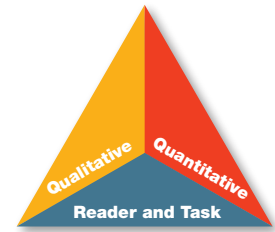


Text-Based Comprehension



Text Complexity Measures

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

Bridge to Complex Knowledge

Quantitative Measures	Lexile	630L
	Average Sentence Length	9.47
	Word Frequency	3.54

Qualitative Measures	Levels of Meaning	understand setting in informational text; information is factual with a clearly stated purpose
	Structure	simple, conventional structure; map
	Language Conventinality and Clarity	academic language; complex sentence structure
	Theme and Knowledge Demands	a basic knowledge of trail drives; experiences that are very different from 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 children as they read Cowboys .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding unfamiliar words. See the vocabulary skill lesson on p. 464g. Point out the author's use of a map on pp. 486–487. Remind children that this text is informational. They may need to read more slowly to better understand the text. 	<ul style="list-style-type: none"> Language Conventinality and Clarity If children have difficulty with complex sentence structure, have them identify confusing sentences and work with them to interpret meanings. Language Conventinality and Clarity If children have no difficulty with complex sentence structure, have them identify and explain examples.

Recommended Placement Both the qualitative and quantitative measures suggest this text should be placed in the Grade 2–3 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it. Encourage children to stretch to access some of the unfamiliar words using context clues and the images on the page.