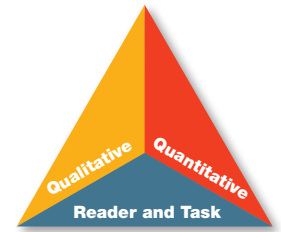


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *America's Champion Swimmer: Gertrude Ederle*.

Bridge to Complex Knowledge

| | | |
|------------------------------|--------------------------------|-------|
| Quantitative Measures | Lexile | 750L |
| | Average Sentence Length | 10.45 |
| | Word Frequency | 3.62 |

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|-----------------------------|--|---|
| Qualitative Measures | Levels of Meaning | understand biographies; understand the writer's motivation |
| | Structure | events in order chronologically; simple graphics |
| | Language Conventinality and Clarity | literal, clear, conventional language |
| | Theme and Knowledge Demands | text assumes no prior knowledge; experiences described are uncommon |

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|------------------------------------|--|--|
| 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 students as they read <i>America's Champion Swimmer: Gertrude Ederle</i> . | |
| | READER AND TASK SUGGESTIONS | |
| | Preparing to Read the Text | Leveled Tasks |
| | <ul style="list-style-type: none"> Review skills and strategies for understanding multiple-meaning words. Review the text structure of a biography. Remind students that biographies often contain dates and famous events. Tell them to adjust their reading rate to better understand what is happening and when. | <ul style="list-style-type: none"> Levels of Meaning • Analysis Students may find it difficult to understand why the writer chose Gertrude Ederle as a subject. As they read, have students note Gertrude's accomplishments and abilities. Structure If students have difficulty following the events in the selection, have them look at the illustrations and match them to what is happening in the 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.