

# TEXT COMPLEXITY ANALYSIS OF *Llama, Llama Time to Share*

by Anna Dewdney

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>This picture book uses colorful illustrations and playful rhyme to tell the story of Llama Llama as he learns to negotiate the challenges of learning to share with his new neighbor Nelly Gnu. When the two meet, Mama reminds Llama to share. Nelly and Llama begin cautiously playing but when Nelly plays with Llama's favorite stuffed animal, he decides he doesn't like sharing. After a tug-o-war and a few tears and some help from Mama, the two are able to play and share again.</p>	<p>This book works well as an introductory text. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p><b>QUANTITATIVE MEASURE OF THE TEXT: MEASUREMENT NOT AVAILABLE</b> <b>ASSOCIATED BAND LEVEL: N/A</b></p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Moderately Complex</b> The central message of the book is clear and stated at the end of the text. Some inference is required to connect the idea of sharing with making new friends and having fun, but this can be inferred from both the words and the illustrations.</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The storyline is chronological and easy to predict. The illustrations are supplemental and not necessary to understanding the meaning of the text, but do support comprehension, particularly of the emotions felt by each character.</p> <p><b>LANGUAGE FEATURES: Slightly Complex</b> Rhyming words at the end of each line make the text predictable and memorable. The language is straightforward and easy to understand, and vocabulary should be familiar to most students. The text consists mostly of simple sentences and phrases.</p> <p><b>KNOWLEDGE DEMANDS: Slightly Complex</b> The experiences portrayed, playing and sharing toys, will be familiar to most Kindergarteners.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This book is an easily accessible text designed to introduce students to reading closely and answering text dependent questions. Since students are asked to explain their thinking with details from a text they cannot read themselves, tasks are designed to support recall and the location of specific detail through multiple readings and careful attention to the illustrations.</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 develops student understanding of norms and behaviors for sharing toys and interacting with peers through a series of close read-alouds. It also offers an accessible entry into close reading and the concept of using specific details to answer text dependent questions. Using this text, students examine key details (RL.K.1), identify major story elements (RL.K.3), and describe the relationship between the illustrations and the story (RL.K.7). Students use illustrations from <i>Llama Llama Time to Share</i> to support a reflection on the Unit 1 Assessment about what the main character, Llama Llama, has learned about playing with others. This text sets the stage for deeper learning about toys, play, and citizenship skills during Units 2-3.</p>	

KM1.1 #1

# TEXT COMPLEXITY ANALYSIS OF *Have Fun Molly Lou Mellon*

by Patty Lovell

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>This picture book tells the story of a little girl, Molly Lou Mellon, who creates her own incredible toys out of found objects. When a new neighbor, Gertie, moves next door, Molly Lou invites her over to play. Gertie is amazed by Molly Lou's incredible homemade toys and eventually decides that creating homemade toys can be just as fun as playing with fancy store-bought versions. This story blends colorful characters, and playful language to send a message of creativity and friendship.</p>	<p>Because of its high quantitative measure, this book is used as a read aloud. Complexity in meaning and language features are balanced by repetitive sentences, predictable plot structure and richly detailed illustrations. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p><b>QUANTITATIVE MEASURE OF THE TEXT:</b> AD 820L <b>ASSOCIATED BAND LEVEL:</b> 4-5</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Moderately Complex</b> The text contains multiple levels of meaning that are fairly easy to infer. The central message is clear and developed throughout the book. Meaning on the last few pages (Gertie's character change, Molly Lou's response and Grandma winking in the clouds) is implied, but follows logically from earlier text and can be inferred from both the words and the pictures.</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The storyline is clear and easy to predict. Repeated language "So she did just that.", "Gertie was amazed") signals the pattern of the plot. The illustrations support students in comprehending the text and also extend the text by showing the colorful detail of Molly Lou's imagination.</p> <p><b>LANGUAGE FEATURES: Moderately Complex</b> The language is easy to understand with some occasions for more complex meaning ("And Molly Lou Mellon was amazed." "And Molly Lou Mellon winked right back."). Some words may be unfamiliar to students (Jacuzzi, chandelier, deluxe), but are easily inferred from context and illustrations. The sentence structure consists primarily of simple and compound sentences. Repeated sentences throughout the book support comprehension ("Her grandmother had told her, "Back in the olden days, I didn't have...")</p> <p><b>KNOWLEDGE DEMANDS: Slightly Complex</b> The experiences of playing and using imagination portrayed are likely to be common to most young readers and new experiences are easily accessible through the detailed illustrations.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Since students are asked to explain their thinking using details from a text they cannot read themselves, tasks are designed to support recall and the location of specific detail through multiple readings. Students may need additional support in recognizing repeated language, connecting events and noticing detail in the illustrations as the story is read.</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 deepens students' understanding of citizenship skills in relation to their learning about toys and play from Units 1 and 2. It also offers students the opportunity to apply what they have learned about reading closely to a slightly more complex text. The predictable plot and detailed illustrations support students in practicing and extending their learning about key details (RL.K.1), major story elements (RL.K.3), and vocabulary (RL.K.4). *Have Fun, Molly Lou Melon* is also used to learn about and discuss how people's perspectives about toys can change, and prepares students for the Performance Task where they will present information gleaned from a peer interview (W.K.2, W.K.8, SL.K.3) ) during the module culmination and celebration.

