**Complexity Band Level** (provide range):

Grade Band 2-3

**Lexile or Other Quantitative Measure of the Text**:

Lexile Score: 561

ATOS Book Level: 3.7

**Briefly describe the text:** When his mother brings home a guinea pig instead of the dog he has always wanted, fifth grader Rufus is not happy – until the rodent starts acting exactly like a dog.

**Text Description**

**Quantitative Measure**

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

None that are apparent.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

K-5 (R2); (R3) and (R6)

**Differentiation/Supports for Students:**

Very basic except for the discussion of anagrams – might want to discuss anagrams and have the students make some up for their own names.

**Considerations for Reader and Task**

Optional: Created by Barbara Bahm; KS; bbahm@tong464.org; 5/31/12 (name, state, e-mail, date) Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date)

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

The meaning is obvious and revealed early in the text.

**Text Structure: *(****Briefly describe the structure, organization, and other features of the text.)*

While the order of events are strictly chronological and the use of graphics only enhance the text, there are a few shifts in point of view in the narration.

**Language Features: *(****Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

The text is very easily understood with some occasions of when the dad gets on his “soap boxes” that more complex meaning occurs. Very simple vocabulary.

**Knowledge Demands: *(****Briefly describe the knowledge demands the text requires of students.)*

Most students could read this book without any prior knowledge except when it comes to how an anagram is developed. The text covers material that most students would do or hear about. No references or allusions to other texts or cultural elements.

**Qualitative Measures**

**Briefly explain the recommended placement of the text in a particular grade band.**

This book has the quantitative measure of the 2-3 grade band. I would recommend it stay at that band. While the theme is simple and straight forward – there is some vocabulary that would be a challenge for most first graders.

**Recommended Placement**

**Text Complexity Analysis of**

 ***Guinea Dog*** *(title)*

**by Patrick Jennings** *(author)*

**Recommended Complexity Band: 2-3 Grade Band**

