TEXT COMPLEXITY ANALYSIS OF
Weather Words and What They Mean

by Gail Gibbons

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This informational text teaches readers the meaning of vocabulary associated with weather and meteorology. Through explanations and clear illustrations, readers learn the essential components of weather and develop a basic understanding of the factors that cause changes in the weather. From clouds to wind and snow to hail, Gail Gibbons uses her gift for describing complex concepts to introduce young readers to the science of weather.	Students work only with selected sections of the text to build context and vocabulary. The sections chosen focus on words that will be useful in describing the concrete aspects of the weather that students may observe or read about later in the module. Used with an emphasis on defining common weather words using detailed illustrations, this text is appropriate for Kindergarten.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 450L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The purpose, to define and explain basic weather concepts, is implied but easy to identify based on content. Some of the scientific concepts described are concrete (i.e. wind, temperature), but others are abstract (i.e. moisture and air pressure).

TEXT STRUCTURE: Moderately Complex
Four basic weather concepts (temperature, air pressure, moisture and wind) are introduced in the beginning of the book, and each is defined and explained in a separate section of the book. Headings, diagrams, speech bubbles and illustrations support the reader's understanding of content.

LANGUAGE FEATURES: Moderately Complex
The text primarily uses simple and compound sentences. Vocabulary includes a mix of familiar words and phrases and scientific terms.

KNOWLEDGE DEMANDS: Moderately Complex
The book includes a mix of commonly experienced aspects of weather (wind, rain) and more abstract concepts (air pressure). The text relies on a moderate level of discipline-specific knowledge about air, wind and water.

CONSIDERATIONS FOR READER AND TASK

The structure of this book into sections allows students to focus only on the parts of the text relevant to their work in the module. Students work only with selected sections of the text to build context and vocabulary.

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

RATIONALE

This text builds students' understanding of the science of weather. They learn about the components of weather and develop a rich bank of words and scientific concepts to describe sunlight, wind, precipitation, and temperature that will be useful in reading, writing and speaking about this topic. Using this text, students examine key details (RI.K.1, RI.K.2) and develop a rich vocabulary of weather words (RI.K.4). *Weather Words and What They Mean* is used in conjunction with other informational texts to support students' use of vocabulary to record the local weather in an interactive class weather journal.

KM2.1 #3