TEXT COMPLEXITY ANALYSIS OF
The Dot
by Peter H. Reynolds
Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
The story of a reluctant young artist who blooms under her teacher's encouragement. Vashti is sure that she can't draw at all and, at first, refuses to even try. When her teacher encourages her to "just make a mark and see where it takes you," Vashti defiantly makes a single dot on the paper. Her teacher asks her to sign her creation, and thus begins Vashti's very successful exploration of dots in her artwork. The book ends with Vashti encouraging another reluctant artist to create.	This text falls at the lower end of the 2-3 grade band, but has some complexity of language and meaning, making it an excellent choice for the beginning of second grade.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 500L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning that are fairly easy to infer. The central message of the story is clear but is conveyed with some subtlety. To fully comprehend the story, students must make connections between the beginning and the end.

TEXT STRUCTURE: Slightly Complex
The storyline Is clear, chronological and easy to predict. The Illustrations support students in comprehending the text. The font used is unusual and may be difficult for some readers to easily decode.

LANGUAGE FEATURES: Moderately Complex
The language is easy to understand with some occasions for more complex meaning. Irony is used in several places in the text, but is not essential to meaning. The language is conversational and the vocabulary should be familiar to most students. The sentence structure consists primarily of simple and compound sentences.

KNOWLEDGE DEMANDS: Slightly Complex
The story centers on common school experiences that will be familiar to most readers.

CONSIDERATIONS FOR READER AND TASK

Students participate in a focused read aloud of the book, using a combination of roleplay and discussion to explore how the way the main character feels about art changes from the beginning to the end of the book. They use this thinking to determine the central message of the story.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

In this module, students launch their learning about schools by focusing on the guiding question: "What is school, and why are schools important?" Work with *The Dot* helps students develop a deeper definition of what school is, and why schools are important. Students use information from the text and the illustrations to answer questions and to trace how the main character changes over the course of the story (RL.2.7, W.2.8). They then use this understanding to identify the central message in the story (RL.2.2).

2M1.1 #1

TEXT COMPLEXITY ANALYSIS OF
The Invisible Boy
by Trudy Ludwig
Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
In this literary text, we learn the story of Brian, "The Invisible Boy". Brian doesn't get a lot of attention at school, from the teacher or from his classmates. He isn't picked for games and isn't invited to birthday parties. But when a new student joins the class, things begin to change. The new boy is different too. At lunch, kids laugh when they see him eating "funny food" with chopsticks. Brian decides to reach out. The two become friends, and soon make friends with others. Finally, Brian begins to feel seen.	The familiar setting, experiences and emotions described in this book provide a firm foundation for exploring the ways authors use language and illustrations to communicate a complex central message. Read aloud and supported with activities and discussion, this book falls in the 2-3 level band.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: A680L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning. The central message of the book must be inferred, but is conveyed clearly through the text and subtly through the illustrations.

TEXT STRUCTURE: Moderately Complex
The story is chronological, and the basic plot is fairly easy to follow. The illustrations are important, as they extend the meaning and reveal the central message of the story. Dialogue boxes in the illustrations add detail to key interactions between characters, and often reveal the characters' emotions and thoughts. The illustration of Brian is at first drawn lightly in black and white. He gradually assumes color and definition, becoming more "visible" in the illustrations as he becomes more "visible" to his classmates.

LANGUAGE FEATURES: Moderately Complex
The language is easy to understand on a literal level, but the central message of the story (Brian's "invisibility") is often conveyed through figurative language. Some vocabulary may be unfamiliar, but is accessible through context and illustrations. Sentence structure consists primarily of simple and compound sentences, with some complex constructions.

KNOWLEDGE DEMANDS: Slightly Complex
The setting, events and experiences portrayed are common school activities that will be familiar to most readers. Most students will be able to relate to Brian's emotions in the story as well.

CONSIDERATIONS FOR READER AND TASK

In this story, the main character encounters difficult situations and emotions that may seem painfully familiar to some students. Discussions should be handled sensitively. Keeping discussions text-based offers a way to discuss these important issues without making specific students feel awkward, defensive or uncomfortable.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text deepens and extends students' understanding of why schools are important. Through *The Invisible Boy*, students explore the idea that school can help us to appreciate each other's abilities and the importance of treating people kindly. Students work to track the main character's change of emotions as he responds to events in his school day (RL.2.3). In the process, they gain a deeper understanding of the impact words and actions can have on others both in and outside of school. For the Unit 1 Assessment, students participate in a less scaffolded read-aloud of the book, during which they demonstrate an ability to use key details from the text and illustrations to show understanding of characters and plot, and to describe how characters in a story respond to major events (RL.2.1, RL.2.3, RL.2.7).

