

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Caroline Stackhouse	Event/Date:	July 29, 2014 TeachFest
Text and Author	"Sheila Rae the Brave" by Kevin Henkes	Where to Access Text	Check out at library or purchase via Amazon
Text Description			
<p>Sheila Rae has a little sister named Louise. Sometimes she won't share things with Louise, and sometimes she looks down on her. "I am brave," says Sheila Rae. "You're always such a scaredy-cat," she says to Louise. But then sometimes things happen to make Sheila Rae wonder if she really <i>is</i> so much better than Louise after all and whether Louise is really such a scaredy-cat. Just because Sheila Rae is older, she doesn't <i>always</i> know better.</p>			
Quantitative			
Lexile and Grade Level	440 L, GL 2.5	Text Length	28 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central idea of the text is that Sheila Rae begins to understand that just because someone is older or more experienced does not mean they always know better. Towards the end of the story, Sheila discovers that she has her own weaknesses and her younger sister, whom she thought was the "scaredy cat", ended up helping her and getting them both home in the end.</p>		<p>Clues in beginning description, as well as illustrations, develop Sheila Rae's personality and characteristics. The story line is a linear time-line, with reflections in the ending from the beginning.</p>	
Prior Knowledge Demands		Language Features	
<ul style="list-style-type: none"> * Knowledge of searching for details in illustrations to make inferences * Knowledge of what "afraid" means as well as other feelings words * With prompting and support, students will described the relationship between illustrations and the story 		<ul style="list-style-type: none"> * This story is fiction and is written in a linear manner * Text has some personification (ex. fingers of the trees) * Understanding of words for various sounds (ex. growled, thundered) * Students will need to build an understanding of what "brave" means 	
Potential Reader/Task Challenges			
<p>Learners who do not have siblings may have a difficult time connecting to the concept of being the older sibling or having an older sibling. Students who have a difficult time understanding characteristics such as "brave" or "afraid" will have a difficult time understanding concepts within the story.</p>			
Big Takeaway			
<p>Students will understand that just because someone is older than them or because they are older than someone else, it does not necessarily mean that they know best. Students will understand that everyone needs help sometimes and that sometimes others who they didn't expect to help them would be the most helpful. They should never underestimate anyone. Changes in the main character can be connected to the standard that students will be able to describe how characters in a story respond to major events and challenges. (Literacy.R.L.2.3)</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	<p>giggled attacked decided frightening</p>	<p>dashed block</p>
Words that cannot be determined in context	<p>afraid brave fear evil familiar bared occurred</p>	<p>stray convince</p>