



CALVERT  
EDUCATION

# Grade K

## Text Selections and Rationales

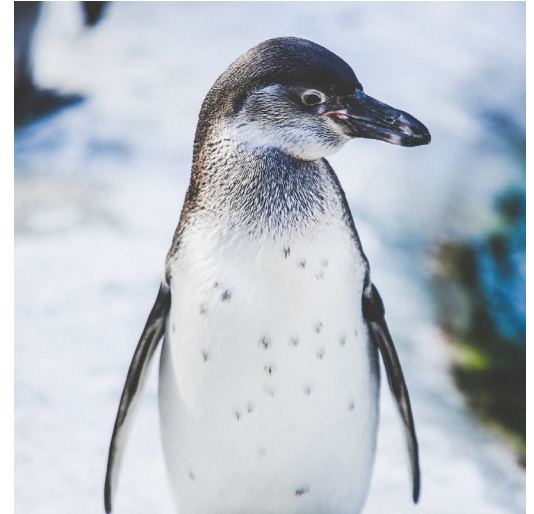
This document outlines the complexity of each anchor text as text complexity is defined in Appendix A of the Common Core State Standards, Figure 1. Quantitative complexity of the text is measured in Lexile Level for each text. Task complexity refers to how the text demands contextualized within a larger learning activity, often the unit project. Qualitative complexity descriptors, as identified by the Common Core, are listed in the table according to the factors of qualitative evaluation as listed in Appendix A. Across these three complexity domains, the reader will see that complexity monotonically increases across the course of the year.

# Where Is Home, Little Pip?

**Literary Text**  
by Karma Wilson & Jane Chapman

**Task:** Write and illustrate a brief text about your home (texts read aloud)

| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Character-centered plot with theme of finding one's home; level of meaning extended to the concept of home as anywhere those who care for each other are together |
| <i>Structure</i>                           | Roles of author and illustrator; chronological structure; picture support   |
| <i>Language Conventinality and Clarity</i> | Challenging vocabulary; unfamiliar meanings of words; dialogue; use of sound devices including rhyming song verses, onomatopoeia, and alliteration                |
| <i>Knowledge Demands</i>                   | Animals and their habitats; climate and location of Antarctica; print concepts  |



**Quantitative Measure of Text Complexity:** Lexile 520L

# Life in a Pond

**Informational Text**  
by Carol K. Lindeen

**Task:** Write and illustrate a brief text about your home (texts read aloud)



| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Knowing the definition of a pond; understanding of plant and animal life in a pond  |
| <i>Structure</i>                           | Introductory and closing sections; informative sections denoted by headings; facts listed about various subjects are not always related (means of locomotion listed with diet); picture support does not always align to listed facts |
| <i>Language Conventinality and Clarity</i> | Domain-specific vocabulary; complex vocabulary not defined in context; glossary support   |
| <i>Knowledge Demands</i>                   | Animals and their habitats; various kinds of plants   |

**Quantitative Measure of Text Complexity:** Lexile 320L

## A House for Hermit Crab

Literary Text

A narrative that builds on the skills students learned from *Where Is Home, Little Pip?* through increased length supported by a pattern structures within the plot.

Lexile 480L



## A Bed for the Winter

Informational Text



Students draw upon scientific concepts and knowledge of animals acquired in literary texts to achieve understanding of information regarding animals with significant picture support and sections divided by animal species.

