

Mission Accomplished!

By Ebony Joy Wilkins
Genre: Realistic Fiction

Recommended Placement

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

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

- Language: Domain-specific vocabulary
- Knowledge Demands: Thought bubbles and imagination sequences

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

Quantitative Measures

LEXILE: **200L**

Average Sentence Length: **4.353**

Word Frequency: **3.616**

Word Count: **74**

Complexity Level

Levels of Meaning



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventionality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

Qualitative Measures

Meaning of the story is **clear** and **simple**: children imagine finding rocks of different shapes on Mars. Some students may need support to determine which parts of the story are “real” and which are imagined by the characters.

The story has a **simple structure**. The fiction genre is evident, but students may need help recognizing the vocabulary boxes as separate from the story. The position and design of the vocabulary boxes help identify the reading path.

The **clear language** uses **repetition and patterns** to make the text accessible: *This rock is shaped like a cube. I'll take it; This rock is shaped like a circle. I'll take it.* The story introduces math vocabulary to identify shapes. The largest or most difficult words are the ones in the title, *Mission Accomplished!*

Most concepts in the story should be **familiar** to many students. Subject matter includes math content and vocabulary about solid and plane shapes. Students **may need some support** to understand imagination sequences, which show characters in thought bubbles on Mars wearing astronaut suits.

Reader and Task Considerations

English Language Learners

Language Use the preview vocabulary page to preteach the shapes. Have students identify objects in the room that are in the shape of a cube, or that are circles, squares, or triangles. Then, use the **sentence frames** below to discuss the shapes you find.

- I see a _____ shape.
- It has _____ sides.

Intervention

Knowledge Demands Show students the picture on pages 34 and 35. Point out the thought bubble on the page and explain that it shows what the children are pretending.

Ask:

- [Where are the children?](#)
- [What are the children pretending to do?](#)
- [Why do they picture themselves wearing helmets?](#)

On Level/Advanced

Meaning As you read the story, encourage students to think about the title. Ask what the mission is and what the characters accomplish. Tell students to

- think of what the characters were looking for.
- determine where the characters found what they were looking for.
- tell their answers to a partner.

Too Many Places to Hide

By Antonio Sacre
Genre: Realistic Fiction

Recommended Placement

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

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

- Language: Descriptive vocabulary
- Text Structure: Identifying first-person point of view

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

Quantitative Measures

LEXILE: **290L**

Average Sentence Length: **4.85**

Word Frequency: **3.343**

Word Count: **97**

Complexity Level

Levels of Meaning



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventionality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

Qualitative Measures

The meaning of the text is **simple** and **explicitly revealed** through the statement of the main problem: *Poof is gone!* The illustrations help tell the story and give a slightly more complex meaning to the text. Through the illustrations, the reader can tell where the cat is located, even though the story narration explains that the cat is lost.

The **first-person point of view** is evident in the story, and most students should be able to identify who the narrator is. Text has a **clear, chronological** structure, with words such as *now* and *earlier* helping to show the progression of events.

Vocabulary is mostly **familiar** and sentences are **easy to understand**. The phrase “No Poof” is an incomplete sentence, but students may recognize this as a natural, **conversational** language structure. Some students may identify “Poof” as a word used to describe something that suddenly disappears, as in magic. Descriptive words such as *peeks* and *plunks* add sophistication to the storytelling.

The story explores a **simple situation**. There are **no references or allusions** to other texts or cultural elements. The subject matter includes a family moving to a city and having boxes to unpack. Students who do not have a pet may need help understanding that a pet will likely come out of hiding when offered food.

Reader and Task Considerations

English Language Learners

Language Point out the vocabulary boxes in the story and use each word in a sentence of your own. Then, have children do the same, using the **sentence frames** as a guide:

- I peek _____ and see _____.
- I plunk down _____ on the table.

Intervention

Meaning Take a picture walk with students by previewing the illustrations. Ask questions to help students guess what the story is about:

- Who do you see?
- What kind of pet do they have?
- What are they doing? Why do they have boxes?
- Where did the cat go?

On Level/Advanced

Knowledge Demands Have students discuss the pets they have or would want. Ask students these questions and have them tell their answers to a partner.

- Do you have a pet? What does your pet like to do?
- Do you want to have a pet? Which kind of pet do you want? Why do you want that pet?

At the Library

By Eric Braun

Genre: Informational Text

Recommended Placement

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

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

- Purpose: Understanding what makes a place special
- Knowledge Demands: Background knowledge of libraries

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

Quantitative Measures

LEXILE: 230L

Average Sentence Length: 5.4

Word Frequency: 3.937

Word Count: 81

Complexity Level

Levels of Purpose



Simple

Very Complex

Qualitative Measures

The main idea of the text is **explicitly stated**: *The library is a special place. People can do many things there.* The informational text uses photos to reinforce the author's purpose, showing the parts of a library and the tasks done there.

Text Structure



Simple

Very Complex

The text has a **simple structure**, with most pages telling about a place, person, or thing found in a library. The **repetitive sentence structures** help describe what is happening in the photographs: *Here are the books ... Here are the computers and This is story time ... This is a teacher.*

Language Conventuality and Clarity



Simple

Very Complex

The text uses mostly **familiar vocabulary** and **simple sentences** in the present tense. The pronoun use is supported with photos: *He can find a good book to read; She can use it to tell a story.*

Knowledge Demands



Simple

Very Complex

The text shows **common** situations that should be **familiar** to most students. Some **background knowledge** may be needed to understand the range of services a library provides, from offering computers for people to use to allowing them to borrow books, audio recordings, and videos: *They can take home a movie.*

Reader and Task Considerations

English Language Learners

Language Say each vocabulary word aloud. Then, help students make a connection between the words *library* and *librarian*. To test their comprehension, have students complete the **sentence frame**:

- Someone who works in a _____ is called a _____.

Intervention

Knowledge Demands Ask students to tell a partner if they have ever been to a library. For students who have already visited a library, **ask**:

- What did you do at the library?
- Did you borrow anything from the library? If so, what?
- What did you like most about the library?

If some students have not yet been to a library, try to arrange a class visit.

On Level/Advanced

Purpose Have students name a place in their community that they think is special. **Ask**:

- **What do people do there?**
- **When do people go there?**
- **Why is it a special place?**

Where Is Twister?

