

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity *Cliff Hanger*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	480L
	Average Sentence Length	7.98
	Word Frequency	3.61

Qualitative Measures	Levels of Meaning	understand realistic fiction; figurative language: onomatopoeia; understand how setting contributes to the story
	Structure	simple structure; dialogue; multiple voices
	Language Conventionality and Clarity	clear, literal language; simple sentence structure; jargon
	Theme and Knowledge Demands	a basic knowledge of climbing terms; a perspective that is similar to one's own

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>Cliff Hanger</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review how using context clues can help to determine the meaning of unfamiliar words. Discuss the elements of realistic fiction. Remind students to adjust their reading rate in order to understand how the setting contributes to the story. 	<ul style="list-style-type: none"> Levels of Meaning • Synthesis Students may not have difficulty understanding the author's use of figurative language. Have them read p. 241 to find an example of onomatopoeia. Have students invent other ways the author could have added onomatopoeia to this page. Theme and Knowledge Demands If students have limited knowledge of climbing terms, remind them to use the context and illustrations as they read. Have them use a dictionary to clarify meaning if needed.

Recommended Placement The quantitative measures suggest this text should be placed below the Grade 4–5 text complexity band. The jargon and unfamiliar setting and circumstances raise the difficulty level of the selection to be more appropriate for this level.