

The Blackout

By Zetta Elliott

Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: First-person point of view
- Knowledge Demands: Power outages

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **380L**

Average Sentence Length: **6**

Word Frequency: **3.536**

Word Count: **84**

Complexity Level

Levels of Meaning



Qualitative Measures

The theme of helping others is **clear and easy to understand**. The illustrations **help identify the problem** of the lights going out during a storm. Students may need help with the term *blackout*, as used in the title, since it is **not used or explained explicitly** in the story.

Text Structure



The first-person point of view is **easy to follow**. However, students are unable to identify the main character by name because of the use of the pronoun *I*. Students may need assistance when referring to him during discussions.

Language Conventinality and Clarity



The use of the **present tense** makes the text **easy to follow** along with the illustrations, and it makes the story less complex. With the exception of the idiom *check on* and the unfamiliar word *mutters*, the vocabulary is **familiar** and **straightforward**.

Knowledge Demands



Some students may be **unfamiliar** with the term or concept of a *blackout*, or the arrangement of apartment living. Students may also need support understanding why it is necessary for neighbors to check on one another during a power outage.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preview the idiom *check on* with students. **Say:** *When I check on people, I go to them and make sure they are safe.*

Have students practice using the phrase with **sentence frames**.

- I check on my ____ during a storm.
- My ____ checks on me when I am sick.

Structure Preview page 32 of the story to help students understand first-person narration. **Ask:**

- *Who is I in the sentence I go upstairs with my flashlight?*
- *Does the reader know the boy's name from the sentence and picture on page 32? Why or why not?*

Meaning Say: *Storms sometimes make the electricity go out. This is called a blackout. People help each other stay safe in blackouts.* Ask students to think about a time they and their families stayed safe during a storm or other event. **Ask:**

- *How did you help people stay safe? How did people help you?*

from *Everything Goes:*
Henry on Wheels
By B.B. Bourne
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text structure: Dialogue
- Knowledge Demands: Construction equipment

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **300L**

Average Sentence Length: **4.885**

Word Frequency: **3.433**

Word Count: **254**

Complexity Level

Levels of Meaning



Qualitative Measures

The story is **clear** with **one level of meaning**: Henry is riding his bike around the neighborhood alone for the first time and sees many things along the way. The plot is **easy to follow** and made clear from the beginning of the story.

Text Structure



The text is **clear** and **chronological**, and the **third-person** point of view will be **easy to follow**. The main character's name, Henry, is included at the beginning of many sentences, aiding comprehension. Illustrations **directly support the text** and help students understand sentences.

Language Conventionality and Clarity



The vocabulary is **easy to understand** within the **context** of the story. Sentences are primarily **simple sentences**. However, students may need support with dialogue, including some dialogue without speaker tags. There is also a lot of vocabulary related to construction that might be **unfamiliar** to students.

Knowledge Demands



Students may be **unfamiliar** with a food truck and with machines related to construction. Illustrations **support the text**, and students can use them to identify the construction equipment and its function: *He sees a mixer too. The barrel turns. Gravel pours out.* **Unfamiliar terms** such as *trike* can also be pointed out through illustrations: *He rides by a boy on a trike.*

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Preview the **illustrations** to point out unfamiliar terms to students. **Ask:**

- Which picture shows a *mixer*?
- Where is the *gravel* in the pictures? Where is the *trike*?

Model using each word in a sentence.

Text Structure Preview the dialogue on page 67. Guide students to identify who is speaking (Henry) and what he says. **Ask:**

- What marks are used to show that someone has started speaking?
- What marks are used to show that someone has stopped speaking?

Language Say: Remember that a verb is an action word. This story uses many verbs. Point out the picture on pages 70 and 71.

- Have partners discuss what each person or animal is doing in the picture.
- Then have partners write sentences about the picture, based on what they discussed. Ask them to circle the verb in each sentence.

Look Both Ways!

By Janet Klausner
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text structure: Text features
- Knowledge Demands: Safety rules in traffic

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **310L** Average Sentence Length: **5.923** Word Frequency: **3.705** Word Count: **77**

Complexity Level

Levels of Purpose



Qualitative Measures

The purpose of the text is **implied**; there is no topic sentence, but the text features and illustrations make the topic and author's meaning **clear**. Students must interact with the text, text features, and illustrations: (heading) Crossing Guards *What does this guard tell you?* (Photo shows a crossing guard holding a stop sign.)

Text Structure



The text structure **may be unfamiliar** to students who have not read texts with **headings, labels, or glossaries**, but the imperative sentences direct students to use these text features. Some students may need help identifying the headings and labels as separate from the text. The **question-and-answer** format clarifies content.

Language Conventinality and Clarity



The text gives students practice reading **varied sentence structures**, because **all sentence types** are used: declarative, imperative, exclamatory, and interrogative. The labels and glossary make the vocabulary **easy to understand**. **Repetition** of the word *first* shows the importance of pedestrian safety.

Knowledge Demands



The concept of pedestrian safety might be **unfamiliar** to students who have not frequently experienced crossing the street. **Headings** introduce concepts clearly: *Lines, Crossing Guards, Pictures, Safety*. **Photos** introduce concepts such as *crosswalks, crossing guards, and traffic signals*.

Reader and Task Considerations

English Language Learners

Language Focus with students on the vocabulary words *left* and *right* on page 119. Model looking left and right, and left again. **Ask:**

- Which is your *left* hand?
- Which is your *right* hand?

Repeat the questioning with various objects or actions and then invite students to use the words in their own sentences.

Intervention

Text Structure Preview pages 112 and 113. Guide students to identify and understand text features. **Ask:**

- Which text feature tells you the topic you will be reading about? (the heading, *Lines*)
- Which text feature tells what is in the picture? (the label, *Crosswalk*)
- Where can you look to find the meanings of some words? (glossary)

On Level/Advanced

Knowledge Demands Say: *The book tells how to stay safe on streets and sidewalks.* **Ask:**

- What is a traffic signal?
- What do traffic signals show to people driving and walking?
- How can you walk safely across a street?

Have students work with a partner to write 2–3 rules for staying safe on streets and sidewalks.

Click, Clack, Click!

By F. Isabel Campoy
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Names of musical instruments
- Knowledge Demands: Community centers

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **390L**

Average Sentence Length: **5.833**

Word Frequency: **3.669**

Word Count: **105**

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The story has **multiple levels of meaning**: Amena is new to the area and visits the community center to meet other children (**explicit**); children at the center are part of a community because they all play musical instruments (**implicit**). The theme is **subtle but clear**: The children welcome Amena to the community through music.

