Text-Based Comprehension

Zoom in on ©

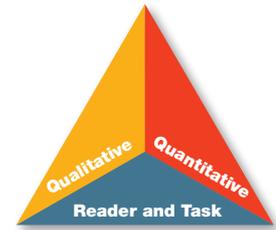## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Abraham Lincoln*.

Bridge to Complex Knowledge

Quantitative Measures		
	Lexile	590L
	Average Sentence Length	9.56
	Word Frequency	3.48

Qualitative Measures		
	Levels of Meaning	understand informational text; understand biographies
	Structure	unusual structure; unconventional chronology; time line
	Language Conventionality and Clarity	clear, conventional language; close alignment between images and text
	Theme and Knowledge Demands	multiple themes; text assumes no prior knowledge

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 *Abraham Lincoln*.

READER AND TASK SUGGESTIONS	
Preparing to Read the Text	**Leveled Tasks**
• Review contractions *n't, 's, 'll,* and *'m.* • Point out that this selection is a biography, even though it begins and ends as realistic fiction. • Remind children that this text is informational. They may need to read more slowly to better understand the text.	• **Structure** If the structure of this text is confusing for some children, have them discuss the differences between the illustrations on pp. 230–237 and the rest of the selection. • **Levels of Meaning • Analyze** If the structure of this text does not pose a problem for children, have them determine possible reasons for using different kinds of pictures in this text.

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. Encourage children to stretch to access some of the unfamiliar words using context clues and the images on the page.