

## Text Complexity Analysis Template

Text complexity analysis			
Created by:	MaryLou Czarnecki	Event/Date:	Teachfest Connecticut: Summer Academy, 2014
Text and Author	"A Tree Can Be..."	Where to Access Text	Scholastic by Judy Nayer 0-590-96281-7
Text Description			
<p><b>This is an informational text that can also be used as a literature piece. This book tells what a tree can do and what its purpose can be. The pages contain animal and tree graphics that serve as a central theme with rhyming words and a glimpse of the progression of a trees growth through the seasons.</b></p>			
Quantitative			
Lexile and Grade Level	Kindergarten-read aloud RL1	Text Length	85 words-16 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central idea of this book is what a tree can be used as and what purposes the reader would infer or predict. People hide, animals nest, fly and serve as food. It shows the changes of a tree through the seasons and then in the end focuses on the content area by labeling the parts of the oak tree and also shows how the tree changes on the illustration of the last page.</p>		<p>The text is organized in a narrative form which includes some rhyming and poetic tendencies.</p>	
Prior Knowledge Demands		Language Features	
<p>The author implies that the reader knows what the four seasons are as well as predicting what a tree can be from the title of the book. Some basic knowledge of outside animals that may use a tree.</p>		<p>The use of color illustrations guide the tempo and the text of this book. It also has a complex scientific labeling of the Oak trees parts on page 16. Such as; roots, bud, seed, branch, bark, stem, seed, and leaf. The language of this book should be familiar to a kindergartener.</p>	
Potential Reader/Task Challenges			
<p>The challenge in this book is understanding the purposes of the parts of a tree, for example : a branch is where you can swing from, not the roots. And also identifying the animals in the illustrations. The setting is in a park. Hopefully the student will infer what a tree can be. It is an open-ended question for inference and prediction.</p>			
Big Takeaway			
<p>The big takeaway in this book s' central theme is for the reader to eventually see that the cover of the book is also a tree showing its parts and progressing through its seasons. The reader could also have a text to self-connection of their progression of their age through a year. How am I like the tree? What traits do I have? How will I grow and change over time as compared to the tree? Re-read this book at the end of the year and have students reflect on how they have changed throughout the seasons, just like the tree.</p>			

## Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
<b>Words that can be determined in context</b>	Place Changes Leaf Sound Stem Branch Trunk Bark Bud root	Year-round
<b>Words that cannot be determined in context</b>		