The story has a **clear question-and-answer** format that is **repeated**: “*What are you playing?*” Amena asks. / “*It is a gourd,*” Gabriel says. “*You move the beads.*” The story is **easy to predict**, and the illustrations **directly support** the text.

The story includes words that are **unfamiliar**: musical instruments (*gourd, pieces of wood*); verbs (*clink them, beat on it*). Unfamiliar vocabulary is **supported** through the illustrations and labels indicating the sounds each instrument makes. Most sentences are **simple**, although there are a few **complex sentences**.

Students may be **unfamiliar** with the concept of community centers; **background knowledge** is needed to get a full understanding of the setting and plot. Students may also need assistance understanding the different musical instruments, such as the wooden box and gourd.

Reader and Task Considerations

English Language Learners

Language Preteach the musical instrument vocabulary. Display a variety of musical instruments, if possible, or use photos. Guide students to use the word with a **sentence frame**:
One musical instrument is a _____.
Another musical instrument is _____.

Intervention

Text Structure Guide students to preview the illustrations and labels to understand how each instrument is played and the sound it makes. **Ask**:
• **What do the pieces of wood sound like?**
• **How do you make that sound?**
Repeat with each instrument.

On Level/Advanced

Knowledge Demands Say: A **community center is a place where people in a neighborhood can go to be together.** Have students familiar with community centers share experiences. **Ask**:
• **What would you expect to be able to do at a community center?**
Discuss who is in a neighborhood and how they are part of a community.

Garden Party

By Charles R. Smith Jr.

Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Theme
- Knowledge Demands: Community gardens

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **320L**

Average Sentence Length: **6.625**

Word Frequency: **3.747**

Word Count: **106**

Complexity Level

Qualitative Measures

Levels of Meaning



There are **multiple levels of meaning** in the story. The plot unfolds as a problem-and-solution story, while the theme ends up being about community. Some students may need help making the connection between the steps in the process of making the community garden and the theme of community cooperation.

Text Structure



The text is **chronological** with **sequence words** (*first, next, last*) clearly pointing out the steps the characters took to make their community garden. The problem has a clear solution, and the illustrations **directly support the text**, aiding comprehension.

Language Conventionalty and Clarity



Dialogue is **clear**, and pronoun use is **clarified** by illustrations. Sentences are **mostly simple**, with familiar vocabulary and repetition: "*We will help,*" *their neighbors said.*

Knowledge Demands



Some students may be **unfamiliar** with community gardens and with enlisting the help of neighbors to create one. The concept of a community coming together should be **familiar** to most students.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preteach the sequence words *first, next, and last*. Line up three students and use the words to indicate each student's position in line. Have students repeat the sentences after you. Repeat with actions, such as *First, I get my book. Next, I open my book. Last, I read my book.*

Knowledge Demands Guide students to understand what a community garden is and how it works. **Ask:**

- What do people do when they plant a garden?
- How can people work together to make a garden?
- Why do people sometimes need to work together to make a garden?

Meaning Say: This story is about a community garden. Think about how people in a community can work together. **Ask:**

- What is a neighbor? Who are your neighbors?
- How can neighbors work together to solve a problem?

Making a Map

By Gary Miller

Genre: Procedural Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Purpose: Procedural text
- Knowledge Demands: Street maps

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 400L

Average Sentence Length: 5.684

Word Frequency: 3.517

Word Count: 108

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose and meaning are **explicitly stated** on the first page: *Maps help people find their way. Make a map of your neighborhood.* Each step in the process of creating a neighborhood map is **clearly supported** by illustrations.

Text Structure



This is a procedural text: the steps needed to create a map are **clear** and in a **logical order**. Words such as *first*, *then*, and *next* help show the order of steps, and the illustrations **assist in understanding** each step.

Language Conventinality and Clarity



Vocabulary relating to neighborhood places should be **familiar** to students. Sentences are **straightforward and simple**, with many imperative sentences telling students how to create a map.

Knowledge Demands



The concept of maps, the information they provide, and their purpose is needed to understand the procedural text. Some students may be **unfamiliar** with maps and procedural texts. Students will benefit from **background knowledge** with maps and steps in a process.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Display a very simple **map** and point out the information it provides. Have students locate specific places on the map by pointing. Then discuss how maps help people.

Language Say: The word *key* has more than one meaning. Show students a picture of a simple map key, such as the one on page 197.
Ask:

- What is a map key?
- What does a key for a door do?
- How does a map key make using a map easier?

Purpose Say: A procedure is a way to do something. A procedural text tells the reader what steps to take to do something.

- Have students discuss what they know about maps.
- Have partners **draw** a simple map of the classroom.
- Have volunteers share what information is shown on their maps.

The Life of a Frog

By René Saldaña, Jr.
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Sequence words and phrases
- Knowledge Demands: Life cycles

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **320L**

Average Sentence Length: **6.167**

Word Frequency: **3.573**

Word Count: **148**

Complexity Level

Levels of Purpose



Qualitative Measures

The purpose of the text is **explicitly stated** on the first page: *A frog changes many times as it grows*. Students should easily follow the author's purpose to **inform** readers about the life cycle of a frog.

Text Structure



The text is **sequential** and **clearly** explains each stage of a frog's life. Sequence words and phrases (*After a few days, now, soon*) help guide the order of changes the tadpole experiences. The photographs are **simple and directly support** the text to assist in understanding.

Language Conventionality and Clarity



Domain-specific vocabulary (*eggs, tadpole, gills*) is **clearly defined** and used in **simple sentences**. Photographs and labels **support** the vocabulary. The **repetitive** sentence *Look at the tadpole now* helps emphasize each new stage of the life cycle, and the final change to the repetitive phrase (*Look at the frog*) helps emphasize the last stage.

Knowledge Demands



Background knowledge on animal life cycles is needed. Students may need help understanding that the *spring* season indicated on the last page is the time when the life cycle will repeat again.

Reader and Task Considerations

English Language Learners

Language Preteach domain-specific vocabulary used in the text: *eggs, frog, gills, lungs, tadpole*. Use photographs or illustrations as you discuss each word.

Use **sentence frames** to guide discussion about the change from *gills* to *lungs*.

- A tadpole uses _____ to breathe.
- A frog uses _____ to breathe.

