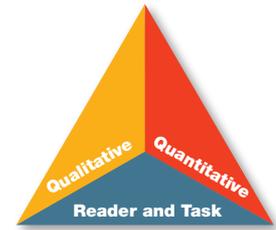


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Around One Cactus*.

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	N/A
	Average Sentence Length	18.18
	Word Frequency	3.16

Qualitative Measures	Levels of Meaning	understand that factual information can be delivered in a variety of formats
	Structure	combination of a letter format; poetry; expository prose in the form of field notes and small fact notes
	Language Conventionality and Clarity	each stanza of the poem is presented as one sentence; academic language
	Theme and Knowledge Demands	an unusual perspective is used; a basic understanding of a desert habitat

Reader and Task Suggestions	<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 students as they read <i>Around One Cactus</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 strategies for understanding words with prefixes and suffixes.</li> <li>Discuss how authors use a variety of formats to deliver information.</li> <li>Remind students that they may need to read more slowly as they encounter different formats in a text.</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Conventionality and Clarity</b> Students may have difficulty following the action of the poem from stanza to stanza. As they read each stanza, have students identify what is repeated from the previous stanza and what is added.</li> <li><b>Structure</b> If students have difficulty understanding the selection because of its unusual structure, have them look at each of the three sections individually. Then have them identify what kind of information is contained in each section.</li> </ul>

**Recommended Placement** The quantitative measures suggest this text may be outside the Grade 2–3 text complexity band. With support while reading the longer sentences in the poem, students should be able to access the content of this selection. The vocabulary may stretch some students, but the context support within the text and in the illustrations will help make the content accessible.