

## Text Complexity Analysis Template

Text complexity analysis			
Created by:	Lynn Marinelli	Event/Date:	7/29/14
Text and Author	<i>Snow</i> by Cynthia Rylant	Where to Access Text	Bookstore or library
Text Description			
<p><b><u>Snow</u> is a Cynthia Rylant picture book that celebrates and reveals the wondrous beauty of nature that we see in snow. The text is filled with Rylant's feelings and memories of her childhood associated with snowstorms.</b></p>			
Quantitative			
Lexile and Grade Level	Lexile: 840 Grade: 4.5 (I will use with 3 <sup>rd</sup> grade)	Text Length	Picture Book 40 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>This is a picture book that celebrates nature by spotlighting beauty of snowfall and its happy effects on children. The words are not challenging. Figurative language including personification, alliteration, repetition, imagery and more require a high level of thinking in order to comprehend all that the author is sharing with her readers.</p> <p>Layers of meaning:</p> <ul style="list-style-type: none"> <li>• Snow is a giving friend, a protector, a teacher, a beautiful peaceful part of nature.</li> <li>• Through the use of personification Rylant helps her readers feel like she feels about snow. (Understanding-Author's purpose-to reveal and highlight the beauty of snow, as well as share the delight and pure pleasures snow brings.)</li> <li>• Although a snowstorm is a brief experience, it should be appreciated and recognized for its beauty.</li> <li>• Implied meaning: Nature restores itself while covered with snow. Snow gives us the gift of time to spend with those that we love. Rylant is sharing her memories and love of snow. (Understanding the author's voice)</li> </ul>		<ul style="list-style-type: none"> <li>• The structure of the text is lyrical/poetic.</li> <li>• Many sentences are long sentences with 2 or 3 commas. Followed by shorter sentences. May present challenges for inexperienced readers.</li> <li>• Longer sentences are broken and presented in phrases like lines of poetry. May present challenges for inexperienced readers.</li> <li>• Hallmarks of Cynthia Rylant's writing are beginning sentences with 'And', repetition of phrases or words, presenting big ideas with a colon ( : ) and connecting phrases with 3 ands in a sentence.</li> <li>• Personification is used abundantly and will need to be discussed to get to the meaning and reason for use.               <ul style="list-style-type: none"> <li>○ "And this snow tells you, as it falls, that it will send you home early, don't worry. Home is where you need to be, and this snow will take you there."</li> <li>○ "It will send you back, over slippery white roads, to the rooms you love so well. And it will say that it is alright to be happy."</li> <li>○ "The snow loves them back. It gives them angels and new friends." (Picture support: Snow angels and snowmen.)</li> </ul> </li> <li>• Alliteration and repetition add to a lyrical, peaceful feeling the text present.               <ul style="list-style-type: none"> <li>○ "The snow is falling while the flowers sleep and the sun sleeps and the soft green gardens are waiting."</li> </ul> </li> <li>• The first page simile sets the tone for the book. The simile allows the reader to visualize/connect to snow being a friend.               <ul style="list-style-type: none"> <li>○ "The best snow is the snow that comes softly in the night, like a shy friend afraid to knock, so she thinks she'll just wait in the yard until you see her. This is the snow that rings you peace."</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Illustrations are highly supportive of the text.</li> </ul>
<b>Prior Knowledge Demands</b>	<b>Language Features</b>
<ul style="list-style-type: none"> <li>• If students have never experienced snow substantial background will need to be built. Snow day, snow angel, snowman.</li> <li>• Experiences with snow add to the reader’s understanding and pleasure gained from this text.</li> <li>• It is helpful (but not necessary) to have some experience with Rylant picture books to become familiar with her style. (Long sentences with multiple commas, beginning sentences with And, and presenting big ideas with ( : ) repetition of words or phrases.</li> <li>• Definition of literary devises and an understanding of why authors use specific figurative language is critical.</li> </ul>	<p>The text is written in a manner that imparts a calm, peaceful feeling. The lyrical language is contemporary and easy to read. In order to gain the many levels of meaning, figurative language will need to be discussed.</p>
<b>Potential Reader/Task Challenges</b>	
<ul style="list-style-type: none"> <li>• Figurative Language and longer sentences that are broken in an irregular way can pose fluency difficulties for inexperienced readers. Fluency difficulties as well as a lack of understanding of literary devices will lead to the inability to fully appreciate the author’s message. If connections are not made to the images made by the figurative language students will lack full understanding of Rylant’s memories and feelings about snow.</li> </ul>	
<b>Big Takeaway</b>	
<ul style="list-style-type: none"> <li>• Although snow is a brief experience, it should be recognized for the beauty it highlights in nature and enjoyment it provides for people.</li> </ul>	

## 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"> <li>• Delicate (Tier 2)</li> <li>• Lamppost (Tier 2)</li> <li>• Sparrow (Tier 2)</li> <li>• Evergreens (Tier 2)</li> <li>• Brief (Tier 2)</li> <li>• Moment (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• limbs (Tier 2)</li> <li>• angels (snow) Tier 2</li> <li>• except (Tier 2)</li> </ul>
Words that cannot be determined in context	<ul style="list-style-type: none"> <li>• Figurative language</li> </ul>	