Intervention

Knowledge Demands Say: *The text describes how a frog changes as it grows. This is called a life cycle.* Ask students what they know about the life cycles of other animals, such as cats, dogs, and birds. **Ask:**

- *What happens first?*
- *Then what happens?*

On Level/Advanced

Language Say: *The text uses words to tell about a sequence. The phrases tell the sequence that a frog goes through as it grows.*

- Have pairs preview the text to find sequence words.
- Have volunteers share their words and explain the stage in a sequence the word applies to (beginning, middle, or end).

The Life Cycle of a Sunflower

By Linda Tagliaferro
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Sequence words and phrases
- Knowledge Demands: Life cycles

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **360L**

Average Sentence Length: **5.667**

Word Frequency: **3.21**

Word Count: **85**

Complexity Level

Levels of Purpose



Qualitative Measures

The purpose of the text is **explicitly stated** on the first page: *How do sunflowers grow? Sunflowers grow from the seeds of the sunflower plant.* It should be **clear** that the author's purpose is to **inform** readers.

Text Structure



The stages of a sunflower's growth are presented in a **straightforward and clear** manner. Sequence words (*next, then, next year*), headings, and photographs **directly support** the text.

Language Conventinality and Clarity



Domain-specific vocabulary is conveyed using **simple sentences**, is accessible for this age (*buds, soil, stems, leaves*), and reinforces science content in other life science areas, such as needs of plants and plant parts. However, students may need extra support understanding verbs used in the text: *sprout, peek, form, bloom, scattered*.

Knowledge Demands



Plant life cycles may be **unfamiliar** to students. Students will benefit from **background knowledge** of how plants grow from seeds and how the life cycle continues once a plant is fully grown.

Reader and Task Considerations

English Language Learners

Language Preteach domain-specific vocabulary in the text: *seeds, buds, soil, stems, and leaves*. **Display** a flower, if possible, or a photograph of one, and point out each part. Explain that many plants grow from seeds in soil.

Have partners **draw** a picture of a flower in a garden and guide them to **label** the illustration with the vocabulary words.

Intervention

Knowledge Demands Say: A life cycle is all of the stages a living thing goes through as it grows.

- Identify a common plant, such as a flower or corn, and begin a **diagram** by drawing the seed in the soil.
- Have students share what they know about the life cycle and continue to draw and label each stage on the diagram.

On Level/Advanced

Structure Say: In an informational text, when describing how something happens from beginning to end, photographs and illustrations can help readers understand.

- Have students **research** a common vegetable and how it grows.
- Have partners make a **list** of the photographs or illustrations that might be needed in an informational text.

How Do Baby Animals Grow?

By Caroline Hutchinson
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Pronouns and antecedents
- Knowledge Demands: Life cycles

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **320L**

Average Sentence Length: **7.2**

Word Frequency: **3.729**

Word Count: **108**

Complexity Level

Levels of Purpose



Qualitative Measures

Students should recognize from the title that the **author's purpose is to inform** the reader. The text is **explicit and clear**, discussing how three animals care for their young and how they grow.

Text Structure



The text follows a pattern that is **easy to predict** with the introduction of each new animal. The photographs **directly support** the text: *This polar bear makes her home in the snow; This penguin makes her home on the ice.*

Language Conventinality and Clarity



Language is **easy to understand** and expressed in **simple sentences**. Some students may need support with **pronouns** and their references. The **repetition** of the phrase *keeps it warm* reinforces how each animal parent cares for its young, and the repeated sentence *The baby/babies get bigger and bigger* helps students see that each animal grows.

Knowledge Demands



The concept of animal babies is **common and familiar**. However, students may need support understanding that different animals care for their young in different ways: *The baby lives in her pouch*. Some **background knowledge** of animals, their homes, and the methods of caring for young may help students compare each animal in the text.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Purpose Explain to students that this story will give information. Guide students to use **sentence frames** to discuss the genre of the text.

- This informational text is about ____.
- The photos show ____.
- The photos also show ____.

Language Say: *The author uses pronouns to take the place of nouns. Listen to these sentences about a kangaroo and tell which noun the pronoun replaces.*

- She has a new baby.
- The baby lives in her pouch.
- The mother gives the baby milk and keeps it warm.

Knowledge Demands Use a **KWL chart** to list what students know and want to know about how animals grow (life cycles).

- Have small groups **research** to find information they want to know.
- Have groups complete the chart with what they learned.

Poetry Collection

By Chitra Divakaruni
Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Text structure: Identifying the speaker of a poem
- Knowledge Demands: Animal adaptations

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

Both the title and the text of each poem **explicitly reveal** the theme of animals changing in different seasons. Each stanza or illustration adds details to support the theme.

Phrases such as *When red leaves fall* and *In spring and summer* clarify the **sequential structure** of the poems. Each poem has an animal as a first-person speaker, who is **not explicitly identified in the text** but is shown in the illustrations. Students may need support to determine the speaker of each poem.

The language in the poems is **familiar, conversational, and easy to understand**. The poems have a **regular rhythm and rhyme scheme**: *My coat is brown ... I burrow down*. The lines are phrased in a mostly simple, straightforward way, with occasional poetic effects such as inverted words (*snowfalls deep*).

Students' familiarity with the idea of weather changing from warm to cold and snowy in the winter may depend on their prior experiences. **Some background knowledge** of animal adaptations, such as hibernation, will enhance understanding: *Full and happy, / I sleep and sleep / Through winter's chill / And snowfalls deep*.

Reader and Task Considerations

English Language Learners

Knowledge Demands Ask students what they know about bears and foxes, and what they think these animals might do in different seasons. Provide **sentence frames**:

- In the summer, bears ____.
- In the winter, bears ____.
- In the summer, foxes ____.
- In the winter, foxes ____.

Record students' responses in a **web graphic organizer** with the word *Seasons* in the center.

Intervention

Text Structure Explain that words like *I*, *me*, and *my* can help students identify the speaker of a poem, or the person or animal saying the words. Read aloud the first two lines of "Changes." **Ask**:

- Which word helps show the speaker of the poem? (*my*)
- What does the poem tell about the speaker? (The speaker is an animal with a brown coat.)
- How does the illustration help you find the speaker? (It shows a fox with a brown coat.)

On Level/Advanced

Meaning Say: Many animals go through changes in the different seasons. How does your life change in different seasons?

- Have students think of two things that change, such as the clothing they wear, the foods they eat, or the activities they participate in.
- Ask them to discuss the changes with a partner.
- Have partners share their responses with the class or in a group.