By Bonnie Lass
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band.
The **Qualitative Measures** suggest that students might need additional support with

- Language: Action words
- Knowledge Demands: Farms and farm animals

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

Quantitative Measures

LEXILE: 230L Average Sentence Length: 4.5 Word Frequency: 3.266 Word Count: 99

Complexity Level

Levels of Meaning



Qualitative Measures

Text is **simple** and has **one level of meaning**. The author's purpose to **entertain** readers is evident through the use of illustrations, dialogue, and character interactions.

Text Structure



The story follows a **chronological** order with a **clear** beginning, middle, and end. Students may require some support to understand that the scenes with Twister alone show where he is when Olivia can't find him. The last page shows Twister return to Olivia.

Language Conventinality and Clarity



The language is **simple** and includes mostly **short sentences** with matching illustrations: *Twister stops. Where is he? Twister is in the woods!* Vocabulary such as *chasing, slips, and scrambles* clarifies actions in the story.

Knowledge Demands



The simple story describes **everyday** experiences that are **common** to many readers. The story setting may require a basic level of familiarity with farms and farm animals.

Reader and Task Considerations

English Language Learners

Language Each vocabulary word is an action word: *chasing, slips, scrambles, follows*. Preteach the vocabulary by **modeling** how to act out each word and asking students to imitate the actions. Then have partners demonstrate the actions for each other and describe them in a sentence.

Intervention

Structure Prepare students for reading the story by talking about fictional elements in a familiar story.
Ask:

- *Where does the story take place?*
- *Who is the story about?*
- *What problem do they have? How do they solve it?*

Tell students that they will ask and answer these questions about the story *Where Is Twister?* too.

On Level/Advanced

Meaning Tell students they will read about someone who has lost something. **Say:**

- *Have you ever lost something?*
- *Where did you look for it? Did you find it?*
- *Tell a partner what happened.*

A Visit to the Art Store

By Jerry Craft

Genre: Informational Text

Recommended Placement

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

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

- Language: Identifying opposites
- Knowledge Demands: Recognizing art supplies

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

Quantitative Measures

LEXILE: **280L**

Average Sentence Length: **5.889**

Word Frequency: **3.658**

Word Count: **106**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **explicitly stated** on the first page: *Do you want to be an artist? An art store has the tools you need.* The photos depict the things a person might find at an art store, supporting the author's purpose of informing readers about the tools artists use to create art.

Text Structure



The second-person narration is **clear** and **explicit**, following a pattern: *Look at all the pencils. You can make dark lines. You can make light lines. Look at all the markers.* Students might need some assistance determining that the first and last pages show photos that were *not* taken in an art store.

Language Conventinality and Clarity



The text includes **mostly simple sentences**. Many sentences refer to opposites to communicate the variety of supplies found in art stores: *dark/light, bright/dull, wide/thin*. Some students may need assistance recognizing that the concepts depict opposites.

Knowledge Demands



Art supplies described in the text should be **familiar to most readers**. Students may require assistance identifying some of the photos of art supplies, such as the large sheets of paper on shelves and the pencils and markers viewed inside bins with their tips facing out.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Tell students that when two things are opposites, they are completely different from each other. Provide examples, such as *night/day* and *sunny/rainy*. Then, have students name the opposites of words that you say aloud. Include some of the words students will encounter in *A Visit to the Art Store*: *dark/light, bright/dull, wide/thin*. Record each opposite pair in a **two-column chart**.

Knowledge Demands Look through the photos with students and ask them to identify the art supplies in each photo. **Ask:**

- **Why do you think the store stacks the paper this way?**
- **How can you tell these are pencils?**
- **What color markers does the store have?**

Purpose Say: *We will learn about tools that artists use. Think about other tools that people use.*

- Have partners think of a job that some people have.
- Ask partners to list the tools people use for that job.
- Have pairs share the tools and how people use them with the class.

Animals on the Move

By Ron Fridell

Genre: Informational
Text

Recommended Placement

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

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

- Language: Vocabulary related to maps and location
- Knowledge Demands: Analyzing maps and animal migrations

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: **6.667**

Word Frequency: **3.305**

Word Count: **100**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **explicitly stated** on the first page: *Some animals need to take long trips. They travel, or migrate, for different reasons.* The photos and informative text explain migration of several familiar animals.

Text Structure



The **question-and-answer** structure makes the text **easy to follow** and corresponds directly with the photos on the page. Students may need help answering the questions on the last page, especially if they live in a warm climate or have never been to a location with cold weather.

Language Conventinality and Clarity



Sentences are mostly **short** and **simple**. Students may need help making the connection between words *north* and *south* and the arrows on the map. The words *spring* and *fall* are used in a more complex sentence structure than most of the other sentences.

Knowledge Demands



The last two pages require some **background knowledge** about direction, maps, and climate. The map and map key may be unfamiliar to students, and they may need help identifying the meaning of the arrows. Students may also need help understanding that areas of the world have different climates.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Provide a **map** and ask students to locate where they live. Ask students if the weather where they live is cold in the winter. Explain that some animals *migrate*, or move to warmer areas, during cold seasons. **Say:**

- Do you think animals need to migrate from here? Why?
- What warm places have you visited? What season was it when you visited?

Purpose Tell students they will learn reasons why animals migrate, or travel.

- Create a **web graphic organizer** to list different animals in your area.
- Ask students how the seasons change in your area.
- Say that they will find out if the animals travel or migrate during the seasons.

Structure Review questions and statements to prepare students for the question-and-answer text structure. Have students think of questions they have about animals and migration. If needed, provide examples:

- Which animals migrate?
- Where do animals migrate?
- Why do animals migrate?

From Nectar to Honey

By Christine Taylor-Butler

Genre: Informational Text

Recommended Placement

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

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

- Text Structure: Using signal words
- Knowledge Demands: Analyzing diagrams

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

Quantitative Measures

LEXILE: 290L

Average Sentence Length: 6.643

Word Frequency: 3.437

Word Count: 93

Complexity Level

Qualitative Measures

Levels of Purpose



The first page **implicitly states** the author's purpose, to inform the reader about how bees use flowers to make honey: *Did you know that flowers help bees? They help bees make honey.* The photos and diagram help explain the concepts of the informational text.

Text Structure



The **chronological** text structure shows the **steps in the process** of bees visiting flowers to collect nectar for honey. Signal words such as *first*, *next*, *after that*, and *then* help **clarify** the order of events in the process.

Language Conventionality and Clarity



The sentences are **mostly simple**, with a couple of short complex sentences. The vocabulary words are **clearly explained**, and labels on the photos help clarify and reinforce the vocabulary. Students may need some support connecting the vocabulary words to the photos.