Lexile 490L

# The Little House

**Literary Text**  
by Virginia Lee Burton

**Task:** Verbally describe the setting (text read aloud)

| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Event-driven plot; effects of urbanization; family ties   |
| <i>Structure</i>                           | Changes related to setting; events occur in chronological order over many years; unconventional text placement; picture support |
| <i>Language Conventinality and Clarity</i> | Some unfamiliar verbs; descriptive words; personification   |
| <i>Knowledge Demands</i>                   | City life versus country life; one home's experience with urban sprawl; passage of time   |



**Quantitative Measure of Text Complexity:** Lexile 890L

# Farming Then and Now

**Informational Text**  
by Charles R. Smith

**Task:** Write an opinion about the text with reasons to support the opinion (text read aloud)



| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Fictional time travelers used as means of examining actual past and present farming methods; theme of change developed through changes on a farm  |
| <i>Structure</i>                           | Past and present farming methods in then-and-now format for comparison; clear connection between past and present; information in text boxes, speech bubbles, and sidebars; photographs supporting written text |
| <i>Language Conventinality and Clarity</i> | Challenging academic and domain-specific vocabulary; some in-context clues to meaning and a glossary; time-related words; comparison words; simple and complex sentence   |
| <i>Knowledge Demands</i>                   | Farming and farm work; farm crops; past and present   |

**Quantitative Measure of Text Complexity:** Lexile 600L

## Four Seasons Make a Year

Literary Text

Students connect many details about each season to the season itself with some narrative writing that builds a loose plot.

Lexile 690L



## The Old Things

Informational Text



Text highly supported by images that requires students to build knowledge in text of items with which they are likely unfamiliar.

Lexile 60L

# Come On, Rain!

Literary Text  
by Karen Hesse

Task: Write a mini-book about the weather (text read aloud)

| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Predicting weather; anticipation; feeling refreshed after an event finally occurs                     |
| <i>Structure</i>                           | Chronological events; narrative prose; illustrations; ellipses  |
| <i>Language Conventinality and Clarity</i> | Descriptive and figurative language; dialogue   |
| <i>Knowledge Demands</i>                   | Weather patterns; city life; events can bring people together to feel refreshed; compare environments |



Quantitative Measure of Text Complexity: Lexile 780L

# What Will the Weather Be?

Informational Text  
by Lynda DeWitt

Task: Write a mini-book about the weather (text read aloud)



| Qualitative Measures of Text Complexity    |  |
|--|--|
| <i>Levels of Meaning</i>                   | Explains how weather is predicted; cause and effect; wide range of weather   |
| <i>Structure</i>                           | Explicit informational text; cause and effect; illustrations that serve to clarify the text                        |
| <i>Language Conventinality and Clarity</i> | Domain-specific vocabulary mostly defined in context; labels and speech boxes provide clarity within illustrations |
| <i>Knowledge Demands</i>                   | Instruments used to measure and predict weather; warm and cold fronts; air pressure                                |

Quantitative Measure of Text Complexity: Lexile 500L

## The Snowy Day

Literary Text

Plot-driven with a singular, relatively flat character. Some pictures offer high levels of support while others only provide a nod to the plot.

Lexile 500L



## Weather Words and What They Mean

Informational Text



Students learn domain-specific words through picture-supported text that they then use in writing.

Lexile 450L

# Apple Pie 4th of July

**Literary Text**  
by Janet S. Wong

**Task:** Write a narrative with a sequence of events (text read aloud)

| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Learning to balance two cultures  |
| <i>Structure</i>                           | First-person narrative; chronological order; explicit connections among events  |
| <i>Language Conventinality and Clarity</i> | Clear, common language; some unfamiliar vocabulary defined in context and through illustrations; domain-specific vocabulary related to time and numbers |
| <i>Knowledge Demands</i>                   | Concept of time; Fourth of July; multicultural families   |



**Quantitative Measure of Text Complexity:** Lexile 720L

# Making Music

**Informational Text**  
by Cameron Macintosh

**Task:** Choose and research a topic to write an informative text (text read aloud)



| Qualitative Measures of Text Complexity    |  |
|--|--|
| <i>Levels of Meaning</i>                   | Informational text; music; musical instruments; cultures   |
| <i>Structure</i>                           | Clear main idea with supporting details; table of contents; headings, illustrations, and labels supporting text; step-by-step directions |
| <i>Language Conventinality and Clarity</i> | Many simple sentences and some complex sentences; domain-specific vocabulary; glossary support   |
| <i>Knowledge Demands</i>                   | Familiar topic of music; musical instruments; cultures   |

**Quantitative Measure of Text Complexity:** Lexile 390L



## Clothes in Many Cultures

Informational Text

Low-density text that requires students to connect photographs with the subject being described enriched by cursory knowledge of world geography.

