

TEXT COMPLEXITY ANALYSIS OF *Rain School*

by James Rumford

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>Thomas is excited about his first day of school in Chad, Africa. When he arrives, he discovers that the children's first lesson will be learning how to build their school using mud, grass and saplings. After nine wonderful, productive months of learning, the school year ends. The rains come, and the school returns to mud, but the learning they did there cannot be washed away. In September, the children will return to "their smiling teachers, ready to build their school again".</p>	<p>This picture book falls in the 2-3 complexity band. Although the words and storyline are simple, the book offers multiple messages about the value and joy of learning, what it means to grow in knowledge and in skills, and the importance of being able to overcome obstacles. It also leads students to look at school and learning from a perspective that may be different from their own.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 420L ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The story contains multiple levels of meaning. Some themes are fairly easy to infer (obstacles to learning can be overcome by hard work and persistence), but others are more subtle (although the school has disappeared, the learning done there lives on in each child). In addition, the story comes from the perspective of a child in Africa whose environment and experiences are likely very different from that of most American students.</p> <p>TEXT STRUCTURE: Moderately Complex The storyline is clear, chronological and organized in a typical narrative structure, but the events at the beginning and end of the story are surprising and difficult to predict. Illustrations add meaning and context that supports an understanding of characters and events in the text.</p> <p>LANGUAGE FEATURES: Slightly Complex The language is straightforward and easy to understand. The text is written mainly in simple sentences and most words used are familiar.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex While many of the experiences portrayed (building your own school) will likely be unfamiliar to students, others (learning to read and write the alphabet, working with classmates and a teacher) will be quite familiar. This story is set in another country and culture, but differences important to comprehension are well supported by details in the illustrations.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text is used early in the module in order to explore the idea that obstacles to learning can be overcome. The language and basic storyline is easy to understand, allowing students the energy to focus on the deeper meaning and messages of the story. To support students in understanding cultural and geographical differences, consider spending additional time discussing details in 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

The basic storyline, chronological structure and simple language used in this text make it an excellent vehicle for introducing some of the more abstract content and skills central to the module. In *Rain School*, the idea of an “obstacle to learning” is introduced very concretely (there is no school building) and this obstacle is overcome physically (a school is built from mud, grass and saplings). This very concrete example helps students clearly understand what an obstacle is, and builds a solid base for exploring more abstract obstacles and ways to overcome them later in the module. The story is also used to teach RL.3.2, the narrative structure makes this an easy story to recount and the book contains many possible central messages, accessible to students at a variety of levels. *Rain School* is also used to introduce RL.3.3; in this book, the characters’ motivation to learn, their optimism and persistence, drive the events of the story (building and going to school). This allows students to make clear connections between the characters and the plot. This story was chosen to provide an accessible introduction to key skills and content explored in greater depth throughout the module.