Knowledge Demands



Content is science-oriented, but the subject of flowers and bees is **familiar**. There are **no references or allusions to other texts**. Students may be **unfamiliar** with reading diagrams and knowing when to stop reading to examine the diagram.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Preview the meaning of words like *nectar* and *hive*. Then, help students make a **KWL chart** for the selection.

- Ask what students know about bees and how they make honey.
- Ask what they want to know about bees and honey.
- Tell students that after they read the selection, you will return to the chart to write what they learned.

Language Together with students, look at the diagram of the bee on page 73. Have students say the name of each part and tell what they think it is used for. Provide **sentence frames** to help students answer:

- This part is the _____.
- The bee uses this to _____.

Structure Have students create a **sequence graphic organizer** with pictures or words that show what they do when they wake up in the morning. Then, guide them to use chronology words to describe their organizer.

- First, I _____.
- Then, I _____.
- Next, I _____.
- Last, I _____.

Do We Need This?

By Guadalupe V. Lopez
Genre: Fiction

Recommended Placement

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

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

- Language: Pronoun usage
- Knowledge Demands: Needs and wants

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

Quantitative Measures

LEXILE: **270L**

Average Sentence Length: **5.5**

Word Frequency: **3.554**

Word Count: **110**

Complexity Level

Levels of Meaning



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventinality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

Qualitative Measures

The author's purpose is **implied** as a moral in the story. The connection between needs and wants and also the scientific needs of living things is explored through a **simple fiction text**.

The use of dialogue and **repetitive text patterns** helps students follow the progression of the story. The structure and **simple story progression** is mirrored with illustrations.

Sentences are **simple** and **easy to understand**. Use of the pronouns *we* and *this* follow a **repeating pattern**, and the illustrations add to the reader's understanding of the story. Some students may need support to determine what *this* means on each page to ensure their comprehension.

The story involves **mostly familiar situations** and can be enjoyed by students of various differentiation levels. Some **background knowledge** of the needs of living things and the difference between needs and wants will help enhance understanding.

Reader and Task Considerations

English Language Learners

Knowledge Demands Help students set up a **three-column chart** and draw themselves using food, water, and shelter. Invite them to talk about each picture with a partner.

- I use food to _____.
- I use water to _____.
- I use shelter to _____.

Intervention

Language Help students practice identifying what the pronoun *this* refers to when you speak to them. Hold up items and mention them using the word *this*. Then say: *What is this?* Example: (Hold up a crayon.) *I can write with this. What is this?*

On Level/Advanced

Meaning Help students think about what they would *need* and *want* to bring on a camping trip.

- Ask students to work in pairs to make a **packing list** for their trip.
- Help them list things they *need* to bring in one column and things they *want* to bring in another column.

Open Wide!

By Ana Galán

Genre: Informational
Text

Recommended Placement

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

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

- Language: Pronoun usage
- Knowledge Demands: Animal body parts

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

Quantitative Measures

LEXILE: **250L**

Average Sentence Length: **4.773**

Word Frequency: **3.459**

Word Count: **105**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **explicitly stated** on the first page: *Animals need food. What do they eat?* While it is clear that students will learn that different animals eat different foods, students may not realize right away that the text will teach them about body parts for eating.

Text Structure



The **repetitive text patterns** identify the animal on each page, its body parts for eating, and what it eats: *This bear has a big mouth. What does it eat? It eats plants and meat. This shark has many teeth. What does it eat? It eats fish.* Illustrations **directly support** an understanding of the text.

Language Conventionality and Clarity



Use of the pronouns *this* and *it* follows a **repeating pattern**, with the illustrations contributing to the reader's understanding of the concepts. Some students **may need support** to understand what the pronouns *this* and *it* refer to on each page.

Knowledge Demands



The text focuses on animals that will likely be **familiar to most** students. The text contains no references to other texts but some **background knowledge** of animal body parts (*beak, tongue, teeth*) and foods (*plants, meat, fish, sweet nectar, tasty insects*) will enhance understanding.

Reader and Task Considerations

English Language Learners

Language Preteach how to identify the animals by showing students a photo of a *shark, eagle, turtle, and hummingbird*. Have students use the **sentence frames** to describe each one.

- The eagle is _____.
- The shark has _____.
- The turtle is _____.
- The hummingbird has _____.

Intervention

Knowledge Demands Point to the unlabeled animal photos on the first and last pages and name them: *toucan, hippo, fish, anteater, panda*. Then have students use each animal name to answer the questions:

- Which animal has a long tongue?
- Which animal has a long beak?
- Which animal eats plants?

On Level/Advanced

Purpose Say: *You are an animal, too. What do you eat? What body parts do you use to eat?*

- Ask students to work in pairs to tell what they eat and how their tongues and teeth help them eat their food.
- Ask volunteer pairs to report their ideas.

Run, Jump, and Swim

By Kimberly Feltes Taylor

Genre: Persuasive Text

Recommended Placement

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

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

- Language: Pronouns and antecedents
- Knowledge Demands: Benefits of exercise

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

Quantitative Measures

LEXILE: **150L**

Average Sentence Length: **4.667**

Word Frequency: **3.677**

Word Count: **70**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **explicitly stated** on the first page: *Why should you exercise?* In this persuasive text, students should be able to follow the author's **reasons** and **opinions** for why exercise is important.

Text Structure



The persuasive text implies a **problem and solution text structure**; it begins with a question and offers solutions for being healthy. The photographs are **simple and support readers** in understanding the text.

Language Conventionalty and Clarity



The sentences are **simple** and the vocabulary is mostly **familiar**; however, students may need support with **pronoun-antecedent agreement**: *It gives you power to push things.*

Knowledge Demands



Subject matter includes **simple, concrete activities** that students will relate to, such as running or jumping. While there are no references to other texts, students may need some **background knowledge** to understand how exercise can help your heart or make you feel good.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **web graphic organizer** to preteach the word *exercise*. Have students list different types of exercise. Then, use the sentence frames below to help teach how to use the pronoun *it* with an antecedent.

- _____ is exercise.
- It is _____.

Knowledge Demands Use an **anticipation guide** to assess students' prior knowledge about the benefits of exercise. Hold up the book and ask students whether they agree or disagree with these statements:

- The author wants us to run, jump, and swim.
- Eating candy is good exercise.
- Exercise can make us happy.

Purpose Say: *Imagine that your friend only likes to watch TV. What are some things you could say to convince him or her to go out and play?*

- Think of two reasons.
- Tell your reasons to a partner.
- Are any reasons good for your body?

