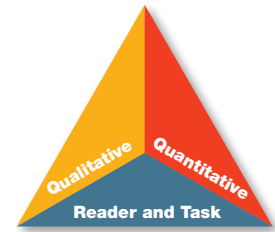


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Alexander Graham Bell: A Great Inventor*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	Lexile	320L
	Average Sentence Length	9.83
	Word Frequency	3.46
	Word Count	462

<b>Qualitative Measures</b>	Levels of Meaning	biography contains factual information with a clearly stated purpose; one level of meaning
	Structure	time lines; diagrams; headings; captions, events are presented chronologically
	Language Conventionality and Clarity	literal, clear language; simple sentence structure
	Theme and Knowledge Demands	a basic understanding of what inventors do

<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>Alexander Graham Bell: A Great Inventor</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 vowel sound in <i>ball</i>.</li> <li>Discuss the kind of information found in a biography.</li> <li>Remind children that they may need to read nonfiction more slowly than other genres in order to understand it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Synthesis</b> If children do not grasp that inventions evolve, have them compare the two phones on p. 193.</li> <li><b>Structure</b> To ensure that children understand how information is organized on a time line, have them point to where an event from 1873 would go on the time line on p. 176.</li> </ul>

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