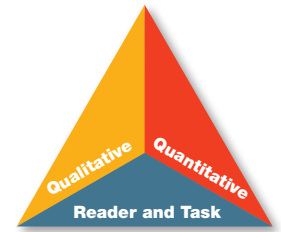


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Because of Winn-Dixie*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	750L
	Average Sentence Length	11.2
	Word Frequency	3.66

Qualitative Measures	Levels of Meaning	understand realistic fiction; understand Opal's motivation to make friends in a new town
	Structure	explicit; dialogue; multiple voices
	Language Conventinality and Clarity	literal language; natural, conversational language; humor; jargon
	Theme and Knowledge Demands	references to other literary text; simple theme; a perspective that is similar to one's own or common to many

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>Because of Winn-Dixie</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review skills and strategies for understanding suffixes. Discuss the characteristics of realistic fiction texts. Remind students to adjust their reading rate in order to identify the multiple voices in the dialogue. 	<ul style="list-style-type: none"> Levels of Meaning • Evaluation If students have difficulty understanding the genre, have them find and explain details that prove the story is realistic fiction. Structure Dialogue may not be a problem for some readers. Have pairs read parts of the story aloud, reading the dialogue of Opal and Miss Franny. Remind students that dialogue gives clues to each character's personality.

Recommended Placement One of the qualitative measures suggests this text might be slightly below the Grade 2–3 text complexity band. Since this selection occurs early in the year, it should provide a successful entry to the reading program for students.