

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Ali Giska (National LearnZillion Dream Team, 2014)	Event/Date:	TeachFest 2014 New Orleans, Louisiana
Text and Author	My Name is Mengmeng (Kids Around the World) By Edward Cody	Where to Access Text	Washington Post for Kids, Kids' Post http://www.washingtonpost.com/wp-dyn/articles/A42924-2004Oct18.html
Text Description			
This KidsPost news article gives readers a glimpse into the life of a typical Chinese student. The article is part of a larger series that focuses on children in countries around the world.			
Quantitative			
Lexile and Grade Level	720L, 2 nd grade	Text Length	432
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
This text shows that life for a child in China is very similar to life for children in the U.S. There are several cultural differences, but overall the author shows that kids are kids no matter which country they live in. This idea can be inferred through the description of a typical day in Mengmeng's life. Waking up for school, breakfast, favorite school subjects, and doing homework are all part of an American student's life as well. While the author does not say it outright, students will notice that Mengmeng has similar experiences throughout the day as they do. The cultural differences, such as the Chinese food, are still easily relatable to life in the United States. For example, the Chinese breakfast food jianbing is similar to a pancake. However, students will need to make some inferences about family and educational values in China.		The text is chronological and uses temporal words to describe Mengmeng's typical day. Words like "after", "then", and "after school" will help readers easily follow the structure of the text. The photograph of Mengmeng dressed in a sweatshirt will help readers grasp the idea that kids in China dress similar to kids in the U.S. There is a small infographic that highlights the country China and indicates that China is 6,500 miles from Washington, DC. The teacher may need to use a map to enhance student understanding of China in relation to the United States.	
Prior Knowledge Demands		Language Features	
Students should be familiar with the format of a newspaper article. There are some cultural references in the article (e.g., what Mengmeng eats, wears, etc.), but most of the topics will be familiar to students. Some background knowledge on China, Mandarin, and other cultures will be important.		The language of the article is literal, but there are unfamiliar Mandarin words such as "jianbing", which are defined in-context, as well as unfamiliar place-names.	
Potential Reader/Task Challenges			
Readers may have trouble seeing the big idea that kids are kids no matter where they live. Some of the details of Mengmeng's life may differ from their own, and readers will need to get past these smaller details. The references to Chinese villages and Mandarin words may increase the task challenge.			
Big Takeaway			
Kids are kids, no matter where they live in the world. The author's main purpose in writing this article is to show that even though there are cultural differences between China and the U.S, readers can relate to Mengmeng because his life is a typical day for many kids.			

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"> • porridge (Tier 2) • jianbing (Tier 3) • village (Tier 2) • countryside (Tier 2) • plenty (Tier 2) • chestnuts (Tier 2) • physical education (Tier 2) • soil (Tier 2) • wheat (Tier 2) 	<ul style="list-style-type: none"> • spacious (Tier 2) • snack (as a verb) (Tier 2)
Words that cannot be determined in context	<ul style="list-style-type: none"> • Mandarin (Tier 2) • Steamed (Tier 2) 	