2M1.1 #2

TEXT COMPLEXITY ANALYSIS OF
Off to Class: Incredible and Unusual Schools Around the World
by Susan Hughes
Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
Excerpts from this inspiring informational text take readers on a round-the-world trip with beautiful photographs and engaging text to explore unusual schools built by incredible communities. The text features voices of community members who have worked to overcome challenges in their community in order to create educational opportunities. From schools built on boats to schools in tents, green schools and schools on wheels, this text explores the what going to school really means.	This book contains many of the challenging features common to non-fiction text and is both quantitatively and qualitatively complex for young readers. Students work with only a few carefully chosen sections, and are highly supported as they navigate each section. Read aloud, with adult support, this text is appropriately complex for second graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 950L
ASSOCIATED BAND LEVEL: 4-5

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The purpose of each section, to explain how communities around the world have overcome the challenge of providing an education to their children, is implied but is fairly easy to identify from details and illustrations.

TEXT STRUCTURE: Moderately Complex
The text is clearly organized, broken into three chapters, each built around a unifying concept explained on an introductory page. Each chapter is divided into two page sections that focus on a different unusual school (students work closely only with selected sections). Headings and subheadings further organize each section. The text within each section consistently follows a problem/solution structure, but sections are organized differently and the connections between some ideas or events are subtle. Graphics, photos and sidebars are mostly supplementary to understanding the text, but add details that enhance comprehension.

LANGUAGE FEATURES: Moderately Complex
The language is largely explicit and easy to understand. The vocabulary is mostly familiar, but does contain a number of academic and domain specific vocabulary words. The text primarily uses simple and compound sentences, with some complex constructions.

KNOWLEDGE DEMANDS: Moderately Complex
Although the general concept of "school" is familiar, the book describes many cultures and geographic locations that will be unfamiliar to most students. However, most of the knowledge needed can be inferred from the photos or is supplied through the graphics and sidebars. The text includes a mix of simple and more complex ideas. Some context on technology used by the schools like solar panels, satellite systems and online learning may be helpful.

CONSIDERATIONS FOR READER AND TASK

Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. The specific excerpts used were chosen to be more easily accessible to young readers. These excerpts are closely read with targeted work on language and guided completion of a graphic organizer to support an understanding of structure and main idea of each section. This informative book contains many of the challenging features common to non-fiction text. If students have not previously worked closely with this type of text, consider providing additional support on academic vocabulary, text structure and text features.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text builds on student understanding of school, as they consider why it is hard for children to go to school in some communities and how communities address these challenges. Using this text, students develop their non-fiction reading skills as they locate information on factors like how weather and location make it difficult for children to go to school, and describe the creative solutions communities have used to overcome these challenges (RI.2.6). With guidance, students read and take notes to write informative paragraphs that follow a problem and solution structure (RI.2.1, RI.2.8). Off To Class: Incredible and Unusual Schools around the World is also used for a two part assessment of informational reading and writing skills (RI.2.1, W.2.2).

2M1.2 #3

TEXT COMPLEXITY ANALYSIS OF
Stone Girl, Bone Girl:
A Story of Mary Anning of Lyme Regis
by Laurence Anholt
Text Type: Literary (Nonfiction)

TEXT DESCRIPTION	PLACEMENT
This picture book tells the true story of Mary Anning, "the Fossil Girl of Lyme Regis" and her deep passion for seeking out "curiosities" in the cliffs near her home in Dorset. Exploring on the seacoast with her dog, twelve year old Mary discovered a giant fossilized "sea monster", an Ichthyosaurus, that proved to be one of the most important prehistoric finds of her time. This story is beautifully told, and detailed illustrations add rich layers of meaning to the text.	This book falls solidly in the 2-3 band. The chronological structure, straightforward storyline and detailed illustrations offer a solid foundation for deeper, more complex thinking about the main character.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 520L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains a well-developed main character, multiple levels of meaning, and a central message that is fairly easy to infer.

