TEXT COMPLEXITY ANALYSIS OF
The Invisible Boy

by Trudy Ludwig

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
In this literary text, we learn the story of Brian, "The Invisible Boy". Brian doesn't get a lot of attention at school, from the teacher or from his classmates. He isn't picked for games and isn't invited to birthday parties. But when a new student joins the class, things begin to change. The new boy is different too. At lunch, kids laugh when they see him eating "funny food" with chopsticks. Brian decides to reach out. The two become friends, and soon make friends with others. Finally, Brian begins to feel seen.	The familiar setting, experiences and emotions described in this book provide a firm foundation for exploring the ways authors use language and illustrations to communicate a complex central message. Read aloud and supported with activities and discussion, this book falls in the 2-3 level band.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: A680L
ASSOCIATED BAND LEVEL: 2-3

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning. The central message of the book must be inferred, but is conveyed clearly through the text and subtly through the illustrations.

TEXT STRUCTURE: Moderately Complex
The story is chronological, and the basic plot is fairly easy to follow. The illustrations are important, as they extend the meaning and reveal the central message of the story. Dialogue boxes in the illustrations add detail to key interactions between characters, and often reveal the characters' emotions and thoughts. The illustration of Brian is at first drawn lightly in black and white. He gradually assumes color and definition, becoming more "visible" in the illustrations as he becomes more "visible" to his classmates.

LANGUAGE FEATURES: Moderately Complex
The language is easy to understand on a literal level, but the central message of the story (Brian's "invisibility") is often conveyed through figurative language. Some vocabulary may be unfamiliar, but is accessible through context and illustrations. Sentence structure consists primarily of simple and compound sentences, with some complex constructions.

KNOWLEDGE DEMANDS: Slightly Complex
The setting, events and experiences portrayed are common school activities that will be familiar to most readers. Most students will be able to relate to Brian's emotions in the story as well.

CONSIDERATIONS FOR READER AND TASK

In this story, the main character encounters difficult situations and emotions that may seem painfully familiar to some students. Discussions should be handled sensitively. Keeping discussions text-based offers a way to discuss these important issues without making specific students feel awkward, defensive or uncomfortable.

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

RATIONALE

This text deepens and extends students' understanding of why schools are important. Through *The Invisible Boy*, students explore the idea that school can help us to appreciate each other's abilities and the importance of treating people kindly. Students work to track the main character's change of emotions as he responds to events in his school day (RL.2.3). In the process, they gain a deeper understanding of the impact words and actions can have on others both in and outside of school. For the Unit 1 Assessment, students participate in a less scaffolded read-aloud of the book, during which they demonstrate an ability to use key details from the text and illustrations to show understanding of characters and plot, and to describe how characters in a story respond to major events (RL.2.1, RL.2.3, RL.2.7).

2M1.1 #2