3M1.1 #1

TEXT COMPLEXITY ANALYSIS OF *Nasreen's Secret School*

by Janette Winter

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>Nasreen is a young girl living in Afghanistan after the Taliban has seized control. After her father and mother go missing, Nasreen stops speaking and stops smiling. Although girls are now forbidden to attend school, Nasreen's grandmother enrolls her in a secret school, and, slowly, her granddaughter begins to speak and learns to smile again. The book sends a clear message about the joy of learning, the importance of schools and the transformative power of education.</p>	<p>Despite its lower quantitative measure, this book is most appropriate for students grades 3-5 because of its sensitive content, layers of meaning and heavy use of metaphor.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 630L ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex This story has multiple levels of meaning that are conveyed largely through common metaphors (“But the soldiers can never close the windows that have opened for my granddaughter.”). On some pages, the meaning of figurative language is supported by the illustrations.</p> <p>TEXT STRUCTURE: Moderately Complex The story is told from the first person point of view of Nasreen’s grandmother and includes some time shifts (the story begins and ends in the present, but the majority of events happen in the past). Illustrations often add important elaboration to the text (for example, Nasreen’s first words and what she later tells Mina are conveyed only in the pictures).</p> <p>LANGUAGE FEATURES: Moderately Complex The language consists primarily of simple and compound sentences and most vocabulary will be familiar to students. Some religious and culturally specific words may need to be defined (Koran, Allah, burqa). Figurative language is frequently used (“opened her heart”, “dark clouds hang over the city”, “open her eyes to the world”) and is critical to understanding the text. Often these metaphors can be interpreted through a close analysis of the illustrations, which include representations of the figurative as well as literal meaning of the words. For example, on the page where the author says that, “Nasreen will never feel alone” now that she can read, literary characters are shown standing on top of the pages of the book she is reading.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex The experiences portrayed are distinctly different from those of most readers. Many historical and cultural elements referred to in the story are likely to be unfamiliar. The Author’s Note and illustrations will support students in better understanding the time and place in which the story is set.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Historical and cultural differences may make understanding this text challenging for some students. Consider spending additional time discussing the author’s note and analyzing the details in the illustrations to fill in gaps in background knowledge. This book talks about realities of war and repression that will require sensitive discussion. Be prepared to provide additional processing time and support to students who may have personal experiences with war, abandonment or oppression.</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 story explores the value of education on a deeper level than previous texts. The unique perspective of the narrator as an educated woman who watches her granddaughter lose the right to go to school offers insight into many of the larger personal and cultural benefits of literacy and learning about the world. The story has a clear message, making it a good vehicle for teaching RL.3.2 and strong characters, whose actions show their values and motivations (RL.3.3). The book also explores the connection between literacy and personal freedom and empowerment, introducing new ideas about the value of learning to read and write for students to consider.

3M1.1 #2

TEXT COMPLEXITY ANALYSIS OF *My Librarian is a Camel: How Books Are Brought to Children Around the World*

by Margriet Ruurs

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This book describes the challenge of getting books to remote areas around the world and the unique and interesting ways some communities overcome that challenge. In addition to the central text, each two page spread includes photos, geographical and other information about the country in which the people receiving the books live. Students work only with carefully chosen sections of this text.</p>	<p>Despite its high quantitative measure, this book is appropriate for students in grades 3-5, largely because the text is narrowly focused and well supported by visual information. The organizational structure, both across the text and within each section is clear and predictable and supports comprehension. Sections of the text have been chosen to be accessible to third graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: 980L ASSOCIATED BAND LEVEL: 4-5</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Slightly Complex The purpose of the text, to explain how communities in remote areas overcome the challenge of accessing books, is explicitly stated in title and the sections students work with. The text in each section is narrowly focused, clear and concrete. Meaning is well supported by photographs and captions.</p> <p>TEXT STRUCTURE: Slightly Complex The book is divided into 13 two page spreads, one for each community. Each section is identified in the table of contents and is clearly labeled with a simple header. The general focus of each section is the same (how a remote community gets books). Within each section, the text has a predictable problem/solution structure. Photos and captions strongly support students' understanding of the written text. Graphics and a text box on each page offer general facts about each country that are interesting, but largely supplemental to the central text.</p> <p>LANGUAGE FEATURES: Moderately Complex The text is syntactically complex, and includes long, complex sentences with subordinate phrases or clauses. The text also includes a number of academic vocabulary words that may be unfamiliar to students. Domain specific vocabulary (primarily geographical terms) is used in the text boxes; the same terms appear repeatedly throughout the text.</p> <p>KNOWLEDGE DEMANDS: Moderately Complex The remote geographic areas on which the text focuses are distinctly different from the places where most students live. Photos and captions help bridge gaps students may have in geographical and cultural understanding. The text boxes often include geographic information which is helpful in supporting student understanding of both the problems and solutions described in the central text.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Lack of geographic knowledge and cultural differences may make understanding this text challenging for some students. Targeted use of some of the information in the text boxes will support students in making connections between the place in which people live and the unique problems and solutions described in the text. Photographs may help students better understand unfamiliar cultures. A Close Reading Guide helps students to understand the problem/solution structure that repeats in each section, to effectively use the photographs and captions, and to locate specific information in the text boxes. The language demands of different sections of the text are uneven; the specific sections of the text chosen are the most accessible to third graders, and language work supports students in segmenting and understanding complex sentences. <i>Note: Care should be taken to ensure that students understand that the book focuses on the challenge of getting books to <u>remote</u> communities, and that these communities are most often atypical and not representative of the geography and culture of a country as a whole.</i></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 was chosen to provide students with specific, concrete examples of the value of books and reading by showing the effort and creativity that people around the world apply to the problem of connecting readers with books. The book also offers opportunities to help students distinguish between informational text and literary text (on the same topic) read earlier in the unit, with a specific focus on how details in a text are used to support a very clear and consistent main idea (RI.3.2). In addition, the importance of photos and graphics in clarifying and extending student understanding of the central text make this book an excellent vehicle for teaching RI.3.7.

