TEXT COMPLEXITY ANALYSIS OF
A Tree is Nice

by Janice May Udry

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
A simple, beautifully illustrated picture book that describes the value of trees to people and animals. Although, stylistically, this book often crosses the line between literary and informational text, it offers a wealth of information about the reasons people plant trees.	The language and vocabulary of the text are easy to understand and the content is concrete and will be familiar to most students. Illustrations support the reader in understanding the text. The book has a predictable structure and a strong and clear purpose. 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: 420L
ASSOCIATED BAND LEVEL: N/A

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The central message of the book (a tree is nice) is obvious and stated early in the text, as well as in the title. Numerous concrete examples support this central idea.

TEXT STRUCTURE: Slightly Complex
The connection between ideas in the text Is explicit and clear. Illustrations support students in comprehending the text, but are not necessary to understanding the meaning of the text.

LANGUAGE FEATURES: Moderately Complex
Most vocabulary will be familiar to students. The sentence structure consists primarily of simple and compound sentences, with some complex constructions that include dependent clauses key to meaning.

KNOWLEDGE DEMANDS: Slightly Complex
Most ideas are simple and concrete. At least some of the experiences portrayed in the book are likely to be common to young readers. The outdoor activities described in the book may be more familiar to students who live in rural and suburban areas, but most are easily understood through context and/or illustrations.

CONSIDERATIONS FOR READER AND TASK

Students who live in urban areas may need some additional information about the outdoor experiences described in the book. Although most of the examples of why trees are nice are very concrete (they make shade), a few are abstract (they make everything beautiful) and may require additional discussion.

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 explore some of the ways people enjoy trees. This thinking prepares students to write and speak about where and why they might plant a tree and also supports the performance task. The relatively simple content of this book makes it a good vehicle for introducing some of the more complex reading and language standards in the Kindergarten curriculum. The strong and clear purpose of the text offers opportunities to identify and discuss the reasons the author gives to support points (RI.K.8).

Students also explore a variety of prepositions (L.K.1e) as they read about where trees are found and where different activities take place in relation to the tree.

KM4.2 #10