Bigger Shoes for the Big Race

By Wade Hudson
Genre: Drama

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Solution to the problem
- Text Structure: Drama

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Purpose



Qualitative Measures

The **problem** that Timmy and Darius have (their running shoes are too small, and they have a big race) is **clear** from the beginning. However, some students may need guidance understanding the **solution**: Calvin and Darius each pass on their shoes to the younger brother with smaller feet.

Text Structure



The text is a drama with typical formatting. The character labels are capitalized, and the stage directions are boldfaced, making it **easy to follow**. Students may need support understanding that drama includes **dialogue** designated by each speaker's name instead of "he said."

Language Conventionality and Clarity



Language is **conversational and straightforward**. Some students may need to be alerted that the **adjective** *superfast* is meant to be humorous and to set the light mood and tone of the drama.

Knowledge Demands



Outgrowing shoes should be a **common, everyday experience** for students. Students who do not run may need help understanding what makes the brothers' shoes fast.

Reader and Task Considerations

English Language Learners

Language Use the Vocabulary Preview page to discuss some of the adjectives in the drama: *big, new, fast, small*. Model using each word, referring to an object in the classroom. Then, challenge pairs of students to do the same with one or more of the words, using **sentence frames**.

- The table is _____.
- That book is _____.
- He runs _____.

Intervention

Structure Say: In a drama, characters talk to each other. Look at the name of the character at the beginning of the lines. This tells who should speak each line.

- Find a simple story and write a few lines of dialogue in a drama format with speaker names in all capitals.
- Show the original story that uses "he said" speaker tags. Then, show the lines in the drama format.

On Level/Advanced

Meaning Say: The brothers in this story have a problem that is solved by sharing.

- Have students think of a time when they shared with a family member or friend.
- Discuss how sharing made the person doing the sharing feel.
- Discuss how sharing helps others.

The Ant and the Grasshopper

By Mark White
Genre: Fable

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Moral/lesson of a fable
- Language: Longer, more complex sentences

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 440L

Average Sentence Length: 7.133

Word Frequency: 3.741

Word Count: 214

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

Students may be unfamiliar with **fables**, in which morals are **implicitly stated** at the end. As a result, students may not recognize the ending of the story when it occurs: *“There’s a time for play and a time for work,” the ant said.*

The fable follows **multiple storylines**. While the illustrations **directly support** the text, students must follow what the ant does and what the grasshopper does before winter, and what that means for each character.

The language is **clear** and **easy to understand**, but the longer, more complex sentences make text **challenging**: *“Come sing with me,” the grasshopper said whenever he saw the ant; On rainy days, the grasshopper sat around at home.* Continuous dialogue is more challenging, as are introductory phrases.

Background knowledge of fables may be helpful for students to recognize that the story will teach a lesson by the end. Some students may enjoy the character of the grasshopper and not recognize the grasshopper’s behavior as reckless or irresponsible.

Reader and Task Considerations

English Language Learners

Language Explain that introductory phrases can tell when something happens. Preview these sentences from the story: *On rainy days, the grasshopper sat around at home* and *All day long, he sang and danced.* Help students identify that *On rainy days* and *All day long* tell when grasshopper did these actions.

Intervention

Meaning Say: *In a fable, characters may make mistakes, but they learn something new at the end of the story.* **Ask:**

- *What is a mistake you have made?*
- *How did you realize you made a mistake?*
- *What lesson did you learn?*

On Level/Advanced

Structure Say: *A fable is a story that teaches the reader a lesson, which is called a moral.*

- Discuss familiar fables and lessons, such as “The Tortoise and the Hare,” in which the lesson is that slow and steady wins the race.
- Have students share a lesson they would include in a fable. Have them explain why the lesson is important.

The Clever Monkey

By Rob Cleveland

Genre: Folktale

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Purpose: Trickster characters in folktales
- Language: Longer, more complex sentences

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 440L

Average Sentence Length: 8.5

Word Frequency: 3.774

Word Count: 476

Complexity Level

Qualitative Measures

Levels of Meaning



The story has **multiple levels of meaning**. First, the two cats do not trust each other to divide the cheese into equal amounts. Second, the clever monkey pretends to help the cats but is really tricking them so he gets the most cheese. The theme is **implicit** at the end—the cats’ mistrust leads them to be tricked.

Text Structure



The story is told **chronologically**, and the action focuses mainly on one plot point of dividing the cheese. The illustrations **directly support** the text and can be used to understand the action. Students may need help following how the amounts of cheese change throughout the story.

Language Conventinality and Clarity



The language is mostly **familiar and conversational**, although there are some longer **compound sentences**: *The cats agreed, and after much thought, the monkey divided the cheese into two parts.*

Knowledge Demands



Students may be **unfamiliar** with folktales and trickster characters. **Background knowledge** of folktales and how characters are tricked might be necessary. For example, in this story, the cats’ lack of trust makes it easy for the monkey to trick them.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preteach the words *divide*, *equal*, *parts*, and *pieces* to help students understand the main plot of the story. Use something that is whole and easy to divide into parts, such as bread or a block of clay. Use the words as you separate the object into even parts. Have students repeat after you, using **sentence frames** to guide them.

- I _____ it into two _____.
- Each of the _____ is the same size. They are _____.

Structure Say: Readers can use illustrations to help them understand what is happening in the story.

- Select pages from the story and display them so students can view the illustrations.
- Read aloud the text on the page. Then, ask students to explain how the illustration can help readers understand the text.

Meaning Say: A folktale is a story that was told long ago. In this folktale, the characters are animals that would be found in African jungles, and the tale gives the characters traits such as cleverness.

Have partners use an online source to research a few common traits of folktales. Ask them to record their findings in a **web graphic organizer** and share it with the group.

Poetry Collection

By Jean Hansen-Novak,
Sharon Wooding, and
Carol A. Grund
Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Background knowledge of foxes, dragons, and castles

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning



Qualitative Measures

The poems share a **common theme** of using ordinary materials to create art. The titles and first stanzas of the poems make the theme clear early in the text. The poems have **one level of meaning** that is simple and literal.

Text Structure



Each poem is organized in a **clear, chronological** way. Signal words such as *then*, *later*, *now*, and *soon* help clarify the sequence. **Illustrations** support selected parts of the text. The first two poems consist of two to three stanzas that show different stages in making something. The final poem consists of one long stanza. All three poems include a regular pattern of rhyming lines.

Language Conventinality and Clarity



The poems **vary in complexity**, line lengths, and difficulty of language. "Sandcastle" has the most complex vocabulary: *Now a moat surrounds it all.... Shells and stones to decorate*. Some students may need help understanding or visualizing **figurative language**: *Waves reach up and lick the shore*.