How Anansi Got His Stories

By Ibi Zoboi

Genre: Folktale

Recommended Placement

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

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

- Meaning: Understanding plot and theme
- Knowledge Demands: Folktales

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: **5.458**

Word Frequency: **3.469**

Word Count: **131**

Complexity Level

Levels of Meaning



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventationality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

Qualitative Measures

The main idea of the story is **explicitly stated** in the title and on the second page: *"I will do anything for your stories," Anansi said.* Students **may need support** to understand how Anansi tricks the lion and the leopard.

The text uses a **simple sequence of events** to explain how Anansi got his stories. The **repetitive dialogue patterns** help show the parallel between the lion and leopard characters and the way Anansi tricks them both.

Simple identification of which characters are speaking makes the story **easy to follow**. The use of *"Hmm..."* as dialogue and thought helps the reader understand that Anansi is thinking of a trick. *He made a plan* helps clarify the text and story.

Although students can enjoy the **simple text**, a **familiarity** with other Anansi stories or other folktales that include trickster characters will enhance understanding. Students **may need support** to understand some of the characteristics of the folktale genre, such as lessons learned by the characters, as well as key traits of a trickster character, such as cleverness.

Reader and Task Considerations

English Language Learners

Language Help students differentiate between the illustrations of the lion and the leopard in the story. To reinforce the difference, show students photos of real lions and leopards. Have students complete the **sentence frames**:

- A _____ may have a mane.
- A _____ may have spots.

Intervention

Knowledge Demands Read another folktale with a trickster character to students. Then **ask**:

- [What characters are in this story?](#)
- [Which character is a trickster, or a clever person or animal who tricks others?](#)
- [Did the trickster learn a lesson?](#)
- [What did other characters learn?](#)

On Level/Advanced

Meaning Use a **web graphic organizer** to record what students think about stories. **Ask**:

- [Why do people tell stories?](#)
- [What do you like about stories?](#)
- [What are some stories you know?](#)

**The Story of
Cornbread Man**
By Joseph Bruchac
Genre: Fairy Tale

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Comparing and contrasting stories
- Language: Pronoun use and dialogue

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

Quantitative Measures

LEXILE: **260L** Average Sentence Length: **4.65** Word Frequency: **3.632** Word Count: **93**

Complexity Level

Levels of Meaning



Text Structure



Language Conventationality and Clarity



Knowledge Demands



Qualitative Measures

Connections between this text and “The Gingerbread Man” are **clear** and **mostly easy to identify**. Students may need to be told that the fox in the original story tricks the gingerbread man, but the cornbread man in the paired text is the one that tricks the coyote.

A **simple story structure** (beginning, middle, and end) is clear for this complexity band. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.

Language is **conversational** and **straightforward**. **Simple sentence structures** are used throughout. Use of pronouns may need to be clarified, especially within dialogue: “Take me across,” said Cornbread Man. “Climb on my head,” said Coyote.

Text refers to **familiar** situations that many students will relate to, such as family members cooking food at home. **Background knowledge** of desert or southwest settings, while not necessary for comprehending the story, can enhance understanding.

Reader and Task Considerations

English Language Learners

Language Help students understand the vocabulary in the text by pointing to illustrations that show the words *baking* and *jumped*. Encourage students to use each word in a **sentence frame** related to the story:

- Grandma was baking _____.
- The _____ jumped _____.

Intervention

Meaning Remind students of fairy tales they have read or may know, such as *The Gingerbread Man* and *Cinderella*. Ask them to describe characters and events in the stories. Based on their responses, **list** common characteristics of fairy tales (such as animals that act like people and events that could not happen in real life) on the board.

On Level/Advanced

Knowledge Demands Show students illustrations of the desert setting in the text. Create a **web graphic organizer** to record what they know about the desert. **Ask:**

- What is the weather like?
- What plants grow?
- What animals live there?

The Gingerbread Man

By Pleasant DeSpain

Genre: Fairy Tale

Recommended Placement

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

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

- Meaning: Comparing and contrasting stories
- Knowledge Demands: Understanding fairy tales

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

Quantitative Measures

LEXILE: **340L**

Average Sentence Length: **4.769**

Word Frequency: **3.275**

Word Count: **62**

Complexity Level

Qualitative Measures

Levels of Meaning



Simple

Very Complex

The theme is **implied but easy to identify**. Students may need some support to understand the ending of the story (the fox tricks the gingerbread man and eats him). This story functions as a paired text with “The Story of Cornbread Man.”

Text Structure



Simple

Very Complex

This fairy tale is **clear, explicit**, and organized in **chronological order**. The illustrations clarify the events and help students identify the characters. The frequent use of dialogue may require clarification to ensure students understand who is speaking on each page.

Language Conventionality and Clarity



Simple

Very Complex

The language is **simple**, using vocabulary that students may already be comfortable with. The dialogue is **contemporary and familiar** and should help students understand the playful mood of the story: “Ha-ha, he-he! You can’t catch me!”

Knowledge Demands



Simple

Very Complex

The story retells a classic tale, but students **do not need to be familiar** with it to understand the text. **Most students will understand** the fictional, fantasy environment of the story, with the gingerbread man coming to life and the dialogue between the gingerbread man and the fox.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Explain that fairy tales can include events that could not happen in real life. Create a **web graphic organizer** to record what students know about fairy tales. Provide **sentence frames**:

- _____ is a fairy tale.
- Fairy tales are _____.

Structure To prepare students to read and understand the text, preview the illustrations. Help students complete a **sequence graphic organizer** by predicting the events that will happen. Have students use **sequence signal words**:

- **First**, _____.
- **Next**, _____.
- **Then**, _____.

Meaning Say: *This is a fairy tale story. We can tell because the characters do things that cannot happen in real life. Why is the gingerbread man a fairy tale character?*

- Discuss the difference between real and make-believe characters.
- Focus on the first page of the story, in which the woman is baking the gingerbread man.

Poetry Collection

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

- Structure: Rhythm and rhyming lines
- Knowledge Demands: Nursery rhymes

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 in the collection have a **single, literal meaning**. The **themes** are simple and easy to identify. The three poems in the collection are connected by their use of similar themes, rhyme schemes, and simple situations.

Text Structure



The poems are short and **easy to follow**. Each has a **regular rhythm and rhyme scheme**, typically with consecutive lines rhyming: *Duck looks up and sees the moon / "I can fly fast and be there soon."* Illustrations **directly support** the meaning of the poems; for example, a picture accompanying the line "Duck meets the moon in the lake" shows the duck flying into the moon's reflection in the water.