TEXT STRUCTURE: Slightly Complex
The book is structured as a brief biography of Mary Anning from birth through age twelve. The storyline is clear, chronological and fairly easy to predict. While not essential to understanding the story, the illustrations are abstract and often extend the meaning of the text by clarifying what the main character is feeling or imagining.

LANGUAGE FEATURES: Moderately Complex
The text is generally easy to understand but contains some figurative language and rich descriptions. Some vocabulary may be unfamiliar. Sentence structure consists primarily of simple and compound sentences, with some complex constructions.

KNOWLEDGE DEMANDS: Moderately Complex
The story begins in a small village in England in 1799. Some historical or geographical elements of the story may be unfamiliar to students, but most necessary context is available through the words and illustrations.

CONSIDERATIONS FOR READER AND TASK

Through a close read aloud, students explore Mary Anning's responses to the challenges in her life and make inferences about her character. Concrete details and illustrations support students in understanding more abstract ideas.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This rich and engaging narrative non-fiction text kicks off students' study of paleontologists and fossils as they learn about the main character, Mary Anning, her passion for discovering fossils, and her significance as a fossil hunter. Students focus on the overall structure of narratives through structured retells of the text (RL.2.2, RL.2.5) while building context about fossils and the work of fossil hunters. Throughout the close read aloud of *Stone Girl, Bone Girl,* students engage in questions and activities that help them understand how Mary Anning responds to challenges in her life, and the habits of character she uses to overcome these challenges (RL.2.1, RL2.3, RL.2.7).

2M2.1 #4

TEXT COMPLEXITY ANALYSIS OF
The Dog That Dug for Dinosaurs
by Shirley Raye Redmond
Text Type: Literary (Nonfiction)

TEXT DESCRIPTION	PLACEMENT
Focused on a little dog named Tray, this book offers another version of twelve year old Mary Anning's discovery of a giant, fossilized Ichthyosaurus. The story describes, using simple language and illustrations, how Tray led Mary to make one of the most important prehistoric finds of her time.	Using both quantitative and qualitative measures, this text is appropriate for second graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 520L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose of the text, to tell the story of Mary Anning's life and accomplishments, is clear and easy to infer from events in the text.

TEXT STRUCTURE: Slightly Complex
The storyline Is clear, chronological and easy to predict. Simple illustrations support students in comprehending the text but are supplemental and not necessary to understanding the meaning of the text.

LANGUAGE FEATURES: Slightly Complex
The language is straightforward and easy to understand. Most vocabulary is contemporary and should be familiar to most students, although the text includes some domain specific words that are easy to define in context. Sentence structure consists primarily of simple and compound sentences.

KNOWLEDGE DEMANDS: Slightly Complex
This true story takes place in the early 1800's in England. While the setting of the story may be unfamiliar to students, needed context is provided in the words and pictures.

CONSIDERATIONS FOR READER AND TASK

Students use the first half of the text, *The Dog Who Dug for Dinosaurs,* for the Unit 1 Assessment. The text is a simpler version of the Mary Anning story, appropriate for the more independent work required in an assessment situation. After an initial read aloud, students use their own copy of the text to answer text-dependent questions, complete a graphic organizer to retell the story, and answer selected response questions.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

The first half of this text is used to assess the standards taught using *Stone Girl, Bone Girl,* a more complex version of Mary Anning's story. Since the more formal style of this assessment is demanding, students are supported by familiar content and a less complex text. After an initial read aloud, students use their own copy of the text to answer text-dependent questions, retell the beginning, middle and end of the first half of the story, and answer selected response questions (RL.2.1, RL.2.2, RL 2.3, RL.2.5, RL2.7) to show what they have learned about literary nonfiction.

2M2.1 #5

TEXT COMPLEXITY ANALYSIS OF
Fossils
by Ann O.Squire
Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
An information packed non-fiction text that describes how fossils are formed, how paleontologists discover them and what we can learn from them. Includes photographs, diagrams and a wealth of information about fossils and the scientists who work with them. Note: Students use only selected sections of this text to build scientific knowledge about fossils.	Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. Only selected sections of this book are explored, with carefully planned instruction. Background built earlier in the module, as well as support built into instructional tasks, make this text appropriate as a read aloud for second graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 1010L
ASSOCIATED BAND LEVEL: 6-8

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The purpose of each chapter is clarified by the title and a focusing question in the Table of Contents. The purpose of most subsections is implied, but generally easy to identify based upon content.