Knowledge Demands



The themes of play and imagination should be **relatable** to students, and the poems refer mostly to **familiar** experiences such as drawing and playing on the beach. Some **background knowledge** about dragons, foxes, and the parts of a castle can enhance understanding of "The Box" and "Sandcastle."

Reader and Task Considerations

English Language Learners

Meaning Show students the illustrations accompanying each poem. Point out what the characters are doing in each illustration: drawing, making, building. Ask what the illustrations have in common. Then, ask students what they like to draw or build. Provide **sentence frames**:

- The illustrations all show ____.
- I like to draw _____. I like to make _____. I like to build _____.

Intervention

Knowledge Demands Display an illustration of a castle and point out the following parts: tower, wall, moat. Then **ask**:

- [What is a sandcastle?](#)
- [How do you add a moat to a sandcastle? How do you add a wall?](#)

On Level/Advanced

Language Preview these lines from "Sandcastle": *Waves reach up and lick the shore / Knocking at our castle door*. **Ask**: [Are the waves really licking or knocking? Why does the author describe them in this way?](#)

- Have students talk with partners about what they think the lines mean.
- Ask partners to write their own sentence describing ocean waves.
- Invite pairs to share their responses with the class.

The Cow and the Tiger

By Sudha Ramaswami

Genre: Fable

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Fables
- Language: Descriptive words

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 410L

Average Sentence Length: 6.222

Word Frequency: 3.491

Word Count: 168

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The moral of the story is **easy to understand** and is **explicitly stated** at the end of the text: *Always keep your promises. Always tell the truth.* Students may need some assistance relating events in the text to the moral.

Illustrations **directly support** and assist in interpreting the text. The story has a **clear** beginning, middle, and end. Students may need assistance recalling or understanding the characteristics of a fable.

The sentence structure and dialogue are mainly **simple**, and **repetitive language** creates a pattern: *“I promise, I promise ...” “You promised, you promised ...”* Descriptions of the setting include simple, **easy-to-understand** adjectives: *grassy, shadowy*. Emotion-themed vocabulary should be **familiar** to students: *sad, angry, happy, surprised*.

The fable’s moral explores a **single theme**. There are no references to other texts, but students may benefit from a discussion about the **common traits of fables** and the importance of their morals.

Reader and Task Considerations

English Language Learners

Language Use the Vocabulary Preview page to discuss different emotions with students. Use **sentence frames** to encourage them to describe when they feel different emotions:

- I feel sad when _____.
- I feel angry when _____.
- I feel happy when _____.
- I feel surprised when _____.

Intervention

Purpose Say: *A fable is a story that teaches a lesson, or moral. This fable teaches a lesson about promises.*

- Ask students to describe a promise they made to another person.
- Discuss why they think keeping promises is important.

On Level/Advanced

Knowledge Demands Discuss the characteristics of fables with students. Remind them of a fable they know, such as “The Tortoise and the Hare” or “The Town Mouse and the Country Mouse.” **Ask:**

- *What is the lesson of the story?*
- *How do the characters learn the lesson?*

Thumbs Up for Art and Music!

By Greg Leitch Smith

Genre: Persuasive Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Purpose: Identifying persuasive texts
- Text Structure: First- and second-person narration

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **480L**

Average Sentence Length: **7.588**

Word Frequency: **3.807**

Word Count: **129**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's message is **clear** and **explicit**, but is stated in two parts on different pages of the text: *Some people don't think art in school is important, but I do!...Some people don't think music in school is important, but I do!* Students may need assistance recognizing that the text is meant to **persuade** readers that both art and music are important.

Text Structure



The author's argument about art and music is organized in a **clear, easy-to-understand** way. Although the text has a **first-person narrator**, it also includes many statements in the second person: *In school you learn to read and write. You learn to do math problems.* Some students may need support with the *you* and *I* sentences in the text.

Language Conventionality and Clarity



Although the text includes **compound sentences**, the tone is conversational and **easy to understand**. Sentences follow a predictable pattern: *Art is important because.... Music is important because...*

Knowledge Demands



The subject matter of making art and music should be **familiar** to most students. The text **does not include any specific cultural references or allusions** to other texts.

Reader and Task Considerations

English Language Learners

Knowledge Demands Talk with students about their favorite things about art and music. Have them use the **sentence frames**:

- My favorite thing about art is _____.
- I like music because _____.

Intervention

Structure Preview the first two paragraphs of the text. Point out that the word *I* refers to the author, and the word *you* refers to the reader.

Ask:

- What does the author think about art?
- Do you agree with the author? Why or why not?

On Level/Advanced

Purpose Say: This is a persuasive text. The author is telling readers what he believes and giving reasons for those beliefs. He wants readers to agree. Preview pages 196 and 197 with students. **Ask:**

- Which words show how the author feels about music?
- Which words give a reason for his opinion?

Through Georgia's Eyes

By Rachel Rodriguez
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text at the upper level of readability for Grade 1. Use the **Qualitative** analysis to inform your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Text structure: Signal words

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **540L** Average Sentence Length: **6.857** Word Frequency: **3.428** Word Count: **480**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's meaning and purpose are **clear** and **revealed over the course of the text**. Students should be able to follow the events in Georgia O'Keeffe's life and why she painted to "show you the world as she sees it."

Text Structure



The organization of the text is **chronological**, with signal words such as *first*, *soon*, and *at twelve*. Students may need help understanding the **subtle organization** of art and text describing O'Keeffe's life. Illustrations in O'Keeffe's style **enhance the reader's understanding** of the text.

Language Conventinality and Clarity



The text includes some **longer sentences** and some **unconventional sentence structures**: *Lean in . . . look closer*. Students may need help understanding **figurative language**: *Georgia's flowers make them feel like tiny butterflies, flitting through the universe of her garden*. The vocabulary is mostly **familiar**.

Knowledge Demands



While the subject matter is about art, **little background knowledge** about art or O'Keeffe's life is needed to understand the text. Concepts related to abstract art are related in **simple, familiar terms**: *Words work. But for her, the color blue says it better. Or red. Or a seashell. A pale bone. Sunset.*

Reader and Task Considerations

English Language Learners

Purpose Remind students that a biography is a life story, and it often starts with a person's earliest memories or experiences. Help students use **sentence frames** to tell about important events and memories in their lives:

- I remember _____.
- Another memory is _____.

Intervention

Text Structure Explain that the text tells about the events in a person's life, in the order the events happened.