Language Conventionality and Clarity



The language of the poems is mostly **familiar** and **literal**. Sentences are **simple**, with a few exclamations or incomplete sentences: *Hickory, dickory, dock; Splash!* Students may need support to understand the contraction *couldn't* and the possessive word *king's*.

Knowledge Demands



Some students may already be **familiar** with the nursery rhymes of "Humpty Dumpty" and "Hickory, Dickory, Dock." They may need support to understand terms or concepts such as the grandfather clock in "Hickory, Dickory, Dock" and the king's men in "Humpty Dumpty."

Reader and Task Considerations

English Language Learners

Language Explain that when words rhyme, they have the same sound at the end. Read the first two lines of "Humpty Dumpty."

- Ask students to name the two words that rhyme (*wall, fall*).
- Say several other words, such as *ball, make, call, and fun*.
- Have students raise their hands when they hear words that rhyme with *wall* and *fall*.

Intervention

Knowledge Demands Tell students that nursery rhymes are poems for children that people have read for a long time. Preview the illustrations for "Humpty Dumpty" and "Hickory, Dickory, Dock." Point out parts of each picture and ask students to identify what they see. Explain that the grandfather clock is an old type of clock that makes noise at the start of each hour, and the men in uniforms are knights who protect and work for a king.

On Level/Advanced

Structure Say: *Poems have rhythm. They have a pattern of sounds, or beats.* Read the first lines of "Duck Meets the Moon." Emphasize the stressed syllables: *Duck looks up and sees the moon.* Then, read the second line aloud.

- Have students listen for the beats in the line.
- Say the line again. Have students repeat it after you, and clap when they hear the beats.
- Ask how rhythm makes poems different from stories.

The Best Story

By Debbie O'Brien
Genre: Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Vocabulary related to reading different types of books (fantasy, adventure, animal stories)
- Knowledge Demands: Thought bubbles and imagination sequences

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: **7.3** Word Frequency: **3.771** Word Count: **73**

Complexity Level

Levels of Meaning



Qualitative Measures

The author's purpose is **implicitly stated** through examples of books students display and discuss at the library. Students may need assistance **making the connection** between the title and the idea that everyone has his or her own opinion about what the best story is.

Text Structure



The **repeating dialogue**, which includes the vocabulary word *pretend*, emphasizes the main idea of the story: "*I like adventure stories best,*" said Kate. "*I pretend to be a brave explorer,*" she said. "*I like animal stories best ...*" "*I like fairy tales best ...*"

Language Conventinality and Clarity



The language is **simple** but includes mostly dialogue. Students may need some support to use illustrations to help them determine who is speaking and to help clarify **vocabulary words** such as *pretend*, *castle*, and *explorer*.

Knowledge Demands



The situations shown in the book should be **familiar** to most students. Some students may be unfamiliar with the use of **thought bubbles** to indicate a character's thought process or visualizations. They may need to have the library **story setting** and **imagined book settings** pointed out to them.

Reader and Task Considerations

English Language Learners

Language Preteach the vocabulary word *explorer* using a web graphic organizer. Explain that students can sometimes find the meaning of new words using words they already know. Add related words, such as *explore* and *exploring*, around the web. Explain what they mean and have students repeat the words after you.

Intervention

Meaning Talk to students about different kinds of stories.

- Ask students to name or describe kinds of stories they have read.
- As they respond, write a **list** of the kinds of stories.
- Ask students which kind of story is their favorite.

On Level/Advanced

Knowledge Demands Show students a picture of a thought bubble from the book. **Say:** *This story uses thought bubbles. What does a thought bubble show?*

- Have students **draw** a picture of themselves in the classroom, with a thought bubble showing them doing something else.
- Ask them to explain what they drew.

Mosni Can Help

By Ruth Chan

Genre: Myth

Recommended Placement

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

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

- Language: Domain-specific vocabulary
- Knowledge Demands: Understanding animal traits and nature

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

Quantitative Measures

LEXILE: 190L

Average Sentence Length: 3.9

Word Frequency: 3.33

Word Count: 78

Complexity Level

Levels of Meaning



Qualitative Measures

The meaning of the story is **simple** and **clear**. The theme of being brave in order to help accomplish something, despite challenges, is **easy to understand**.

Text Structure



The structure of the story is **clear**, with events described in **chronological order**. The **repeating dialogue** is a familiar convention that will help students understand the plot and characters: *“Can you help?” asks Hant Caai. “No,” says the whale.... “No,” says the octopus.... “No,” says the jellyfish.*

Language Conventionality and Clarity



The language is **simple** and **familiar**. Illustrations help clarify **vocabulary** of sea creature names. Students may benefit from stopping periodically to **question** why the sea creatures cannot help make a beach.

Knowledge Demands



Understanding the myth requires some **prior knowledge** about sea turtles and the adaptations that cause them to go on land to lay eggs, unlike the whale, jellyfish, and octopus. Students may need help identifying Hant Caai as a creator, or a supernatural character. Students may need to be introduced to the **characteristics of a myth** to gain a full understanding of the tale.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use the **Preview Vocabulary** page to confirm that students know the difference between the animals in the story. Ask them to point to an *octopus* and *jellyfish* in the story. Then, have them tell why the word *creatures* can be used for all of the animals. Have them use the **sentence frames**:

- One type of creature is _____.
- Another type of creature is _____.

Meaning Tell students they will read a story about a character who helps solve a problem. Have them name other stories in which characters work together. **Ask:**

- **What problem do the characters solve?**
- **How do they work together to solve the problem?**

Knowledge Demands Point out Mexico on a map. **Say:** *This story is a myth that comes from Mexico. People told myths long ago before we understood things about nature.*

- Have students point to Mexico on the map and note where Mexico is in relation to where students are.

Cars Are Always Changing

By Gary Miller
Genre: Narrative
Nonfiction

Recommended Placement

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

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

- Language: Understanding ways of referring to years/time
- Knowledge Demands: Museums and car technology

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

Quantitative Measures

LEXILE: **340L**

Average Sentence Length: **5.565**

Word Frequency: **3.668**

Word Count: **128**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **explicitly stated** on the first page: *I learned a lot about cars. They are always changing.* The photographs are simple and support readers in understanding the text.