TEXT STRUCTURE: Moderately Complex
The connections between some ideas within sections must be inferred. The text uses a wide variety of text features including chapter titles, section headings, captions, and bold print. Text features signal organizational patterns and enhance the reader's understanding of content. Graphics, pictures, and diagrams support the reader's understanding of the text.

LANGUAGE FEATURES: Moderately Complex
The text explains some scientific concepts that are complex and introduces a high number of academic and domain specific vocabulary words. Most sentences are simple or compound, with some complex constructions.

KNOWLEDGE DEMANDS: Moderately Complex
This text includes a mix of simple and more abstract ideas. The book relies on some discipline-specific content knowledge, but general knowledge about fossils has been built earlier in the module.

CONSIDERATIONS FOR READER AND TASK

Students come to this text after having built some general knowledge about fossils and fossil hunters. Due to its high complexity, selected sections of this book are read aloud and explored with carefully planned teacher guidance. Through a combination of close read-alouds, independent practice, hands-on experiences, and authentic writing tasks, this work prepares students for the important transition to reading complex texts more independently.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

Using this book, students move from reading literary nonfiction to more traditional nonfiction text in order to deepen their understanding of fossils. Students focus on gathering information that will help them explore the guiding question, "What can we learn by studying fossils?" They practice navigating text features to learn more about the topic (RI.2.4, RI.2.5) and use evidence from the text to answer questions about the process of fossilization (RI.2.1, RI.2.6). Although complex, this text offers excellent opportunities to practice working with a variety of text features, academic and domain specific vocabulary, and nonfiction content.

2M2.2 #6

TEXT COMPLEXITY ANALYSIS OF
Seed to Plant
by Kristin Rattini
Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This text from National Geographic focuses on the plants, flowers and trees that children observe around them and what they need to survive. It includes basic information about what plants are, plant parts and needs, and growth from seeds. There is a brief introduction to pollination and seed dispersal. The text is supported with a variety of text features and includes detailed photographs to support student learning. *Note: Students work with specific sections of the text.*	This text is used to build background knowledge on seeds and plants and practice using text features. A section of the text is used to assess students' ability to use text structure and text features to support comprehension. The lower Lexile and relatively low complexity in all areas except text structure make this a good vehicle for assessment. Quantitatively and qualitatively, this text falls solidly at the second grade level.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 400L
ASSOCIATED BAND LEVEL: N/A

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose is explicitly stated, clear, concrete, narrowly focused

TEXT STRUCTURE: Moderately Complex
Text features such as headings, labels and captions enhance the reader's understanding of content. Graphics, diagrams, and photos are integral to understanding the text. The connections between the ideas in some sections must be inferred.

LANGUAGE FEATURES: Slightly Complex
The language is explicit and easy to understand. The vocabulary is mostly familiar, but includes some domain specific words, defined in context. The text is easy to read, written mainly in simple sentences.

KNOWLEDGE DEMANDS: Slightly Complex
This text relies on everyday, practical knowledge, which will be familiar to most students. The ideas are simple, concrete and well explained in the text and graphics.

CONSIDERATIONS FOR READER AND TASK

Students use this text to learn about text features and to build background knowledge on seeds, plants, flowers, and fruit. Part of the text is used for the Unit 1 Assessment: Using Strategies to Read Informational Text, where students are asked to independently read a portion of the text and answer questions to show their understanding.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This texts supports the development of students' research skills and science knowledge through a study of plants and pollinators. Using this text, students navigate informational text features (RI.2.5, RI.2.7) and engage with scientific vocabulary (RI.2.4) as they examine the main idea and key details (RI.2.1, RI.2.2, RI.2.6) to learn about the connection between seeds, plants, flowers and fruits (RI.2.3). Students engage in a focused read of Seed to Plant along with other informational texts in preparation for structured discussion about plant growth and survival. A section of the text is used to assess students' ability to use text structure and text features to support comprehension. The lower Lexile and relatively low complexity of this text in all areas except structure make this a good vehicle for assessment.