- Provide a **list** of words, such as *first*, *next*, *soon*, and *finally*, that authors use to describe a sequence of events.
- Have students skim the text to find signal words that tell about the sequence of events or the times when events happened. Write them on the board.

On Level/Advanced

Language Explain that a **simile** compares two things using the word *like* or *as*. Show students this example from the text: *Georgia's flowers make them feel like tiny butterflies*.

- Show students a picture of something in nature, such as a flower or a tree.
- Ask students to describe it, using a simile. Remind them to use *like* or *as*.

Jackie Robinson

By Wil Mara

Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text at the upper level of readability for Grade 1. Use the **Qualitative** analysis to inform your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Prepositional phrases
- Knowledge Demands: Overcoming prejudice

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 560L

Average Sentence Length: 9.00

Word Frequency: 3.494

Word Count: 315

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose of **informing readers** about Jackie Robinson's life is **clear** and **explicit** from the first page: *Jack Roosevelt Robinson ... became a Hall of Fame baseball player. He was born in Cairo, Georgia...*

Text Structure



The events in the text are described in **chronological** order. Signal words and phrases that include dates and years help clarify the sequence. Historical photos of Robinson and his teammates **enhance the reader's understanding** of the text.

Language Conventionalty and Clarity



The text includes **mostly simple sentences**. Students may need support with prepositional phrases, especially those that add information about the times when events happened: *in 1945, in August of 1945, in his first season, after a while.*

Knowledge Demands



The text includes **a mix of simple and more abstract ideas** (such as prejudice and the importance of pursuing goals despite challenges). Background knowledge of the experiences of African Americans in the mid-twentieth century is not necessary to understand the text but can enhance understanding.

Reader and Task Considerations

English Language Learners

Language Explain that prepositional phrases can add detail about when an event happened. **List** common prepositions on the board, such as *in, at, and after*. Provide **sentence frames** so that students can practice using them:

- In the morning, _____.
- At noon, _____.
- After school, _____.

Intervention

Structure Ask students how photographs or illustrations can help readers understand a text. Then, preview the photographs in the text.

- Ask students what the photos show about the text.
- Have them write two questions about what they want to learn, based on the photos.

On Level/Advanced

Knowledge Demands Point out that Jackie Robinson was the first African American to play Major League baseball, and that he faced challenges in order to play sports.

- Have partners read about another early African American baseball player, such as Satchel Paige, Willie Mays, or Minnie Miñoso.
- Ask pairs to share the information they found with the class.

Before the Railroad Came

By Jerry Craft

Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Comparing and contrasting
- Knowledge Demands: Ranches and railroads

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 500L

Average Sentence Length: 10.095

Word Frequency: 3.838

Word Count: 212

Complexity Level

Qualitative Measures

Levels of Meaning



The theme is **explicitly stated** on the first page: *Working on a ranch is hard work, but it used to be much harder.* The text describes in a **simple, straightforward** way what life was like for ranchers before and after the railroad was built.

Text Structure



The storyline is **not told as a simple sequence** but rather by comparing and contrasting past events (before the railroad) with more recent events (after the railroad). The repeated phrase *before the railroad came* helps clarify when the narrator is describing the past.

Language Conventionality and Clarity



The sentences are **mainly simple and compound, with some complex sentences.** The vocabulary is contemporary, familiar, and conversational, helping students connect with the setting of the past.

Knowledge Demands



Some **background knowledge** of ranchers and their way of life is helpful for understanding the story. Prior knowledge of railroads and their benefits can enhance comprehension but is not needed to understand the events in the story.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Preview the illustrations with students. Ask questions to clarify what the illustrations show about the setting of the story:

- Which picture shows what a ranch is?
- Which picture shows what cattle are?
- Which picture shows the railroad? The city?

Structure Explain that students will read a story that compares life before and after an important event. Help students write compare-and-contrast sentences about the impact of a key event in their lives.

- Provide students with the two clauses, *Before I started school* and *After I started school*.
- Have students use each clause in a sentence.

Meaning Say: *We will read a story about how trains changed people's lives. The trains made their work easier.*

- Provide a list of technologies, such as computers, phones, and airplanes.
- Have partners choose one of the technologies and list ways it helps people.
- Call on pairs to share their ideas about how the technology made people's lives easier.

from *The First American Flag*
By Kathy Allen
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Sequence structure
- Knowledge Demands: Early American history

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 440L

Average Sentence Length: 10.467

Word Frequency: 3.564

Word Count: 157

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **implicitly stated** at the end of the text: *The flag of the United States has come a long way*. Illustrations and examples help clarify the purpose of explaining how the flag has changed.

Text Structure



The text is organized in a **sequence text structure**, but students may need support to identify the connections between some ideas and events: *Adding a new stripe for each new state would mean very small stripes or a very tall flag! So, the country went back to a flag with 13 stripes*. References to dates and years **clarify** the chronology.

Language Conventuality and Clarity



The text includes **mostly simple sentences** but also includes some sentences with introductory clauses or phrases: *As states were added to the country, stars and stripes were added to the flag*. The vocabulary is **simple and familiar**.

Knowledge Demands



Subject matter knowledge is not required because the text includes **concrete ideas** that students can follow. **Some background knowledge** about how the United States expanded over time can enhance understanding.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Meaning Tell students they will learn about reasons the American flag has changed over time. Have students compare the picture of the flag on page 172 with the picture of the flag on page 173. Provide **sentence frames**:

- The first flag has _____.
- The second flag has _____.
- The flags are different because _____.

Knowledge Demands Remind students about what they learned in *What Is the Story of Our Flag?* **Ask:**

- How many stars are on the American flag? How many stripes are on the flag?
- What do the stars stand for?
- What do the stripes stand for?

Structure Make a simple **time line** to show key events in the development of the American flag. Discuss the time line with students.

- Have students identify the event on the timeline that happened first.
- List sequence words (such as *first*, *next*, and *last*) on the board. Have students use the words in sentences about the events in the time line.

from *What Is the Story of Our Flag?*

By Janice Behrens
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Nonfiction text features
- Knowledge Demands: Early American history

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **390L**

Average Sentence Length: **7.818**

Word Frequency: **3.725**

Word Count: **172**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **explicitly stated** on the first page: *But did you know that the American flag has not always looked the same?* The text is clear, concrete, and narrowly focused.

Text Structure



Text features **directly enhance** the reader's understanding of the content. They include labels, maps, captions, and a mix of photos and illustrations. Some students may need assistance **understanding how these features should be used** while reading. The text is organized in a clear, sequential way.

