TEXT COMPLEXITY ANALYSIS OF
Fossils

by Ann O.Squire

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
An information packed non-fiction text that describes how fossils are formed, how paleontologists discover them and what we can learn from them. Includes photographs, diagrams and a wealth of information about fossils and the scientists who work with them. Note: Students use only selected sections of this text to build scientific knowledge about fossils.	Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. Only selected sections of this book are explored, with carefully planned instruction. Background built earlier in the module, as well as support built into instructional tasks, make this text appropriate as a read aloud for second graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 1010L
ASSOCIATED BAND LEVEL: 6-8

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The purpose of each chapter is clarified by the title and a focusing question in the Table of Contents. The purpose of most subsections is implied, but generally easy to identify based upon content.

TEXT STRUCTURE: Moderately Complex
The connections between some ideas within sections must be inferred. The text uses a wide variety of text features including chapter titles, section headings, captions, and bold print. Text features signal organizational patterns and enhance the reader's understanding of content. Graphics, pictures, and diagrams support the reader's understanding of the text.

LANGUAGE FEATURES: Moderately Complex
The text explains some scientific concepts that are complex and introduces a high number of academic and domain specific vocabulary words. Most sentences are simple or compound, with some complex constructions.

KNOWLEDGE DEMANDS: Moderately Complex
This text includes a mix of simple and more abstract ideas. The book relies on some discipline-specific content knowledge, but general knowledge about fossils has been built earlier in the module.

CONSIDERATIONS FOR READER AND TASK

Students come to this text after having built some general knowledge about fossils and fossil hunters. Due to its high complexity, selected sections of this book are read aloud and explored with carefully planned teacher guidance. Through a combination of close read-alouds, independent practice, hands-on experiences, and authentic writing tasks, this work prepares students for the important transition to reading complex texts more independently.

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

RATIONALE

Using this book, students move from reading literary nonfiction to more traditional nonfiction text in order to deepen their understanding of fossils. Students focus on gathering information that will help them explore the guiding question, "What can we learn by studying fossils?" They practice navigating text features to learn more about the topic (RI.2.4, RI.2.5) and use evidence from the text to answer questions about the process of fossilization (RI.2.1, RI.2.6). Although complex, this text offers excellent opportunities to practice working with a variety of text features, academic and domain specific vocabulary, and nonfiction content.

2M2.2 #6