2M3.1 #7

TEXT COMPLEXITY ANALYSIS OF
From Seed to Plant
by Gail Gibbons
Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This illustrated picture book focuses on how flowers, fruits and vegetables come in to being. With the support of detailed drawings with labels, captions, and a few sentences per page, the book provides basic information about seeds, plant parts, pollination, seed dispersal, and what seeds need to grow. The book ends with a project suggestion for raising bean plants. Note: Students work only with specific sections of text.	The sections of text used have been selected to be comfortably accessible to second graders. Both qualitatively and quantitatively, this book falls solidly in the 2-3 band.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 660L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The purpose of the text must be inferred but is easy to identify based upon content.

TEXT STRUCTURE: Moderately Complex
The book describes a number of natural processes; the connections between some steps are complicated and may be difficult to understand. Detailed illustrations and labeled diagrams support and enhance the reader's understanding of content.

LANGUAGE FEATURES: Slightly Complex
The language is clear and explicit. The text includes a number of domain specific words, which are defined in context or through the illustrations. The text primarily uses simple sentences, with some complex constructions.

KNOWLEDGE DEMANDS: Moderately Complex
The book includes a mix of simple and more complicated ideas. The text relies on common knowledge and some discipline-specific content knowledge, but most context is available through the illustrations and diagrams.

CONSIDERATIONS FOR READER AND TASK

Students use selected pages of this text to collect information about different kinds of seed dispersal. They review text features, respond to text dependent questions and contribute to a class set of notes about the different ways seeds are dispersed. The reading is followed by a hands-on seed dispersal challenge.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This texts supports the development of students' research skills and science knowledge through a study of plants and pollinators. Using this text, students navigate informational text features (RI.2.5, RI.2.7) and engage with scientific vocabulary (RI.2.4) as they examine the main idea and key details (RI.2.1, RI.2.2, RI.2.6) to learn about the connection between seeds, plants, flowers and fruits (RI.2.3). Students engage in a focused read of From Seed to Plant along with other informational texts in preparation for a structured discussion about plant growth and survival.

2M3.1 #8

TEXT COMPLEXITY ANALYSIS OF
What is Pollination?
by Bobbie Kalman
Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This non-fiction text takes students on a deeper dive into pollination and includes information and detailed images about what pollination is and the role that pollen and pollinators play. Types of pollination are described along with groups of common pollinators. The book ends with an introduction to the idea that pollinators are in danger and that there are ways people can take action to help them. *Note: Students work with specific sections of the text to gather research.*	Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. Students work only with selected sections to complete research. Explicit instruction in using the structure and text features of each section supports students in navigating the complexity of this text, making it an appropriate read aloud for second graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: IG830L
ASSOCIATED BAND LEVEL: 4-5

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose of the text is explicitly stated in the title and in section headings. Each section is clear, concrete, narrowly focused.

TEXT STRUCTURE: Slightly Complex
The connections between ideas and processes are explicit and clear. Text features, such as headings, subheadings, captions and bold print enhance the reader's understanding of content. Graphics and photos support and assist readers in understanding the written text.

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.

KNOWLEDGE DEMANDS: Moderately Complex
The text includes a mix of simple ideas and more complex processes, most of these are well supported in the text and diagrams. The text relies on both common knowledge and some discipline-specific content knowledge.

CONSIDERATIONS FOR READER AND TASK

Only selected sections of the text are read aloud and used for research. This text is used primarily to collect specific information about bees and other insect pollinators. The sections used for research, each focusing on a different pollinator, are very similar in structure. The section on Bees is read as a whole class, and the process of using the structure and text features to find specific information is modelled and practiced. This full group work prepares students to work, more independently, in small groups to research other insect pollinators. The text-based research is supplemented by close viewing of detailed photographs of each pollinator.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text builds on students' growing knowledge about plants as they examine the role of pollination and specific insect pollinators in helping plants grow and survive. Using the text *What Is Pollination?*, students continue to build scientific vocabulary (RI.2.4) and strengthen their research skills as they explore the main ideas and key details of multi-paragraph informational text (RI.2.1, RI.2.2, RI.2.6) and use illustrations and text features (RI.2.5, RI.2.7) to conduct whole group and small group research on insect pollinators. This text supports students in developing research skills as they work to create models and scientific drawings that lead to a writing assessment about how pollinators help plants through the process of pollination (RI.2.3).

