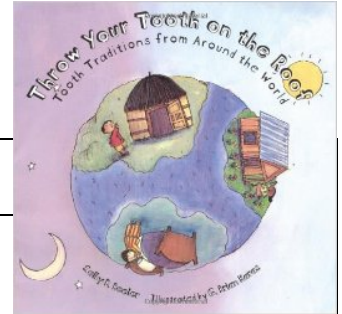


Text Complexity Analysis

Interactive Read Aloud: *Throw Your Tooth on the Roof* by Selby Beeler



Final Grade Analysis	Text Complexity Level: Second Grade
Leveling Systems	Fountas and Pinnell: M Lexile: 770L Flesch-Kincaid: 4.3
Qualitative Analysis	<p>Knowledge Demands: Middle High- Students may be familiar with losing a tooth but will not be familiar with traditions around the world when a tooth is lost.</p> <p>Meaning/Purpose: Middle Low- The meaning of this book is to explain what children around the world do when they lose a tooth. It also shows readers how we can all be different yet the same.</p> <p>Text Structure: Middle Low- The text is organized by continents and what children do when they lose a tooth. Pages at the end of the book provide additional information about teeth.</p> <p>Language Features: Middle Low- The language is literal with familiar vocabulary. There are simple and compound sentences in this text.</p> <p>Visual Supports: High- There are many pictures to support the text. The last pages of the text provide additional information about teeth.</p>
<p>Reader & Task Analysis</p> <p><i>What are the potential challenges for readers?</i></p>	<p>Content Complexity: Students will need knowledge of nonfiction text characteristics, text features, map skills, and continent knowledge.</p> <p>Cognitive Capabilities:</p> <p>Reading Skills: Students will need to know how to use context clues to determine unknown words.</p> <p>Motivation & Engagement:</p> <p>Prior Knowledge: Students will need to understand that different countries practice different traditions.</p> <p>Task & Assignment:</p>

Key Vocabulary/Concepts

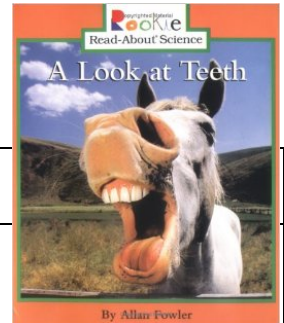
Below are suggested vocabulary words from Making Meaning (Vocabulary). These words may be directly found in the text or used to teach concepts from the text. Additional vocabulary words can be found in the Making Meaning Teacher’s Manual. Highlight vocabulary during the interactive read aloud to engage readers.	
Tier II (Academic) Vocabulary	replace, associated, crafty, response, heartwarming, variety, customs

Text-Dependent Questions

The following is a suggested set of question stems aligned to the power standards for this cycle to support discussion and comprehension of the text during the interactive read aloud. Please add other text-dependent questions as needed.
<ul style="list-style-type: none"> • What do children in other countries do when they lose a tooth? Use details from three other countries to support your answer. • What does the author want you to learn from this story? Use details from the text to support your answer. • How do the pictures or diagrams help you learn more about the topic?

Text Complexity Analysis

Interactive Read Aloud: *A Look at Teeth* by Allan Fowler



Final Grade Analysis	Text Complexity Level: First Grade
Leveling Systems	Fountas and Pinnell: I Lexile: N/A Flesch-Kincaid: 2.9
Qualitative Analysis	Knowledge Demands: Middle High- The text has specific content about teeth for many types of animals. Meaning/Purpose: Middle Low- The meaning of this text is to show the type and use of teeth in many animals. Text Structure: Middle High- The book is organized around many types of animals and their teeth. Language Features: Middle Low- The language is literal with simple and compound sentences. Visual Supports: Middle Low- The photos support the words in the text.
Reader & Task Analysis <i>What are the potential challenges for readers?</i>	Content Complexity: Students will need to understand the ways people and animals use their teeth. Cognitive Capabilities: Some students may not be mature enough for the photo of the wolf eating the animal he caught. Reading Skills: Students will need to know how to use context clues to determine unknown words. Motivation & Engagement: Prior Knowledge: Task & Assignment:

Key Vocabulary/Concepts

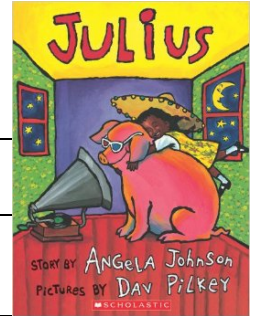
Below are suggested vocabulary words from Making Meaning (Vocabulary). These words may be directly found in the text or used to teach concepts from the text. Additional vocabulary words can be found in the Making Meaning Teacher’s Manual. Highlight vocabulary during the interactive read aloud to engage readers.	
Tier II (Academic) Vocabulary	solid, mushy, impossible, possible

Text-Dependent Questions

The following is a suggested set of question stems aligned to the power standards for this cycle to support discussion and comprehension of the text during the interactive read aloud. Please add other text-dependent questions as needed.
<ul style="list-style-type: none"> • What new information have you learned from the text? • What are two key ideas in the text? Use details from the book to support your answer. • Name three ways that people use their teeth and three way animals use their teeth.

Text Complexity Analysis

Interactive Read Aloud: *Julius* by Angela Johnson



Final Grade Analysis	Text Complexity Level: Second Grade
Leveling Systems	Fountas and Pinnell: M Lexile: 690L Flesch-Kincaid:
Qualitative Analysis	<p>Knowledge Demands: Middle Low- The story is about a gift a grandfather gives his granddaughter.</p> <p>Meaning/Purpose: Middle Low- There are multiple themes. The book is about a gift but it is also about loving something for what it is.</p> <p>Text Structure: Middle Low- The story is sequenced to tell the story of what happens when a little girl is given a pet pig, Julius. The pictures support the meaning of the story.</p> <p>Language Features: Middle Low- The language is literal with simple and compound sentences.</p> <p>Visual Supports: Low- The pictures support the meaning of the story but are not needed for students to understand the story.</p>
<p>Reader & Task Analysis</p> <p><i>What are the potential challenges for readers?</i></p>	<p>Content Complexity:</p> <p>Cognitive Capabilities:</p> <p>Reading Skills: Students must use illustrations to support comprehension and inferences.</p> <p>Motivation & Engagement:</p> <p>Prior Knowledge:</p> <p>Task & Assignment: This is a good book to model making text based inferences. It can also be used for the comprehension skill of fantasy vs. realism.</p>

Key Vocabulary/Concepts

<p>Below are suggested vocabulary words from Making Meaning (Vocabulary). These words may be directly found in the text or used to teach concepts from the text. Additional vocabulary words can be found in the Making Meaning Teacher’s Manual. Highlight vocabulary during the interactive read aloud to engage readers.</p>	
Tier II (Academic) Vocabulary	affectionate, impolite, untidy, tidy

Text-Dependent Questions

<p>The following is a suggested set of question stems aligned to the power standards for this cycle to support discussion and comprehension of the text during the interactive read aloud. Please add other text-dependent questions as needed.</p>	
	<ul style="list-style-type: none"> • How did Maya’s parents feel about Julius in the beginning of the story? Why? Use evidence from the story to support your answer? • What did Maya learn from Julius? • What did Julius learn from Maya?