

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Antarctic Journal*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	890L
	Average Sentence Length	13.9
	Word Frequency	3.47

Qualitative Measures	Levels of Meaning	understand the features of a journal; understand Jennifer Owings Dewey's motivation to write about her experiences in Antarctica
	Structure	unusual structure (diary entries and letters); map; captions; events happen chronologically
	Language Conventinality and Clarity	academic language; complex sentence structure
	Theme and Knowledge Demands	a basic knowledge of traveling by ship, of whales and penguins, and basic geography terms

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>Antarctic Journal</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> • Discuss Greek and Latin prefixes. • Discuss the elements and structure of an autobiography, told in a journal format. • Remind students to adjust their reading rate in order to comprehend the complex sentence structure and academic language. 	<ul style="list-style-type: none"> • Structure If students have difficulty understanding the structure, have them look at the headings and note the chronological order. Point out that the photographs, illustrations, and maps provide graphic support for each page of the text. • Language Conventinality and Clarity The complex sentence structure may be challenging for some students. Model how to break a sentence down by identifying the main action and details. Remind students to use this strategy when they encounter other difficult sentences.

Recommended Placement Generally, the qualitative and quantitative measures suggest this text should be placed in the Grade 4–5 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it. Some students may need scaffolded support to work through the unfamiliar format of the journal. With support, students should be able to access the content of this selection.