

TEXT COMPLEXITY ANALYSIS OF *Love That Dog*

by Sharon Creech

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p><i>Love That Dog</i> is a short novel, written in the free verse, from the perspective of a young boy learning to read and write poetry at school. In the beginning of the book, Jack hates poems. By the end of the novel, Jack discovers his unique voice and creativity and becomes a poet himself. The book includes an appendix that contains portions of the classic poems that Jack studies in school, inviting readers to accompany Jack on his transformative journey.</p>	<p>Because the novel is written in free verse (which uses unconventional punctuation), it is difficult to accurately measure its quantitative complexity. The conversational tone, relatively simple vocabulary and short lines make the text, on a literal level, easily accessible to most fourth graders. The text offers many layers of meaning, making it possible for readers to approach the book at varying levels of challenge. This combination of accessibility and depth makes the novel appropriate for students in grade 4.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: NP (FREE VERSE) ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Very Complex The text contains multiple levels of meaning. Some of these are fairly easy to infer, but others are developed subtly across the full text.</p>	
<p>TEXT STRUCTURE: Moderately Complex The main storyline is chronological, but Jack’s writings slowly reveal a backstory critical to understanding the text. The main character is complex and the plot can be difficult to predict at times.</p>	
<p>LANGUAGE FEATURES: Moderately Complex Written in the voice of a young boy, the language is generally easy to understand and conversational in tone. The vocabulary used will likely be familiar to most students. Because the novel is written in free verse, sentence structure is hard to evaluate. In some places, short lines and straight forward language make the text very easy to understand. In others, the lack of conventional punctuation makes the text less accessible.</p>	
<p>KNOWLEDGE DEMANDS: Slightly Complex The experiences portrayed in the novel (learning about poetry in school, getting a pet, losing a pet) will be common to many readers. The text does contain frequent allusions to, and quotations from, the classic poems that Jack is studying, but relevant lines are embedded in the text and previous work with the poems or poets is not required. In fact, Jack’s confused or negative reactions on hearing the poems for the first time can support readers who, like Jack, may be unfamiliar with poetry.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This book is told from the perspective of a young boy struggling to understand and write poetry, offering an entry point for students who struggle with reading and writing themselves. Initially, some students may need support in understanding the unusual structure of the book (a novel written like a poem).</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 novel is intentionally introduced in Module 1 to open an exploration of the value of reading and writing, while acknowledging that, for many, written language can be challenging. Tracing the change in Jack's attitude toward poetry, students look closely at what eventually inspires Jack to write. This lays the foundation for later work in which small groups read and write about what inspired some of the well-known poets Jack studied, and culminates in the performance task at the end of the module, where students present their own original poems and explain the inspiration behind them.

The unusual structure and embedded integration of classic poems and poetry make this novel an excellent vehicle for learning about the structural elements of poems (RL.4.5) and determining theme (RL.4.2). Because the story is told entirely from a first person point of view, the main character, Jack, offers a concrete and accessible introduction to analysis based on a character's words, thoughts and actions (RL.4.3, RL.4.1).

4M1.1 #1

TEXT COMPLEXITY ANALYSIS OF *Love That Dog*

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<p>TEXT STRUCTURE: Moderately Complex The main storyline is chronological, but Jack’s writings slowly reveal a backstory critical to understanding the text. The main character is complex and the plot can be difficult to predict at times.</p>	
<p>LANGUAGE FEATURES: Moderately Complex Written in the voice of a young boy, the language is generally easy to understand and conversational in tone. The vocabulary used will likely be familiar to most students. Because the novel is written in free verse, sentence structure is hard to evaluate. In some places, short lines and straight forward language make the text very easy to understand. In others, the lack of conventional punctuation makes the text less accessible.</p>	
<p>KNOWLEDGE DEMANDS: Slightly Complex The experiences portrayed in the novel (learning about poetry in school, getting a pet, losing a pet) will be common to many readers. The text does contain frequent allusions to, and quotations from, the classic poems that Jack is studying, but relevant lines are embedded in the text and previous work with the poems or poets is not required. In fact, Jack’s confused or negative reactions on hearing the poems for the first time can support readers who, like Jack, may be unfamiliar with poetry.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This book is told from the perspective of a young boy struggling to understand and write poetry, offering an entry point for students who struggle with reading and writing themselves. Initially, some students may need support in understanding the unusual structure of the book (a novel written like a poem).</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 novel is intentionally introduced in Module 1 to open an exploration of the value of reading and writing, while acknowledging that, for many, written language can be challenging. Tracing the change in Jack's attitude toward poetry, students look closely at what eventually inspires Jack to write. This lays the foundation for later work in which small groups read and write about what inspired some of the well-known poets Jack studied, and culminates in the performance task at the end of the module, where students present their own original poems and explain the inspiration behind them.

