**Potential Challenges this Text Poses:** Young students will be introduced to text features that accompany the photographs in this text. Challenges might occur if students are not familiar with the basic text features that accompany informational text.

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

CCR. R. 2 (RL. K.2, RL.1.2)

CCR. R. 3 (RL. K.3, RL.1.3)

CCR. R. 9 (RL. K.9., RL. 1.9)

**Differentiation/Supports for Students:** Listening Workstations can serve as scaffolds where students can listen to text on tape. The tape should include not only the reading of text, but a think aloud by the reader explaining the text features. Paired reading, echo reading and boomerang reading can help frame the rereading in a different way. For students who need to be challenged, additional informational text on all kinds of bats should be made available to those who want to learn more about these fascinating animals.

**Considerations for Reader and Task**

**Briefly describe the text:** Hanging With Fruit Bats is informational text that comes from National Geographic for Kids. The text contains content information that is developmentally appropriate for young readers, as well as pictures and text features that can easily be understood by a child that is 5, 6 or 7 years old.

**Text Description**

**Complexity Band Level** (provide range): K - 1

**Lexile or Other Quantitative Measure of the Text**: 520 L

**Quantitative Measure**

Optional: Created by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(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 purpose of this text is to have young readers listen to or read content that is related to bats. The text contains text features that are easily understood and developmentally appropriate.

**Text Structure: *(****Briefly describe the structure, organization, and other features of the text.)* Moderately complex. The use of pictures supports the text. The text features accompanying the text enhances the understanding of its content. The

Number 1.200 is found in the text letting the reader or listener know how many species of bats can be found. This number is abstract to young children and a teacher will have to be creative in frontloading this particular fact.

**Language Features: *(****Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* Sentences are simple and straightforward. They are easy to understand due to their literal nature. Content vocabulary is Tier 2 and Tier 3. (e.g. mammal, species, fruit bats, etc.)

**Knowledge Demands: *(****Briefly describe the knowledge demands the text requires of students.)* Students would have to know what a bat looks like and some of their features before tackling this text individually. Thinking Aloud by the teacher as she frontloads some background information would be beneficial to those reading or listening to this text for the first time.

**Qualitative Measures**

**Briefly explain the recommended placement of the text in a particular grade band.** This text fits within a K-1 grade band. Students should be able to follow the informational text by connecting with the content through pictures. Scaffolding may be needed for those who have difficulty with text features and understanding the knowledge demands that are necessary for comprehending the content.

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

**Recommended Placement**

**Text Complexity Analysis of**

***Hanging with Fruit Bats***

**National Geographic**

**Recommended Complexity Band: K-1**