KM1.3 #2

# TEXT COMPLEXITY ANALYSIS OF *Weather Words and What They Mean*

by Gail Gibbons

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This informational text teaches readers the meaning of vocabulary associated with weather and meteorology. Through explanations and clear illustrations, readers learn the essential components of weather and develop a basic understanding of the factors that cause changes in the weather. From clouds to wind and snow to hail, Gail Gibbons uses her gift for describing complex concepts to introduce young readers to the science of weather.	Students work only with selected sections of the text to build context and vocabulary. The sections chosen focus on words that will be useful in describing the concrete aspects of the weather that students may observe or read about later in the module. Used with an emphasis on defining common weather words using detailed illustrations, this text is appropriate for Kindergarten.
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: 450L ASSOCIATED BAND LEVEL: 2-3	
QUALITATIVE MEASURES	
<b>MEANING/PURPOSE: Moderately Complex</b> The purpose, to define and explain basic weather concepts, is implied but easy to identify based on content. Some of the scientific concepts described are concrete (i.e. wind, temperature), but others are abstract (i.e. moisture and air pressure).	
<b>TEXT STRUCTURE: Moderately Complex</b> Four basic weather concepts (temperature, air pressure, moisture and wind) are introduced in the beginning of the book, and each is defined and explained in a separate section of the book. Headings, diagrams, speech bubbles and illustrations support the reader's understanding of content.	
<b>LANGUAGE FEATURES: Moderately Complex</b> The text primarily uses simple and compound sentences. Vocabulary includes a mix of familiar words and phrases and scientific terms.	
<b>KNOWLEDGE DEMANDS: Moderately Complex</b> The book includes a mix of commonly experienced aspects of weather (wind, rain) and more abstract concepts (air pressure). The text relies on a moderate level of discipline-specific knowledge about air, wind and water.	
CONSIDERATIONS FOR READER AND TASK	
The structure of this book into sections allows students to focus only on the parts of the text relevant to their work in the module. Students work only with selected sections of the text to build context and vocabulary.	
Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.	
RATIONALE	
This text builds students' understanding of the science of weather. They learn about the components of weather and develop a rich bank of words and scientific concepts to describe sunlight, wind, precipitation, and temperature that will be useful in reading, writing and speaking about this topic. Using this text, students examine key details (RI.K.1, RI.K.2) and develop a rich vocabulary of weather words (RI.K.4). <i>Weather Words and What They Mean</i> is used in conjunction with other informational texts to support students' use of vocabulary to record the local weather in an interactive class weather journal.	

KM2.1 #3

# TEXT COMPLEXITY ANALYSIS OF *On the Same Day in March: A Tour of the World's Weather*

by Marilyn Singer

Text Type: Literary (Nonfiction)

