

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Michael Webb	Event/Date:	TeachFest Connecticut: Summer Academy July 29, 2014
Text and Author	"TLA" – Jane McFann	Where to Access Text	<i>Short Circuits: Thirteen Shocking Stories by Outstanding Writers for Young Adults</i> , edited by Donald Gallo
Text Description			
<p>Holly is an eighteen year-old senior five days away from graduation. As she returns to school late one day to turn in make-up work from the two months she has missed, we learn that she has been involved in a tragic accident and is experiencing guilt commonly associated with survivors. Throughout the narrative, she begins to see the impact a restrictive relationship can have on an individual. A return to the scene of the accident finds her standing at the edge of the cliff contemplating the point of life without her beloved Jake. In the end, her reflection leads to an understanding of the true nature of her growth and the importance of resiliency.</p>			
Quantitative			
Lexile and Grade Level	960 Lexile - Gr.9	Text Length	2,616 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Relative to Holly's character, it is important to note that literature is a reflection of life whereby when one person changes, the relationship changes. The story lends itself well to our first unit that focuses on the narrative functions of conflict creating change and growth in character. The interpretation and analysis of this process typically produces a thematic statement.</p>		<p>A model for short fiction in the first person narrative that asserts of a series of flashbacks to craft the development of conflict and characterization. Italics are used to separate stream of conscious technique versus typical dialogue.</p>	
Prior Knowledge Demands		Language Features	
<p>A tertiary awareness of high school life (college acceptance, graduation, senior year etc.) Much of the story is based on a relationship during adolescence and culminates with the events associated with the last week of senior year (finals, yearbook, graduation). Students who have been in a relationship will have a deeper understanding of the emotional component that Holly is facing throughout the story.</p>		<p>Readability is not challenging. Sentence structure and length will not pose a problem due to its fairly conversational narrative and dialogue that is present. Vocabulary is within range without any content-specific terms.</p>	
Potential Reader/Task Challenges			
<p>The primary challenge to my intervention students will undoubtedly be the author's use of flashback and stream of conscious technique. Previously, I have presented in the form of guided reading. Sections are chunked and summaries are used to monitor comprehension. This is currently being reformatted to a close reading packet with text dependent questions relative to character, conflict and theme. Developmentally, I would expect the majority of my freshmen to make surface level connections to the relationship aspect of the story. Most freshmen have not been in mature relationships of depth and substance.</p>			

Big Takeaway

High School is a time where a multitude of lifelong relationships are both altered and established. McFann's story showcases the need for us to see that a successful relationship involves maintaining a balance between giving in to someone's needs while holding onto your own in the process. It is important for our incoming 9th graders to see how a functional relationship is one where your partner motivates you to be the best version of you. As the story progresses, we see Holly come to realize that Jake's insecurity and codependency would never truly allow her to maximize her potential. Thematically, the story also contributes to the concept of self-identity (student's explore the inquiry "Who am I?" throughout their freshmen year in 9th grade LA).

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"> • trudged (tier 1) • diligence (tier 2) • sash (tier 1) • envied (tier 1) • embossed (tier 1) • superlatives (tier 3) • veered (tier 1) • glint (tier 1) 	<ul style="list-style-type: none"> • burden (tier 2) • insecurity (tier 2) • painstakingly (tier 2) • methodically (tier 2) • consciousness (tier 2)
Words that cannot be determined in context	<ul style="list-style-type: none"> • quarry (tier 3) 	<ul style="list-style-type: none"> • ruthlessness (tier 2) • refrain (tier 2)