TEXT COMPLEXITY ANALYSIS OF
The Snowy Day

by Ezra Jack Keats

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
In this beautifully illustrated picture book, a young boy wakes up to a snow- covered city. Peter puts on his snowsuit and enjoys the pleasures of a snowy day, making footprints, building snowmen and climbing snow "mountains". Before bed, Peter is puzzled to find that the snowball he put in his pocket has disappeared, but he wakes the next morning to new falling snow and the promise of another joyful day of playing outside.	The simple language and events in this text make it engaging, accessible and relevant to the lives of young children. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for Kindergarteners.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: AD500L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The central message is clear, revealed early and reinforced throughout the text.

TEXT STRUCTURE: Slightly Complex
The storyline Is predictable and chronological. Illustrations support students in comprehending the text but are not essential to understanding the meaning of the text. The plot has a common, familiar narrative structure with a clear main character, setting and events.

LANGUAGE FEATURES: Moderately Complex
The text consists primarily of simple and compound sentences, with some complex constructions. Vocabulary is contemporary and should be familiar to most students (some words may be unfamiliar to students who have not experienced snow).

KNOWLEDGE DEMANDS: Moderately Complex
The experiences portrayed will be common to readers who live in areas that experience snow, but may be unfamiliar to students who live in warmer areas. However, the reader can infer much of what Peter is doing through the illustrations. Students will need to know that snow melts in warm temperatures in order to understand what happens to Peter's snowball once he brings it in the house.

CONSIDERATIONS FOR READER AND TASK

This book is used primarily as a mentor text for narrative writing. Students are carefully guided in noticing the plot structure (characters, setting, key events) of the book as they plan their own narratives using a similar structure. Puppets and role play support students in understanding these common elements of a narrative.

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

RATIONALE

Continuing their exploration of how weather affects people, students use *The Snowy Day* as a mentor text in preparation for writing about a character whose day is affected by the weather. They analyze key elements of the story, including the setting, characters and events (RL.K.3) and use drawing, puppets and role-play activities to plan and write an imaginary weather narrative of their own. W.K.3.

KM2.3 #6