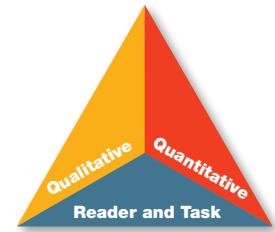


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *A Walk in the Desert*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	510L
	Average Sentence Length	8.88
	Word Frequency	3.32

Qualitative Measures	Levels of Meaning	understand expository text; explicit objective or purpose for reading is given
	Structure	conventional structure; map; captions
	Language Conventionalty and Clarity	conventional; close alignment between images and text; academic language
	Theme and Knowledge Demands	text assumes a basic knowledge of continents; simple theme; singular 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 Walk in the Desert</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review inflected endings -s, -es, and -ing. Discuss the author's use of photos and labels to indicate information presented in the text. Remind children that this text is nonfiction. They may need to read more slowly to better understand the selection. 	<ul style="list-style-type: none"> Structure If children struggle with understanding the map on pp. 138–139, have them compare a globe to the map in the text. Levels of Meaning • Evaluate If children do not have difficulty understanding the text, have them compare and contrast desert animals included in the selection.

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. Scaffolded support for unfamiliar words will help children stretch to reach the content of the selection.