TEXT DESCRIPTION	PLACEMENT
<p>In this text, readers are taken around the world to learn about the weather in different places on the “same day in March”. Readers learn that while it is too gray to play outside in New York City, the Texas Panhandle is experiencing a tiny twister and fog settles on the swamp in Louisiana. Also, on the same day in March, the wind blows strong in Xain, China but it’s too hot to plant rice in Central Thailand. The text helps readers expand their perspectives on weather, seasons, and climates on Earth.</p>	<p>Although this book is complex, students do not need to understand every word and cultural reference to enjoy and learn from it. In this case, students use illustrations and key details from the text to explore the central idea of the book (that weather varies greatly from place to place). When used for this purpose, this is an appropriately complex read-aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: AD540L ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Moderately Complex</b> The purpose of the text, to show how weather around the world can vary greatly on the same day, is implied but can be inferred from the title and repeating last line on each page (On the same day in March...).</p> <p><b>TEXT STRUCTURE: Moderately Complex</b> Each page of the text shows the weather in a different part of the world “on the same day in March”. The first and last sentences on every page follow a pattern. The first sentence introduces the location, and the last serves as a transition and reminds the reader that, although the location changes, the date does not. Even though the organization follows a clear, predictable structure, for most young readers, the connection between pages will be subtle. Detailed illustrations strongly support students in understanding each geographic location, as well as the changes in weather and how those changes affect human activity.</p> <p><b>LANGUAGE FEATURES: Very Complex</b> The language is fairly complex. The text uses figurative language with some complex sentence constructions. Vocabulary is often geographically or culturally specific and may be unfamiliar to many readers.</p> <p><b>KNOWLEDGE DEMANDS: Moderately Complex</b> Since each page focuses on a different geographical location, culture, and climate, many of the experiences portrayed will be unfamiliar to young readers. However, illustrations can supply much of the context needed, and the central idea of the book (that weather varies greatly from place to place and this affects the people who live there) can be understood without a detailed understanding of what is happening on every page.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Complex language structure and meaning make this book challenging for young readers. It is important to remember that students do not need to understand every word and cultural reference to enjoy and learn from this book- in fact to try to do so would be overwhelming. Key details in the text and in the illustrations have been carefully chosen to support comprehension.</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 broadens students' understanding of weather concepts and helps them consider how weather affects people locally and around the world. Students examine and retell key details of the text (RL.K.1, RL.K.2) and use the words and illustrations in the text to gather information (RL.K.7) about weather and its impact on people. *On the Same Day in March: Weather Around the World* also helps prepare students for their performance task, in which they plan and write an imaginary narrative about how the weather on a particular day affects a main character.

KM2.2 #4

# TEXT COMPLEXITY ANALYSIS OF *Come On, Rain!*

by Karen Hesse

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>The anticipation of rain on a hot day and joy in a summer storm is brought fully to life with this beautifully written and illustrated picture book. Tess and Mama are “nearly senseless” in heat of the day. But when dark clouds appear on the horizon, “a creeper of hope circles ‘round” her bones. Tess begins to prepare for a summer storm by inviting friends to come out side in their bathing suits. Soon both mamas and little girls are dancing in the rain. Afterwards, they are “purely soothed and fresh as dew”.</p>	<p>Targeted instruction in meaning and language features, as well as illustrations that clearly communicate the actions and emotions of characters make this text accessible to Kindergarteners as a highly guided read aloud.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: AD780L ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Moderately Complex</b> The text contains multiple themes, some of which are fairly easy to infer (how weather can affect our activities and emotions) and others that are more abstract (relationships in families and neighborhoods).</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The storyline is clear, chronological and fairly easy to predict. Illustrations support and enhance the reader’s understanding of the story, showing character’s emotions as well as their actions and reactions.</p> <p><b>LANGUAGE FEATURES: Moderately Complex</b> The language includes a mix of conversational words and phrases (“Come on, rain!”) and fairly abstract figurative language (“A creeper of hope circles ‘round my bones.”) This book uses rich, complex words and phrases with multiple meanings. The style is almost poetic. Many sentences are complex with several subordinate phrases or clauses and transition words.</p> <p><b>KNOWLEDGE DEMANDS: Moderately Complex</b> The experience of being extremely hot and/or waiting for it to rain will be common to many readers. Some cultural elements related to living in a warm climate and living in a city may be unfamiliar to many students, but most important context is available through the text and illustrations.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>The language demands of this text are high, and most students will need support with inferring how the characters change in response to the rain. Targeted work with figurative language, as well as a class chart that helps students to record their observations, supports students in describing how the changing weather affects characters in the story.</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>Building on students’ learning about weather, this text helps students explore how people are affected by the weather. Students carefully analyze the text to describe how changing weather affects two fictional characters in the text <i>Come On, Rain!</i> (RL.K.1, RL.K.2, RL.K.4, RL.K.7). This book is also used to prepare students for their performance task, in which they plan and write an imaginary narrative about how the weather on a particular day affected what a person wore and did (W.K.3).</p>	