Text Structure



The text follows a clear **chronological structure**. The **narration** may need some explanation because the narrator is not shown. The reader must infer that the narrator is a child learning about the topic along with the reader: *My mother took me to the car museum. I learned a lot about cars.*

Language Conventionality and Clarity



The text uses **simple sentences** to describe cars from the past. Students may need support to understand the use of **prepositions** and **years** to indicate time: *in 1913, from 1921, from 1950, from 1987.*

Knowledge Demands



Some prior knowledge of museums may be necessary to understand the connections between the pictures and the text. Prior knowledge of music technology is also helpful for understanding the text: *It has a radio. People loved radios!... It has a CD player. Back then, CDs were brand new!*

Reader and Task Considerations

English Language Learners

Language Use the **Preview Vocabulary** page to point out the unfamiliar terms and use the inset photos to point out the car parts *crank, radio, engine, CD player*. If possible, show additional **photos of cars** in which these parts are visible. Provide simple **sentence frames** students can use to identify the parts:

- This is a(n) _____.
- Most cars have a(n) _____.

Intervention

Knowledge Demands Ask students to talk about what they listen to when they are in a car. Do they use a radio or CD player? Then compare cars from long ago with cars today. **Ask:**

- Why do people listen to music in a car?
- What do you think it was like to ride in a car in 1921?

On Level/Advanced

Purpose Talk about why we might want to remember cars from the past by putting them in a museum. **Ask:**

- What will people in the future think about the cars we ride in today?
- What will cars do in the future? What will they look like?

Uncovering the Past

By Jennifer Torres
Genre: Narrative
Nonfiction

Recommended Placement

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

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

- Purpose: Distinguishing fact and fiction
- Knowledge Demands: Understanding the artifacts of the past

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: **5.667**

Word Frequency: **3.69**

Word Count: **102**

Complexity Level

Qualitative Measures

Levels of Purpose



The main idea is **explicitly stated** at the end of the text: *Studying old things can teach us about the past.* Details about past uses of old stones help support the purpose of informing readers about the past, but students may need support to recognize the purpose.

Text Structure



The **chronological** text structure is **clear** and **explicit**. The illustrations are **simple** and support readers in understanding the text. Students may need some support in distinguishing present events from events that happened in the past.

Language Conventionality and Clarity



Sentence structure is **mostly simple and clear**: *They were near a hill. They stopped digging.* Students may need help identifying that the **pronoun they** refers sometimes to workers, sometimes to scientists, and sometimes to people living long ago. Some words, such as *examined* and *uncovered*, may be **unfamiliar** and need support.

Knowledge Demands



The story **does not refer to other texts** and contains **few cultural references**. Some background knowledge about fossils or what scientists do can help enhance understanding.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Purpose Tell students that the *past* is an earlier time. Create a **list** of ways people learn about the past. Provide **sentence frames**:

- _____ help(s) us learn about the past.
- _____ know(s) about the past.

Language Preview pages 70–73. As you read, work with students to clarify who *they* refers to with some of the text and illustrations. **Ask:**

- **Who was digging near a hill in Mexico?**
- **Who came to see the pink stone?**

Knowledge Demands Show students a photograph of a fossil.

- Explain that fossils form from animals or plants that lived long ago.
- **Ask: What does the fossil look like? Where do you think it was?**
- Have students share their answers with a partner.

Grandma's Phone

By Ken Mochizuki

Genre: Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Determining author's message
- Knowledge Demands: Types of phone communication

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

Quantitative Measures

LEXILE: 200L

Average Sentence Length: 4.882

Word Frequency: 3.598

Word Count: 83

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The author's **implicit** and **humorous** message may need some explanation for students who are not familiar with cell phone technology and/or traditional telephone communication.

The **chronological text structure** is clear and the **dialogue** matches illustrations. **Repetitive phrases** make the story easy to follow: *Jess tried to call Mom. His phone didn't work. Jess tried to call Mom. His phone still didn't work.*

The illustrations **help clarify pronoun** use, and character expressions help clarify the **tone** and **mood** without additional text. The use of the word *phone* in the story refers to both a cell phone and a land line.

Understanding the story requires a moderate amount of **personal and prior experience** with cell phone use, including the range or reception in rural areas. Students will have a wide range of **differing experiences** with phone technology, requiring **extra discussion** about what is happening in the story.

Reader and Task Considerations

English Language Learners

Language Draw a **web graphic organizer** with the word *phone* in the center.

- Add "cell phone" to the web. Explain that people can bring a cell phone to different places.
- Add "landline" to the web. Explain that a landline phone stays in one place.
- Ask students to name other types of phones or uses for phones. Add their responses to the web.

Intervention

Purpose Tell students that they will read a story about what happens when cell phone technology does not work. Show a picture of a cell phone and a picture of a landline phone. Then **ask**:

- Have you ever used a cell phone? Has the phone ever not worked?
- Have you ever used a landline phone? Has the phone ever not worked?

On Level/Advanced

Knowledge Demands Tell students that cellular phones and landline phones work in different ways.

Say: A landline phone uses wires. A cellular phone uses signals that go through the air. Some cell phone signals don't go to places like farms. **Ask:**

- When would a landline phone be better to use?
- When would a cell phone be better to use?

**Changing Laws,
Changing Lives: Martin
Luther King, Jr.**

By Eric Velasquez
Genre: Narrative
Nonfiction

Recommended Placement

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

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

- Text Structure: Compare and contrast
- Knowledge Demands: Ideas about race in the United States

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: 6.167

Word Frequency: 3.59

Word Count: 111

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **explicitly** shown on the first two pages. The first page shows that Dr. King is an important person to learn about, and the second page expresses Dr. King's **message**: *During his life, he saw African Americans being treated unfairly. He wanted to help them.*

Text Structure



The **compare-and-contrast** text structure examines events before and after Dr. King's activism. **Before**: *They could not sit at the front of a bus. They could not even play with some of their friends!* **After**: *People sit anywhere on a bus. People can be friends with anyone.* Students may also need guidance to understand the **time line**.

Language Conventationality and Clarity



The text uses **simple language**, but the vocabulary may introduce **complex concepts**. The word *laws* in the title is not used in the text, and *marched* is a multiple-meaning word that may need explanation in context. Some **undefined words**, such as *African American* and *boycott*, may need explanation.

Knowledge Demands



The text's topic **requires some prior knowledge** about race and racial inequality in the United States. Students this age may not be aware that there were laws that discriminated against African Americans, and they may be unaware that "treated unfairly" refers to discrimination.

Reader and Task Considerations

English Language Learners

Language Create a **web graphic organizer** to preteach the vocabulary word *march*. Show the photo of Dr. King marching during a protest, and demonstrate a marching action. Provide the following **sentence frames**:

- The word *march* means ____.
- People *march* when ____.

