TEXT COMPLEXITY ANALYSIS OF
Just Ducks

by Nicola Davies

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
Told in a literary style, this book combines the enthusiastic observations of a young girl watching the ducks in the river that flows through her town with scientific facts about what she is seeing and hearing. Through her eyes and ears, readers discover what mallard ducks look and sound like, where they nest, where they sleep and how they behave.	The playful style of the text, rich watercolor illustrations and strategically placed scientific explanations make this text a very accessible read aloud for first graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: AD940L
ASSOCIATED BAND LEVEL: 4-5

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning that are fairly easy to infer. This includes informational "captions" throughout the text. Students will need to infer the connection between the narrative storyline and the informational captions. The purpose of the text is implied but is easy to identify based on context.

TEXT STRUCTURE: Moderately Complex
The main storyline Is clear and chronological, beginning in the morning as the girl awakens and ending at night as she gets ready for bed. Illustrations, showing what the girl sees, are sprinkled throughout the text, and include captions that provide scientific information about what is happening in the pictures. Students will need to understand that the text presents two different types of information and will need to make explicit connections between the narrative information and short informational captions that accompany the illustrations. The pages are visually complex. The text contains several fonts, which act as cues for the types of information presented (ex. larger font for narrative text and smaller for informational). In order to comprehend the text the reader must understand the function of the changes in font.

LANGUAGE FEATURES: Moderately Complex
The language of the main text is conversational, but the sentence structure and vocabulary of the captions is more complex. The text contains some domain specific words and descriptions (e.g. upending, dabbling, predators, "When they preen ducks spread oil from a little spot just under their tails all over their feathers to keep them shiny and waterproof."). Many of these are defined in the captions spread throughout the illustrations. Some sentences are long and complex with subordinate clauses and transition words. Sentences often contain complex use of punctuation (ex. dashes, exclamation points, and ellipsis) that is essential to understanding the sentence.

KNOWLEDGE DEMANDS: Slightly Complex
The experiences portrayed will be familiar to some readers, and needed context is provided through the illustrations. Some students may need additional information about water habitats.

CONSIDERATIONS FOR READER AND TASK

This text is read aloud to engage the reader, invite curiosity and build a general understanding about the physical characteristics of birds.

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 build background knowledge about birds through a cycle of reading, talking, and representing through scientific drawing, writing, role-play, music and movement. The text is used for research about the physical characteristics of birds as students listen to the text read aloud and develop their skills as readers of informational text (RI.1.3, RI.1.2, RI.1.5, RI.1.7, RI.1.9). Just Ducks supports students in answering the guiding question, "What makes a bird a bird?"

1M3.1 #8