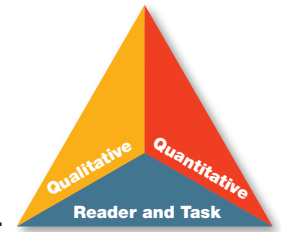


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *A Weed Is a Flower*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	710L
	Average Sentence Length	11.22
	Word Frequency	3.68

Qualitative Measures	Levels of Meaning	understand biographies; information is factual with a clearly stated purpose
	Structure	simple, predictable structure; events happen chronologically
	Language Conventionality and Clarity	clear language; use of signal words for sequence; close alignment between images and text
	Theme and Knowledge Demands	text assumes no prior knowledge; singular perspective

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 Weed Is a Flower</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding synonyms. Refer to the Vocabulary lesson on p. 486f. Discuss the features of biographies. 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"> Levels of Meaning • Evaluate If children struggle understanding biographies, have them identify events from Carver's life that they find possible and interesting. Levels of Meaning • Evaluate If children have no difficulty understanding biographies, have them compare and contrast this selection with <i>Abraham Lincoln</i> from Unit 2.

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.