

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Veronica Gelormino	Event/Date:	Connecticut TeachFest Summer Academy 2014
Text and Author	"If the Taliban takes power, Afghan women fear their freedoms may vanish" by LA Times Staff	Where to Access Text	Newsela.com https://newsela.com/articles/afghan-women/id/2674/
Text Description			
In this article, adapted by Newsela from the LA Times, women (young and old) in Afghanistan today express their uncertainty and fear for their future if the Taliban returns to power when the U.S. troops withdraw from their country. The differences between the lives of women during Taliban control and now are detailed.			
Quantitative			
Lexile and Grade Level	1020L	Text Length	912 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The purpose of this article is to present a timeline and descriptions of changes in the freedoms allowed to women in modern Afghanistan. The stories of young women and their mothers and aunts are presented. This format is easy to follow but the ideas are complex as the uncertainty of the future of these women is described.		The photograph of the women in the taxi-two with headscarves and one in full burka sharing pictures on a cell phone in the back of a taxi in Kabul present a visual of the before/after or old/new described in the story. This is an adapted newspaper article, and has sub-headings, so the flow of the story and the changes between "before" and "after" are clear.	
Prior Knowledge Demands		Language Features	
There are prior knowledge demands for this article so that students can understand the culture of the Afghan people and be sensitive to it-especially the social structure and religious history. Students would also have to understand government systems and a little about international relations.		There are a few vocabulary words that can simply be defined and then some that are cultural and might require more explanation. The parliamentary governmental system and the Taliban are words that would require understanding for the students to understand the article fully.	
Potential Reader/Task Challenges			
Potential reader challenges include the background knowledge needed for cultural and political sensitivity as well as the disturbing content (child brides-acid in face, etc.) that need to be handled delicately for some middle school students.			
Big Takeaway			
As students actually read the experiences of women through a change from traditional society to a more modern one, they glimpse the challenges for a country moving from developing to developed one (How can that happened with 50% of the population uneducated?). Introducing the article using the accompanying photograph is a good way to lead into the ideas in the article. Students can develop insight into the complexity of international relationships, and they can be encouraged to get involved in human rights movements across the world and become responsible citizens of our global society, as they read and respond to the article. I would use this as a unit with additional articles, videos, and fiction about young women in similar situations from other countries and encourage the students to brainstorm solutions and ways to help including: writing letters to politicians, holding fundraisers and events to raise awareness, and other ideas.			
RI.7.3, RH.6-8.1, RH.6-8.2, RH.6-8.3			

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"> • Modesty (T-1) • Burka (T-1) • Unescorted (T-1) • Forbid (T-1) • Demands (T-1) • Quash (T-1) • Sparsely (T-1) • Dread (T-1) 	<ul style="list-style-type: none"> • Parliamentary* • Taliban* • “love marriage”
Words that cannot be determined in context	<ul style="list-style-type: none"> • Mahran (T-3) 	<ul style="list-style-type: none"> • Human Rights • Taliban • parliamentary