LearnZillion

What makes this text complex?

mary

the text

g Hates the Cat"

ese Wonderbook

dsummer Night's Dream, Act One, Scene One")

ll name

dale Pitman

Shakespeare)

ption

lktale that recounts the way in which the dog came to hate the cat. This chronologically told folktale is made complex through the shifting perspective of arrator. While the title reveals the obvious and surface level purpose, upon closer examination this story details the complex and often cruel ways in whic each other, and how they treat each other with selfish means. While characters interact and speak in ways that feel timeless and colloquial, the descriptive is filled with complex vocabulary and sprinkled with somewhat unfamiliar figures of speech.

f description of this text here, just enough for someone who is unfamiliar with the text to get a basic summary and understand any major c ground.

ive features

grade level

Grade

e features

itative Measures Rubrics to determine the particular features of your text that make it complex.

litative Rubrics and support for using them, this can also be found beginning on page 46 of your TeachFest Guide.

entral Ideas/Purpose

e big ideas in the text? Is there a single meaning, or are there multiple levels of meaning? How so? Are the big ideas stated explicitly? Car erred or are they difficult to determine?

ls of meaning that may be difficult to identify or separate, theme is implicit or subtle and may be revealed over the entire text--While the big idea of expla the cat is explicitly explored in the text, the deeper level of meaning addressing how characters interact and treat each other in relationships is much less f meaning are developed throughout the entire text, while the subtler meaning is weighted heavier in the beginning and middle sections, while the explicit he last two pages. It may be difficult for students to infer and synthesize the deeper level of meaning and commentary regarding the nature of human rela

ure/Organization

ext organized? How sophisticated are the means to relaying information or a story? Are there graphics to support or extend the meaning? s between ideas explicit or implied.

t is organized in chronological order, and the events are relatively straightforward, connections between the expanded range of ideas explored are implic tion of the text builds to multiple pathways to exhibit the specific traits of a fable, and these connections are almost exclusively implicit.

Features

age features do you notice? Is the language literal or are there figurative, connotative, or ironic uses? Is the language contemporary or arcl e vocabulary likely to be familiar to students or are there many new words?

logue between characters is rather simplistic and straightforward, the narrative of the text as a whole is fairly complex, containing a great deal of abstract s well as many phrases with connotative meanings.

...edge demands

...rehension of the text demand prior knowledge of particular events, processes, topics, or life experiences? To what extent does perspectiv... ...aracters shape the reader's ability to make meaning of the text or situation? Is there content or discipline specific knowledge readers mus... ...al references or literary allusions? Will familiarity with a particular genre (e.g., myths) or type (e.g., scientific reporting) of writing assist the r...

...owledge demands are slightly complex, relying on everyday practical knowledge and largely simple, concrete ideas. While little prior knowledge is necess... ...xt, students would benefit from a basic understanding of the genre--fable.

...eader/Task Challenges

...ational, emotional, comprehension skill, knowledge, or experience challenges does this task pose for readers at your grade-level? Thinking... ...the text and potential questions/ tasks that may address those ideas, what challenges will this text pose for readers at your grade-level.

...challenge to students will be to dive below the surface story and lesson about the dog and the cat and to understand and discuss the deeper lying issues an... ...regarding the authors' commentary and beliefs about the human condition and how people/animals treat each other.

...ocabulary in this text

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

..."Identifying and sorting vocabulary words," also on page 49 of your TeachFest Guide
...e 33 of Common Core State Standards Appendix A.
...at words do I teach and how?" (Short Article by David Liben, Student Achievement Partners)

	Words that demand less teaching time (i.e., the definition is singular and concrete)	Words that demand more teaching time (i.e. there multiple meanings and/or are part of a word family

can be in context	• Suffered (Tier 2) • Scant (Tier 2) • Pangs (Tier 2) • Solemnly (Tier 2) • Hair-pin (Tier 2) • Clattered (Tier 2) • Heaping (Tier 2) • Descendants (Tier 2)	• Exposed (Tier 2) • Stark Mad (Tier 2) • Charm (Tier 2)
cannot be in context	• Woebegone (Tier 2)	• Anxious (Tier 2) • Envied (Tier 2)