

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *A Summer's Trade*.

Bridge to Complex Knowledge

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| Quantitative Measures | Lexile | 780L |
| | Average Sentence Length | 11.24 |
| | Word Frequency | 3.51 |

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| Qualitative Measures | Levels of Meaning | understand how the setting contributes to the story |
| | Structure | conventional structure |
| | Language Conventionality and Clarity | natural, conversational language academic language |
| | Theme and Knowledge Demands | experiences that are different from those of most readers; references to cultural experiences |

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| 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 students as they read <i>A Summer's Trade</i> . | |
| | READER AND TASK SUGGESTIONS | |
| | Preparing to Read the Text | Leveled Tasks |
| | <ul style="list-style-type: none"> Using the information on p. 262e, review strategies for using context clues to find the meaning of an unfamiliar word. Discuss how the events of a story build up logically to the ending. Remind students that this selection contains situations with which they may be unfamiliar. They may need to re-read some passages to ensure comprehension. | <ul style="list-style-type: none"> Theme and Knowledge Demands If students have little knowledge of Indian reservations or trading posts, have them keep track of things they find confusing and search for clarification as they read. Levels of Meaning • Evaluation Some students will already understand the importance of setting. As they read, have them consider how the story might be different if it took place in a big city. |

Recommended Placement Both the qualitative and quantitative measures suggest this text should be placed in the Grade 4–5 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it.