2M3.2 #9

TEXT COMPLEXITY ANALYSIS OF
The Little Hummingbird
by Michael Nicoll Yahgulanaas
Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
Based on a South American folktale, this is the story of a tiny hummingbird who tries to put out a great forest fire. While the other larger and stronger animals of the forest look on, the hummingbird brings water, one drop at a time from the stream, to place on the raging fire. When the other animals incredulously ask what she is doing, the hummingbird simply replies, "I am doing what I can."	The relatively low quantitative complexity and higher qualitative complexity make this text an excellent vehicle for teaching students to determine the message or moral in a story and place this text solidly in the 2-3 grade band as a read aloud.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: AD550L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning, with a strong message that must be inferred. The central message is conveyed subtly, since the main character's actions do not result in what would typically be defined as success (putting out the fire).

TEXT STRUCTURE: Moderately Complex
The storyline Is clear and chronological, but unpredictable. The way the main character reacts to the fire, and the result of those actions, is not what most readers would expect. The illustrations, although beautiful and detailed, are abstract, offering little support in comprehending the text.

LANGUAGE FEATURES: Moderately Complex
The sentence structure consists primarily of simple and compound sentences. The language is generally easy to understand with some occasions for more complex meaning. Some vocabulary words may be unfamiliar or have multiple meanings.

KNOWLEDGE DEMANDS: Slightly Complex
The animals and experiences portrayed will be unfamiliar to many readers. The intricate black and white artwork created by Haidan artist Michael Nicoll Yahgulanaas is in a style that will be unfamiliar to most students.

CONSIDERATIONS FOR READER AND TASK

The text is closely read to help students navigate complexity of meaning, language and structure. Students are guided in carefully examining the response of characters to the fire in order to determine the central message of the story. To emphasize the difference in responses, teachers are asked to read in a different voice for each character. Students also use a role play protocol to more deeply understand the reactions and motivations of each character.
Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This is one of several folktales and fables explored by students in which pollinators are the central characters. Students ask and answer questions about the text (RL.2.1). and role play to prepare to recount the story using key details (RL.2.2). They examine how the characters in the story respond differently to the problem/challenge in order to infer the central message (RL.2.2, RL.2.3), and then synthesize their thinking by writing a paragraph describing the central message in the story (W.2.2).

2M4.1 #10

TEXT COMPLEXITY ANALYSIS OF
The Lizard and the Sun
by Alma Flor Ada
Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
This picture book tells the story of a dark and fearful time in Mexico, long ago, when the sun disappeared. When all other animals give up their search for the missing sun, a brave lizard carries on in her effort to find and return the light and warmth of the sun.	Introduced as a read aloud with support, this text falls in the 2-3 grade band.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: AD580L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning that are fairly easy to infer. The central message of the story is clear but is conveyed with some subtlety.

TEXT STRUCTURE: Moderately Complex
The storyline Is clear and easy to predict, but contains some time shifts. Illustrations and graphics support understanding of the text. This is a dual language text. The same text is written in both Spanish and English, arranged on facing pages and sharing the same illustrations.

LANGUAGE FEATURES: Moderately Complex
The language is generally easy to understand with some occasions for more complex meaning. The text uses figurative language and personification. The sentence structure consists primarily of simple and compound sentences. The text is translated into both Spanish and English.

KNOWLEDGE DEMANDS: Moderately Complex
Contains references to some cultural elements that may be unfamiliar to students.

CONSIDERATIONS FOR READER AND TASK

The Lizard and the Sun is read aloud to students with modeling and support from the teacher to establish a predictable routine for the series of fables and folktales read in this unit. Students engage in the Role Play protocol, recount the story using key details, determine its central message, and finally write a paragraph about the central message.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text is one of several folktales and fables explored by students in which pollinators are the central characters. Using this text, students ask and answer questions to understand key details in the text (RL.2.1). They role play and recount the story using key details. They determine the central message of the story based on the how the characters respond to a problem or challenge (RL.2.2, RL.2.3, RL.2.6). Students also work together to consider that habits of character that help the fictional characters in the story contribute to a better world.

2M4.1 #11

TEXT COMPLEXITY ANALYSIS OF
A Place for Bats
by Melissa Stewart
Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This illustrated picture book focuses on the many threats to the bat population, and specific actions people can take to help protect bats. The book includes basic information about bats and a section that explains how bats are important to both animals and plants. The text ends with a call to action and suggests ways students can help to protect the bat population. *Note: Students work only with specific sections of this text.*	Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. Students work primarily with the text at the top of each page (one to two sentence statements of problem and solution heavily supported by illustrations) and two short sections on the importance of bats to plants and animals. These parts of the text are comfortably accessible to second graders when read aloud and supported by instruction.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 920L
ASSOCIATED BAND LEVEL: 4-5

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose of the text, "If we work together…there will always be a place for bats", 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 bats face and a related action humans can take to protect bats from that threat.

