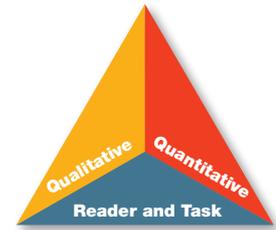# Text-Based Comprehension

Zoom in on ©

Text Complexity Measures

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

Qualitative Quantitative Reader and Task

Bridge to Complex Knowledge

Quantitative Measures	Lexile	660L
	Average Sentence Length	9.7
	Word Frequency	3.51

Qualitative Measures	Levels of Meaning	understand realistic fiction; character motivation; figurative language: simile
	Structure	conventional; predictable layout; unusual structure (letter); dialogue
	Language Conventionality and Clarity	clear language; use of signal words for sequence
	Theme and Knowledge Demands	a basic knowledge that Seoul is far away and that some other languages use a different way of writing than other languages; references to other cultures

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 *Dear Juno*.

READER AND TASK SUGGESTIONS	
Preparing to Read the Text	**Leveled Tasks**
• Review the long *o* vowel patterns *o, oa,* and *ow*. • Point out the author's use of a letter as part of the text. • Remind children that as they encounter unfamiliar words, they may need to read more slowly and think about how each word is used.	• **Language Conventionality and Clarity** If children struggle with sequence, have them identify signal words used to denote sequence in the text. • **Structure** If children are confused by the use of a letter as part of the text, have them discuss reasons the author might have included it in this selection.

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. Children should be encouraged to access any unfamiliar vocabulary using the context clues and images.