The unusual structure and embedded integration of classic poems and poetry make this novel an excellent vehicle for learning about the structural elements of poems (RL.4.5) and determining theme (RL.4.2). Because the story is told entirely from a first person point of view, the main character, Jack, offers a concrete and accessible introduction to analysis based on a character's words, thoughts and actions (RL.4.3, RL.4.1).

4M1.1 #1

TEXT COMPLEXITY ANALYSIS OF *Stopping by Woods on a Snowy Evening*

by Robert Frost

Text Type: Literary (Poetry)

TEXT DESCRIPTION	PLACEMENT
“‘Stopping by Woods on a Snowy Evening’ is an iconic poem by Robert Frost about a man who stops, with his horse, to watch the snow fall in the woods on a dark winter evening. This is one of the poems studied by Jack and referred to in <i>Love That Dog</i> .”	This poem is appropriate for students in the 4-5 grade band. The narrative structure and accessible vocabulary of the poem make it possible for students to focus on the effect of more subtle elements like rhyme, rhythm, imagery and repetition and to use these elements in order to unlock a deeper meaning in the poem.
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: N/A (POEM) ASSOCIATED BAND LEVEL: N/A	
QUALITATIVE MEASURES	
MEANING/PURPOSE: Moderately Complex The poem has multiple layers of meaning, some fairly easy to infer and other more difficult. The fact that the meaning of the poem is created by elements like imagery, meter, repetition and rhyme adds to the complexity.	
TEXT STRUCTURE: Moderately Complex The poem is divided into four stanzas of four lines each with a regular rhyme pattern (Rubiyat Stanza), and meter (iambic tetrameter). Although heavily dependent on imagery, rhyme and rhythm, this is a narrative poem that “tells the story” of a man stopping in the woods to watch the snow fall with his horse; this familiar structure (character, setting, problem, resolution) supports a literal understanding of the event described in the poem.	
LANGUAGE FEATURES: Moderately Complex The poem consists largely of simple, one syllable words. Most vocabulary will be familiar to students; but sentence structure is often atypical in order to create rhyme patterns and establish a rhythm.	
KNOWLEDGE DEMANDS: Slightly Complex This poem is set in a time and place that many students will find unfamiliar. Students who do not have experience with rural areas may need support understanding concepts like “village” and “harness bells”.	
CONSIDERATIONS FOR READER AND TASK	
The familiar narrative structure and simple vocabulary may make determining the meaning of this poem deceptively easy to fourth graders. Direct instruction will be needed to show students how elements like imagery, meter, repetition and rhyme can contribute to the theme and beauty of a poem. Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.	
RATIONALE	
This poem is referred to in <i>Love That Dog</i> , where Jack specifically wonders about its meaning. This offers an opportunity for students to wonder as well. The narrative structure and accessible vocabulary of the poem make it possible for students to focus on the effect of more subtle elements like rhyme, rhythm, imagery and repetition (RL.4.5) and to use these elements in order to unlock a deeper meaning in the poem (RL.4.2).	

