Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:** The text relays heavily on inferential comprehension. Students may need to have experience with the strategy of rereading for understanding.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RL. 1, 3, (6th grade, St. 5), 6

**Differentiation/Supports for Students:** The paragraphs that contrast Jenny’s movement of the boar’s may help students infer their reactions to each other.

The newspaper clipping may be used to create background knowledge or interest.

**Considerations for Reader and Task**

**Complexity Band Level** (provide range):

6-8

**Lexile or Other Quantitative Measure of the Text**:

1000 Lexile

**Quantitative Measure**

Optional: Created by \_Denise KY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date) Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date)

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

At first reading the story is about the boar but the girl’s reflection on perceptions and realities offers another meaning. The theme is revealed in the text and is not straightforward. The layers of meaning may be difficult to separate.

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**Text Structure: *(****Briefly describe the structure, organization, and other features of the text.)*

The structure is very straight forward with no shifts in perspective of point of view of time. There are no graphics.

**Language Features: *(****Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

The language is conventional, explicit and easy to understand.

The vocabulary is contemporary, familiar, conversational language

The sentence structure contains mostly simple and compound sentences, with some more complex constructions, such as “She needed to be reminded that there was a world above and apart from the trees-a world of space and air, air that didn’t linger all about her, didn’t press deep into her skin, as forest air did.”

**Knowledge Demands: *(****Briefly describe the knowledge demands the text requires of students.)*

Even though this short story explores few themes, looking for boars, looking for wildlife is not a common experience to most readers, but still it mostly requires everyday content knowledge

There are no references or allusions to other texts or cultural elements.

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**Qualitative Measures**

**Briefly explain the recommended placement of the text in a particular grade band.**

The mostly straight forward structure and vocabulary keep this text within the6th-8th grade 1000 Lexile range.

**Recommended Placement**

Jenny goes out into the woods to find the wild boar that everyone fears in Glen Morgan. When she finds him, he is scarred and caked with blood, yet it runs off after hearing a blue jay’s caw. Afterwards Jenny feels sorry for the town’s and boar’s needless fears.

**Text Description**

**Text Complexity Analysis of**

***“Boar Out There”*** *title)*

**by Cynthia Rylant** *(author)*

**Recommended Complexity Band: 6-8**

