

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *A Symphony of Whales*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	690L
	Average Sentence Length	10.52
	Word Frequency	3.67

Qualitative Measures	Levels of Meaning	understand Glasha's motivation
	Structure	conventional structure; events happen chronologically
	Language Conventionality and Clarity	references to cultural experiences
	Theme and Knowledge Demands	a basic understanding of Arctic animals and Arctic culture; an understanding of whales as thinking creatures; basic knowledge of the sounds of various musical instruments

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 Symphony of Whales</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Point out the location of the Arctic on a map. Discuss with students what life is like there and the kinds of animals that live there. Discuss how authors sometimes mix events that are realistic with events that are not realistic in a fictional story. Remind students they may need to adjust their reading rate as they encounter unfamiliar words. 	<ul style="list-style-type: none"> Levels of Meaning • Analysis Students may have difficulty understanding Glashka's motivation in helping the whales. Have students read to discover Glashka's special connection to the whales. Then have them identify reasons why that might make her feel responsible for them. Theme and Knowledge Demands If students have difficulty understanding how the whales get stuck in the ice, have them look at the picture on pp. 480–481 and tell what weather conditions are like in the Arctic.

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.