3M1.2 #3

TEXT COMPLEXITY ANALYSIS OF SELECTED POEMS FROM “Lizards, Frogs and Polliwogs”

by Douglas Florian

Text Type: Literary (poetry)

TEXT DESCRIPTION	PLACEMENT
Three poems are used from this collection of poems about reptiles and amphibians. These poems playfully explore the lives of frogs using rhyme, rhythm and nonsense words.	Short and easy to read, yet offering opportunities to explore more complex meanings, these poems fall solidly in the 2-3 band level.
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: N/A POEM ASSOCIATED BAND LEVEL: N/A POEM	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex <i>The Polliwogs:</i> The theme of the poem is fairly easy to infer from the descriptive details, but is not revealed until the last line. <i>The Wood Frog:</i> The poem uses multiple concrete descriptions to help students visualize the dormant state of wood frogs in winter. <i>The Poison Dart Frogs:</i> The majority of the poem consists of concrete visual description, but the last two lines allude to scientific and cultural concepts that add to the poem’s complexity.</p> <p>TEXT STRUCTURE: Slightly Complex <i>The Polliwogs:</i> The poem consists of 12 short lines of 2-4 words each. Despite frequent line breaks and an unusual use of commas, it is reasonably easy to follow. <i>The Wood Frog:</i> The poem consists of eight short lines with a predictable rhyme and rhythm. <i>The Poison Dart Frogs:</i> The poem consists of nine short lines and contains pairs of rhyming words.</p> <p>LANGUAGE FEATURES: Moderately Complex <i>The Polliwogs:</i> This poem includes many nonsense words derived from the root “poll” (head). The language is generally easy to understand, but the repeated use of the first person plural pronoun (we) and the many similar words used to describe the movement of the polliwogs adds to the complexity. Most vocabulary is common and contemporary, but some words (yearning, quiver) may be unfamiliar. <i>The Wood Frog:</i> The poem uses many nonsense words ending in “sicle” to emphasize how cold the frog becomes. Most words will be familiar to students and the meaning of unfamiliar words (antifreeze) is easily determined from context. <i>The Poison Dart Frogs:</i> The first seven lines of the poem are phrases that visually describe the poison dart frog. Many of the words used to describe color (crimson) and pattern (mottled) will likely be unfamiliar to students. The last line requires an understanding of figurative language as well as background knowledge.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex General note: All poems allude to science concepts. However, specific scientific understandings are not necessary for a general understanding of the poems. Since the poems are used to generate curiosity and questions about frogs, it is important not to provide additional information at this time.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>Part of the purpose of reading these poems is to generate questions about frogs that will be explored throughout the module. Specific scientific understanding of frogs is not necessary for a general understanding of the poems. Research will be done to answer these questions and build knowledge later 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

Several Douglas Florian poems are read at the beginning of the module to engage the reader and build a sense of wonder. After reading each poem, students generate questions about frogs (RI.3.1). Later in the module, they will research the answers to these questions. Each poem is closely read to determine the meaning of specific words and phrases as they are used in the text (RL.3.4), to explore how the details in the poem work together to create meaning (RL.3.2) and to better understand the function of language in the poem (L.3.1). Poems are also read chorally to build fluency (RF.3.4).

3M2.1 #4

TEXT COMPLEXITY ANALYSIS OF *Everything You Need to Know about Frogs and Other Slippery Creatures*

By DK Publishing

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This book offers a wealth of information about amphibians and reptiles. The text presents concrete information/facts about specific frogs, paired with clear illustrations and diagrams. It also contains sections that explain basic scientific concepts (i.e. the life cycle of amphibians), providing needed context. Students work only with selected excerpts of this text.</p>	<p>This text falls above a third grade complexity level, primarily because of the complexity of information presented, the number of domain specific vocabulary words and the scientific tone of the book. However, targeted work on how to use and understand nonfiction text during the close readings and throughout the lesson sequences support comprehension and make this text accessible to third graders.</p>

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT*: IG 1040L
ASSOCIATED BAND LEVEL: N/A (EXCERPTS USED FALL WITHIN THE 4-5 BAND LEVEL)

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex

The book covers a wide variety of topics. Understanding of the purpose of each section is supported by headings and subheadings. In most sections, the purpose is implied but easy to identify based upon context and visuals.

