TEXT COMPLEXITY ANALYSIS OF
The Most Magnificent Thing

by Ashley Spires

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
This picture book tells the story of a little girl on a mission to make a "magnificent thing". She is confident when she begins building, but when she stands back to examine her "magnificent thing" she realizes it is all-wrong. She keeps trying, and trying, and trying. Finally she gets so angry, she quits. But then, after a walk, she is able to calm down and give it one more go. She looks at all her failures and sees potential. And then she is finally able to makes her "magnificent thing"!	This text is used as an accessible read-aloud. A clear chronological storyline, illustrations, simple sentence structure and familiar experiences support students in exploring the more complex central message of the story. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for first graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: Measurement not available
ASSOCIATED BAND LEVEL: N/A

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains layers of meaning that are fairly easy to infer. The central message is developed over the course of the text through the main character's actions and reactions as she struggles to make her "magnificent thing".

TEXT STRUCTURE: Slightly Complex
The storyline Is clear, chronological, and easy to predict. The illustrations strongly support understanding of the text. The illustrations also add detail to the story and enhance the meaning of the text. Text appears on different parts of the page, and on one page, it appears in a speech bubble.

LANGUAGE FEATURES: Moderately Complex
Most vocabulary will be familiar to students, but the book contains some difficult vocabulary and figurative language/colloquialisms. The story is written mainly in short, simple sentences with some compound sentences. A few sentences have adverbial clauses and there are some incomplete sentences (a choice to support tone and pacing). While not necessary for general comprehension, students may enjoy the irony and humor in places where the illustrations deliberately do not match the words.

KNOWLEDGE DEMANDS: Slightly Complex
The setting and events in this book will seem familiar to many students. The experience of making something and the emotions experienced by the main character will be common to many young readers. Some students may not be familiar with the concept of keeping dogs as pets, or as pets being considered friends, it may be helpful to briefly address this cultural concept.

CONSIDERATIONS FOR READER AND TASK

Work with this book contains specific support for understanding language and vocabulary, and identifying the central message. Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text deepens students' understanding of tools and work by examining how habits of character help people do work. Using this text, students explore the ideas of initiative, collaboration, and perseverance as they study the main character's behavior and actions as she initiates, collaborates, and perseveres through challenges in creating a "magnificent thing." *The Most Magnificent Thin*g is also used to examine and describe key details of the text (RL.1.1, RL.1.3), develop vocabulary (RL.1.4), and use illustrations and details to describe story elements (RL.1.7). This text supports students in working toward their performance task, in which they design and create their own "magnificent thing" to meet a need in the classroom, write about their creation, and present to an audience.

1M1.2 #2