TEXT COMPLEXITY ANALYSIS OF
Come On, Rain!

by Karen Hesse

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
The anticipation of rain on a hot day and joy in a summer storm is brought fully to life with this beautifully written and illustrated picture book. Tess and Mama are "nearly senseless" in heat of the day. But when dark clouds appear on the horizon, "a creeper of hope circles 'round" her bones. Tess begins to prepare for a summer storm by inviting friends to come out side in their bathing suits. Soon both mamas and little girls are dancing in the rain. Afterwards, they are "purely soothed and fresh as dew".	Targeted instruction in meaning and language features, as well as illustrations that clearly communicate the actions and emotions of characters make this text accessible to Kindergarteners as a highly guided read aloud.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: AD780L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple themes, some of which are fairly easy to infer (how weather can affect our activities and emotions) and others that are more abstract (relationships in families and neighborhoods).

TEXT STRUCTURE: Slightly Complex
The storyline Is clear, chronological and fairly easy to predict. Illustrations support and enhance the reader's understanding of the story, showing character's emotions as well as their actions and reactions.

LANGUAGE FEATURES: Moderately Complex
The language includes a mix of conversational words and phrases ("Come on, rain!") and fairly abstract figurative language ("A creeper of hope circles 'round my bones.") This book uses rich, complex words and phrases with multiple meanings. The style is almost poetic. Many sentences are complex with several subordinate phrases or clauses and transition words.

KNOWLEDGE DEMANDS: Moderately Complex
The experience of being extremely hot and/or waiting for it to rain will be common to many readers. Some cultural elements related to living in a warm climate and living in a city may be unfamiliar to many students, but most important context is available through the text and illustrations.

CONSIDERATIONS FOR READER AND TASK

The language demands of this text are high, and most students will need support with inferring how the characters change in response to the rain. Targeted work with figurative language, as well as a class chart that helps students to record their observations, supports students in describing how the changing weather affects characters in the story.

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

RATIONALE

Building on students' learning about weather, this text helps students explore how people are affected by the weather. Students carefully analyze the text to describe how changing weather affects two fictional characters in the text *Come On, Rain!* (RL.K.1, RL.K.2, RL.K.4, RL.K.7). This book is also used to prepare students for their performance task, in which they plan and write an imaginary narrative about how the weather on a particular day affected what a person wore and did (W.K.3).

KM2.2 #5