Intervention

Knowledge Demands Say: *This picture shows Martin Luther King, Jr., with the president of the United States. They are talking about laws.* **Ask:**

- *What photos show some of the laws they might be talking about?*
- *What photos show how these laws changed?*

On Level/Advanced

Structure Tell students they will read about Martin Luther King, Jr., who helped change the way African Americans were treated. Explain that they will compare how people live today to how they lived in the past.

Model using the words *now* and *then* to compare the past and the present. Then, have partners say their own sentences using the words *now* and *then*.

Tempura, Tempera

By Lyn Miller-Lachmann

Genre: Fiction

Recommended Placement

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

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

- Meaning: Significance of food to a culture
- Knowledge Demands: Japanese and Portuguese cuisines

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

Quantitative Measures

LEXILE: **420L**

Average Sentence Length: **5**

Word Frequency: **3.127**

Word Count: **95**

Complexity Level

Qualitative Measures

Levels of Meaning



The meaning is **implicitly** shown through the unfolding of the story and interactions between characters. Students will need assistance recognizing the origin of cultural dishes, even if they are familiar with Japanese or Portuguese food or culture.

Text Structure



Dialogue and sentence structure are **clear**, but the use of the **past and present tense** makes the text more complex: *It was Grandfather's birthday. He is from Portugal.*

Language Conventionality and Clarity



The difference in spelling and pronunciation between *tempura* and *tempera* will be **subtle** for this age, even during a read-aloud. Students will need help differentiating cultural origins with physical locations. *He is from Portugal. / "Tempura comes from my home."* An illustration of a house and the use of "my home" to refer to Portugal may be confusing.

Knowledge Demands



The text's topic assumes **some prior knowledge** that tempura is a traditional Japanese food. Some knowledge of where Portugal and Japan are located would also help students understand the story better.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Point out the difference between the spelling of the Japanese dish *tempura* and the Portuguese dish, *tempera*. Name other words (cognates) English language learners know that are similar in different languages. Point out that there are also many English words that come from other languages.

Knowledge Demands Guide students to make a **KWL chart** about the text. Help students fill it out. **Ask:**

- [What are some foods from other countries that you know about?](#)
- [What do you want to know more about tempura \(or tempera\)?](#)
- [What did you learn about the food by reading the story?](#)

Structure Tell students that they will read a story that compares foods from Japan and Portugal.

- Display photos or illustrations of Japanese and Portuguese foods.
- Have students describe how the foods are the same and different.
- Add students' responses to a two-column chart with "Japanese Food" in one column and "Portuguese Food" in the other column.

Weather Around the World

By André Ngāpō

Genre: Informational Text

Recommended Placement

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

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

- Language: Use of the words *extreme* and *very*
- Knowledge Demands: Differences in global regions

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: 7.05

Word Frequency: 3.69

Word Count: 141

Complexity Level

Levels of Purpose



Qualitative Measures

The main idea is **explicitly stated** on the first page: *Many places in the world have extreme weather.* The variety of climate situations can be **understood through photos** of housing, such as huts, tents, and research stations.

Text Structure



The **repeating pattern** of sentences starting with a prepositional phrase creates a **clear parallel** between topics: *In Alaska, it is very cold.... In the desert, it is often very hot. In China, it can be very rainy.... In Antarctica, it is very windy.* Most other sentences have a **simple structure**.

Language Conventinality and Clarity



Language is **simple and clear**, but some students may need help understanding **adjectives** such as *extreme* and *very* in the context of the discussion of weather.

Knowledge Demands



The text's topic **does not require prior knowledge** about locations around the world. However, some students may benefit from seeing each location on a map. They may also benefit from clarification that the weather in the places shown is typical for those areas of the world, even though it may be considered extreme.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use the **Preview Vocabulary** page to preteach the vocabulary words. Have students draw themselves in each type of weather, *snow*, *rainy*, *windy*, and then label their drawing *weather*.

Purpose Guide students to understand that the way people live in each place has to do with the weather there. **Ask:**

- Why is a hut made of snow a good home in Alaska?
- Why is a tent a good home in the desert?
- What do you think the buildings in a rainy place are like?

Knowledge Demands Say: *Each photo in the book shows weather in a real place in the world.* Show students a world map and point out each location shown in the text. Help students make personal connections to the text. **Ask:**

- Where would you most like to live? Why?

A Desert in Bloom

By Justin Scott Parr
Genre: Informational
Text

Recommended Placement

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

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

- Language: Prepositional phrases
- Knowledge Demands: Desert conditions and needs of living things

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: **6.188**

Word Frequency: **3.577**

Word Count: **99**

Complexity Level

Levels of Meaning/Purpose



Qualitative Measures

The author's purpose is **explicitly** stated on the first two pages: *How can desert flowers grow there? The desert soil is full of seeds.* The photos make the **informational text genre** clear to the reader.

Text Structure



The repeating use of prepositional phrases to describe seasonal conditions of the ground and soil helps make the content **clear** and introduces each phase of the flower life cycle. The **repetition** of *The seeds do not grow* also helps show the time involved in the cycle.

Language Conventinality and Clarity



Language is **simple and clear**, and descriptive words such as *cloudy, soaked, colorful, bloom, and returns* help clarify the science content. Some students may benefit from explanations of phrases such as *full of seeds and rest in the ground.*

Knowledge Demands



The text **does not refer to other texts or cultural references**, and very **little prior knowledge** of science content is required. The content is presented in an accessible way: *How can desert flowers grow there? / Now you know how desert flowers grow!*

Reader and Task Considerations

English Language Learners

Purpose Have students explain the process of a plant growing. Provide the following **sentence frames**:

- In the spring, ____.
- In the summer, ____.
- In the fall, ____.
- In the winter, ____.

Intervention

Language Explain that prepositional phrases can describe when or where something happens. Provide students with examples of prepositional phrases, such as the following:

- in the ground
- in the summer
- in the winter

Have pairs of students work together to **write** sentences using each prepositional phrase.

On Level/Advanced

Knowledge Demands Say: *The flowers in a desert take a long time to grow because it is dry there. Flowers in other parts of the world grow faster. They get more water.*

- Help students use a book or online source to find pictures of flowers in a desert.
- Ask students to **write** a sentence about the flowers.
- Have students share their sentences with partners.

Poetry Collection

By Eric Gansworth

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: Words in Tuscarora, a Native American language
- Knowledge Demands: Effects of weather on crops or plants

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 theme of appreciating different kinds of weather is **clear and consistent** throughout both poems. The details in each stanza about how the speaker and the speaker's friends feel and see the types of weather support the theme.

