TEXT COMPLEXITY ANALYSIS OF
What's Alive?

by Kathleen Weidner Zoehfield

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
"Does this thing need food? Does it need water? Does it need air? Can it grow or move all by itself?" This book explains, in simple terms, using illustrations and detailed examples, how to determine if something is alive. The text includes drawing and sorting activities and addresses potential areas of confusion (Does a plant move? What about something that has died?) to build understanding of this abstract concept.	The simple language, detailed illustrations and clear everyday examples make this an excellent read aloud for Kindergarteners.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: AD430L
ASSOCIATED BAND LEVEL: N/A

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose is explicitly stated, clear, concrete and narrowly focused. The main idea of the text is abstract, but is well developed with common, concrete examples.

TEXT STRUCTURE: Slightly Complex
Ideas and concepts in the text are sequenced logically. The text presents and explains the information needed to understand each concept, beginning with simple ideas and building these into more complex understandings. The connections between the ideas presented are explicit, and examples that apply the criteria for living things holistically, clearly demonstrate these connections. Illustrations support and assist readers in understanding the written text.

LANGUAGE FEATURES: Slightly Complex
The language is conventional, straightforward and easy to understand. The vocabulary used should be familiar to most students. The text is written mainly in simple sentences and the language is conversational.

KNOWLEDGE DEMANDS: Slightly Complex
This text relies on everyday, practical knowledge. The examples presented are simple and concrete.

CONSIDERATIONS FOR READER AND TASK

The relatively low qualitative and quantitative complexity of this text , as well as related activities, support students in understanding this very abstract concept.

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

RATIONALE

This text helps students develop understanding of what makes something living or nonliving, different types of living things, and the common needs of all living things, in preparation for their study of trees. In addition to building background knowledge, this text is used to develop skills in reading informational text and connecting information within a text to identify patterns (RI.K.2, RI.K.3, RI.K.4, RI.K.7). Students use two sections of the text for a reading assessment in which they respond to text dependent questions before participating in a Science Talk to discuss the question: "Is a tree living? How do you know?"

KM3.1 #7