

Overall Alignment

Mama Bat and Baby Bat...Screech, Chirp Chatter is best suited as:

Primary instructional level: Grade 1–2

Read-aloud/listening level: Kindergarten

- **Extension or independent-reading text:** Grade 3, depending on final text complexity and layout
- **Genre:** Literary nonfiction / informational narrative
- **Primary topics:** Bats, mammals, animal behavior, nocturnal animals, mother–offspring relationships, echolocation, survival
- **Text features:** Sidebar nonfiction facts, sensory language, repeated sound patterns, onomatopoeia, sequential events, illustrations, circular spot illustrations, two-page spreads

The book offers a strong combination of **narrative structure and informational content**, making it appropriate for the type of genre comparison and text-feature work commonly emphasized in K–3 literacy instruction.

Page-by-Page Alignment

Pages	Primary literacy focus	myView-style alignment	Grade-level fit
4–5	Sequence, descriptive verbs, visual placement of words, vocabulary	Students identify what happens first and examine how illustrations and word placement contribute to meaning.	K–2
6–7	Cause and effect, character/animal actions,	Students explain how Mama Bat cares for her pup and connect the narrative event to the sidebar information about mammals.	K–2

	informational facts		
8–9	Sound words, repetition, dialogue, animal communication	Students interpret repeated sound patterns and explain how the mother and pup recognize each other.	K–2
10–11	Time sequence, problem preparation, text features	Students identify the meaning of “as evening approaches” and explain why Mama Bat places the pup on the cave roof.	K–2

12–13	Main event, day/night cycle, cause and effect	Students explain why Mama Bat leaves the cave and why the pup remains behind.	K–2
14–15	Setting, movement, sensory language, descriptive verbs	Students describe the cave environment and determine how the pup searches for his mother.	K–2
16–17	Problem, character response, survival,	Students explain the danger facing the pup and use details from the text to describe how he survives.	1–3

	domain-specific vocabulary		
18–19	Repetition, visualizing, problem development, contrast	Students compare what the pup can and cannot use to find Mama: sight, scent, and sound.	1–3
20–21	Plot shift, time sequence, problem solving	Students explain how Mama Bat searches for the pup and connect the event to the sidebar information about foraging.	K–2
22–23	Communication, sequence,	Students identify how sound helps reunite Mama Bat and Baby Bat.	K–2

	problem resolution		
24–25	Inference, reunion, emotional response, confirmation of details	Students infer how the characters feel and identify evidence of affection and reassurance.	K–2
26–27	Repetition, closure, summary, theme	Students summarize the story and explain how the ending resolves the separation.	K–2

Standards and Skill Alignment

Kindergarten

Reading Literature and Informational Text

The book supports students in:

- Retelling major events in sequence
- Identifying characters or animal subjects
- Describing settings, especially the cave
- Asking and answering questions about the text and illustrations
- Identifying the main topic of the sidebar facts
- Connecting illustrations to the words
- Identifying words that describe actions, sounds, and feelings

Phonics and Language Opportunities

The book provides opportunities to work with:

- Initial sounds in words such as **screech, chirp, chatter, cling, clasp, clutch, cradle**
- Repeated consonant sounds
- Rhyming or near-rhyming word families, depending on revisions
- Action verbs
- Oral segmentation and blending
- Sound-symbol connections using animal noises

Grade 1

Reading Literature

Students can:

- Retell the story, including the beginning, middle, and ending
- Identify the central problem: Baby Bat becomes separated from Mama
- Describe how the problem develops and is resolved
- Identify repeated patterns and key details
- Explain how Mama Bat and Baby Bat respond to one another
- Identify the lesson or message related to care, attachment, and survival

Reading Informational Text

The sidebar material supports:

- Identifying the main topic of each sidebar
- Locating key details
- Asking and answering questions
- Identifying similarities and differences between bats and other mammals
- Explaining cause-and-effect relationships
- Using photographs or illustrations to understand information

Vocabulary

Strong Tier 2 and domain-specific vocabulary includes:

- **guides**
- **cradles**
- **delivers**
- **scent**
- **approaches**
- **secures**
- **predators**
- **forages**
- **precision**
- **roost**
- **nocturnal**
- **echolocation**
- **reunited**
- **reassuring**

Some of these words may require teacher support or a glossary.

Grade 2

Grade 2 is likely the strongest instructional match because the book supports both **literary analysis and informational reading**.

Reading Literature

Students can:

- Describe how the plot unfolds
- Explain how the character's actions respond to events
- Analyze the effect of repeated phrases
- Determine the meaning of descriptive and sensory language
- Compare the emotional states of Mama Bat and Baby Bat
- Identify how the ending contributes to the overall meaning

Reading Informational Text

Students can:

- Identify the main purpose of each sidebar
- Explain how facts support the narrative
- Describe connections among ideas, such as:
 - Bats are mammals.
 - Mammals feed their babies milk.
 - Mama Bat must leave to find food.
 - Baby Bat remains behind because he cannot yet eat insects.
- Use text features to locate information
- Compare information in the narrative text with information in the sidebars

Grammar and Language

The book supports instruction in:

- Verbs and precise action words
- Adjectives and sensory descriptions
- Prepositions and positional language:
 - **upside down**
 - **to her chest**
 - **under the roof**
 - **among the piles**
- Sentence fragments used intentionally for rhythm
- Repetition and parallel structure
- Punctuation in dialogue-like sound sequences
- Capitalization of proper nouns, if names are assigned to the bats

Grade 3

The book can support Grade 3 instruction when used for close reading, paired-text work, or text-set instruction.

