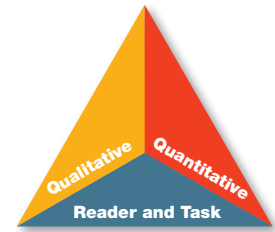


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *A Froggy Fable*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	640L
	Average Sentence Length	11.22
	Word Frequency	3.76

Qualitative Measures	Levels of Meaning	understand elements of a fable; figurative language: personification; multiple levels of meaning
	Structure	conventional structure; events happen chronologically
	Language Conventionality and Clarity	close alignment between images and text; use of signal words for sequence
	Theme and Knowledge Demands	simple theme

Reader and Task Suggestions	FORMATIVE ASSESSMENT Based on assessment results, use the Reader and Task Suggestions in Access Main Selection to scaffold the selection or support independence for children as they read <i>A Froggy Fable</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding multiple-meaning words. Refer to the vocabulary skill lesson on p. 26g. Review the features of fables. Remind children that as they encounter multiple-meaning words, they may need to read more slowly to better understand the text. 	<ul style="list-style-type: none"> Levels of Meaning • Evaluate If children struggle with understanding fables, have them compare and contrast this text with a piece of realistic fiction, such as <i>The Twin Club</i>. Levels of Meaning • Analyze If children do not have difficulty understanding fables, have them identify features of the genre in this text.

Recommended Placement Both the qualitative and quantitative measures suggest this text should be placed in the Grade 2–3 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it. With support while reading the longer sentences, children should be able to stretch access the content of this selection.