Language Conventionality and Clarity



The language is mostly **contemporary and familiar**, and the vocabulary is conversational. The text includes mainly simple statements and questions to engage readers: *But did you know that the American flag has not always looked the same?*

Knowledge Demands



Low knowledge demands are required to understand the text, as the history of the flag is explained in a clear and simple way. Students may benefit from background information about the timeframe of the flag designs.

Reader and Task Considerations

English Language Learners

Knowledge Demands Show the pictures on page 167. Point out the labels. Ask students what they think the numbers mean. Make sure they understand that the numbers are years and are meant to show how our flag looked in that year. **Ask:**

- **What is the same about each of these flags?**
- **What is different about each of these flags?**

Intervention

Text Structure Preview each nonfiction text feature and ask volunteers to describe what they show. **Ask:**

- **Look at the photographs on page 167. What do they show?**
- **How are the flags in the photographs different from each other?**

On Level/Advanced

Purpose Explain that students will learn about the meaning of certain features of the American flag.

- **Ask: Why are flags important? How do people use them?** Have students discuss the question as a group.
- Show students pictures of flags from other countries. Have students describe what they see and compare and contrast each flag with the American flag.

Eleanor Roosevelt

By Mathangi

Subramanian

Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Purpose: How Eleanor Roosevelt used her role as President Roosevelt's wife to help others
- Knowledge Demands: American history

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 490L

Average Sentence Length: 7.839

Word Frequency: 3.655

Word Count: 243

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose to **inform** readers on Eleanor's life is **implied** but **clear**: *She wanted to be more than a President's wife. She wanted to help people.* Students may need support to understand how Eleanor's role as the president's wife gave her opportunities to help others.

Text Structure



The biography is structured by the ways that Eleanor helped people. Ideas are **explicit and clear**. Photos and a map support the text but are not essential for understanding social studies content.

Language Conventationality and Clarity



Language is mostly **straightforward and familiar**, with **mainly simple sentences**. Some words (*vote, leader, rights*) may be unfamiliar but are defined in the text. Students may need support understanding the mention of Europe and Asia in the context of World War II.

Knowledge Demands



While Roosevelt's life and character can be understood without a lot of **discipline-specific content knowledge**, the **allusions** to the Great Depression and World War II make the text more complex. Students will benefit from **background knowledge** of the problems of that historical period.

Reader and Task Considerations

English Language Learners

Purpose Explain the roles of Presidents and their spouses. **Say:** *The President works with others to make laws and keep the people safe. The First Lady helps the people of the United States, too.*

Have students share what they know in a **KWL chart**, completing the chart after reading.

Intervention

Knowledge Demands Tell students that Eleanor was married to President Roosevelt. **Say:**

- *Eleanor knew that jobs were hard to find during her husband's time as president.*
- *President Roosevelt had to deal with a war during that time.*

Discuss how both events would make Eleanor want to help people.

On Level/Advanced

Structure Say: *A biography gives information about a person's life.*

- Have pairs think of one important thing someone they know has done.
- Have pairs brainstorm photos and text features (maps, definitions, etc.) they would include in a biography. Then, have them draw a page with those features.

Every Season

By Shelley Rotner and
Anne Love Woodhull
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text structure: Poetic structure of text
- Knowledge Demands: Features of each season

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **490L**

Average Sentence Length: **5.846**

Word Frequency: **3.044**

Word Count: **228**

Complexity Level

Qualitative Measures

Levels of Meaning/Purpose



The informational text **implies** its purpose: to describe enjoyable features of each season. Most ideas are **concrete** and familiar to students, although some students may need support for seasons they have not experienced.

Text Structure



While **headings** organize each season (*I Love Spring; I Love Summer Too*), the text uses a creative, poem-like structure with line breaks, spacing between letters and words, and different font sizes. Photos **support** the text, but the structure may be **challenging** to some students.

Language Conventinality and Clarity



Language is **largely explicit and easy to understand**. There are several instances of **more complex** verbs (*slither, swirl, flutter, scurry*) and some potentially unfamiliar concepts, such as holding baby animals, going to the beach, raking fall leaves, and playing in the snow. Students may need support with unfamiliar seasonal experiences.

Knowledge Demands



Knowledge of the features mentioned for each season may be **unrecognizable** or **abstract** to students without those experiences. Students may need **background knowledge** of the main features of each season (temperatures, precipitation, plant and animal life).

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Have students draw pictures to show the four seasons. Students can add details to their pictures as you guide them to understand what the seasons are like where you live. **Ask:**

- What is the temperature?
- What is the weather like?
- Are plants growing?
- What are animals doing?

Structure Explain that writers sometimes have fun with how text appears. Display some books of poetry that use line breaks, creative spacing between words and letters, and other text treatments. **Ask:**

- Why do you think the author wrote the text this way?
- Does the way the text is written make reading it more fun? How?

Language Say: Authors use sensory words—words about how things look, taste, feel, sound, and smell.

- Have partners select an object in the classroom and create a **web** that describes it, using the senses.
- Have pairs share their web, hiding the object's name. Have the rest of the class guess the object.

Seasons Around the World

By Ana Galán

Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text structure: Index, table of contents, callout boxes
- Knowledge Demands: World map and seasons

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 510L

Average Sentence Length: 8.6

Word Frequency: 3.656

Word Count: 258

Complexity Level

Levels of Purpose



Qualitative Measures

The text's purpose is **clear and explicit**: to inform readers about seasons around the world. There is an additional **implied** purpose of identifying specific places and the weather that occurs there. Students may need help determining that secondary purpose.

Text Structure



Text features (table of contents, headings, index) organize the information **explicitly**. However, callout boxes with additional information and the globe graphic may be challenging for students. Support in how to use each feature will be beneficial. Photos **support** the text but are not essential.

Language Conventinality and Clarity



Language is **clear and conversational**, but the text includes some **complex sentence structures** (*When it is winter in the northern part of the world, it is summer in the southern part!*). Students may need support with **introductory phrases** (*Near the North Pole,... During summer,...*).

Knowledge Demands



Some students may be **unfamiliar** with features of certain seasons. The information provided by the globe graphic will also need explanation. Some **background knowledge** of globes, different areas of the world, and different seasons will be needed.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Display a world map and a globe. Explain that both show the location of places in the world.

- Point out specific, familiar locations and features (bodies of water, the equator, the poles).
- Point out a location on the map and then point to the same location on the globe.

Have students practice using the map and globe to locate a country.

