Text grade band placement:	
6-8	
Text	**Text Complexity Analysis**
Title: "Eleven" **Author:** Sandra Cisneros **Citation/Publication info:** Cisneros, Sandra. "Eleven." *Woman Hollering Creek and Other Stories.* New York: Random House, 1991.	**Quantitative:** Lexile: 960L
	Qualitative: The short story is a complex text due to its use of the ambiguous pronouns "you" and "they" at the beginning, which force the reader to use inference to figure out to whom the author is referring. It is complex because it uses figurative language. Also, the text requires a close reading in order to infer its theme.
	Reader and Task: Middle school students can easily relate to the life experiences explored in this text.

ELA Common Core Standards addressed by task*

*Because these tasks apply across multiple grades, they are aligned to the College and Career Readiness Anchor Standards (CCRA). R stands for Reading, W for Writing, SL for Speaking and Listening, and L for language.

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

What key insights should students take from this text?

Analyze the theme of the story based on specific details from the text.
Use inference to gain a deeper understanding of the text.
Examine how repetition, word choice, and similes support the theme.

Text-Dependent Questions	
1. <u>Comprehension:</u> What details in the story suggest why Rachel feels so strongly about the sweater? 2. <u>Significance:</u> What moments did you find most compelling? Explain. 3. <u>Interpretative:</u> At the conclusion of the story, Rachel is wishing she was 102—or anything but 11. What is the author trying to say about age? 4. <u>Interpretative:</u> Rachel says, "I wish I was invisible but I'm not. I'm eleven and it's my birthday today and I'm crying like I'm three in front of everybody." What do you think she means? 5. <u>Analytic:</u> What methods does the author use to explain the process of growing older?	

Writing Mode	Writing Prompt
Informative/Explanatory	Reflect on Rachel's struggle in this story. What is the external conflict for Rachel? In what way is this also an internal conflict? Consider the impact of figurative language, use of repetition, and inference. Cite evidence from the story to support your writing. Use the conventions of standard written English and maintain a formal style.

Scaffolding and support for special education students, English language learners, and struggling readers:

- Struggling readers can be supported in understanding this text by pre-teaching vocabulary words.
- They can be engaged in thinking about one of the text's issues by asking them to discuss the question, "If you could be any age, what would it be? Why?"
- Audio and graphic organizers can assist in making inferences.