Reading Literature and Informational Text

Students can:

- Explain how the point of view shapes the presentation of events
- Compare the narrative portions with the factual sidebars
- Determine the meaning of domain-specific terms
- Analyze how the text's structure builds suspense
- Describe the relationship between Mama Bat's behavior and the pup's survival
- Summarize the manuscript using major events and supporting details
- Distinguish literal information from inferences

Strongest myView Instructional Connections for Grade 3

1. Literary Nonfiction

The book combines:

- A true-to-life animal subject
- A sequential narrative
- Factual informational sidebars
- Illustrations that support both story and science content

This makes it useful for teaching students that some texts may contain both **story elements and factual information**.

2. Main Idea and Supporting Details

Each sidebar has a clear instructional focus:

Sidebar topic	Main idea
Pages 5, 7	Baby bats are pups and receive milk from their mothers.
Page 9	Mother bats and pups recognize one another's unique voices.
Page 11	Mother bats place pups in safe locations.
Page 13	Bats are nocturnal and mothers leave to forage.

Page 15	Bats may roost in large or small groups.
Page 17	Bats use their body structure and climbing ability to remain safe.
Page 19	Bats fly precisely but may move awkwardly on the ground.
Page 21	Nursing mothers need additional food to produce milk.
Page 23	Bats use scent and voice to identify their pups.

Page 25	Mother bats protect and show affection toward their pups.
Page 27	Baby bats cling to their mothers using their toes.

These sidebars could be especially effective for **main idea/detail sorting**, **question generation**, and **text-feature scavenger hunts**.

3. Cause and Effect

The book contains several clear cause-and-effect relationships:

- Mama Bat leaves to find food because bats are active at night.
- Baby Bat stays behind because he cannot yet eat insects.
- Mama Bat places Baby Bat on the cave roof to protect him from predators.
- Baby Bat cries out because he cannot find Mama.
- Mama Bat searches for Baby Bat because she cannot find his scent.
- The mother and pup reunite because they recognize each other's voices and scents.

4. Sequence and Time

The narrative has a strong chronological structure:

1. Baby Bat is born.
2. Mama Bat feeds and comforts him.
3. She teaches him her voice.
4. She carries him to a safe place.
5. She leaves to forage.
6. Baby Bat searches for her.
7. Mama Bat returns and searches for him.
8. They recognize one another.
9. They reunite and sleep.

This structure aligns well with sequencing activities, retelling, story mapping, and summary writing.

5. Sound, Rhythm, and Word Study

The repeated sound sequences are a major strength:

Screech, chirp, chatter, chatter, screech

The repeated action-word sequences also create rhythm:

Cling, clasp, clutch, cradle

Swaddle and tuck,

Sip, suck

These passages support instruction in:

- Onomatopoeia
- Alliteration
- Repetition
- Rhythm
- Verb choice
- Sound patterns
- Oral reading fluency
- Choral reading and echo reading

6. Text Features

The sidebars provide a natural opportunity to teach:

- Main text versus supplemental text
- Captions or fact boxes, if designed as such
- Bold or highlighted vocabulary
- Headings
- Diagrams or labeled illustrations, if added
- How sidebars expand or clarify the main text

For Grades 2–3, students could be asked:

Which information appears only in the sidebar and not in the narrative?

Or:

How does the sidebar help you understand why Mama Bat leaves the cave?

Suggested myView-Style Student Tasks

Kindergarten–Grade 1

- Retell the story using picture cards.
- Identify what Mama Bat does to care for her pup.
- Match bat vocabulary with illustrations.
- Sort events into **daytime** and **nighttime**.
- Identify repeated words and sounds.
- Answer who, what, where, when, and why questions.

Grades 1–2

- Complete a beginning–middle–end story map.
- Identify the problem and solution.
- Match each sidebar with its main idea.
- Explain why Baby Bat stays in the cave.
- Find examples of words that show movement.
- Use evidence to explain how the bats find each other.

Grades 2–3

- Compare the narrative text with the factual sidebars.
- Write a summary using transition words.
- Explain how the author builds suspense before the reunion.
- Determine the meaning of **nocturnal**, **roost**, **forage**, and **echolocation** using context.
- Identify cause-and-effect relationships.
- Write an explanatory paragraph:

How does a mother bat care for her pup?

- Write an evidence-based response:

Why is the cave both a safe place and a dangerous place for Baby Bat?

The book would work particularly well in a myView sequence that pairs **literary texts with informational texts**, asks students to compare genres, and emphasizes how illustrations and text features contribute to meaning. Before final curriculum submission or publication, the sidebar science should be reviewed by a qualified bat expert or authoritative scientific source.