

TEXT COMPLEXITY ANALYSIS OF *Tools*

by Ann Morris

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This book shows examples of how tools are used around the world to make life easier. Simple text is enhanced with photographs showing people around the globe using a variety of tools from sticks to jigsaws. Additional notes in the index clarify where each tool is being used, what the tool is called and provide additional detail about the work being done.</p>	<p>Simple language and richly detailed photographs make this an appropriate text for the beginning of grade 1.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: Measurement not available ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Slightly Complex The purpose is explicitly stated on the first and last pages. Meaning is clear, examples are concrete, and the book is narrowly focused.</p> <p>TEXT STRUCTURE: Slightly Complex The organization of the text is simple and clear. The text begins with a single sentence introduction followed by a main idea statement (“Tools help us in many ways.”). The book includes many examples to support the main idea and ends by restating the purpose of the text- to show how tools help us with our work and make our lives easier. Examples are explained using both text and richly detailed photos. Connections between the examples given are explicit and clear. Additional information offered in the index, and a map at the end of the book, deepen the reader’s understanding but are supplemental to the text.</p> <p>LANGUAGE FEATURES: Slightly Complex The language is conventional, literal, and easy to understand. Vocabulary will be familiar to most students. The book uses both simple and compound sentences, but compound sentences are visually broken into smaller chunks of meaning and spread across pages.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex Some people, places and tools in the photographs will be unfamiliar to students, but this context is not needed to understand the focus of the text. Additional information about the geographical location, the name of the tool and its use is available in the index if desired.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text is read aloud and discussed with an emphasis on drawing meaning from details in the photos.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
<p>This book provides important context early in the module by broadening students’ conception of what a tool is and helping them to explore the question, “Why do we need tools?” The tightly focused text and richly detailed photographs are used to practice asking and answering questions about key details in a text (RI.1.1) and using illustrations to describe key ideas in a text (RI.1.7).</p>	

1M1.1 #1

TEXT COMPLEXITY ANALYSIS OF *The Most Magnificent Thing*

by Ashley Spires

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>This picture book tells the story of a little girl on a mission to make a “magnificent thing”. She is confident when she begins building, but when she stands back to examine her “magnificent thing” she realizes it is all-wrong. She keeps trying, and trying, and trying. Finally she gets so angry, she quits. But then, after a walk, she is able to calm down and give it one more go. She looks at all her failures and sees potential. And then she is finally able to make her “magnificent thing”!</p>	<p>This text is used as an accessible read-aloud. A clear chronological storyline, illustrations, simple sentence structure and familiar experiences support students in exploring the more complex central message of the story. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for first graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: Measurement not available ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The text contains layers of meaning that are fairly easy to infer. The central message is developed over the course of the text through the main character’s actions and reactions as she struggles to make her “magnificent thing”.</p> <p>TEXT STRUCTURE: Slightly Complex The storyline is clear, chronological, and easy to predict. The illustrations strongly support understanding of the text. The illustrations also add detail to the story and enhance the meaning of the text. Text appears on different parts of the page, and on one page, it appears in a speech bubble.</p> <p>LANGUAGE FEATURES: Moderately Complex Most vocabulary will be familiar to students, but the book contains some difficult vocabulary and figurative language/colloquialisms. The story is written mainly in short, simple sentences with some compound sentences. A few sentences have adverbial clauses and there are some incomplete sentences (a choice to support tone and pacing). While not necessary for general comprehension, students may enjoy the irony and humor in places where the illustrations deliberately do not match the words.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex The setting and events in this book will seem familiar to many students. The experience of making something and the emotions experienced by the main character will be common to many young readers. Some students may not be familiar with the concept of keeping dogs as pets, or as pets being considered friends, it may be helpful to briefly address this cultural concept.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Work with this book contains specific support for understanding language and vocabulary, and identifying the central message. Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
<p>This text deepens students’ understanding of tools and work by examining how habits of character help people do work. Using this text, students explore the ideas of initiative, collaboration, and perseverance as they study the main character’s behavior and actions as she initiates, collaborates, and perseveres through challenges in creating a “magnificent thing.” <i>The Most Magnificent Thing</i> is also used to examine and describe key details of the text (RL.1.1, RL.1.3), develop vocabulary (RL.1.4), and use illustrations and details to describe story elements (RL.1.7). This text supports students in working toward their performance task, in which they design and create their own “magnificent thing” to meet a need in the classroom, write about their creation, and present to an audience.</p>	

