

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Shannon Betts	<b>Event/Date:</b>	July 29, 2014
<b>Text and Author</b>	Malala the Powerful: the Amazing True Story of a 15-Year-Old Girl who Stood up to a Deadly Terrorist Group By Kristin Lewis	<b>Where to Access Text</b>	<a href="http://www.scholastic.com/scope">http://www.scholastic.com/scope</a> September 2013
Text Description			
<p><b>Nonfiction article details the experience of Malala Yousafzai, a young Pakistani activist advocating for girls' right to education. In retaliation for her advocacy, Malala suffered an assassination attempt by the Taliban in 2012. After multiple reconstructive surgeries to repair cerebral and auditory damage she sustained from the gunshot to the head, she continues her crusade from an undisclosed location in England. Malala has used the power of her voice to become a worldwide symbol of oppression resistance.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	880, Grade 7 for complex themes	<b>Text Length</b>	1892 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Malala's actions show incredible bravery in resistance to oppression and brutality. Her life is a case study of the individual's right to self-determination through education and the effects of extremism on a society. In addition, the article highlights the tension surrounding changing gender roles in Islamic societies. The gain and loss of women's freedoms are a direct reflection of the rise and fall of Taliban influence and their strict interpretation of Islamic law.</p>		<p>This is a narrative nonfiction article and contains a hook, introduction, body and conclusion. Text uses subheadings to orient reader; graphics, photos and captions highlight pieces of text for emphasis. Text has nonlinear text structure with frequent shifts between past and present.</p>	
Prior Knowledge Demands		Language Features	
<p>An understanding of the western forces that have brought rapid change to women's roles in areas of Afghanistan and Pakistan will prepare students to explore the underlying themes of cultural conflict. Specifically, students need a perspective on September 2001 al-Qaeda attacks on the United States and the resulting deployment of U.S. military forces to Afghanistan. Students will gain a deeper understanding of article if first oriented to cultural references to the modesty traditionally expected of Muslim women in dress, behavior as well as an understanding of their dependent status within a traditional Islamic society. The Taliban uses the barrier to education as a tool of oppression.</p>		<p>Text has contemporary language, is moderately complex and contains some figurative language.</p> <p>Text has some advanced vocabulary in bold print; vocabulary not explicitly defined but some words can be understood in context.</p>	

### Potential Reader/Task Challenges

Students must objectively examine events from multiple perspectives to comprehend article: Western, Taliban, and that of moderate Islam. Each point of view encompasses different cultural perspectives about the role of women and the purpose of education.

The use of past and present in this text may confuse; readers will benefit from a timeline to put rise and fall of Taliban power and U.S. intervention in perspective. The article is heavy on vocabulary, which will take time and sustained focus to comprehend.

### Takeaway

Humans have rights to education in some societies. Some cultures view education and women's roles very differently than from a western perspective. There are many internal and external forces which shape culture and counterculture shifts. Individuals can defy powerful forces – even violent forces – of tradition in pursuit of self-determination. One of the tools used in changing societies is the power of the written word. An individual or group can use words to resist oppression and effect change.

*Literacy.RI.7.3 Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)*

*Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary or secondary sources*

*Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source: provide an accurate summary of the source distinct from prior knowledge or opinions.*

*Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.*

## 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	<p>Addressed (Tier 2)  Retaliation (Tier 2)  Subside (Tier 2)  Eerily (Tier 2)  Fragments (Tier 2)  Traumatic (Tier 2)  Assassination (Tier 2)  Petition (Tier 2)  Unwittingly (Tier 2)  oppressive (Tier 2)  majestic (Tier 2)  vigils (Tier 2)  tourists (Tier 2)  defy (Tier 2)  evacuated (Tier 2)  envisions (Tier 2)  Luxury (Tier 2)  Alternative (Tier 2)  Refugees (Tier 2)  Brutal (Tier 2)  Precaution (Tier 2)  Devastating (Tier 2)  Memoir (Tier 2)</p>	<p>Tolerate – extend to tolerance (Tier 2)  Granted “took for granted” (Tier 2)  Pseudonym (Tier 2)  Execution (Tier 2)  Crusade/crusader (Tier 3)</p>
Words that cannot be determined in context	<p>Plagued “plagued by corruption” (Tier 2)  Corruption (Tier 2)  Hastened (Tier 2)  Pace (Tier 2)  Utter (Tier 2)  Documentary (Tier 2)</p>	<p><b>Taliban</b> (Tier 3)  <b>Democracy</b> (Tier 3)  <b>Islam</b> (Tier 3)  <b>Urdu</b> (Tier 3)</p>