Structure Explain that text features can help you find text. Display examples of a table of contents and an index.

- Define each feature and demonstrate how to use it.
- Have students use each feature to locate specific information.

Have students share how each feature can help them read the text and better understand it.

Language Say: Introductory phrases can tell more about when or where something happens. Use the following sentences to illustrate.

- In fall, leaves fall from the trees. (tells when)
- At home, I can eat dinner on my couch. (tells where)

Have pairs **write** examples of sentences with introductory phrases and share them with the class.

In Spring

By Angela Johnson
Genre: Persuasive Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Characteristics of spring

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **480L** Average Sentence Length: **7.619** Word Frequency: **3.522** Word Count: **160**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **explicitly stated** on the first page: *Why is spring the best season? There are so many reasons. Just ask me!* The author's reasons **clearly** follow, and at the end of the text, the author asks readers to like spring: *There are so many reasons to like spring! Don't you think so too?*

Text Structure



The text is **generally sequential** in that most pages present the author's reasons. The repetition of the phrases *In spring* and *you can* (*you can see, you can run, you can feel*) remind readers that the author is "talking to them" about why spring is the best. Illustrations **closely support the text** by showing the characteristics of the spring season.

Language Conventinality and Clarity



Sentences are **mainly simple**, with some introductory phrases (*In spring ...*) and prepositional phrases (*beneath the pond's melting ice*). Language is easy to understand but does include **figurative language** (*breezes blow hints of hotter days; It waves good-bye to one season and welcomes another*).

Knowledge Demands



Students who are **unfamiliar** with the spring season may struggle to understand the author's reasons. **Background knowledge** of the spring season will help students' understanding of the text.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Create a **four-column chart** with each season listed at the top. Discuss each season, using the following categories.

- Temperature
- Precipitation
- Plant life
- Animal life

Have students share their favorite season.

Purpose Explain to students that sometimes authors want readers to think the same way about a topic. **Say:** *I think the morning is the best time of day. What reasons can I give to get you to think the same way?*

- Guide students to identify reasons to support your argument. **List** ideas.
- When the list is complete, ask students if they agree with you. Discuss reasons why.

Language Say: *Figurative language is language that describes but doesn't always have a literal meaning. Figurative language can compare two things or talk about the senses.*

- Provide examples of figurative language from books.
- Have students find other examples from books.
- Have students share examples and discuss the meaning as a class.

My Autumn Book
By Wong Herbert Yee
Genre: Fiction

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 1. Use the **Qualitative** analysis below to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language; unusual sentence structures
- Knowledge Demands: Characteristics of autumn; plant and animal life in autumn

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **540L** Average Sentence Length: **6.979** Word Frequency: **3.358** Word Count: **335**

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

While the author **clearly** describes autumn, there is a central idea that is **implied**: the author is creating a book that shows all the wonders of autumn. This is suggested by the title but is not evident until the end of the story.

Several sentences follow an **unconventional pattern**, with fragments (*Empty my pack*) and reversed word order (*Downstairs I rush*). Continued lines often begin with capitalization reminiscent of poetry. Students will need support tracking text and understanding these patterns.

Several instances of **figurative language** (*Dogwood shows off a new crimson gown; Trees dressing up for the fall celebration*) and **onomatopoeia** (*rap-a-tap; KER-yak*) will require support for student understanding. Many words are **challenging** (*crisp, silken, investigate, beware, scamper, formation, delay, fetch*).

Students who are **unfamiliar** with autumn will require **background knowledge** of the characteristics of the season. Most students will need support understanding leaves changing color, animals preparing to hibernate, and birds migrating.

Reader and Task Considerations

English Language Learners

Knowledge Demands Share images of autumn: leaves changing color, animals gathering food for winter, and birds flying south. **Say:** *In many places, autumn is the season right before winter. In winter, it gets very cold. Plants and animals change to stay safe and warm.*

Have students **draw** pictures of themselves gathering food for winter and as trees changing color.

Intervention

Language Explain that authors compare things in order to describe them. **Say:** *My car is a gray elephant. I'm comparing my car to an elephant because it is gray and very big.*

Discuss with students the meaning of this figurative language:

- The dog's fur was a warm, brown blanket.
- The soup was a golden pool of warmth.

On Level/Advanced

Structure Say: *Sometimes authors use different sentence types and features, such as using new lines and capital letters.* Display a book of poetry by Shel Silverstein, Emily Dickinson, or another poet. Point out the varied sentences, capitalizations, and line breaks.

Discuss how the formatting makes the text more interesting.

Signs of Winter

By Colleen Dolphin
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Callout boxes
- Knowledge Demands: The effect of Earth’s orbit on seasons; characteristics of winter

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 480L Average Sentence Length: 8.029 Word Frequency: 3.592 Word Count: 281

Complexity Level

Levels of Purpose



Qualitative Measures

The author’s **explicit** purpose is mainly to describe the characteristics of winter, but the changes of each season and Earth’s orbit around the sun are **implied**. Students may need support understanding the concept of the impact the Earth’s position relative to the sun has on weather and seasons.

Text Structure



Headings clearly separate the concept of seasons from the specific focus on winter. Callout boxes **add information** to the text, and students may need help understanding how the information connects to the main text and when to read the callouts. Photos support the text but are not essential to understanding.

Language Conventionalty and Clarity



Language is **largely explicit and easy to understand**, with some occasions of more complex meaning. Most sentences are **simple** with some including introductory phrases (*In the winter, Instead of raining*). Content-area vocabulary (*seasons, weather*) is defined in the text.

Knowledge Demands



Students who are **unfamiliar** with winter will need **background knowledge** of the characteristics of the season. Most students will benefit from information on weather and the position of Earth in relation to the sun and on animal preparation for winter and hibernation.

Reader and Task Considerations

English Language Learners

Language Display a **glossary** and explain that it tells what words in a text mean. Provide students with words and have partners work together to practice using a glossary, locating the word in the text, and then in the glossary. Help students read the definition and then reread the word in the text.

Intervention

Knowledge Demands Display photos of winter, including snow, people bundled up, and animals preparing for winter. Create a **web graphic organizer** and prompt students to help you complete it with information about the following:

- Temperature
- Precipitation
- Plant life
- Animal life

On Level/Advanced

Structure Explain that authors sometimes include additional information in texts. Display examples of callout boxes or sidebars in a text. Review the information discussed in the main text and in the callout box. Discuss how the information is connected or relates.

Have small groups **write** a callout box or sidebar for a page in an informational text they are reading. Remind them to connect the information to the main text.