1M1.2 #2

TEXT COMPLEXITY ANALYSIS OF *The Little Red Pen*

by Janet Stevens

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p><i>The Little Red Pen</i> is a fun and creative reimagining of a classic tale that not only expounds the virtues of hard work, but also teaches that the hardest jobs can only be done with perseverance and collaboration. Who will help the little red pen grade all these papers? At first no one, not Stapler, or Scissors, or even Eraser will help. Eventually though, when disaster strikes and Little Red Pen falls into the trash can, the classroom tools work together to come to her rescue and grade all the papers.</p>	<p>Contemporary language, detailed illustrations and the familiar setting of this book support students as they explore the more complex central message of the text. The book is read aloud, providing adult guidance with the unusual use of text style, size, layout and color throughout the text. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for first graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: AD300L ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex Although fairly easy to infer, the central message about the value of working together is implied and developed over the course of the book. Some events are not explicitly described in the text and must be inferred from dialogue and illustrations.</p> <p>TEXT STRUCTURE: Moderately Complex The basic plot is chronological, but the story is told almost entirely through the dialogue of six central characters. The style, size, layout and color of the font varies throughout the text and is used to distinguish the multiple speakers on each page and to signal emotion. The illustrations both support and extend the meaning of the text.</p> <p>LANGUAGE FEATURES: Moderately Complex The vocabulary is contemporary and should be familiar to most students. The language is conversational and consists mainly of simple sentences. Main events are communicated almost entirely by the dialogue between the six central characters. The number of characters can sometimes make the conversation difficult to follow.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex The experiences portrayed are imaginative, but involve familiar objects (office supplies) in a familiar setting (a school room) and will be easily understood by most readers. References or allusions to classic folktales throughout the text enhance the story, but are not necessary for basic comprehension. Some young students may need an explanation of what it means to grade and correct papers and a discussion on why the main characters see this as so important.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text builds upon students' literary and character analysis as they continue to analyze how the characters' actions and words reveal habits of character and how those habits help the characters accomplish the ultimate goal of the story. This less-scaffolded, focused read-aloud serves as the Unit 2 Assessment: Students continue to engage in asking and answering questions specific to the characters' words and actions, vocabulary from the text, and the connection between the illustrations and the text. Students write in response to the final focusing questions: "How are the characters showing collaboration in this part of the text? What work does this help them do? Use evidence to support your answer" (RL.1.1, RL.1.3, RL.1.4, RL.1.7). <i>The Little Red Pen</i> also supports students in working toward their performance task, in which they must work together in small groups toward the common goal of designing and creating their own magnificent thing.</p>	

RATIONALE

This text deepens students' understanding of tools and work by examining how habits of character help people do work. Using this text, students explore the ideas of initiative, collaboration, and perseverance as they study the main character's behavior and actions as she initiates, collaborates, and perseveres through challenges in creating a "magnificent thing." *The Most Magnificent Thing* is also used to examine and describe key details of the text (RL.1.1, RL.1.3), develop vocabulary (RL.1.4), and use illustrations and details to describe story elements (RL.1.7). This text supports students in working toward their performance task, in which they design and create their own "magnificent thing" to meet a need in the classroom, write about their creation, and present to an audience.

