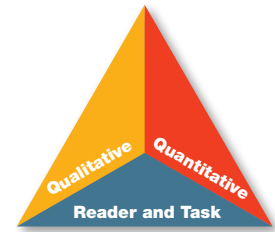


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *A Trip to Washington, D.C.*

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	380L
	<b>Average Sentence Length</b>	7.84
	<b>Word Frequency</b>	3.83
	<b>Word Count</b>	298

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	information is factual with a clearly stated purpose
	<b>Structure</b>	map with numbered locations that align with descriptions in the text; captions; locations found above bus window
	<b>Language Conventionality and Clarity</b>	literal, clear language; close alignment between images and text
	<b>Theme and Knowledge Demands</b>	an uncommon perspective; a basic knowledge of some American symbols and landmarks

<b>Reader and Task Suggestions</b>	<b>FORMATIVE ASSESSMENT</b> Based on assessment results, use the <b>Reader and Task Suggestions</b> in Access Main Selection to scaffold the selection or support independence for children as they read <i>A Trip to Washington, D.C.</i>	
	<b>READER AND TASK SUGGESTIONS</b>	
	<b>Preparing to Read the Text</b>	<b>Leveled Tasks</b>
	<ul style="list-style-type: none"> <li>Review the sound of vowel digraphs <i>oa</i>, <i>ow</i>.</li> <li>Discuss the purpose of expository text.</li> <li>Remind children that they may need to read expository text more slowly to better understand it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structure</b> If children cannot tell you which location a picture is showing, have them read the word or words on the image of the bus.</li> <li><b>Theme and Knowledge Demands</b> If children are familiar with the eagle as a symbol of freedom, ask them to find another symbol in the selection and tell what it represents.</li> </ul>

**Recommended Placement** This text is appropriate for placement at this level due to both the quantitative and qualitative elements of the selection.