TEXT COMPLEXITY ANALYSIS OF
The Dog That Dug for Dinosaurs

by Shirley Raye Redmond

Text Type: Literary (Nonfiction)

TEXT DESCRIPTION	PLACEMENT
Focused on a little dog named Tray, this book offers another version of twelve year old Mary Anning's discovery of a giant, fossilized Ichthyosaurus. The story describes, using simple language and illustrations, how Tray led Mary to make one of the most important prehistoric finds of her time.	Using both quantitative and qualitative measures, this text is appropriate for second graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 520L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose of the text, to tell the story of Mary Anning's life and accomplishments, is clear and easy to infer from events in the text.

TEXT STRUCTURE: Slightly Complex
The storyline Is clear, chronological and easy to predict. Simple illustrations support students in comprehending the text but are supplemental and not necessary to understanding the meaning of the text.

LANGUAGE FEATURES: Slightly Complex
The language is straightforward and easy to understand. Most vocabulary is contemporary and should be familiar to most students, although the text includes some domain specific words that are easy to define in context. Sentence structure consists primarily of simple and compound sentences.

KNOWLEDGE DEMANDS: Slightly Complex
This true story takes place in the early 1800's in England. While the setting of the story may be unfamiliar to students, needed context is provided in the words and pictures.

CONSIDERATIONS FOR READER AND TASK

Students use the first half of the text, *The Dog Who Dug for Dinosaurs,* for the Unit 1 Assessment. The text is a simpler version of the Mary Anning story, appropriate for the more independent work required in an assessment situation. After an initial read aloud, students use their own copy of the text to answer text-dependent questions, complete a graphic organizer to retell the story, and answer selected response questions.

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

RATIONALE

The first half of this text is used to assess the standards taught using *Stone Girl, Bone Girl,* a more complex version of Mary Anning's story. Since the more formal style of this assessment is demanding, students are supported by familiar content and a less complex text. After an initial read aloud, students use their own copy of the text to answer text-dependent questions, retell the beginning, middle and end of the first half of the story, and answer selected response questions (RL.2.1, RL.2.2, RL 2.3, RL.2.5, RL2.7) to show what they have learned about literary nonfiction.

2M2.1 #5