TEXT COMPLEXITY ANALYSIS OF
Seed to Plant

by Kristin Rattini

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This text from National Geographic focuses on the plants, flowers and trees that children observe around them and what they need to survive. It includes basic information about what plants are, plant parts and needs, and growth from seeds. There is a brief introduction to pollination and seed dispersal. The text is supported with a variety of text features and includes detailed photographs to support student learning. *Note: Students work with specific sections of the text.*	This text is used to build background knowledge on seeds and plants and practice using text features. A section of the text is used to assess students' ability to use text structure and text features to support comprehension. The lower Lexile and relatively low complexity in all areas except text structure make this a good vehicle for assessment. Quantitatively and qualitatively, this text falls solidly at the second grade level.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 400L
ASSOCIATED BAND LEVEL: N/A

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose is explicitly stated, clear, concrete, narrowly focused

TEXT STRUCTURE: Moderately Complex
Text features such as headings, labels and captions enhance the reader's understanding of content. Graphics, diagrams, and photos are integral to understanding the text. The connections between the ideas in some sections must be inferred.

LANGUAGE FEATURES: Slightly Complex
The language is explicit and easy to understand. The vocabulary is mostly familiar, but includes some domain specific words, defined in context. The text is easy to read, written mainly in simple sentences.

KNOWLEDGE DEMANDS: Slightly Complex
This text relies on everyday, practical knowledge, which will be familiar to most students. The ideas are simple, concrete and well explained in the text and graphics.

CONSIDERATIONS FOR READER AND TASK

Students use this text to learn about text features and to build background knowledge on seeds, plants, flowers, and fruit. Part of the text is used for the Unit 1 Assessment: Using Strategies to Read Informational Text, where students are asked to independently read a portion of the text and answer questions to show their understanding.

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

RATIONALE

This texts supports the development of students' research skills and science knowledge through a study of plants and pollinators. Using this text, students navigate informational text features (RI.2.5, RI.2.7) and engage with scientific vocabulary (RI.2.4) as they examine the main idea and key details (RI.2.1, RI.2.2, RI.2.6) to learn about the connection between seeds, plants, flowers and fruits (RI.2.3). Students engage in a focused read of Seed to Plant along with other informational texts in preparation for structured discussion about plant growth and survival. A section of the text is used to assess students' ability to use text structure and text features to support comprehension. The lower Lexile and relatively low complexity of this text in all areas except structure make this a good vehicle for assessment.

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