

# What makes this text complex?

## Summary

### Context of the text

“Run to Nome”

### Full name

Signal

### Description

This text provides information related to an outbreak of diphtheria in a remote region of Alaska during the 1920s and outlines the difficulties of getting doctors for distribution. The harsh climates and conditions of this area created a need for an alternate method of transport in the form of sleds. It describes the story of Balto and Togo as they made the dangerous 674 mile trek to deliver the serum as well as how the modern day Iditarod Race commemorates the Run of 1925.

## Complex features

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

[Qualitative Rubrics and support for using them](#), this can also be found beginning on page 46 of your TeachFest Guide.

### Central Ideas/Purpose

The central idea present in this text is persistence in overcoming a problem as well as good things often come out of bad situations. The author provides details to develop the bleakness of the serum situation and even titles a section “out of options” for effect. This idea is also present in the section where Togo was chosen because he was not considered a good race dog or strong leader, and he beat the odds to prove himself. Additionally, this text outlines the theme of humans and dogs working together for a common purpose.

**Structure/Organization**

is reflective of the problem/solution text structure. Informational chunks are presented with headings as main ideas and contain explicitly c  
otograph and two text boxes are used to provide additional information on ideas presented in the text. A glossary is also included at the e  
upport understanding of vocabulary.

**Features**

ie contained within this text is primarily formal with an academic focus. The text is comprised of mainly compound and complex sentence  
ted vocabulary words are bold-faced to draw the reader's attention. Many words may not be familiar to students, but context clues and a  
d.

**Edge demands**

t are familiar with nonfiction text and graphic features will have an easier time understanding the information presented within the text. Ba  
related to Nome, Alaska, communicable diseases, immunizations, and dog sledding will also be beneficial to comprehension.

**Reader/Task Challenges**

s age appropriate for most 5th grade students but may be difficult for readers that are not familiar with nonfiction text structures and featu  
ay also have difficulty with vocabulary unless scaffolding is providing to support understanding of context.

## Vocabulary in this text

plays 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](#).

[What 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 are multiple meanings and/or are part of a word family)
<b>can be used in context</b>	<ul style="list-style-type: none"> <li>bleak (tier 2)</li> <li>devastating (tier 2)</li> <li>serum (tier 3)</li> <li>contagious (tier 2)</li> <li>immunization (tier 3)</li> <li>perilous (tier 2)</li> <li>fatal (tier 2)</li> <li>harsh (tier 2)</li> <li>frantic (tier 2)</li> <li>isolated (tier 2)</li> <li>diagnose (tier 3)</li> </ul>	<ul style="list-style-type: none"> <li>fracture (tier 3)</li> <li>commemorate (tier 2)</li> <li>administer (tier 3)</li> <li>remote (tier 2)</li> <li>native (tier 2)</li> </ul>
<b>cannot be used in context</b>	<ul style="list-style-type: none"> <li>diphtheria (tier 3)</li> <li>frostbite (tier 3)</li> <li>musher (tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>blistering (tier 2)</li> <li>necessity (tier 3)</li> </ul>