KM2.2 #5

## TEXT COMPLEXITY ANALYSIS OF *The Snowy Day*

by Ezra Jack Keats

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>In this beautifully illustrated picture book, a young boy wakes up to a snow-covered city. Peter puts on his snowsuit and enjoys the pleasures of a snowy day, making footprints, building snowmen and climbing snow "mountains". Before bed, Peter is puzzled to find that the snowball he put in his pocket has disappeared, but he wakes the next morning to new falling snow and the promise of another joyful day of playing outside.</p>	<p>The simple language and events in this text make it engaging, accessible and relevant to the lives of young children. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read-aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: AD500L ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Slightly Complex</b> The central message is clear, revealed early and reinforced throughout the text.</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The storyline is predictable and chronological. Illustrations support students in comprehending the text but are not essential to understanding the meaning of the text. The plot has a common, familiar narrative structure with a clear main character, setting and events.</p> <p><b>LANGUAGE FEATURES: Moderately Complex</b> The text consists primarily of simple and compound sentences, with some complex constructions. Vocabulary is contemporary and should be familiar to most students (some words may be unfamiliar to students who have not experienced snow).</p> <p><b>KNOWLEDGE DEMANDS: Moderately Complex</b> The experiences portrayed will be common to readers who live in areas that experience snow, but may be unfamiliar to students who live in warmer areas. However, the reader can infer much of what Peter is doing through the illustrations. Students will need to know that snow melts in warm temperatures in order to understand what happens to Peter's snowball once he brings it in the house.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This book is used primarily as a mentor text for narrative writing. Students are carefully guided in noticing the plot structure (characters, setting, key events) of the book as they plan their own narratives using a similar structure. Puppets and role play support students in understanding these common elements of a narrative.</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>Continuing their exploration of how weather affects people, students use <i>The Snowy Day</i> as a mentor text in preparation for writing about a character whose day is affected by the weather. They analyze key elements of the story, including the setting, characters and events (RL.K.3) and use drawing, puppets and role-play activities to plan and write an imaginary weather narrative of their own. W.K.3.</p>	

KM2.3 #6

# TEXT COMPLEXITY ANALYSIS OF *What's Alive?*

by Kathleen Weidner Zoehfeld

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>“Does this thing need food? Does it need water? Does it need air? Can it grow or move all by itself?” This book explains, in simple terms, using illustrations and detailed examples, how to determine if something is alive. The text includes drawing and sorting activities and addresses potential areas of confusion (Does a plant move? What about something that has died?) to build understanding of this abstract concept.</p>	<p>The simple language, detailed illustrations and clear everyday examples make this an excellent read aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: AD430L ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Slightly Complex</b> The purpose is explicitly stated, clear, concrete and narrowly focused. The main idea of the text is abstract, but is well developed with common, concrete examples.</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> Ideas and concepts in the text are sequenced logically. The text presents and explains the information needed to understand each concept, beginning with simple ideas and building these into more complex understandings. The connections between the ideas presented are explicit, and examples that apply the criteria for living things holistically, clearly demonstrate these connections. Illustrations support and assist readers in understanding the written text.</p> <p><b>LANGUAGE FEATURES: Slightly Complex</b> The language is conventional, straightforward and easy to understand. The vocabulary used should be familiar to most students. The text is written mainly in simple sentences and the language is conversational.</p> <p><b>KNOWLEDGE DEMANDS: Slightly Complex</b> This text relies on everyday, practical knowledge. The examples presented are simple and concrete.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>The relatively low qualitative and quantitative complexity of this text , as well as related activities, support students in understanding this very abstract concept.</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 develop understanding of what makes something living or nonliving, different types of living things, and the common needs of all living things, in preparation for their study of trees. In addition to building background knowledge, this text is used to develop skills in reading informational text and connecting information within a text to identify patterns (RI.K.2, RI.K.3, RI.K.4, RI.K.7). Students use two sections of the text for a reading assessment in which they respond to text dependent questions before participating in a Science Talk to discuss the question: “Is a tree living? How do you know?”</p>	

