

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Victoria Celli	Event/Date:	10/23/2104
Text and Author	Thank you Mr. Falker, by Patricia Polacco	Where to Access Text	Authentic Literature
Text Description			
<p>Thank You, Mr. Falker is a story about the author when she was a little girl. She came from a family of educators and readers and when she started school and throughout her elementary years, she struggled with reading. She was teased by the other students and passed by with the teachers. When she was in fifth grade, Mr. Falker took her aside and taught her to read. Once she learned to read, she was no longer being picked on.</p>			
Quantitative			
Lexile and Grade Level	AD650 Lexile, 3 rd Grade	Text Length	36 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<ul style="list-style-type: none"> The central idea of the story is the struggle of reading. Starting in kindergarten and struggling through the letter sounds and not being able to put them together in order to read. As the author moves through the story, the struggle of reading becomes bigger until a teacher pulls her aside to help. The central meaning is revealed in the author's epilogue on the last page. She reveals that she runs into Mr. Falker as an adult and thanks him for helping her learn to read and that she became a children's book author thanks to him. <p>Complexity Level: Very</p>		<ul style="list-style-type: none"> The author writes the story in chronological order from the time she was in kindergarten, just learning to read, until she is in fifth grade where she meets Mr. Falker. The order of her timeline jumps from kindergarten to first grade, to third grade, and then to fifth grade and lastly in the epilogue she jumps to her adult career. The multiple meanings throughout the text give the cause of her struggle and the effect is had on her throughout her school years into her adult life. The use of illustrations help the reader emphasize the emotion the author was feeling throughout the various stages of her academic struggles. Mr. Falker is a complex character because he doesn't at first tell her that he knows she can't read. He tries to help her without her knowing he's helping. The author doesn't include until the end the effect that he has on her and how it changed her. <p>Complexity Level: Very</p>	
Prior Knowledge Demands		Language Features	
<ul style="list-style-type: none"> The author portrays life experiences that are common to many readers. The experience of going through school and struggling in a subject is common across all gender and age groups. The experience of moving from one place to another, and moving from one school to another is something the students would need to understand to feel the effect it had on the author and her experiences in reading. The struggle and hesitation of reading was encouraged by lack of teachers who were willing to assist and give more attention to her need. 		<ul style="list-style-type: none"> There are many analogies in the text that require some teacher support. Within the text, there are many tier 2 vocabulary that the students may have seen once or twice, but do not know. They will continue to see these words throughout fiction texts. The author includes many quotes from characters in the story that include analogies and hidden messages. At the end of the story, the author writes an epilogue of her appreciation for Mr. Falker taking her aside and teaching her to read. She accredits 	

<ul style="list-style-type: none"> Also the experience of having uninfluential teachers and having one influential teacher would also assist in sharing the emotions the author went through. <p>Complexity Level: Moderately</p>	<p>her adult career choice of being a children's book author to him.</p> <ul style="list-style-type: none"> Within the text, the author has a couple of tier 3 vocabulary words that will require teacher support. Using context clues to understand and be able to decipher the tier 2 and tier 3 vocabulary words. <p>Complexity Level: Very</p>
Potential Reader/Task Challenges	
The challenges of this text are that in order to understand the central idea, the multiple meanings throughout must first be understood. They also have to understand how the central character was affected. There are many tier 2 and some tier 3 vocabulary words in the text that context clues must be used in order to understand. They have to understand the analogies, vocabulary, and the text structure to be able to understand that the author is writing a story about her struggle through elementary school and reading.	
Big Takeaway	
The text is a fiction story of the struggle of reading and working through the discomfort to become an efficient reader. The author goes through her life in a chronological order, but jumps in her timeline through the grade levels and her struggle of reading throughout. The analogies in the story give way to the underlying message of working through the discomfort of reading while showing her emotions of how it affected her emotionally and how that affected her career choice.	

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"> • Ladle • Torture • Announced • Elegant • Fault • Blackboard • Memorize • Adventure 	<ul style="list-style-type: none"> • Two-toned 1949 Plymouth • “Sank to his knees” • Odyssey of discovery •
Words that cannot be determined in context	<ul style="list-style-type: none"> • Twilight • Longed • Talented • Stumbling • “Slick gray pants” • “Plaid jacket” • “Butterfly tie • Magotty • Dumbbell • Bounded 	