4M1.1 #2

TEXT COMPLEXITY ANALYSIS OF *The Pasture*

by Robert Frost

Text Type: Literary (Poetry)

TEXT DESCRIPTION	PLACEMENT
“The Pasture” by Robert Frost is a poem about the joy of going out to do chores on the farm in the early spring. This is one of the poems studied by Jack and referred to in <i>Love That Dog</i> .	The repetition in the poem supports students in determining its central message. Simple language and strong imagery make this poem accessible to fourth graders.
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: N/A (POEM) ASSOCIATED BAND LEVEL: N/A	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The poem has multiple layers of meaning, some fairly easy to infer and others more difficult. The meaning of the poem must be inferred, primarily from the imagery and repetition used by the poet.</p> <p>Text Structure: Moderately Complex The poem is divided into two stanzas of four lines each. Each stanza ends in the refrain: “I sha’n’t be gone long. -You come too”. The poem uses patterns of rhyme and repetition to convey its central message.</p> <p>LANGUAGE FEATURES: Moderately Complex The poem depends heavily on imagery, describing signs of spring on a farm. Most vocabulary will be familiar to students; but sentence structure is often atypical in order to create rhyme patterns and establish a rhythm.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex Many students will find the setting of the poem unfamiliar. Students who do not have experience with rural areas may need support understanding the connection between and significance of the images described.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Students use this poem to explore how repetition can contribute to the theme and beauty of a poem. They also compare the poem to prose.</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>In the lessons leading up to this one, students have become familiar with the routine of reading pages of <i>Love That Dog</i>, and analyzing what happens and how Jack feels about it, and then analyzing the famous poem that Jack describes. Students continue this routine by analyzing “The Pasture”, another poem Jack has read in class. Students summarize the poem in writing and refer to specific details when describing the theme (RL.4.1, RL.4.2, RL.4.3, W.4.9). They explore the structural elements of the poem and compare the poetry to prose (RI.4.5).</p>	

4M1.1 #3

TEXT COMPLEXITY ANALYSIS OF *River of Words*

by Jen Bryant

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
A short, illustrated biography of the poet William Carlos Williams that includes excerpts of his poems and explains how his poetry was inspired by his everyday life. Students focus most closely on the Author's Note at the end of the book.	This text falls solidly in the 4-5 range. The clear purpose, chronological structure and illustrations support student's understanding of the more complex language and connections in the book.
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: 820L ASSOCIATED BAND LEVEL: 4-5	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The purpose of the book, to connect William Carlos Williams's life and experiences to his poetry, is implied but easy to infer from the experiences and examples of poetry provided.</p> <p>TEXT STRUCTURE: Moderately Complex The organization of the main text is chronological, sequential and easy to follow. The illustrations are fairly complex, including collages of excerpts from Williams's poems, early drafts and revisions and drawings of the everyday objects and experiences that inspired Williams's poetry. While an understanding of these visual elements will greatly enhance the reader's understanding of the text, they are not necessary for general comprehension. The expository structure of the Author's Note will be more challenging for students, but understanding is well supported by knowledge built through the less complex main text.</p> <p>LANGUAGE FEATURES: Moderately Complex The language of the main text is conventional and easy to understand, using primarily simple and compound sentences, with some complex constructions. The text includes some simple metaphors to describe Williams feelings about writing poetry and the objects that inspired him. Some references are made to characteristics of poetry (rhythm and rhyme). The author's note contains some academic and domain specific vocabulary words, many of which are defined in context.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex William Carlos Williams was born in the late 1800's and the text contains some historical references (for example, "The Great Depression"), but these are largely defined in context. For the most part, the text refers to experiences that will be familiar to most students.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>In this lesson, the main text, written in a familiar narrative style and supported by illustrations, scaffolds an understanding of the Author's Note, written in a more challenging expository style of informational writing. The Author's Note is closely read to introduce strategies that students will need when they do more independent research on other poets. Students will benefit from an understanding of the characteristics of poetry and the concept of "inspiration" which have been introduced earlier in the module.</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>William Carlos Williams wrote the first poem introduced in <i>Love That Dog</i>. In previous work, students analyzed <i>Love That Dog</i> to determine what inspired Jack to write poetry. In <i>River of Words</i> they read to discover what inspired William Carlos Williams to write poetry. This lays the foundation for researching the work and source of inspiration, of a new poet in expert groups, and eventually presenting their own poetry and explaining what inspired them to write in the performance task. After hearing this short biography read aloud, students closely read the author's note at the end of the text in order to connect events and experiences in William's life to the style and content of his poetry (RI.4.1, RI.4.3).</p>	

