

## Text Complexity Analysis Template

Text complexity analysis					
<b>Created by:</b>	Stephanie Truksa	<b>Event/Date:</b>	TeachFest Connecticut 2014		
<b>Text and Author</b>	“The Kissing Hand” by Audrey Penn	<b>Where to Access Text</b>	Book store or school library ISBN 0-590-04701-9		
Text Description					
<p><b>The main character, a raccoon, doesn't want to go to his first day of school. His mom shows him the secret of the kissing hand to help ease his transition to school. This book is easily relatable to children who are just starting the school year. Children can identify the raccoon's feelings and make a connection to his feelings of starting the school year.</b></p>					
Quantitative					
<b>Lexile and Grade Level</b>	Lexile- 520 L; Kindergarten read aloud	<b>Text Length</b>	32 pages		
Qualitative					
<b>Meaning/Central Ideas</b>		<b>Text Structure/Organization</b>			
<p>The central idea of this book is about growing up, trying something new, and having support from a loved one. Students will need guidance finding the central meaning in the story. Children can make a connection to what it feels like to grow up and compare and contrast the things they can do now versus when they were younger.</p>		<p>This text is a narrative story with a lot of tagged dialogue to a character. This story has a beginning, middle and end. The story takes place over one day, starting in the morning with the raccoon nervous about his first night at school and ending with him going to school at night. There are clear story elements (characters, setting, a problem and a solution.) The illustrations support the story.</p>			
<b>Prior Knowledge Demands</b>		<b>Language Features</b>			
<p>Students will need to know what feelings are and be able to describe or act out what the feelings look like. (happy, sad, scared, comfortable, etc.) It would help students make a connection to the story if they have experience trying something new and knowing the feeling of being worried or nervous. Students will need to know that raccoon sleep during the day and that's why this raccoon goes to school at night instead of during the day like they do.</p>		<p>The language of this book is familiar to young child with some words that may need to be explained like scamper, cozy, or palm.</p>			
Potential Reader/Task Challenges					
<p>Students will be asked to make connections to the text. Some may not have felt nervous or scared for their first day. They may not understand how the raccoon feels. Some students may have trouble trusting the support from home and understanding why the raccoon feels happy when his mom shows him the secret.</p>					
Big Takeaway					
<p>Growing up and trying something new can be hard, but having support from your family makes it easier.</p> <p>RL.K.3 identify the major event in the story The major event in this story is the raccoon realizing that even though his mom isn't with him, a piece of her is always with him in his thoughts, to support him.</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>	Cozy (tier 2) Interested (tier 2) Palm (tier 2) Grinned (tier 2)	Thoughtful (tier 2)
<b>Words that cannot be determined in context</b>	Tingled (tier 2) Scamper (tier 2)	