

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Robyn Albertson	Event/Date:	TeachFest: Connecticut-July 29, 2014
Text and Author	<u>The Hundred Dresses</u> by Eleanor Estes	Where to Access Text	Chapter 2: The Dresses Game
Text Description			
<p>This chapter is important to the plot of the story because it is where the reader learns what the importance is of the “Hundred Dresses”. The two main characters that you meet in chapter one are wondering where Wanda is because she is not in school. The reader learns why they are so concerned that she is missing because they like to make fun of her. Maddie, one of the main characters, is explaining the game that they play with Wanda. The reader is prompted to ask; why would Wanda tell the girls that she has 100 dresses, or is Wanda lying to the girls to fit in? The reader begins to wonder about the game from Maddie’s point of view.</p>			
Quantitative			
Lexile and Grade Level	Lexile Level 870 Grade 4	Text Length	Chapter 2- p.8-18 Book 80 Pages Total
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central ideas in this chapter are friendship and bullying. The overall meaning of the story is very complex because the theme may be revealed over the entirety of the text.</p>		<p>The text structure is slightly complex and is written in sequence of events. The chapter has four illustrations that support selected parts of the text.</p>	
Prior Knowledge Demands		Language Features	
<p>The reader should have read and understood the first chapter of the text. The reader should be familiar with the superstition of “holding your breath” and also have knowledge of tone or voice and how that changes the readers understanding of the text. It would also be helpful to understand the idea of “hand-me-down” clothes.</p>		<p>The conventionality of the text is moderately complex because it is easy to understand but has plenty of opportunity to teach complex meanings. The vocabulary is conversational but does have a few unfamiliar words that may or may not be defined in the text. The overall sentence structure is moderately complex.</p>	
Potential Reader/Task Challenges			
<p>This text is engaging and is focused on a topic that is very realistic to a 4th grader. Most students should have the life experiences necessary to understand the central idea in the story and in the selected chapter. Some of the language used could be considered higher-level because they are not used in everyday conversation.</p>			
Big Takeaway			
<p>In Chapter 2 we learn about “The Hundred Dresses” game as explained from Maddie’s point of view. The students should identify and show evidence that the point of view being used is a secondhand account of the game. The Big Takeaway for this chapter should be the understanding of how the game would be described if it were portrayed from Wanda’s point of view (a firsthand account) or from Peggy’s point of view (another secondhand account). This switch in the point of view changes how the reader understands the characters and how the reader feels about them. The students will show they understand this by changing the point of view of one specific part of the chapter using dialog in a reading response. The big idea of bullying should be discussed from all three point of views.</p>			

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	intruders Strewn	peals
Words that cannot be determined in context	Incredulously Stolidly Derisively Sapolio	