4M1.2 #4

TEXT COMPLEXITY ANALYSIS OF *Poet Biographies: Expert Groups*

by EL Education

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>A collection of short, biographical articles about three of the poets featured in <i>Love That Dog</i>: Robert Frost, Valerie Worth and Walter Dean Meyers. Each biography discusses the poet's life, inspiration and distinguishing characteristics of his/her poems. <i>Note: Students choose one poet to research.</i></p>	<p>Both the quantitative and qualitative complexity of these articles fall solidly within a fourth grade level.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: ROBERT FROST 980L VALERIE WORTH 980L WALTER DEAN MEYERS 980L ASSOCIATED BAND LEVEL: 4-5</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Complex The purpose of the text is implied but easy to identify based upon content.</p> <p>TEXT STRUCTURE: Slightly Complex Each paragraph is clearly focused; the connections between some ideas must be inferred. The texts include many dates and are largely organized chronologically.</p> <p>LANGUAGE FEATURES: Moderately Complex The language is largely explicit and easy to understand but offers some occasions for more complex meaning. The vocabulary is mostly familiar but includes some academic and domain specific words that may be new to students. The text primarily uses simple and compound sentences, with some complex constructions.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex The text includes a mix of simple and more complicated, abstract ideas, but many experiences portrayed will be familiar to students. The text contains some references to outside ideas.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Students will be familiar with these poets, whose poems were introduced in <i>Love That Dog</i>. The element of choice has been included here to give students ownership of the work that they will complete. It is important to allow students to make this choice as freely as possible, so they can connect with the second module guiding question: "What inspires writers to write poetry?" Students are supported in working with these texts by using a familiar note-catcher (one that follows the same format as the previously completed Close Read Note-catcher on <i>A River of Words</i>, a biography of William Carlos Williams).</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>In previous work, students analyzed <i>Love That Dog</i> to determine what inspired Jack to write poetry. In <i>River of Words</i> they read to discover what inspired William Carlos Williams to write poetry. This work laid the foundation for researching the source of inspiration of a new poet in expert groups. In this unit, students follow an Expert Group Poet Guide to closely reread their poet's biography and complete the Close Read Note-catcher (RI.4.1, RI.4.3, RI.4.4). Later in the module, students will write original poems inspired by the poet they choose to study, and eventually present their own poetry in the performance task, explaining what inspired them to write.</p>	

4M1.2 #5

TEXT COMPLEXITY ANALYSIS OF *Animal Behavior, Animal Defenses*

by Christina Wilsdon

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This book presents a wide variety of defense mechanisms that animals use to survive. Several types of physical and behavioral adaptations are explained, supported by fascinating examples from the animal world.</p> <p>Students read only selected excerpts from this book.</p>	<p>This book has both a quantitative and qualitative complexity within the 4-5 band level. Rich and accessible concrete examples of animal defenses throughout the book support fourth graders in navigating the moderately complex meaning, language and structure of the text.</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 purpose of each section is often implied but fairly easy to identify using headings, subheadings and examples.</p> <p>TEXT STRUCTURE: Moderately Complex The book is divided into clearly labeled chapters and sections. The connections between the ideas within a section must sometimes be inferred, but numerous, well-chosen examples support the reader in making these connections. Organization is evident and supported by text features which enhance the reader's understanding of content and structure.</p> <p>LANGUAGE FEATURES: Moderately Complex The language is largely explicit and easy to understand but the concepts presented are somewhat abstract. The text primarily uses simple and compound sentences, with some complex constructions. Many academic and domain specific words are introduced, but most can be defined from context and examples.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex This text relies on a mixture of general knowledge and some discipline-specific content knowledge about animals their habitats. The text includes a mix of simple and more complicated ideas. The concepts introduced are generally explained within the text itself.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text is written and organized in ways that are typical for an informational text. Students are supported in understanding the text through multiple readings and close readings that focus on vocabulary and identifying main ideas and details. The excerpts used were specifically chosen for this purpose. Students who have limited exposure to traditional nonfiction text may need additional support.</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 is used to build a general understanding of animal defenses mechanisms, both physical and behavioral, in preparation for research on a particular animal's defense mechanisms later in the module. Using excerpts from this book, students learn to summarize informational text by identifying main ideas and supporting details (RI.4.2). They explore how an author uses reasons and evidence to make a point (RI.4.8) and practice research skills (W.4.7, W.4.8). Students also use this text to build academic and domain specific vocabulary that they will need as they read and write about animal defenses throughout the module (RI.4.4, L.4.4).</p>	

