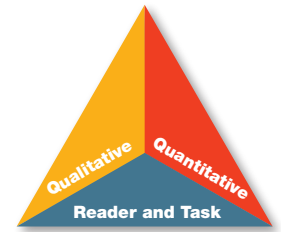


# Text-Based Comprehension



## Text Complexity Measures

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

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	350L
	Average Sentence Length	6.52
	Word Frequency	3.58
	Word Count	411

Qualitative Measures	Levels of Meaning	understand the fantasy elements in a fairy tale; figurative language: onomatopoeia
	Structure	simple, predictable structure
	Language Conventionality and Clarity	natural, conversational language; use of italics to signal onomatopoeia
	Theme and Knowledge Demands	a basic knowledge of the Cinderella story makes understanding this version richer

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 children as they read <i>Cinderella</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 compound words. Refer to the lesson on p. 60a.</li> <li>Discuss how a fairy tale is different from other kinds of fiction.</li> <li>Remind children who misread words that slowing their reading rate can help them read more accurately.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theme and Knowledge Demands</b> If children are familiar with another version of Cinderella, have them tell one way the version they know is the same as this one and one way it is different.</li> <li><b>Levels of Meaning • Evaluation</b> If children do not understand the genre because the main character acts in a realistic way, have children describe plot elements that are fantastical.</li> </ul>

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