TEXT COMPLEXITY ANALYSIS OF
What the Sun Sees, What the Moon Sees

by Nancy Tafuri

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
This is a richly illustrated picture book about the concept of day and night. In simple language, and with illustrations in brilliant colors, the book describes "what the sun sees" during the day, Readers are instructed to flip the book over to find out "what the moon sees", described using both words and watercolor illustrations in deep blues and grays.	The simple language and familiar context make this book engaging and accessible, allowing students to focus on the message conveyed through the unusual structure of the book. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for first graders.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: 260L
ASSOCIATED BAND LEVEL: N/A

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
This book contains multiple levels of meaning that are fairly easy to infer. The central message is clear but is conveyed with some subtlety. The author contrasts human and animal activity during the day and the night by describing the same location in the sunlight and in the moonlight, and shows the cyclical nature of day and night by ending each section with a similar transitional line.

TEXT STRUCTURE: Moderately Complex
One half of the book explains "what the sun sees" during the day. The other half explains "what the moon sees" at night. Within each of the two sections, the storyline Is clear, chronological, and easy to predict. Illustrations change not only in content, but also in tone, in order to support students in comprehending the differences between day and night. The pages in the day and night sections are parallel to one another, describing the same location at different times of day.

The overall structure of the text is somewhat complex. This is a "turn around" book- the physical format of the text and illustrations allows readers to start at either cover. The reader is directed to turn the book upside down in the middle, as the focus switches from day to night. Each section ends with a transition ("And the sun watches until the moon comes up.", "And the moon watches until the sun comes up."), signaling the cyclical pattern of day and night.

LANGUAGE FEATURES: Slightly Complex
Each two page spread contains one simple sentence. Sentences are written in a predictable pattern which supports comprehension and word identification. The language is straightforward and easy to understand. Although each page includes a new descriptive adjective, most vocabulary should be familiar to students.

KNOWLEDGE DEMANDS: Slightly Complex
This book describes both urban and rural scenes and experiences which will be familiar to most readers.

CONSIDERATIONS FOR READER AND TASK

This text serves primarily as a mentor text for the performance task at the end of the module. The patterns in the text overall, as well as the patterns in sentences make this text easy to read, understand and imitate.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

Although this book is, in many ways, simpler than texts used earlier in the module, this level of complexity suits its main purpose – which is to provide a mentor text for writing. Students engage in a focused read-aloud of What the Sun Sees, What the Moon Sees, noting the position of the sun and moon at different times of day and descriptions of the earth below (RL.1.1, RL.1.10). They use the book as a mentor text to study the author's craft. First, students work with one another to draft a class narrative poem titled "What the Moon Sees," which describes the moon, its position, and what is happening to the animals and people below during that time of night. Students then use their growing understanding of descriptive language, author's craft, and patterns of the sun to compose a narrative poem titled, "What the Sun Sees" (W.1.3, W.1.8). After completing a first draft of this poem for the Unit 3 Assessment, students give feedback to one another and revise and edit their pieces as part of the performance task (W,1.5).

1M2.3 #6