4M2.1 #6

TEXT COMPLEXITY ANALYSIS OF *The Fight to Survive*

by EL Education

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This article introduces the concept of physical and behavioral adaptations and the role they play in helping animals survive. Six different types of animal defenses are explained and supported with well elaborated examples. The article is clearly organized into subsections, and introduces academic and domain specific vocabulary using a familiar, conversational tone and style.</p>	<p>This text falls in the 4-5 band level. It is complex because of the amount of information presented, the science concept introduced (physical and behavioral adaptations) and the number of academic and domain specific vocabulary words.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 890L ASSOCIATED BAND LEVEL: 4-5</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The science concepts introduced –internal and external physical adaptations and behavioral adaptations- are quite complex, but comprehension is supported by examples and analogies (i.e. the armadillo’s shell is like a soldier’s armor). The article is full of information, many different animals are used as examples and many types of adaptive features and behaviors are discussed. The purpose is explicitly stated, clear and narrowly focused. However, this focus is not concrete and requires the reader to build understanding through multiple examples.</p> <p>TEXT STRUCTURE: Moderately Complex The text is divided into two broad sections (physical and behavioral adaptations) and these are further divided into subsections. The section headers are designed to be engaging, rather than clearly descriptive (A Tough Exterior, Peek-a Boo!) and connections within sections must be inferred. Some organizational patterns (internal vs. external physical adaptations) are very subtle and most students will need support in seeing them. However, the article has clear introductory and concluding paragraphs, the topic sentences in most paragraphs support understanding and the purpose of the article is stated clearly early on and periodically repeated.</p> <p>LANGUAGE FEATURES: Moderately Complex The article addresses the reader in a familiar tone and style (second person, conversational). Sentences are primarily simple and compound, with some complex constructions, including a number of conditional statements (When...then...). Examples given are largely explicit and concrete, but some sections are more complex (like those on toxicity). While the text is not overly academic, it does contain a number of academic words: 28 on grade level, 15 below and 18 above (WordFinder.com). There are also many domain specific words, most of which can be defined in context.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex This text relies on some basic knowledge of animals and habitats, as well as some discipline specific knowledge. However, the context for most complex ideas is developed within the module and there is little intertextuality.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>In general, fourth graders will need support in understanding the relationship between the focus of the article, the subsections and the examples given. This is provided through a Close Reading that guides students in exploring these relationships and expressing their understanding in a visual summary of the article. Multiple readings for a variety of purposes also support the reader in working with this complex 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

The Fight to Survive is read and worked with multiple times throughout the module. It is introduced at the end of Unit 1, read closely in Unit 2, worked with in the ALL block and finally becomes part of the research base on animal defenses in Units 2 and 3. Students use this informational text to learn how to summarize by determining the main idea and supporting details (RI.4.2), to practice supporting their thinking with specific details and examples from the text (RL.4.1) and to acquire key academic and domain specific vocabulary that they will use throughout the module.