1M1.2 #3

TEXT COMPLEXITY ANALYSIS OF *Summer Sun Risin'*

by W. Nikola-Lisa

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>This illustrated poem tells the story of a boy's day on the farm in summer. The book describes his activities from sunrise to sunset as he completes his daily chores. The sun, who rises, shines, glares, and finally yawns off to sleep, anchors his day and is artfully described in words and pictures.</p>	<p>Detailed illustrations, rhyme, rhythm and repetition make this poem appropriate for first graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: NP (POETRY) ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex Text contains multiple levels of meaning. On the simplest level, it is a story about daily life on a farm in summer. The connection between the boy's daily activities and nature (the rising and setting of the sun) is abstract but can be inferred from the words and pictures.</p> <p>TEXT STRUCTURE: Slightly Complex Although this story is told through the vehicle of a poem, the storyline is clear, chronological and easy to predict. Detailed illustrations, rhyme, rhythm and repetition support students in comprehending the poem.</p> <p>LANGUAGE FEATURES: Moderately Complex The poem is written in dialect and includes some culturally specific vocabulary. Each stanza consists of a short, descriptive phrase. Most are nouns followed by prepositional phrases, but the poem also uses some simple noun/verb constructions. The language is generally easy to understand with some occasions for more complex meaning. Human actions, objects, people and animals on the farm are described concretely, but the sun is personified throughout the story.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex The experiences portrayed will be common to many readers who live in rural areas. Some references to farm life and chores may be unfamiliar to students, particularly those who live in urban areas, but these are well supported by the detailed illustrations.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>In the context of this module, which focuses on the sun, moon and stars, it is important that students see the connection between the boy's daily activities and the sun's apparent position in the sky. In order to be able to make this connection, students work together to track where the sun appears to be (using words and illustrations) and the corresponding activities of the main character, on a graphic organizer. In addition, repeated readings, choral reading and movement are used to deepen this understanding throughout a close reading.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
<p>This narrative poem introduces students to concepts and vocabulary that lay a foundation for their study of the sun, moon, and stars and how they inspire authors. Students engage actively with <i>Summer Sun Risin'</i> through choral reading, movement, and text-dependent questions. They use class notes taken (in pictures) on what happens as the sun rises and sets during the boy's day to support their recollection of events at the beginning, middle and end of the story (RL.1.1, RL.1.2, RL.1.7).</p>	

1M2.1 #4

TEXT COMPLEXITY ANALYSIS OF *What Makes Day and Night?*

by Franklyn M. Branley

Text Type: Informational

TEXT DESCRIPTION	RECOMMENDED COMPLEXITY BAND LEVEL
<p>This illustrated science book explains what makes day and night using simple language and clear diagrams. The book includes an explanation of why the position of the sun appears to change in the sky, and an active demonstration to help students understand the rotation of the earth and why we move from daylight to darkness.</p>	<p>The qualitative complexity of the graphics and scientific concepts presented in this text is offset by its simple vocabulary and sentence structure. Close reading and active involvement make this text appropriate for first graders.</p>
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: 230L ASSOCIATED BAND LEVEL: K-1	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The purpose of the text, to explain what makes day and night, is explicit and narrowly focused, but much of the content involves abstract scientific concepts.</p> <p>TEXT STRUCTURE: Moderately Complex The text is structured to logically build an understanding of the scientific concepts needed to understand what makes day and night. These concepts are then connected to explain what we see and experience as the earth rotates. The book contains many fairly complex diagrams and labeled illustrations that are integral to understanding the explanations given in the text.</p> <p>LANGUAGE FEATURES: Moderately Complex The vocabulary is mostly familiar and not overly technical. The text primarily uses simple and compound sentences, with some complex constructions. For example, many sentences begin with the imperative (Imagine...) or the conditional (If...) and describe hypothetical situations (If you were way out in space...). The ideas introduced are abstract and often key details are provided only in the graphics, which must be used along with the written text in order to make meaning.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex The text includes a mix of simple and more complicated ideas. Because of the density and complexity of scientific concepts presented, some prior knowledge would be helpful, but this can also be built through slow and careful work with the text. Most of the discipline-specific knowledge needed is built into the text and graphics, including directions for an active, participatory demonstration.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Although most vocabulary and sentence structure in this text is fairly straightforward, the scientific concepts presented are very abstract. To deepen understanding, sections of this text are closely read, using text dependent questions, drawing and movement to clarify meaning. Sentences that begin with the imperative or include conditional clauses may need additional explanation, particularly for English Language Learners.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
<p>This informational text helps students delve more deeply into their study of the sun, moon, and stars, focusing specifically on the science concepts of observable patterns in the sky. Using this text, students examine, retell, and identify the main topic based key details (RI.1.1, RI.1.2). They also explain the connection between events, ideas and information (RI.1.3), and use illustrations and details in the text to describe the pattern of light and dark on earth (RI.1.7). <i>What Makes Day and Night?</i> is also used to engage students in the Unit 2 assessment: a structured discussion in which students draw on their reading and note-taking as they discuss the question, "What patterns can we observe in the sky?"</p>	