KM3.1 #7

# TEXT COMPLEXITY ANALYSIS OF *Be a Friend to Trees*

by Patricia Lauber

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This richly illustrated nonfiction text explains why trees are important to people and to animals. Using clear language and common everyday examples, this book explains how trees meet the needs of people and how trees meet the needs of other animals.</p> <p>The book ends with some simple suggestions for protecting our trees, like using less paper and planting a tree.</p>	<p>Familiar language, numerous examples and clear information make this a very accessible book for beginning researchers. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 500L ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Slightly Complex</b> The purpose of the book, to explain why we should “be a friend to trees” is explicitly stated, clear and concrete. The text is narrowly focused on how trees people and other animals depend on trees to meet their needs.</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The main idea of the book is stated clearly early in the text. The connections between ideas and examples are explicit and clear. Diagrams and labelled illustrations strongly support student understanding.</p> <p><b>LANGUAGE FEATURES: Moderately Complex</b> The language is largely explicit and easy to understand and most sentences are simple or compound. Some sections (on photosynthesis and the production of oxygen) contain domain specific vocabulary and more complex constructions.</p> <p><b>KNOWLEDGE DEMANDS: Slightly Complex</b> The text primarily relies on everyday, practical knowledge, but includes some complicated ideas.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This is an excellent text for beginning researchers. The examples of how people and animals depend on trees are concrete and clearly depicted in labeled illustrations throughout the book, making the information to be gathered very accessible to Kindergartners. Students first work as a group to take notes and write about how people depend on trees. Students then more independently to research the ways animals depend on trees, drawing information from the illustrations. The sections of the book that students work with most intensively were selected to be accessible to beginning readers.</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 supports students as they focus on the needs of animals as living things and how trees them help to meet those needs. Students use the text as a base for whole group and small group research. They learn new vocabulary and use the words and pictures to understand the text ( RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7) and use sections of the book to create class notes, contributing to shared writing about the information they gather. After completing whole group research, students use a similarly structured section of the same text more independently to answer the research question, “How do animals depend on trees to meet their needs?”</p>	

KM3.2 #8

# TEXT COMPLEXITY ANALYSIS OF *Are Trees Alive?*

by Debbie S. Miller

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This richly illustrated book explains the function of each part of a tree by comparing it to a part of the human body. This book helps students explore the similarities between living things and make connections between themselves and trees.</p>	<p>When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read-aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p><b>QUANTITATIVE MEASURE OF THE TEXT:</b> 640L <b>ASSOCIATED BAND LEVEL:</b> 2-3</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Moderately Complex</b> The main idea of the text is abstract, but can be inferred from words and pictures that compare parts of the tree to parts of the human body.</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The connections between the ideas presented are explicit, and examples are concrete and clearly demonstrate these connections. Illustrations support and assist readers in understanding the written text.</p> <p><b>LANGUAGE FEATURES: Moderately Complex</b> Most vocabulary will be familiar to students, but the text uses some academic and domain specific words. Nearly every page contains a simile, but comparison are concrete and supported by illustrations.</p> <p><b>KNOWLEDGE DEMANDS: Moderately Complex</b> The examples presented are simple and concrete, but the text relies on a basic understanding of how the human body functions.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Students use movement to show understanding of the analogies the text makes between the parts of a tree and the parts of the human body, building a deeper understanding of how trees live and grow.</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>Students continue to explore the questions: “Is a tree living? How do you know?” This text helps students develop understanding of different types of living things, and the common needs of all living things. In addition to deepening knowledge, this text is used to develop skills in reading informational texts and to develop vocabulary (RI.K.2, RI.K.4).</p>	