Text Structure



Poems use a mostly **regular rhythm and rhyme scheme**. The text follows a predictable pattern. Each stanza begins with a line about seeing or feeling *Wehh-dooj* or *Ees-aw-hah' Ees-ae*. Illustrations help **clarify** concepts and illustrate text.

Language Conventinality and Clarity



While most of the lines are simple, the Tuscarora words *Wehh-dooj* and *Ees-aw-hah' Ees-ae* will be **unfamiliar**. Some words that describe nature, such as *mound*, *shoots*, and *seep*, may also require support. Each poem shifts from describing what "we" (the speaker and her friends) experience to describing what "they" (the plants) experience. Students may need support to understand this shift.

Knowledge Demands



The poems depict **familiar experiences** of being outside on rainy and sunny days, feeling raindrops, and looking at a rainbow. However, the use of the Tuscarora language will require support. Some students may also be unfamiliar with some of the crops depicted in the poem, such as squash, or with the use of the words *three sisters* to describe three important crops.

Reader and Task Considerations

English Language Learners

Intervention

On Level /Advanced

Knowledge Demands Show students photographs of corn, beans, and squash. Say the name of each food aloud and have students repeat them after you.

Explain that these are all foods that grow in the ground. Show illustrations from the poems. Ask questions, such as: **Does corn need rain to grow? Does corn need sun to grow? Does corn need rainbows to grow?** Have students nod or shake their heads in response.

Language Say the title of each poem aloud and have students repeat it after you. Explain that *Wehh-dooj* means "it's raining" and *Ees-aw-hah' Ees-ae* means "the sun shining." Point to illustrations. Ask which ones show *Wehh-dooj* and which ones show *Ees-aw-hah' Ees-ae*. You may also want

- show students photographs of corn, beans, and squash.
- have students repeat the names of these foods after you. Ask which foods they have eaten before.

Structure Remind students that many poems use words that rhyme, or have the same ending sound. Read aloud the lines *Water fills the air / And soaks into our hair*. Then, guide students to create another rhyme.

- Have students preview the illustrations in "*Ees-aw-hah' Ees-ae*" (*The Sun Shining*).
- Ask them to describe what they see. Record their words in a list.
- Have students help you use the words in the list to create rhyming lines (for example, with the words *sun* and *fun* or *run*).

**Tornado Action Plan
Blizzard Action Plan**
By Jill McDougall
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place these texts in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Purpose: How-to/procedural genre
- Knowledge Demands: Severe weather

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

Quantitative Measures

Tornado Action Plan: LEXILE: 290L Average Sentence Length: 5 Word Frequency: 3.392 Word Count: 75
Blizzard Action Plan: LEXILE: 420L Average Sentence Length: 5.586 Word Frequency: 3.521 Word Count: 162

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **explicitly** stated on the first two pages of each selection: *Take time to learn about tornadoes. / Talk with your family about blizzards. Make a plan to stay safe.* Details in each selection **inform** readers using **simple, easy-to-understand** instructions.

Text Structure



The texts mainly follow a **sequence text structure**, showing a procedure for being prepared. Imperative sentence structures provide clarity about the topic, but some students may need assistance understanding numbered lists within a paragraph. Some students may need help understanding the **genre** as **how-to/procedural**.

Language Conventionality and Clarity



The **nouns** in the text provide the **details** needed for students to understand parts of the tornado and blizzard action plans. The **verbs** that begin the **commands** are clear for this age (*Tornado: choose, pack, go, wait. Blizzard: talk, pack, stay, eat, play*).

Knowledge Demands



Some students may need additional support understanding the **science content** describing what a tornado or blizzard is, especially if they live in an area where the weather is uncommon. For *Blizzard Action Plan*, students may need additional help with phrases such as "lose power."

Reader and Task Considerations

English Language Learners

Language Show students a short procedural text that explains a simple, everyday process, such as washing hands or brushing teeth.

- Read the text aloud. Point out sentences that begin with strong verbs, such as *Wash* or *Brush*.
- Explain that these verbs tell the reader what to do.
- Guide students to add another sentence or step to the procedure. Remind them to begin with an action verb.

Intervention

Knowledge Demands Say: A **tornado** is a storm with winds that swirl into a cone shape. A **blizzard** is a winter storm with high winds. **Ask:**

- Why does it make sense to be in a basement during a tornado?
- Why is staying warm part of staying safe in a blizzard?
- Why is a flashlight helpful during an emergency?

On Level/Advanced

Purpose Remind students what happens during a thunderstorm, including rain, thunder, and lightning. Guide them to think of a plan for staying safe. **Ask:**

- Where should people go? What should they do during a storm?
- What will people need?

Record their responses in a list on the board.

Who Likes Rain?

By Stephen Krensky

Genre: Drama

Recommended Placement

The **Quantitative Measures** are not applied to poetry and drama. Use the **Qualitative** support to guide instruction.

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

- Structure: Drama
- Language: Contractions

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 theme of the drama (rain is good for nature) is **explicitly stated**. Students should be able to **follow the details that support the theme**. (Two children do not like rain, until they learn how it helps nature.)

Text Structure



Students in this grade may be **unfamiliar with the structure of a drama**. Many students may need help understanding that the words in the text all show what the characters say. The pictures before each line show which character is speaking, and each time a different character speaks, the picture changes.

Language Conventinality and Clarity



Most sentences are **short** and have a **simple structure**. The text has a **variation of sentence types**: *It's raining!* / *I don't like rain.* / *Why don't you like rain?* Use of **contractions** raises complexity a little because students are expected to read it aloud: *I'm thirsty.* / *I'm thirsty too.*

Knowledge Demands



The drama has **low demands** for **prior knowledge** about water as one of the needs of living things. The situation of children wanting to play on a rainy day will likely be **familiar to most students**.

Reader and Task Considerations

English Language Learners

Language Demonstrate for students how to form the contraction *I'm* from the words *I am*. Have them practice speaking lines from the play that use the contraction. Then, encourage them to think of a sentence of their own that uses the contraction using **sentence frames**:

- I'm _____.
- I'm also _____.

Intervention

Structure Tell students that the pictures of the characters that speak each line are shown at the beginning of each line of dialogue. **Ask:**

- Who says the first line of the play?
- What does that character say?
- Who speaks the next line?
- Who are these characters in the illustration?

On Level/Advanced

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about rain. Ask questions to prompt their thinking:

- How does rain help animals?
- How does rain help plants?
- Do you like rain? Why or why not?