

## What makes this text complex?

### Summary

#### Context of the text

*Casey at the Bat*

#### Author's full name

Jerome K. Jerome Thayer

#### Description

straightforward, as it is told in chronological order, and follows an AABB rhyming scheme. The narrator tells of the rising and falling emotions of the players and the fans throughout the final inning of the game.

### Stylistic features

Stanzas of four lines each.

### Structural features

#### Central Ideas/Purpose

The poem experiences the ebb and flow of rising and falling emotions of the players and fans who feel that Casey will get a hit and win the game for his team. The poem *Casey at the Bat* fits together to show changes in emotion unfolding throughout the poem, with actions and reactions. For example, the author's positive feeling in the first three lines of the last stanza, then contrasts it with the crushing disappointment of Casey's failure. He uses phrases

ning bright... hearts are light... men are laughing” to create this positive feeling. However, the shift in the last line is dramatic when the re  
ghty Casey has struck out.” Readers are likely to be surprised by the unexpected ending, because most readers are accustomed to happ

### **Structure/Organization**

Structure is straightforward as it is told in clear chronological order, and follows an AABB rhyming scheme. The repetitive use of four-line stanza  
ow the sequence of the narrative. The connections between actions and reactions in the poem are clear as each stanza has an obviously  
ntrasting tone.

### **Features**

Features are exceedingly complex as there are many generally unfamiliar, archaic, and subject-specific vocabulary words. In addition, t  
ve language to describe the setting and emotions of characters in the poem.

### **Edge demands**

Edge demands are complex, as the poem delves into cultural references, such as baseball terminology and a reference to gambling that are un  
rs. Readers need a basic understanding of the game of baseball to follow the build-up of emotions and understand the context of the eve  
liarity with poetry - specifically the purpose of stanza breaks - will assist readers. In addition, readers need to be aware of the different pe  
or, the fans and Casey when making meaning of the poem.

### **Reader/Task Challenges**

At the fifth grade level may struggle emotionally with the surprise failure of Casey striking out at the end of the poem. They are likely to be ac  
y ending” in literature, and be challenged by the dramatic shift from their expectations. Additionally, students will need to have an unders  
ures of poetry, as well as an understanding of making inferences to complete tasks successfully.

## Vocabulary in this text

plays a critical role in text complexity and readers' ability to make meaning of complex text.

	<b>Words that demand less teaching time (i.e., the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. there are multiple meanings and/or are part of a word family)</b>
<b>can be used in context</b>	<ul style="list-style-type: none"> <li>• tumult (Tier 3)</li> <li>• patrons (Tier 3)</li> <li>• scornful (Tier 2)</li> <li>• sneer (Tier 2)</li> <li>• hurtling (Tier 2)</li> <li>• gladdened (Tier 3)</li> <li>• bade (Tier 3)</li> <li>• preceded (Tier 2)</li> <li>• wonderment (Tier 3)</li> <li>• writhing (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• eternal (Tier 2)</li> <li>• stern (Tier 2)</li> <li>• bearing (Tier 2)</li> <li>• doffed (Tier 3)</li> <li>• defiance (Tier 2)</li> </ul>
<b>cannot be used in context</b>	<ul style="list-style-type: none"> <li>• dell (Tier 3)</li> <li>• stricken (Tier 3)</li> <li>• multitude (Tier 3)</li> <li>• visage (Tier 3)</li> <li>• unheed (Tier 3)</li> </ul>	<ul style="list-style-type: none"> <li>• haughty (Tier 3)</li> <li>• grandeur (Tier 3)</li> </ul>