KM3.3 #9

# TEXT COMPLEXITY ANALYSIS OF *A Tree is Nice*

by Janice May Udry

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>A simple, beautifully illustrated picture book that describes the value of trees to people and animals. Although, stylistically, this book often crosses the line between literary and informational text, it offers a wealth of information about the reasons people plant trees.</p>	<p>The language and vocabulary of the text are easy to understand and the content is concrete and will be familiar to most students. Illustrations support the reader in understanding the text. The book has a predictable structure and a strong and clear purpose. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read-aloud for Kindergarteners.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 420L ASSOCIATED BAND LEVEL: N/A</p>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Slightly Complex</b> The central message of the book (a tree is nice) is obvious and stated early in the text, as well as in the title. Numerous concrete examples support this central idea.</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The connection between ideas in the text is explicit and clear. Illustrations support students in comprehending the text, but are not necessary to understanding the meaning of the text.</p> <p><b>LANGUAGE FEATURES: Moderately Complex</b> Most vocabulary will be familiar to students. The sentence structure consists primarily of simple and compound sentences, with some complex constructions that include dependent clauses key to meaning.</p> <p><b>KNOWLEDGE DEMANDS: Slightly Complex</b> Most ideas are simple and concrete. At least some of the experiences portrayed in the book are likely to be common to young readers. The outdoor activities described in the book may be more familiar to students who live in rural and suburban areas, but most are easily understood through context and/or illustrations.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Students who live in urban areas may need some additional information about the outdoor experiences described in the book. Although most of the examples of why trees are nice are very concrete (they make shade), a few are abstract (they make everything beautiful) and may require additional discussion.</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 explore some of the ways people enjoy trees. This thinking prepares students to write and speak about where and why they might plant a tree and also supports the performance task. The relatively simple content of this book makes it a good vehicle for introducing some of the more complex reading and language standards in the Kindergarten curriculum. The strong and clear purpose of the text offers opportunities to identify and discuss the reasons the author gives to support points (RI.K.8).</p> <p>Students also explore a variety of prepositions (L.K.1e) as they read about where trees are found and where different activities take place in relation to the tree.</p>	

KM4.2 #10

## TEXT COMPLEXITY ANALYSIS OF *Mama Miti: Wangari Maathai and the Trees of Kenya*

by Donna Jo Napoli

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
The true story of Wangari Maathai, known as “Mama Miti,” a woman who gave seeds and seedlings to women all over Kenya to help their families and communities. The story explores many reasons for planting trees as woman after woman comes to Mama Miti with a need (food, shelter, clean water) that can be met by planting a tree. The story is told in a literary style and beautifully illustrated using the colors and patterns of Kenyan textiles.	The simple repeated structure of the book, along with students’ previous work with simpler texts on the same topic make this text appropriate for Kindergarten.
QUANTITATIVE MEASURE	
<b>QUANTITATIVE MEASURE OF THE TEXT: AD710L</b> <b>ASSOCIATED BAND LEVEL: 2-3</b>	
QUALITATIVE MEASURES	
<p><b>MEANING/PURPOSE: Moderately Complex</b> The purpose is implied but Mama Miti’s repeated advice to plant a tree makes it easy to identify</p> <p><b>TEXT STRUCTURE: Slightly Complex</b> The text is patterned in a problem/solution structure that is easy to predict and the connections between events are clear. Illustrations support readers in understanding the written text and offer some cultural context. The text contains Kikuyu glossary at the back. An afterward provides additional biographical information about Wangari Maathai and her accomplishments.</p> <p><b>LANGUAGE FEATURES: Moderately Complex</b> The language is generally easy to understand, but offers some occasions for more complex meaning. The names of trees and some words and phrases in Kikuyu, a language used in Kenya, but meaning is supported by the illustrations, defined in context or included in the glossary at the end of the book. The text primarily uses simple and compound sentences, with some complex constructions.</p> <p><b>KNOWLEDGE DEMANDS: Complex</b> The text contains frequent references to the trees, language and culture of Kenya and includes a mix of simple and more abstract ideas. While the meaning of the book can be more deeply understood with additional background on Wangari Maathai, deforestation and Kenya, this context is not necessary in order to comprehend the story or its message.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>The language of this text is fairly complex, but comprehension is supported by the repeating pattern of the story, and by activities designed to connect <i>Mama Miti</i> with the more simplistic text, <i>A Tree is Nice</i>, read earlier in the module. Using the Kenyan glossary at the end of the book, as well as details in the illustrations, should provide any cultural context needed to follow the story and determine its message. Several other picture books about Wangari Maathai and the Green Belt Movement are available if students would like more information.</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 the continuing study of trees and the ways that planting trees can contribute to a community. Students read <i>Mama Miti</i> to continue gathering information about why people plant trees to add to the Reasons to Plant a Tree anchor chart (RI.K.1, RI.K.2, W.K.8). They compare and contrast the reasons and information from <i>Mama Miti</i> and <i>A Tree is Nice</i> (RI.K.9). They then use the information gathered from both of these texts to state an opinion about where to plant a tree and why (W.K.1).</p>	

KM4.2 #11