TEXT COMPLEXITY ANALYSIS OF
Be a Friend to Trees

by Patricia Lauber

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This richly illustrated nonfiction text explains why trees are important to people and to animals. Using clear language and common everyday examples, this book explains how trees meet the needs of people and how trees meet the needs of other animals. The book ends with some simple suggestions for protecting our trees, like using less paper and planting a tree.	Familiar language, numerous examples and clear information make this a very accessible book for beginning researchers. 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: 500L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose of the book, to explain why we should "be a friend to trees" is explicitly stated, clear and concrete. The text is narrowly focused on how trees people and other animals depend on trees to meet their needs.

TEXT STRUCTURE: Slightly Complex
The main idea of the book is stated clearly early in the text. The connections between ideas and examples are explicit and clear. Diagrams and labelled illustrations strongly support student understanding.

LANGUAGE FEATURES: Moderately Complex
The language is largely explicit and easy to understand and most sentences are simple or compound. Some sections (on photosynthesis and the production of oxygen) contain domain specific vocabulary and more complex constructions.

KNOWLEDGE DEMANDS: Slightly Complex
The text primarily relies on everyday, practical knowledge, but includes some complicated ideas.

CONSIDERATIONS FOR READER AND TASK

This is an excellent text for beginning researchers. The examples of how people and animals depend on trees are concrete and clearly depicted in labeled illustrations throughout the book, making the information to be gathered very accessible to Kindergartners. Students first work as a group to take notes and write about how people depend on trees. Students then more independently to research the ways animals depend on trees, drawing information from the illustrations. The sections of the book that students work with most intensively were selected to be accessible to beginning readers.

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

RATIONALE

This text supports students as they focus on the needs of animals as living things and how trees them help to meet those needs. Students use the text as a base for whole group and small group research. They learn new vocabulary and use the words and pictures to understand the text ((RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7) and use sections of the book to create class notes, contributing to shared writing about the information they gather. After completing whole group research, students use a similarly structured section of the same text more independently to answer the research question, "How do animals depend on trees to meet their needs?"

KM3.2 #8