Text Complexity Analysis Template

Text complexity analysis

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Text and Author	Frogs by Gail Gibbons	Where to Access Text	Scholastic.com; Holiday House Book; local library

Text Description

Frogs, a colorful, non-fiction picture book written and illustrated by Gail Gibbons, gives a detailed and easy to understand description of the lifecycle of frogs. It begins with the springtime clump of eggs and ends with an explanation of the important role of frogs in the balance of nature. The book includes information about how frogs change as they grow and how frogs behave in the environment. It discusses how frogs look and sound and how the cycle of their life is repeated. The book also illustrates the difference between frogs and toads.

Quantitative

Lexile and Grade Level	600L – grade 1 – Interest level: K-2 DRA 24 – Guided Reading: M	Text Length	32 pages

Qualitative

Meaning/Central Ideas	Text Structure/Organization
• Frogs (living things) have life cycles. • Some animals (frogs) change as they grow. • Animals (frogs) have unique characteristics and behaviors. This text shows that frogs change as they grow and that they have unique features and behaviors. It explains the role frogs play in the environment as predators and food source. The drawings support the reader's understanding of metamorphosis as part of the frog's cycle of life.	• Non-fiction informational text • Sequential (lifecycle) The text is chronological and uses temporal/seasonal words like "springtime", "beginning", "now" and "winter" to show cycle progression. Text also denotes time periods such as "three days", "three weeks", "one month", and "three months" to help readers follow the story progression. The labeled pictures will help readers grasp the idea of change/metamorphosis in the tadpole to frog cycle. Many labels throughout the book help support reader comprehension.

Prior Knowledge Demands	Language Features
• Frogs are animals that exist in our environment • Some animals can hatch from eggs. Students should be familiar with the format of a nonfiction text. There are some references to the behavior of a frog that students should be familiar with, such as frogs living in or near water and frogs eating insects. Some background knowledge of living things growing should also be part of existing student schema. Students may also have prior knowledge of the hibernation of some animals and that many animals hatch from eggs.	• Content specific vocabulary / Labeled drawings • Comparative diagram The language of the story is literal and content specific to life sciences. There are new words the teacher should plan to examine with students. Some words will be supported by pictures and/or labels in the text. Some unfamiliar words are defined in context and others will need to be defined by the teacher as the story is read aloud. At the end of the text there is a detailed, labeled diagram of a frog and a toad for readers to better understand similarities and differences.

Potential Reader/Task Challenges

• unfamiliar content vocabulary / sophisticated topics: metamorphosis, hibernation, food chain
Students may have difficulty understanding the big idea that some animals change as the grow, in particular the difference between a tadpole breathing underwater with the use of gills while a frog breathes air using lungs. While students may be familiar with the concept that frogs eat bugs, they may not be familiar with the concept of the food chain (larger animals need to eat frogs to survive).

Big Takeaway

RI.1.7 Use the illustrations and details in a text to describe its key ideas. (Lifecycle) Frogs change as they grow and the cycle of life repeats. Frogs have an important role in nature and can be distinguished from other animals by their unique features and behaviors.

Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
Words that can be determined in context	embryo*　　gills*　　tadpole*　　life cycle*　　lungs* air sacs　　　　　oxygen enemies　　　　　slimy hibernate　　　　vocal cords hind　　　　　　vibrate hollows *priority vocabulary	algae base bulges dart shed vegetarians
Words that cannot be determined in context	camouflage glands Greek mature transparent	amphibians cold blooded herpetologists membranes spawn