4M2.2 #7

TEXT COMPLEXITY ANALYSIS OF *Divided Loyalties*

by Gare Thompson

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>This three act play describes the lives of the Bartons, a family of English colonists living in New Jersey at the time of the American Revolution. The family is divided. Robert, the father of the family remains loyal to the King and Great Britain. His oldest son, William believes the colonies should become an independent country, joins The Sons of Liberty and eventually leaves to fight in the war. The play presents multiple perspectives on the Revolution, incorporating real historical events into the drama.</p>	<p>This text falls solidly within the 4-5 band. The use of dialogue and grade appropriate reading level, as well as the strong, clear characterizations within the play make complex historical events understandable to fourth graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT*: NP (PLAY) ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The central message of the text is implied but easy to infer from the dialogue and interactions of family members.</p> <p>TEXT STRUCTURE: Moderately Complex The play is organized chronologically. The three acts are sequenced by time period (1774-1775, 1776, and 1777-1778) and each act is divided into three scenes, all of which take place in Burlington, New Jersey. The characters are complex and the script includes some subplots. The play is prefaced by an introduction that provides historical context and introduces the characters and the book includes a brief factual article on the American Revolution at the end. A range of illustrations and graphics support understanding of the text.</p> <p>LANGUAGE FEATURES: Moderately Complex Written in dialogue, the language is largely explicit but contains historical references that may sometimes be difficult to understand. The vocabulary includes some academic and domain specific vocabulary words specific to the revolution. Speakers primarily use simple and compound sentences; there are some complex constructions in the factual text before and after the play.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex The text contains many references to historical events and relies on some discipline-specific content knowledge. However, much of the context students need is built earlier in the module through other fiction and non-fiction texts on the revolution.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Students read the play aloud, which supports comprehension. Consider assigning the more complex roles (Robert and William) to stronger readers. The play refers to many historical events. Context needed to understand these events is provided both within the play itself and in the informational text students work with throughout the module.</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 play is used to explore colonial perspectives on the Revolutionary War. The text is used to practice reading, writing, listening and speaking skills. Students read and act out the play, developing an understanding of the differences between a drama and other literary texts (RL.4.5). After reading each scene, they analyze the thoughts, feelings, and actions of characters, with a focus on the differing Loyalist and Patriot views within the family (RL.4.3). They write a paragraph describing a character in detail (W.4.9a), and also write a short narrative told from the point of view of a particular character (RL.4.6). Eventually, the knowledge they build will be used to write opinion pieces in the form of broadsides that express differing perspectives on the Revolutionary War (W.4.3).</p>	

4M3.1 #8

TEXT COMPLEXITY ANALYSIS OF *American Indians and the American Revolution*

By Colin G. Calloway

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This excerpt describes how American Indians contributed to the American Revolution and offers insight into actions taken by American Indians during the war. The text discusses groups of Native Americans who supported the Loyalists and others who supported the Patriots, asserting that most felt allegiance to neither side, but instead were fighting to protect their freedom and their land.</p>	<p>This text is complex, both qualitatively and quantitatively. However, because the text is part of a larger text set that includes other informational text as well as more accessible literary text on the same topic, students build the vocabulary and context they need. This text falls within the 4-5 band with teacher guidance.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 1050L ASSOCIATED BAND LEVEL: 6-8</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The purpose of the text is implied but the main idea can be clearly identified from the content and details provided.</p> <p>TEXT STRUCTURE: Moderately Complex The text has a clear main idea and paragraphs within the text are focused. Some connections between paragraphs must be inferred. A glossary supports students in understanding key vocabulary.</p> <p>LANGUAGE FEATURES: Very Complex The language is fairly complex and refers frequently to historical figures and events outside the text. Vocabulary is academic and often domain specific. The text contains many complex sentences with several subordinate phrases or clauses and transition words.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex The text includes a mix of simple and more complicated, abstract ideas and relies on some discipline-specific content knowledge. The text contains references to some ideas and events that may be unfamiliar to students.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This article contains complex language features including many domain specific and academic vocabulary words. Students work to develop strategies for navigating language and meaning complexity through close readings. The text also refers to ideas and historical events that may be unfamiliar to students. This context is built gradually using both literary and informational text throughout the unit.</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 is part of a set of informational texts used to provide to build historical background about the American Revolution and the reasons colonists became either Patriots who fought for independence or Loyalists who fought to remain a part of Great Britain (RI.4.3). Students use this information to ground their reading, writing and thinking done throughout the module about perspectives on the Revolutionary War. They work intensively to develop academic and domain specific vocabulary that they will use throughout the module (RI.4.4) and learn to how to use the structure of this traditional nonfiction text to identify main ideas, supporting details and summarize the text (RI.4.5, RI.4.2).</p>	