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. Connections between the example in the sidebar and the problem/solution at the top of each page must sometimes be inferred, but each is well supported by detailed illustrations. Predictable page layout and headings support readers in navigating and understanding the text.

LANGUAGE FEATURES: Moderately Complex
The text contains some academic and domain specific vocabulary, but is not overly technical. The language in the text is largely explicit, 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…bats 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.

KNOWLEDGE DEMANDS: Moderately Complex
This text relies primarily on a general knowledge of plants and insects and on some discipline-specific knowledge about pollinators. This book includes a mix of simple and more complex ideas.

CONSIDERATIONS FOR READER AND TASK

This text is read aloud and well supported through discussion and direct instruction. For tasks that require students to work more independently, sections of the text have been specifically chosen for accessible content and detailed illustrations. Because of the complexity of the text in the sidebars, students work primarily with the simpler sentences at the top of each page. Teachers may choose to differentiate by including more work with the examples in the sidebars for some students. This text is read after students have done extensive work on pollinators; this previous work should support the need for discipline specific knowledge in some sections of the text.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text is one of several folktales and fables explored by students in which pollinators are the central characters. Using this text, students ask and answer questions to understand key details in the text (RL.2.1). They role play and recount the story using key details. They determine the central message of the story based on the how the characters respond to a problem or challenge (RL.2.2, RL.2.3, RL.2.6). Students also work together to consider that habits of character that help the fictional characters in the story contribute to a better world.

2M4.1 #12

TEXT COMPLEXITY ANALYSIS OF
A Place for Butterflies
by Melissa Stewart
Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This illustrated picture book focuses on the many threats to the butterfly population, and specific actions people can take to help protect butterflies. The book begins with basic information on the lifecycle of the butterfly and includes a section that explains how butterflies are important to both animals and plants. The text ends with a call to action and suggests ways students can help to protect the butterfly population. *Note: Students work only with specific sections of this text as it supports their performance task.*	Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. Students work primarily with the text at the top of each page (one to two sentence statements of problem and solution heavily supported by illustrations) and two short sections on the importance of butterflies to plants and animals. These parts of the text are comfortably accessible to second graders when read aloud and supported by instruction.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 980L
ASSOCIATED BAND LEVEL: 4-5

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose of the text, "If we work together…there will always be a place for butterflies", 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 butterflies face and a related action humans can take to protect butterflies from that threat.

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. Connections between the example in the sidebar and the problem/solution at the top of each page must sometimes be inferred, but each is well supported by detailed illustrations. Predictable page layout and headings support readers in navigating and understanding the text.

LANGUAGE FEATURES: Moderately Complex
The text contains some academic and domain specific vocabulary, but is not overly technical. The language in the text is largely explicit, 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…butterflies 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.

KNOWLEDGE DEMANDS: Moderately Complex
This text relies primarily on a general knowledge of plants and insects and on some discipline-specific knowledge about pollinators. This book includes a mix of simple and more complex ideas.

CONSIDERATIONS FOR READER AND TASK

This text is read aloud and well supported through discussion and direct instruction. For tasks that require students to work more independently, sections of the text have been specifically chosen for accessible content and detailed illustrations. Because of the complexity of the text in the sidebars, students work primarily with the simpler sentences at the top of each page. Teachers may choose to differentiate by including more work with the examples in the sidebars for some students. This text is read after students have done extensive work on pollinators; this previous work should support the need for discipline specific knowledge in some sections of the text.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text continues to build students' understanding of the importance of pollinators and allows them to apply some of the scientific knowledge built in Module 3 as they examine the dangers faced by a particular pollinator, the butterfly. Using this text, students explore how reasons support specific points the author makes (RI.2.8) and to compare the book to an article on the same topic (RI.2.9). *A Place for Butterflies* is also used to gather the information needed to write an opinion piece about why people should work to protect butterflies (W.2.1) and to support the call to action on the wildflower seed packets they will create in the Performance Task later in the module.

2M4.2 #13