

## Sample Analysis of Potential Teaching Points

Text	Identified Complexity (Based on the Text-Complexity: Qualitative Measures Rubric)	Specific Features of the Text That Are Complex	Standards to Teach
<i>Purple Hibiscus</i> (Adichie, 2003)	<i>Knowledge demands:</i> Subject matter is uncommon or unfamiliar to many readers, relying on discipline-specific content knowledge that includes some references or allusions to other texts or ideas.	<ul style="list-style-type: none"> <li>• African colonialism and postcolonialism</li> <li>• Western versus African religious practices (including allusion of title and biblical allusions)</li> <li>• Use of Igbo language</li> </ul>	<ul style="list-style-type: none"> <li>• “Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.” (RL.9–10.6)</li> </ul>
	<i>Meaning or purpose:</i> There are multiple levels of meaning or purpose that are difficult to identify or separate; an implicit, subtle, and complex theme or point is revealed over the entirety of the text in implied, abstract language.	<ul style="list-style-type: none"> <li>• The parallels between the family’s demise and that of Nigeria’s</li> <li>• Kambili’s identity formation</li> <li>• Purple hibiscus as a symbol</li> </ul>	<ul style="list-style-type: none"> <li>• “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.” (RL.9–10.2)</li> <li>• “Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.” (RL.9–10.3)</li> </ul>
	<i>Text structure:</i> Organization of an expanded range of ideas, events, and plotlines is often implicit or subtle, and may include narrative complexities or discipline-specific material that renders text features useful to understanding content.	<ul style="list-style-type: none"> <li>• Use of flashbacks for the central narrative, as well as different periods of time for introductory and closing chapters</li> </ul>	<ul style="list-style-type: none"> <li>• “Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.” (RL.9–10.5)</li> </ul>

Reader and Task Considerations	
Reader readiness	Readers' fluency and vocabulary proficiency will need to be at a seventh-grade level or higher, the length of the text may be problematic for some readers, and Igbo terms may be confusing.
Social configuration	We will use primarily small groups, with some strategic use of whole-group (minilessons) and independent (close reading) work.
Assessment	We will use small-group discussion (SL.9–10.1), in-class writing (W.9–10.10), and a summative literary analysis essay (W.9–10.2).
Allocation of time	We have set aside three to four weeks for the novel and unit.
Scaffolding (as needed)	We will introduce background on postcolonial Nigeria (setting). We may need to provide a glossary of Igbo terms for students in advance of reading the novel. We will use minilessons on analyzing character and symbolism development over time.
<p><b>Conclusion:</b> The novel seems particularly well suited to teaching the Key Ideas and Details and Craft and Structure domains of the Common Core Reading literature standards, particularly as they relate to theme and character and to the standard RL.9–10.6, which requires point of view or cultural experience to be analyzed via world literature; this can justify and support supplemental texts and inquiry into the Igbo culture and the Nigerian political history discussed in the work. A literary analysis essay (W.2) makes the most sense as a summative assessment; formative assessments will likely need to come in ways that engage students and provide daily opportunities to write.</p>	

*Source: Reader and Task Considerations section adapted from Hiebert, E. H. (2012). The text complexity multi-index. Santa Cruz, CA: TextProject. Source for standards: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Accessed at [www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) on March 10, 2015.*