1M2.2 #5

TEXT COMPLEXITY ANALYSIS OF *What the Sun Sees, What the Moon Sees*

by Nancy Tafuri

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>This is a richly illustrated picture book about the concept of day and night. In simple language, and with illustrations in brilliant colors, the book describes “what the sun sees” during the day. Readers are instructed to flip the book over to find out “what the moon sees”, described using both words and watercolor illustrations in deep blues and grays.</p>	<p>The simple language and familiar context make this book engaging and accessible, allowing students to focus on the message conveyed through the unusual structure of the book. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for first graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 260L ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex This book contains multiple levels of meaning that are fairly easy to infer. The central message is clear but is conveyed with some subtlety. The author contrasts human and animal activity during the day and the night by describing the same location in the sunlight and in the moonlight, and shows the cyclical nature of day and night by ending each section with a similar transitional line.</p> <p>TEXT STRUCTURE: Moderately Complex One half of the book explains “what the sun sees” during the day. The other half explains “what the moon sees” at night. Within each of the two sections, the storyline is clear, chronological, and easy to predict. Illustrations change not only in content, but also in tone, in order to support students in comprehending the differences between day and night. The pages in the day and night sections are parallel to one another, describing the same location at different times of day.</p> <p>The overall structure of the text is somewhat complex. This is a “turn around” book- the physical format of the text and illustrations allows readers to start at either cover. The reader is directed to turn the book upside down in the middle, as the focus switches from day to night. Each section ends with a transition (“And the sun watches until the moon comes up.”, “And the moon watches until the sun comes up.”), signaling the cyclical pattern of day and night.</p> <p>LANGUAGE FEATURES: Slightly Complex Each two page spread contains one simple sentence. Sentences are written in a predictable pattern which supports comprehension and word identification. The language is straightforward and easy to understand. Although each page includes a new descriptive adjective, most vocabulary should be familiar to students.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex This book describes both urban and rural scenes and experiences which will be familiar to most readers.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text serves primarily as a mentor text for the performance task at the end of the module. The patterns in the text overall, as well as the patterns in sentences make this text easy to read, understand and imitate.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	

RATIONALE

Although this book is, in many ways, simpler than texts used earlier in the module, this level of complexity suits its main purpose – which is to provide a mentor text for writing. Students engage in a focused read-aloud of *What the Sun Sees*, *What the Moon Sees*, noting the position of the sun and moon at different times of day and descriptions of the earth below (RL.1.1, RL.1.10). They use the book as a mentor text to study the author’s craft. First, students work with one another to draft a class narrative poem titled “What the Moon Sees,” which describes the moon, its position, and what is happening to the animals and people below during that time of night. Students then use their growing understanding of descriptive language, author’s craft, and patterns of the sun to compose a narrative poem titled, “What the Sun Sees” (W.1.3, W.1.8). After completing a first draft of this poem for the Unit 3 Assessment, students give feedback to one another and revise and edit their pieces as part of the performance task (W.1.5).

