

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Linda Pillo	Event/Date:	Teachfest July 29, 2014 Hartford Conv. Center
Text and Author	A Pink Sheep by Kyria Abrahams	Where to Access Text	Readworks.org
Text Description			
Jared visits a petting zoo and speaks with a pink sheep who is fearful to disclose his “being different” from the other sheep in the zoo.			
Quantitative			
Lexile and Grade Level	410L Grade 2	Text Length	Literary text, approximately 550-600 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Multiple levels of meanings: “Differences do not divide us” “Can’t judge someone/something by only what What we see/observe” “We may have physical differences, but we all Share the same feelings”		Fantasy RL2.2; dialogue RF2.4; connections RL2.1; inference RL2.7; point of view RL2.6	
Prior Knowledge Demands		Language Features	
Prior knowledge of being part of a community like school should be part of the students’ experiences along with experiences of knowing people of other races, cultural backgrounds.		Contemporary language Figurative language: “black sheep” Familiar language	
Potential Reader/Task Challenges			
<p>A potential challenge will be the ability to connect animal “fantasy” concerns with human situations or to personal feelings. Also, students may be challenged with the dialogue format determining who is speaking and when.</p> <p>Recommend that students be familiar with short fable format before reading this text. Reading and discussing an Aesop’s fable before this lesson would give students an introduction to the genre. Also, a short fable would prepare students to find evidence of the lesson. This could be done as a read aloud before the close reading of “A Pink Sheep.”</p> <p>Another recommendation would be to use the short fable in the read aloud as a vignette that could be “acted out” by volunteer students or by the teacher and a student. This modeling would give the students a visual and auditory experience of the dialogue and acting out feelings. The same modeling and visual/auditory experience could be acted out with “A Pink Sheep,” given the amount of dialogue. This format would help students to find the exact feelings and words used by the author to express the lesson or “takeaway” intended by the teacher. A kind of Reader’s Theatre would help the students with making connections with the important themes in this fantasy narrative.</p>			

Big Takeaway

Accept yourself and others for who you are and who they are in spite of our differences; do not judge.

In response to the teacher question, “How would Conrad and the other sheep feel about a pink sheep being a part of their group?” students would cite, “We would never accept him!” as the answer. This would then lead to the teacher explaining, “He would be a black sheep.” figurative language image to the students.

Another question would be, “How does Gael feel about Conrad’s statement?” Students would cite: “He is standing alone on the other side of the petting zoo...He begins to cry pink tears,” as evidence of Gael’s feelings. This is the teacher’s opportunity to chart the evidence of Gael’s feelings and connect with feelings of being new or different in a social situation. Teacher should chart and model reading, “After eating the pink flower that grows from Gael’s tear, Conrad says, ‘This is delicious!’ “

Additional questions:

Why does Conrad say, “This is delicious!” with such excitement? Text evidence would be that Gael begins to show his color “glowing,” and says, “My true form!”

How do you know that Gael has been accepted by the group of sheep? Text evidence would be when Conrad says, “I wasn’t right to think there’s something wrong with a pink sheep.” Gael is happy (students love “happy”), he says, “I have a family again.”

Jared’s mom asked him if he enjoyed his day at the petting zoo. Jared says, “More than you’ll ever know!” Why does Jared say this? How do you know that Jared has learned an important lesson? Text evidence would be that Jared is holding a pink flower from one of Gael’s tears when he wasn’t sure he would be accepted. Also the author tells us, “Jared knows he will always remember this day. He will never forget that being different can also be beautiful.”

This fantasy story would be an excellent opportunity to produce as a classroom play. The creation of props, background, simple costumes are endless and do not have to be expensive or elaborate. The message is the important takeaway. This play format would be an opportunity for the teacher to differentiate with students’ abilities/learning modes: artistic, kinesthetic, oral language, public speaking.

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>Nervous T-1 Dispenser T-2 Pellets T-2 Flock T-2 Leader T-1 Exclaims T-2 Form T-2</p>	<p>Shame T-2 Magically T-2 Ashamed T-2 Bright T-2 Address T-2 Secretly T-2 Clearly T-2 Behold T-2 Petting T-2</p>
Words that cannot be determined in context		<p>Sacred T-3</p>