# TEXT COMPLEXITY ANALYSIS OF
# *Off to Class: Incredible and Unusual Schools Around the World*

by Susan Hughes

Text Type: Informational

| TEXT DESCRIPTION | PLACEMENT |
|---|---|
| Excerpts from this inspiring informational text take readers on a round-the-world trip with beautiful photographs and engaging text to explore unusual schools built by incredible communities. The text features voices of community members who have worked to overcome challenges in their community in order to create educational opportunities. From schools built on boats to schools in tents, green schools and schools on wheels, this text explores the what going to school really means. | This book contains many of the challenging features common to non-fiction text and is both quantitatively and qualitatively complex for young readers. Students work with only a few carefully chosen sections, and are highly supported as they navigate each section. Read aloud, with adult support, this text is appropriately complex for second graders. |

## QUANTITATIVE MEASURE

**QUANTITATIVE MEASURE OF THE TEXT:** 950L
**ASSOCIATED BAND LEVEL:** 4-5

## QUALITATIVE MEASURES

**MEANING/PURPOSE: Moderately Complex**
The purpose of each section, to explain how communities around the world have overcome the challenge of providing an education to their children, is implied but is fairly easy to identify from details and illustrations.

**TEXT STRUCTURE: Moderately Complex**
The text is clearly organized, broken into three chapters, each built around a unifying concept explained on an introductory page. Each chapter is divided into two page sections that focus on a different unusual school (students work closely only with selected sections). Headings and subheadings further organize each section. The text within each section consistently follows a problem/solution structure, but sections are organized differently and the connections between some ideas or events are subtle. Graphics, photos and sidebars are mostly supplementary to understanding the text, but add details that enhance comprehension.

**LANGUAGE FEATURES: Moderately Complex**
The language is largely explicit and easy to understand. The vocabulary is mostly familiar, but does contain a number of academic and domain specific vocabulary words. The text primarily uses simple and compound sentences, with some complex constructions.

**KNOWLEDGE DEMANDS: Moderately Complex**
Although the general concept of "school" is familiar, the book describes many cultures and geographic locations that will be unfamiliar to most students. However, most of the knowledge needed can be inferred from the photos or is supplied through the graphics and sidebars. The text includes a mix of simple and more complex ideas. Some context on technology used by the schools like solar panels, satellite systems and online learning may be helpful.

## CONSIDERATIONS FOR READER AND TASK

Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. The specific excerpts used were chosen to be more easily accessible to young readers. These excerpts are closely read with targeted work on language and guided completion of a graphic organizer to support an understanding of structure and main idea of each section. This informative book contains many of the challenging features common to non-fiction text. If students have not previously worked closely with this type of text, consider providing additional support on academic vocabulary, text structure and text features.

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

## RATIONALE

This text builds on student understanding of school, as they consider why it is hard for children to go to school in some communities and how communities address these challenges. Using this text, students develop their non-fiction reading skills as they locate information on factors like how weather and location make it difficult for children to go to school, and describe the creative solutions communities have used to overcome these challenges (RI.2.6). With guidance, students read and take notes to write informative paragraphs that follow a problem and solution structure (RI.2.1, RI.2.8). Off To Class: Incredible and Unusual Schools around the World is also used for a two part assessment of informational reading and writing skills (RI.2.1, W.2.2).

2M1.2 #3