

Text Complexity Analysis Template

Text complexity analysis					
Created by:	Clorinda Cuomo	Event/Date:	July 29, 2014		
Text and Author	“Faces of the Moon” by, Bob Crelin	Where to Access Text	“Faces of the Moon” by, Bob Crelin- Book		
Text Description					
<p>“Faces of the Moon” is a delightful way of learning about the different phases of the moon using rhyme and appropriate vocabulary, including diagrams and captions to further develop a child’s understanding of the moon and its changes as well as how important captions, diagrams and bold print aid in a child’s comprehension of a text. The genre is non-fiction/poem.</p>					
Quantitative					
Lexile and Grade Level	Lexile 950, Grade Level 5	Text Length	31 pages		
Qualitative					
Meaning/Central Ideas		Text Structure/Organization			
<p>The Central Idea is phases of the moon and how it effects the Earth. This contains moderately to very complex meaning levels. The Moon follows a chronological order which in the text, is portrayed to us by examining which is visible in the sky as seen in the “Northern Hemisphere”. Some of the meanings are implicit and moderate. However, these meanings can be conveyed due to the elaborate illustrations provided.</p>		<p>The text is moderately complex having rhyming rhythmic stanzas reflecting each phase of the moon in order. The text has detailed very complex pictures along with cut out sections depicting each moon phase with the moon phase cut out at the top of the page in the shape of the particular phase. Captions at the bottom of some pages describe vocabulary or what that certain moon phase looks like. Diagrams, captions, bolded phrases are beneficial to the reader which aides to grasp these concepts. The poem style is bolded, yet the informational pieces are not in bold. Students need to have an understanding of cause and effect to realize that the moon’s phases are reflective of sunlight on the moon.</p>			
Prior Knowledge Demands		Language Features			
<p>Students must have observed a complete cycle of something in order to grasp that the moon phases are a cycle. Prior Knowledge requires a very complex knowledge of discipline using scientific terms, including a mix of recognizable ideas and challenging abstract concepts regarding the phases of the moon.</p>		<p>Positive tone using conventionally very complex wording with very complex sentence structure and mostly contemporary vocabulary. This text contains a vast amount of both academic and domain specific vocabulary.</p>			
Potential Reader/Task Challenges					
<p>Some of the vocabulary may be complex and challenging as it contains moderately to very complex meaning levels. If a student has difficulty learning new words with multiple or in depth meanings a slower paced approach is recommended. Students “may” have difficulty with an understanding of the changing phases as read in the “poem” context. The text is not written in a traditional non-fiction style. Through observation of the explicit illustrations, students can revisit the cut outs and illustrations several times to eventually grasp the phases and the moon cycle, which are essential for understanding the meaning of the “poem” type text.</p>					

Big Takeaway

In “Faces of the Moon”, the author wants Students to take away the phases of the moon using: CCS-RL.5.5 “Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.” The text is designed to present a user friendly version of learning that the phases of the moon follow a chronological order and are a reflection of the sun on one side of the moon. Students also learn that there is a dark side of the moon that the sun never reflects upon. Clever cut outs of each phase are presented sequentially to offer the student a strong visual of what each phase does and looks like. Soothing rhyming tones describe each phase throughout the text offering the student an exciting visual venture of moon facts.

Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
Words that can be determined in context	<p>Dusk (Tier 2) Dawn (Tier 2) Midday (Tier 2) Transforms (Tier 2) Midnight (Tier 2) Anew (Tier 2) Western (Viewer's point of view from Earth on western horizon) (Tier 2) Eastern (Viewer's point of view from Earth on eastern horizon) (Tier 2) Reflects (Tier 2) Reverse (Tier 2) Rises (Both Sun and Moon) (Tier 2) Shadow (Both Sun and Moon) (Tier 2)</p>	<p>Reveal (showing a phase)(Tier 2) Phase (as in a sequence/light and shadows) (Tier 2) Orbit (Both Earth and Moon) (Tier 2) Embark (Tier 2) Crescent (Tier 2) Revolves (Tier 2) Satellite (Tier 2)</p>
Words that cannot be determined in context	<p>Lunar Phase (Tier 3) Twilight (Tier 2) Poised (Tier 2) Gravity (Tier 2)</p>	<p>Lunar Month (Tier 3) Wax (grow) (Tier 3) Wane (fade, go away) (Tier 3) New Moon (Tier 3) Waxing Crescent (Tier 3) First Quarter (Tier 3) Waxing Gibbous (Tier 3) Full Moon (Tier 3) Waning Gibbous (Tier 3) Last Quarter (Tier 3) Waning Crescent (Tier 3) Anorthosite (encrusted hills made of light colored rock) (Tier 3) Basalt (dark volcanic rock) (Tier 3) Maria ("Seas" in Latin) (Tier 3)</p>