TEXT STRUCTURE: Moderately Complex

The text is divided into sections based on topic. Each section is divided into subsections. Text features, including captioned photographs and diagrams give specific examples that greatly enhance the reader's understanding of the content. Important words and phrases are in printed in bold italics. Connections between some ideas must be inferred but text features make the organization clear.

LANGUAGE FEATURES: Very Complex

The text contains many academic and domain specific vocabulary words and phrases. Many of these can be understood in context, by using the embedded glossary or through simple analysis of word parts. Sentences are written in the present tense. Many are long and complex with several subordinate phrases or clauses.

KNOWLEDGE DEMANDS: Moderately Complex

This text relies on some basic knowledge of animals and their habitats (for example, how animals breathe, how animals lay eggs), as well as some discipline specific knowledge (for example, what a rainforest is).

*Several factors artificially inflate this Lexile score. On analysis, the text is not as complex as word length would indicate. A very high proportion of supporting photos make the information in the text more accessible, but are not considered in a Lexile score. Despite the apparently high quantitative measure, this text is appropriate for this grade level.

CONSIDERATIONS FOR READER AND TASK

Third graders will need support in understanding the vocabulary and syntax used in this book. In addition, they will need to clearly understand the structure of the text and the way information is organized. Students will need instruction and practice in making connections between the focus of each section and the examples given. This support is provided through activities throughout the lessons as well as close readings. A Close Reading Guide highlights vocabulary and sentence structure specific to this text and topic. Sections are read and worked with multiple times throughout the module and in the ALL block. After a first reading of selected sections, subsections relevant to the research task are identified for more focused work. Multiple readings for a variety of purposes also support the reader in working with this complex text.

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

RATIONALE

Students use this text as a resource for answering the questions they generated about frogs in Unit 1, and as a foundation for their research and writing about specific frogs later in the module. This text is used to teach students how to read informational text with a specific question in mind. (RI.3.1, RI.3.5, RI.3.7), as well as to introduce scientific concepts and information relevant to their research (RI.3.3). Sections of the text are also used to teach research skills (W.3.7, W.3.8), and build a store of academic and domain specific vocabulary relevant to the topic (RI.3.4).

3M2.2 #5

TEXT COMPLEXITY ANALYSIS OF
Frog Research Expert Texts:
The Amazon Horned Frog, Transparent Wonder,
All About the Water Holding Frog, Poison Dart Frog

by EL Education

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>A set of short articles about the poison dart frog, amazon horned frog, the glass frog, and the water holding frog. Each article includes information about the frog's habitat, physical characteristics and adaptations.</p> <p><i>Note: The full class works with Poison Dart Frog. Each student will work with one of the other articles in the set to research a frog of choice.</i></p>	<p>Both the quantitative and qualitative complexity of these articles fall solidly within a third grade level.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: <i>POISON DART FROG 620L</i> <i>THE AMAZON HORNED FROG 630L</i> <i>TRANSPARENT WONDER 510L</i> <i>ALL ABOUT THE WATER HOLDING FROG 620L</i> ASSOCIATED BAND LEVEL: 2-3</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Complex The purpose of the text is implied but easy to identify based upon content and section headings.</p> <p>TEXT STRUCTURE: Slightly Complex The connections between some ideas must be inferred. The organization is clear. Text features such as headings, bold print and a glossary enhance the reader's understanding of content.</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. 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 and relies on some discipline-specific content knowledge. The text contains some references to outside ideas that have been previously introduced in the module.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>These research texts are at varying reading levels, consider guiding students toward the appropriate group. The glass frog is recommended for English language learners and those who require additional support; the water-holding frog is recommended for students reading on grade level; and the Amazon horned frog is recommended for students reading above grade level.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	

RATIONALE

In this unit, students choose the freaky frog they want to write about for their performance task: to create a Freaky Frog book and trading card. The poison dart frog is used throughout the unit as a model. To deepen expertise about a specific frog, students reread appropriate sections from *Everything You Need to Know about Frogs and Other Slippery Creatures* and one of the Frog Expert Texts, using details and text features (RI.3.1, RI.3.5) to add information to the Freaky Frog research notebooks they began in Unit 2 (W.3.7, W.3.8). The unit ends with students compiling their work from across the module to create the final performance task (W.3.2).

