-5. 2p
Text Description			
Magazine article about the Taliban and Malala Yousafzai. Explains what happened when Taliban took over Swat Valley region of Pakistan, how Malala fought back, and how she was attacked because of her outspokenness. Talks about the power of education and what is being done to help girls worldwide go to school.			
Quantitative			
Lexile and Grade Level	800 L, Gr. 5	Text Length	694
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The article explains the danger faced by girls trying to get an education in Pakistan in straightforward language. It gives background into what led to the Taliban attack on Malala Yousafzai and her thoughts on the power of education.		Narrative nonfiction article. The title, subtitle, paragraph headings and photographs with captions help the reader understand the timeline of how the events of this article unfolded. Unfamiliar words are in boldface type with a definition and pronunciation given for these words. A map of the area where these events took place is included. An excerpt from Malala's book, <u>I Am Malala</u> is included in a text box.	
Prior Knowledge Demands		Language Features	
The prior knowledge demands include knowledge of the Pakistani culture especially with regard to women and education. Knowledge of how oppression can be used to control people. Prior knowledge of social media (blogging) is also necessary.		The language of the text is simple and straightforward. Metaphor – books and pens as weapons and personification – bullets would silence Malala are used. Unfamiliar words are in boldface type with a definition and pronunciation given for these words.	
Potential Reader/Task Challenges			
While the text is not complex, U.S. students will need to realize that an education is not a "given" in all cultures, They will need background knowledge of Pakistani culture and the Taliban – especially with regard to women and education. Word choice such as "Let us pick up our books and our pens. They are our most powerful weapons" adds to text complexity.			
Big Takeaway			
The main theme to take away is Malala's response to human rights violations with regard to women and education in Pakistani culture under Taliban rule. Malala's story highlights the importance of freedom of speech and the risks some children take in order to get an education. It is important for students to realize the threats others face when voicing their opinions. The power of social media is emphasized through the Taliban's response to Malala's blog and through the creation of the The Malala Fund to help girls around the world obtain an education.			

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	risky (tier 2) harsh (tier 2) banned (tier 2) blog (tier 2) defy (tier 2) allies (tier 2) regions (tier 2)	inspiration (tier 2) invaded (tier 2) boarded (tier 2) launched (tier 2) weapons (tier 2)
Words that cannot be determined in context		oppressive (tier 2) protests (tier 2) terrorist attacks (tier 2) Taliban (tier 3)