4M3.1 #9

TEXT COMPLEXITY ANALYSIS OF *The Declaration of Independence*

From: The U.S. National Archives and Records Administration

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This module includes several very short excerpts from The Declaration of Independence. Each excerpt has a clear and direct relationship to characters and events in other module texts (both literary and informational) and was chosen to deepen a key understanding about the reasons colonists chose to fight for independence.</p>	<p>This primary source is very complex, both qualitatively and quantitatively. However, because students have built context through other informational text and make connections to literary text on the same topic, the excerpts chosen are accessible to fourth graders with teacher guidance.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 1390L ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Very Complex The purpose of the text is abstract and philosophical but can be inferred using details and examples.</p> <p>TEXT STRUCTURE: Moderately Complex Only short, focused excerpts of the text are used. The connections between ideas and events is not explicitly stated, but can be inferred through details and examples.</p> <p>LANGUAGE FEATURES: Very Complex The language is fairly complex. The excerpts include abstract ideas and archaic language. The text contains many complex sentences with several subordinate phrases or clauses and transition words.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex The text includes a mix of simple and more complicated, abstract ideas and relies on knowledge of historical events, some which may be unfamiliar to students.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This primary source contains complex language features, including sentence structure and archaic and domain specific vocabulary. Students develop strategies for navigating language and meaning complexity by working with very short excerpts of the document in close readings. Understanding is also built by directly connecting each excerpt to characters and events in the more accessible literary texts students read throughout the module.</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>At strategic points in the module, students read carefully selected sections of the Declaration of Independence and discuss what the characters in <i>Divided Loyalties</i> would think of the excerpt in a text-based discussion. Students use the connection between this primary source and the characters in the play to extend their thinking about perspectives on the Revolutionary War. This text is part of a set of informational texts used to build historical background about the American Revolution and the reasons colonists fought for independence (RI.4.3). Students work intensively with this challenging text to develop academic and domain specific vocabulary (RI.4.4), to practice using details and examples to explain what the text says explicitly and to draw inferences from the text (RI.4.1). Most importantly, students are exposed to a seminal document in our nation's history.</p>	
4M3.2 #10	

TEXT COMPLEXITY ANALYSIS OF *The Hope Chest*

by Karen Schwabach

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>A historical fiction novel set in the American south toward the end of the battle for women's suffrage. Eleven-year-old Violet runs away from home to find her sister, Chloe in Tennessee, where she's fighting for the right of women to vote. Along the way, Violet develops a strong friendship with Myrtle, an African American girl who faces the severe discrimination of the Jim Crow south, and also finds herself in the middle of a crucial moment in the fight for women's suffrage. The backmatter of the book includes period photographs, historical notes about the suffrage movement, and a timeline.</p>	<p>This text is qualitatively quite complex, offering challenge at the end of the school year. Students are supported in navigating the complexity of this book through text dependent questions and text based activities. The need for historical context is addressed by introducing related non-fiction articles at key points in the novel. This support, combined with the grade-appropriate quantitative level of the text, place this book solidly in the 4-5 band.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 800L 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. The central message requires connections between events and characters across the text.</p> <p>TEXT STRUCTURE: Moderately Complex The storyline is chronological, but the novel includes several subplots, all of which contribute to an understanding of the central message/themes in the story. The personalities and motivations of the main characters are complex.</p> <p>LANGUAGE FEATURES: Moderately Complex The language is generally easy to understand with some occasions for more complex meaning. The text uses idioms, figurative language, and some vocabulary specific to time and place, that may be unfamiliar to students. The sentence structure consists primarily of simple and compound sentences, with some complex constructions.</p> <p>KNOWLEDGE DEMANDS: Very Complex The book is set in the early 1900's in the south - the experiences portrayed will be uncommon to most readers. References to historical events and cultural elements particular to the time period significantly impact understanding of the text.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>The need for background knowledge of key historical events and cultural elements of the early 1920s, as well as a general understanding of the process for approving constitutional amendments, can make understanding parts of this text very challenging. In targeted spots, nonfiction text is used alongside the novel to build needed context. This novel describes discrimination and contains some events that students may find upsetting and disturbing. Throughout their work with the book, students are given time to share and discuss reflections on the inequities confronted in the novel. In addition, an empowering focus on how individual and collective actions can cause social change forms the backbone of this module.</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 work of historical fiction anchors this last module, in which students explore actions people have taken against inequality, and consider how these actions can lead to social change. In the book, students analyze characters' reactions to events in which human rights are compromised or violated because of race or gender (RL.4.1, RL.4.3), analyze artwork inspired by the book (RL.4.7), and are introduced to new vocabulary and figurative language throughout the text (RL.4.4). Students also use this book alongside several related nonfiction texts, comparing firsthand and secondhand informational accounts of historical events connected to those described in *The Hope Chest* (RI.4.6).

4M4.1 #11