3M2.3 #6

TEXT COMPLEXITY ANALYSIS OF
Peter Pan
RETOLD FROM THE J.M. BARRIE ORIGINAL

by Tania Zamorsky

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
<p>A retelling of the J.M. Barrie original, the tale of a young boy who does not want to grow up. When Peter Pan brings the Darling children to Neverland, they have adventures they could only have imagined.</p> <p>This version has updated language and is abridged for young, contemporary readers.</p>	<p>Despite its high quantitative and qualitative complexity, this book can be interpreted on a number of levels. The main characters in the book are children and the story is a flight of imagination that has been enjoyed by young readers for generations. Students are supported in navigating the text’s complexity through close reads and other activities throughout the module. Wide appeal and careful instructional planning make this text appropriate for third graders.</p>

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: MEASUREMENT NOT AVAILABLE
ASSOCIATED BAND LEVEL: N/A

QUALITATIVE MEASURES

MEANING/PURPOSE: Very Complex

The text contains multiple levels of meaning that are difficult to identify. The central message is subtle and requires connections across the full text.

TEXT STRUCTURE: Very Complex

The basic storyline is chronological, but the story includes several subplots and time shifts. The book includes multiple complex characters. A limited number of illustrations support comprehension.

LANGUAGE FEATURES: Moderately Complex

The sentence structure consists primarily of simple and compound sentences, with some complex constructions. The language is fairly complex and mixes conversational dialogue with narration that often expresses abstract, imaginative ideas. The author uses metaphors and other figurative language frequently. The vocabulary is accessible; some words may be unfamiliar, but most of these can be defined in context.

KNOWLEDGE DEMANDS: Slightly Complex

The experiences and events portrayed are drawn from the original version which was published over 100 years ago. Very few children will find them familiar, but since the book takes place in a world of imagination and fantasy, little prior knowledge is needed to understand the story. Cultural references from the original *Peter Pan* that may have offended modern readers have been removed from this version, and historical background information is provided to help students better understand the time and place in which the book was written.

CONSIDERATIONS FOR READER AND TASK

This text is quite complex and can be interpreted and enjoyed on a number of levels. Throughout the module, students are supported in navigating the text’s complexity through close reads and other activities. It is important to be sensitive to students’ and families’ feelings and experiences with regard to literary classics in the U.S., such as *Peter Pan*—feelings that may range from very positive to somewhat neutral to very negative. Issues that may arise are discussed early in the module through an informational text that provides historical context, and students are given time to reflect after reading each chapter. Suggestions for handling concerns sensitively are included in the lessons.

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

RATIONALE

Students use this classic tale throughout the module to explore two guiding questions: “How do writers capture a reader’s imagination?” and “What can we learn from reading literary classics?” After reading an informational article to get historical context about the time period and author, students read *Peter Pan*, analyzing the traits and actions of main characters (RL.3.) and comparing their point of view to the point of view of the characters (RL.3.6). After finishing the book, students reflect on what they like and do not like about the literary classic, and write a book review explaining whether they would recommend the story to a friend. (W.3.1). Finally, students use their reflections to revise a scene from *Peter Pan* (W.3.3) and create a presentation explaining why and how they have revised that scene.

