**Briefly describe the text:** This award winning picture book, a clever, original variation of the ugly duckling, follows the adventure of a bat that is accidently dropped by her mother and falls into a nest of bird fledglings. This story covers her adventures with her new family, and also the reuniting of her original one. The lesson learned is that being different can really mean being alike in many ways.

**Text Description**

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:** There are concepts and themes that young children might find foreign. Lack of background information on birds and bats could possibly interfere with the comprehension of this book.

**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:** Stella Luna could be a part of a Listening Workstation, where students could listen to the story multiple times if they needed additional scaffolding. “Bat Facts” could also be placed on an Alphabox Anchor Chart, where all students could access these facts. Bridging the “Bat Facts” into a writing informational/explanatory piece could be the next steps with this text.

**Considerations for Reader and Task**

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

**Lexile or Other Quantitative Measure of the Text**: Lexile Measure-550L, DRA 30. Grade Level Equivalent 4.9, Guided Reading Level N

**Interest Level:** K - 2

**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 Stella Luna is to teach children the lesson of diversity, compassion and kindness, friendship and family. The reader or listener learns these lessons as each page is read closely.

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

Moderately complex. The organization is clear, chronologically or easy to predict. Pictures are very small and very hard to see if reading text aloud. The text contains lots of dialogue between characters. There are multiple themes to explore in this picture book, which include diversity, compassion and kindness, friendship and the value of family.

**Language Features: *(****Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* Moderately complex. The text contains many demonstrative adjectives, as well as preposition. The organization is clear, chronologically or easy to predict. The vocabulary is mostly contemporary and conversational, though students might experience difficulty with some verbs in the story (e.g. swooped, perched, clambered, clutched.) There are both simple and complex sentences with occasional more complex structures. (e.g. “Wrapping her wings about her, she clutched the thin branch, trembling with cold and fear.”)

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

**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 storyline, connect with the content, recognize the theme and actively engage in the group reading activities connected with this text with purpose and understanding. Scaffolding may be needed for those who have difficulty following the sequence of a story and understanding the knowledge demands that are necessary for comprehension of texty.

**Recommended Placement**

**Text Complexity Analysis of**

**Stella Luna**

**By: Janelle Cannon**

**Recommended Complexity Band: K - 1**