1M2.3 #6

TEXT COMPLEXITY ANALYSIS OF *Birds (Scholastic Discover More)*

by Penelope Arlong

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This book contains a wealth of information about birds, including their unique physical adaptations and their life cycle. The book is divided into narrowly focused sections with descriptive titles, making it easy to navigate. The information in each section is clearly presented using beautiful photographs and short captions. The text features a wide variety of birds from around the globe.</p>	<p>The structure and detailed visual elements of this text make it an excellent choice for beginning researchers. This text is read aloud for general context and guided research. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for first graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 620L ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Slightly Complex The purpose of each section is easy to identify from its title and is explicitly stated at the beginning of the section. Each two- page section is clear and narrowly focused.</p> <p>TEXT STRUCTURE: Moderately Complex The book is divided into thirteen short, two page sections. The focus of each section is clearly identified by a title and 1-2 sentences, written in large print, in the upper left hand corner. The text also contains a table of contents, index and glossary. The connections between some ideas and examples must be inferred, but each section is tightly focused. Text features including text boxes, captions, and print characteristics clarify the organization of content and enhance the reader's understanding. Detailed photographs, graphics, and diagrams strongly support understanding of the text.</p> <p>LANGUAGE FEATURES: Moderately Complex The language is largely explicit and easy to understand. Vocabulary is mostly familiar, but the text includes many academic and domain specific words. The text is presented in short 1-2 sentence segments and primarily uses simple sentences, with some more complex constructions.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex This text relies on both common knowledge and some discipline-specific content knowledge. Each section includes a mix of simple and more abstract ideas. Much of the context needed can be drawn from the detailed photos and diagrams.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Although the text structure and visual aspects of this text are complex, once students learn to use these features, they strongly support comprehension. Tasks include explicit instruction in using text features and other visual elements to make meaning of text that might otherwise be difficult to understand.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
<p><i>Birds (Scholastic Discover More)</i> supports students in answering the question, "What makes a bird a bird?". This book helps students build background knowledge about birds through a cycle of reading, talking, and representing through scientific drawing, writing, role-play, music and movement. The text is used for research about the physical characteristics of birds as students listen to the text read aloud and use text features to develop their skills in reading informational text (RI.1.5, RI.1.2, RI.1.5, RI.1.7). A short section of the book is used to assess students' ability to use text features on the end of unit assessment.</p>	

1M3.1 #7

TEXT COMPLEXITY ANALYSIS OF *Just Ducks*

by Nicola Davies

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>Told in a literary style, this book combines the enthusiastic observations of a young girl watching the ducks in the river that flows through her town with scientific facts about what she is seeing and hearing. Through her eyes and ears, readers discover what mallard ducks look and sound like, where they nest, where they sleep and how they behave.</p>	<p>The playful style of the text, rich watercolor illustrations and strategically placed scientific explanations make this text a very accessible read aloud for first graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: AD940L ASSOCIATED BAND LEVEL: 4-5</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The text contains multiple levels of meaning that are fairly easy to infer. This includes informational “captions” throughout the text. Students will need to infer the connection between the narrative storyline and the informational captions. The purpose of the text is implied but is easy to identify based on context.</p> <p>TEXT STRUCTURE: Moderately Complex The main storyline is clear and chronological, beginning in the morning as the girl awakens and ending at night as she gets ready for bed. Illustrations, showing what the girl sees, are sprinkled throughout the text, and include captions that provide scientific information about what is happening in the pictures. Students will need to understand that the text presents two different types of information and will need to make explicit connections between the narrative information and short informational captions that accompany the illustrations. The pages are visually complex. The text contains several fonts, which act as cues for the types of information presented (ex. larger font for narrative text and smaller for informational). In order to comprehend the text the reader must understand the function of the changes in font.</p> <p>LANGUAGE FEATURES: Moderately Complex The language of the main text is conversational, but the sentence structure and vocabulary of the captions is more complex. The text contains some domain specific words and descriptions (e.g. upending, dabbling, predators, “When they preen ducks spread oil from a little spot just under their tails all over their feathers to keep them shiny and waterproof.”). Many of these are defined in the captions spread throughout the illustrations. Some sentences are long and complex with subordinate clauses and transition words. Sentences often contain complex use of punctuation (ex. dashes, exclamation points, and ellipsis) that is essential to understanding the sentence.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex The experiences portrayed will be familiar to some readers, and needed context is provided through the illustrations. Some students may need additional information about water habitats.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text is read aloud to engage the reader, invite curiosity and build a general understanding about the physical characteristics of birds.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
<p>This text helps students build background knowledge about birds through a cycle of reading, talking, and representing through scientific drawing, writing, role-play, music and movement. The text is used for research about the physical characteristics of birds as students listen to the text read aloud and develop their skills as readers of informational text (RI.1.3, RI.1.2, RI.1.5, RI.1.7, RI.1.9). Just Ducks supports students in answering the guiding question, “What makes a bird a bird?”</p>	