Lexile 520L



# The Tiny Seed

Literary Text  
by Eric Carle

**Task:** Find and create patterns, then write to inform about them (text read aloud)

| Qualitative Measures of Text Complexity    |  |
|--|--|
| <i>Levels of Meaning</i>                   | Explicit: how a seed travels in the wind, lands in soil, and becomes a plant; implicit: perseverance and basic needs of plants |
| <i>Structure</i>                           | Illustrations to support the text; chronological order   |
| <i>Language Conventinality and Clarity</i> | Simple and compound sentences; domain-specific vocabulary; coordinating conjunctions   |
| <i>Knowledge Demands</i>                   | Basic needs for plant growth; plants and their life cycle; seasons   |



**Quantitative Measure of Text Complexity:** Lexile 400L

# Plant Patterns

Informational Text  
by Nathan Olson

**Task:** Find and create patterns, then write to inform about them (text read aloud)



| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Informational text; explicit purpose to provide awareness of patterns in nature                   |
| <i>Structure</i>                           | Headings; table of contents; glossary; index  |
| <i>Language Conventinality and Clarity</i> | Simple and compound sentence with some complex sentence constructions; domain-specific vocabulary |
| <i>Knowledge Demands</i>                   | General patterns; specific details about patterns; plants and nature                              |

**Quantitative Measure of Text Complexity:** Lexile 740L

## Jack's Garden

Literary Text

Introduces a highly complex structure in which students must make connections between domain-specific vocabulary and topics through unifying main ideas on each page.

Lexile 20L



## Swirl by Swirl: Spirals in Nature

Informational Text



Builds on structures in Jack's Garden, including domain-specific vocabulary in captions and requires making inferences about the connection between the pictures and text.

Lexile 330L

# On the Town: A Community Adventure

Literary Text  
by Judith Caseley

**Task:** Write a book review with support for opinions (text read aloud)

| Qualitative Measures of Text Complexity    |  |
|--|--|
| <i>Levels of Meaning</i>                   | Explicit: a boy explores his town for a classroom assignment; implicit: the importance of community helpers  |
| <i>Structure</i>                           | Illustrations support understanding of text and aid in implicit purpose; ongoing notebook included in illustrations                                |
| <i>Language Conventinality and Clarity</i> | Domain-specific vocabulary; context clues and illustrations help define challenging words; use of symbols and illustrations to help convey meaning |
| <i>Knowledge Demands</i>                   | Community workers and locations  |



**Quantitative Measure of Text Complexity:** Lexile 570L

# Neighborhood Walk: City

Informational Text  
by Peggy Pancella

**Task:** Write a travel brochure with opinions (text read aloud)



| Qualitative Measures of Text Complexity    |   |
|--|---|
| <i>Levels of Meaning</i>                   | Explicit: to convey factual information about living in cities  |
| <i>Structure</i>                           | Main ideas and details; table of contents; headings; graphics/pictures to convey meaning; picture captions; glossary; index       |
| <i>Language Conventinality and Clarity</i> | Complex sentences containing lists; domain-specific vocabulary  |
| <i>Knowledge Demands</i>                   | General understanding of neighborhoods and communities; basic understanding of the large number of people and locations in a city |

**Quantitative Measure of Text Complexity:** Lexile IG620L

## Places in My Neighborhood

Informational Text

Students must connect details and locations to section headings and glossary support is introduced.

Lexile IG470L



## While I Am Sleeping

Literary Text



Chronicles the events happening overnight, requiring some knowledge of professions and awareness of the passage of time while the student is sleeping.

Lexile NP