TEXT COMPLEXITY ANALYSIS OF
What Makes Day and Night?

by Franklyn M. Branley

Text Type: Informational

TEXT DESCRIPTION	RECOMMENDED COMPLEXITY BAND LEVEL
This illustrated science book explains what makes day and night using simple language and clear diagrams. The book includes an explanation of why the position of the sun appears to change in the sky, and an active demonstration to help students understand the rotation of the earth and why we move from daylight to darkness.	The qualitative complexity of the graphics and scientific concepts presented in this text is offset by its simple vocabulary and sentence structure. Close reading and active involvement make this text appropriate for first graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 230L
ASSOCIATED BAND LEVEL: K-1

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The purpose of the text, to explain what makes day and night, is explicit and narrowly focused, but much of the content involves abstract scientific concepts.

TEXT STRUCTURE: Moderately Complex
The text is structured to logically build an understanding of the scientific concepts needed to understand what makes day and night. These concepts are then connected to explain what we see and experience as the earth rotates. The book contains many fairly complex diagrams and labeled illustrations that are integral to understanding the explanations given in the text.

LANGUAGE FEATURES: Moderately Complex
The vocabulary is mostly familiar and not overly technical. The text primarily uses simple and compound sentences, with some complex constructions. For example, many sentences begin with the imperative (Imagine…) or the conditional (If…) and describe hypothetical situations (If you were way out in space…).The ideas introduced are abstract and often key details are provided only in the graphics, which must be used along with the written text in order to make meaning.

KNOWLEDGE DEMANDS: Moderately Complex
The text includes a mix of simple and more complicated ideas. Because of the density and complexity of scientific concepts presented, some prior knowledge would be helpful, but this can also be built through slow and careful work with the text. Most of the discipline-specific knowledge needed is built into the text and graphics, including directions for an active, participatory demonstration.

CONSIDERATIONS FOR READER AND TASK

Although most vocabulary and sentence structure in this text is fairly straightforward, the scientific concepts presented are very abstract. To deepen understanding, sections of this text are closely read, using text dependent questions, drawing and movement to clarify meaning. Sentences that begin with the imperative or include conditional clauses may need additional explanation, particularly for English Language Learners.

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

RATIONALE

This informational text helps students delve more deeply into their study of the sun, moon, and starts, focusing specifically on the science concepts of observable patterns in the sky. Using this text, students examine, retell, and identify the main topic based key details (RI.1.1, RI.1.2). They also explain the connection between events, ideas and information (RI.1.3), and use illustrations and details in the text to describe the pattern of light and dark on earth (RI.1.7). What Makes Day and Night? is also used to engage students in the Unit 2 assessment: a structured discussion in which students draw on their reading and note-taking as they discuss the question, "What patterns can we observe in the sky?"

1M2.2 #5