1M3.1 #8

TEXT COMPLEXITY ANALYSIS OF *Feathers: Not Just for Flying*

by Melissa Steward

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This book introduces the reader to the many ways feathers help birds to survive. The main text poetically explains the function of each feather by comparing it to a common object like a blanket or umbrella. Informative sidebars add detail and examples. Realistic, scrapbook style illustrations support and deepen understanding of sixteen different birds and their very useful feathers.</p>	<p>Although the text relies on similes, once students are taught this complex structure, these sentences are fairly easy to understand and serve to clarify science concepts. Illustrations also support understanding, making this text appropriate for first graders when read aloud with guidance.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 910L ASSOCIATED BAND LEVEL: 4-5</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Slightly Complex The purpose of the book, to explain that “feathers have so many different jobs to do” is explicitly stated on the first page. The book is narrowly focused on the functions of feathers.</p> <p>TEXT STRUCTURE: Slightly Complex The connections between ideas and examples are explicit and clear. The text has a predictable structure. A key detail that supports the main idea is expressed in a simile at the top of the page and related information is given in sidebars and illustrations. Text features help the reader navigate and understand content but are not essential to understanding content. Illustrations support and assist readers in understanding the written text.</p> <p>LANGUAGE FEATURES: Very Complex Although the text uses figurative language, most of the similes chosen connect feathers to familiar objects and serve to clarify the science concept being addressed. The text contains a number of academic words and verbs with precise meanings which may be unfamiliar to students. The sentence structure, although repetitive, is complex, with subordinate clauses and transition words.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex The text connects discipline-specific content knowledge to common practical knowledge and includes a mix of simple and more complicated ideas. Understanding of the similes at the top of the page is dependent on familiarity with the object the feather is being compared to and may require additional context.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Although the text uses figurative language, most of the similes chosen connect feathers to familiar objects and serve to clarify the science concept being addressed. Because of this, fairly abstract concepts can be explained using a minimum of domain specific words and phrases. Similes are taught and worked with in the lessons. Once students understand this complex construction, the repeated pattern of the sentences supports comprehension. While most of the objects used in the similes will be familiar to students, some, like a forklift or a fishing sinker, may require additional context.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	

RATIONALE

In a simple and engaging way, *Feathers: Not Just for Flying* introduces students to the idea that feathers help birds to survive. The book compares the function of feathers to familiar objects like a blanket or an umbrella and features beautifully detailed, scrapbook style illustrations. Students read this informational text to prepare for a structured Science Talk, building vocabulary and content knowledge (RI.1.2, RI.1.4) using the words, illustrations and text features (RI.1.5, RI.1.6, RI.1.7). The text is also used for whole class research, generating group notes, and creating a shared writing piece in response to the research question: “How do birds use their body parts to survive?” (W.1.7, W.1.8, W.1.2).

1M3.3 #9

TEXT COMPLEXITY ANALYSIS OF *City Hawk: The Story of Pale Male*

by Meghan McCarthy

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
Based on real events, this picture book tells the story of Pale Male, a red tailed Hawk who takes up residence in New York City. Together with his mate, Lola, Pale Male builds a nest atop a Fifth Avenue apartment building and hatches two eggs. Delighted birdwatchers enjoy this bit of wildlife in the city and the baby birds eventually learn to fly.	Despite its high quantitative measure, the literary style, familiar content and simple structure make this text appropriate for grade 1. Pictures strongly support the story line, conveying characters, events and setting clearly. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read-aloud for first graders.
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: 880L ASSOCIATED BAND LEVEL: 4-5	
QUALITATIVE MEASURES	
MEANING/PURPOSE: Moderately Complex The book contains multiple levels of meaning, with messages about the beauty of wildlife and the value of persistence, that are fairly easy to infer.	
TEXT STRUCTURE: Slightly Complex The storyline is clear, chronological, and easy to predict. The illustrations strongly support students in understanding characters, major events and the setting, but are not necessary to understanding the meaning of the text.	
LANGUAGE FEATURES: Moderately Complex The language is generally easy to understand but offers some occasions for more complex meaning. Some vocabulary may be unfamiliar. The sentence structure consists primarily of simple and compound sentences, with some complex constructions.	
KNOWLEDGE DEMANDS: Slightly Complex The experiences portrayed will be familiar to many readers. Some background knowledge of high rise apartments and urban areas is helpful, but most important information can be inferred from the illustrations.	
CONSIDERATIONS FOR READER AND TASK	
Due to high quantitative complexity, this story is read aloud with targeted instruction. The central message in the story is conveyed through the actions of multiple characters; students will need support in uncovering deeper meaning in the text. Some sentences are long and complex and will need analysis. Students from rural areas may benefit from additional information about the challenges living in a city may pose for wild birds. Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.	
RATIONALE	
This story introduces students to the red tailed hawk, Pale Male, whose real-life story will become the focus of an opinion piece later in the module. Students will also read additional informational text that introduces another perspective on the hawk's city nest and compare the two texts (W.1.1, RI.1.9). In addition, <i>City Hawk</i> is an excellent vehicle for teaching CCSS RL.1.3 and SL.1.2 because the characters and major events in the story are heavily dependent on the setting.	

