TEXT COMPLEXITY ANALYSIS OF *The Dot*

by Peter H. Reynolds

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
The story of a reluctant young artist who blooms under her teacher's encouragement. Vashti is sure that she can't draw at all and, at first, refuses to even try. When her teacher encourages her to "just make a mark and see where it takes you," Vashti defiantly makes a single dot on the paper. Her teacher asks her to sign her creation, and thus begins Vashti's very successful exploration of dots in her artwork. The book ends with Vashti encouraging another reluctant artist to create.	This text falls at the lower end of the 2-3 grade band, but has some complexity of language and meaning, making it an excellent choice for the beginning of second grade.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 500L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning that are fairly easy to infer. The central message of the story is clear but is conveyed with some subtlety. To fully comprehend the story, students must make connections between the beginning and the end.

TEXT STRUCTURE: Slightly Complex
The storyline Is clear, chronological and easy to predict. The Illustrations support students in comprehending the text. The font used is unusual and may be difficult for some readers to easily decode.

LANGUAGE FEATURES: Moderately Complex
The language is easy to understand with some occasions for more complex meaning. Irony is used in several places in the text, but is not essential to meaning. The language is conversational and the vocabulary should be familiar to most students. The sentence structure consists primarily of simple and compound sentences.

KNOWLEDGE DEMANDS: Slightly Complex
The story centers on common school experiences that will be familiar to most readers.

CONSIDERATIONS FOR READER AND TASK

Students participate in a focused read aloud of the book, using a combination of roleplay and discussion to explore how the way the main character feels about art changes from the beginning to the end of the book. They use this thinking to determine the central message of the story.

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

RATIONALE

In this module, students launch their learning about schools by focusing on the guiding question: "What is school, and why are schools important?" Work with *The Dot* helps students develop a deeper definition of what school is, and why schools are important. Students use information from the text and the illustrations to answer questions and to trace how the main character changes over the course of the story (RL.2.7, W.2.8). They then use this understanding to identify the central message in the story (RL.2.2).

2M1.1 #1