TEXT COMPLEXITY ANALYSIS OF
What is Pollination?

by Bobbie Kalman

Text Type: Informational

TEXT DESCRIPTION	PLACEMENT
This non-fiction text takes students on a deeper dive into pollination and includes information and detailed images about what pollination is and the role that pollen and pollinators play. Types of pollination are described along with groups of common pollinators. The book ends with an introduction to the idea that pollinators are in danger and that there are ways people can take action to help them. *Note: Students work with specific sections of the text to gather research.*	Due to qualitative and quantitative complexity, this text is read aloud in a highly guided series of lessons. Students work only with selected sections to complete research. Explicit instruction in using the structure and text features of each section supports students in navigating the complexity of this text, making it an appropriate read aloud for second graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: IG830L
ASSOCIATED BAND LEVEL: 4-5

QUALITATIVE MEASURES

MEANING/PURPOSE: Slightly Complex
The purpose of the text is explicitly stated in the title and in section headings. Each section is clear, concrete, narrowly focused.

TEXT STRUCTURE: Slightly Complex
The connections between ideas and processes are explicit and clear. Text features, such as headings, subheadings, captions and bold print enhance the reader's understanding of content. Graphics and photos support and assist readers in understanding the written text.

LANGUAGE FEATURES: Moderately Complex
The language is largely explicit and easy to understand but offers some occasions for more complex meaning. The vocabulary is mostly familiar but includes some academic and domain specific words that may be new to students. The text primarily uses simple and compound sentences, with some complex constructions.

KNOWLEDGE DEMANDS: Moderately Complex
The text includes a mix of simple ideas and more complex processes, most of these are well supported in the text and diagrams. The text relies on both common knowledge and some discipline-specific content knowledge.

CONSIDERATIONS FOR READER AND TASK

Only selected sections of the text are read aloud and used for research. This text is used primarily to collect specific information about bees and other insect pollinators. The sections used for research, each focusing on a different pollinator, are very similar in structure. The section on Bees is read as a whole class, and the process of using the structure and text features to find specific information is modelled and practiced. This full group work prepares students to work, more independently, in small groups to research other insect pollinators. The text-based research is supplemented by close viewing of detailed photographs of each pollinator.

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 students' growing knowledge about plants as they examine the role of pollination and specific insect pollinators in helping plants grow and survive. Using the text *What Is Pollination?*, students continue to build scientific vocabulary (RI.2.4) and strengthen their research skills as they explore the main ideas and key details of multi-paragraph informational text (RI.2.1, RI.2.2, RI.2.6) and use illustrations and text features (RI.2.5, RI.2.7) to conduct whole group and small group research on insect pollinators. This text supports students in developing research skills as they work to create models and scientific drawings that lead to a writing assessment about how pollinators help plants through the process of pollination (RI.2.3).

2M3.2 #9