3M3.1 #7

TEXT COMPLEXITY ANALYSIS OF
Peter Pan in Kensington Gardens (EXCERPT)

by J.M. Barrie

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
An early work by J.M. Barrie featuring Peter Pan as an infant who leaves home to live in Kensington Gardens. Selected excerpts describe young Peter's fantastic adventures.	Both the quantitative and qualitative complexity of this text falls solidly within a third grade level.
QUANTITATIVE MEASURE	
QUANTITATIVE MEASURE OF THE TEXT: 780L (CHAPTER 2 EXCERPT) ASSOCIATED BAND LEVEL: 2-3	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Very Complex The text contains multiple levels of meaning that can be difficult to identify.</p> <p>TEXT STRUCTURE: Moderately Complex The basic storyline is chronological, but the story includes some time shifts. The story is set in Kensington Gardens, but events occur in different parts of the gardens, each with distinct characteristics relevant to the events that occur there.</p> <p>LANGUAGE FEATURES: Moderately Complex The sentence structure consists primarily of simple and compound sentences, with some complex constructions. The language is fairly complex and mixes conversational dialogue with narration that often expresses abstract, imaginative ideas. The author uses metaphors and other figurative language frequently. The vocabulary is accessible; some words may be unfamiliar, but a glossary supports comprehension.</p> <p>KNOWLEDGE DEMANDS: Slightly Complex The experiences and events portrayed are excerpts from a text written over 100 years ago. Very few children will find them familiar, but since the book takes place in a world of imagination and fantasy, little prior knowledge is needed to understand the story.</p>	
CONSIDERATIONS FOR READER AND TASK	
Although this text is complex; it can be interpreted and enjoyed on a number of levels. Throughout the module, students are supported in navigating the text's complexity through close reads and other activities. Work with the novel, <i>Peter Pan</i> , also builds a knowledge base that supports comprehension. <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
Students read chapters of <i>Peter Pan in Kensington Gardens</i> , another story written by J.M. Barrie, and compare it to <i>Peter Pan</i> . Students work with challenging vocabulary (RL.3.4), refer to parts of both stories when speaking about the texts (RL.3.1, RL.3.5) and compare and contrast these two stories written about the same character (RL.3.9).	

3M3.2 #8

TEXT COMPLEXITY ANALYSIS OF *One Well: The Story of Water on Earth*

by Rochelle Strauss

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
<p>This beautifully illustrated picture book describes the water cycle and the importance of water to all living things. The text explains the problems faced in accessing enough clean, safe water and actions we can take to help solve those problems. Running through the text is the message that we must all be concerned about this issue, because all water is interconnected and how we treat the water in earth's "one well" will affect every species of plant and animal for years to come.</p>	<p>Multiple readings, related discussions and teacher guidance make this text appropriate for third graders.</p>
QUANTITATIVE MEASURE	
<p>QUANTITATIVE MEASURE OF THE TEXT: IG960L ASSOCIATED BAND LEVEL: 4-5</p>	
QUALITATIVE MEASURES	
<p>MEANING/PURPOSE: Moderately Complex The purpose of the text is implied but easy to identify based upon content. The main idea, that water around the globe is interconnected, runs through all sections of the book.</p> <p>TEXT STRUCTURE: Very Complex The first half of the text describes the water cycle and goes into detail about the living things that depend on water. The section half builds on this scientific understanding to explain problems with access to enough safe water around the globe and suggests actions we can take to help solve those problems. The text is divided into clearly labeled sections. The connections between some ideas within and between sections must be inferred. Text features enhance the reader's understanding of content. Graphics, pictures, tables, and charts strongly support, and at times are integral to understanding the text.</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: Moderately Complex The text includes a mix of simple and more complicated, abstract ideas and relies on some discipline-specific content knowledge.</p>	
CONSIDERATIONS FOR READER AND TASK	
<p>This text is read closely with teacher guidance and used as a base for a number of reading, writing, listening and speaking activities.</p> <p>Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.</p>	
RATIONALE	
<p><i>One Well: The Story of Water on Earth</i> is used to help students understand the importance of clean water around the world, and the problems we face in ensuring that we all have the fresh water we need. Students read the text to build background knowledge about the water cycle and why we need water, identifying the main idea and supporting details of selected sections and developing domain specific vocabulary (RI.3.1, RI.3.2, RI.4). In the second half of the book, readers are introduced to three water related problems: access, demand, and water pollution. They develop a deeper understanding of the issues using the graphics in the book and make connections between human actions and the consequences of those actions (RI.3.3, RI.3.7). Finally, students compare sections from <i>One Well</i> to other texts about these water issues (RI.3.9). This intensive reading and research prepares students to create a public service announcement about water as part of their Performance Task.</p>	

3M4.1 #9