

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Whitney Olson	<b>Event/Date:</b>	TeachFest Connecticut Summer Academy July 2014
<b>Text and Author</b>	“The Moon Over Star” By: Dianna Hutts Aston	<b>Where to Access Text</b>	Wonders Unit 4 Week 3 Scholastic Local or School Library
Text Description			
<p>This text takes place during the time of the first moon walk. This story follows a little girl and her family as they watch this historic event happen. She is very excited and anxious to watch Neil Armstrong and his fellow astronauts walk on the moon. Her grandfather on the other hand is not excited. He thinks that space exploration is a waste of time and money. During the story the family watches the lunar launch and the first steps on the moon. Through this experience the grandfather comes to make a connection with the little girl and begins to understand her perspective on the events that have taken place in the story.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	Lexile Level: 860 Grade Level: 4	<b>Text Length</b>	32 Pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The big idea of this text is how the author shows that the characters change from the beginning to the end of the story. Students will need to identify the point of view of the characters, the little girl and the grandfather. In the beginning of the story the little girl is excited to watch and experience the lunar launch, she cannot understand why her grandfather is not excited, and is refusing to watch with the family. In the beginning of the story the little girls is nervous for the astronauts but proud of them. Her grandfather has a much different point of view of the first moon walk. He is grumpy and thinks that it is a waste of money. He says that there are people here who need the money we should not be spending it on space. By the end of the story the grandfather begins to see the little girls perspective. He talks to her that night about how he saw his first airplane take off. He begins to relate to the little girls at the end of the story. Students will then read to see how each characters point of view changes from the beginning of the story to the end. Each character is able to begin to see the event from the others point of view.</p>		<p>This text is organized in a sequence of events structure. There are illustrations throughout the text to support the events as they occur in the story.</p>	

Prior Knowledge Demands	Language Features
<p>Students would benefit from prior knowledge of the space program. This story surrounds the Neil Armstrong's first steps on the moon. This story also references the space race with Russia happening in the 1960. Students having prior knowledge of space, and space exploration would benefit in the close reading of this text.</p>	<p>The language within this story is conventional and sequential. There are areas of descriptive, and figurative language throughout the story. There are many tier 2 words that are used to describe the lunar launch, as well as the feelings and emotions of the characters.</p>
Potential Reader/Task Challenges	
<p>Potential challenges for students reading this text might be noticing the change in perspective of the two characters. Students will need to not only identify the perspective of each character at the beginning of the story, but also identify how these characters change at the end. In addition students who have little to no knowledge of space exploration might have more difficulty with the story. Looking at the time frame, 1960's, of when this story takes place might be difficult or unfamiliar to some students as well. Students will need to be guided to discover how certain character traits influence the actions of a character. Students should be lead to discover how a characters experiences and motivations shape their point of view of the lunar landing.</p>	
Big Takeaway	
<p>Students will be able to describe the little girl and her grandfather in depth. Students will show an understanding of these characters motivations and actions to determine each characters point of view. Students will analyze the character's thoughts words and actions to determine their point of view of the moon landing using specific evidence from the text.</p>	

## Vocabulary Analysis Template

	<b>Words that demand less teaching time (i.e. the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)</b>
<b>Words that can be determined in context</b>	Gleaming (tier 2) Decade (tier 2) Squirmed (tier 2) Directing (tier 2)	Astronauts (tier 3)
<b>Words that cannot be determined in context</b>	Scouted (tier 2) Tinkering (tier 2)	