1M4.2 #10

TEXT COMPLEXITY ANALYSIS OF

A Place for Birds

by Melissa Stewart

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This illustrated picture book focuses on the many threats to the bird population, and specific actions people can take to help protect birds. The book includes basic information about birds and a section that explains how birds are important to both animals and plants. The text ends with a call to action and suggests ways students can help to protect the bird population. Note: Students work only with specific sections of this text.</p>	<p>Students work primarily with the text at the top of each page and two short sections on the importance of birds to plants and animals. These parts of the text are challenging, but accessible to first graders when read aloud and supported by instruction. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for first graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 970L ASSOCIATED BAND LEVEL: 4-5</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Slightly Complex The purpose of the text, “If we work together...there will always be a place for birds”, is explicitly stated at the beginning of the book. The text at the top of each page is clear and tightly focused. Each two- page spread presents a specific threat birds face and a related action humans can take to protect birds from that threat.</p> <p>TEXT STRUCTURE: Moderately Complex The text has a clear, repetitive problem/solution structure. Problems and solutions are described in large print at the top of each two- page spread. The organizational structure of the text is complex, but predictable- a specific problem is stated on the left-hand page, a corresponding solution on the right, and a related example is included in a single sidebar (work with these sidebars is minimal). Understanding of the text is well supported by detailed illustrations. Predictable page layout and headings support readers in navigating and understanding the text.</p> <p>LANGUAGE FEATURES: Very Complex The text contains some academic and domain specific vocabulary, but the parts of the text students work closely with are not overly technical. The language in the text is fairly clear, but at times, students must make simple inferences to connect ideas between sentences. Stylistically, the author often uses complex sentences in which the subordinate clause comes before the main clause. While this may be initially confusing to young students, many of these sentences have a very similar structure (When people...birds can live and grow.) Once the initial sentence has been unpacked, this repeated exposure supports the understanding of complex sentences and the relationship between ideas in the text.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex This text requires some discipline-specific knowledge about what birds eat, where they live and how they raise their young. This book includes a mix of simple and more complex ideas.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text is read aloud and well supported through discussion and direct instruction. Because of the complexity of the sidebars, students work closely only with the simpler sentences at the top of each page (one to two sentence statements of problem and solution heavily supported by illustrations). Teachers may choose to differentiate by including more work with the examples in the sidebars or by paraphrasing the examples while encouraging students to note key details in the illustrations. This book is used as a read aloud after students have done extensive work on birds; this previous work should solidly support students in comprehending this challenging text.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	

RATIONALE

This text continues to build students' understanding of the importance of birds and allows them to apply some of the scientific knowledge built in Module 3 as they examine the dangers faced by birds and what people can do to help protect them. Working with this text lays the groundwork for taking action to protect birds (by creating a Feathered Friend Saver) in the performance task. The complexity of the text provides an opportunity for working with many of the more challenging standards in the first grade curriculum. The strong focus in this book, as well as the predictable problem/solution structure, make it an excellent vehicle for examining how reasons can support the points an author makes (RI.1.8), and identifying the connections between two pieces of information in a text (RI.1.3). The number of common academic vocabulary words, richly supported by context, illustrations and the students' in-depth understanding of the topic, offer valuable practice in determining the meaning of new words using a variety of strategies (RI.1.4, L.1.4).

1M4.3 #11