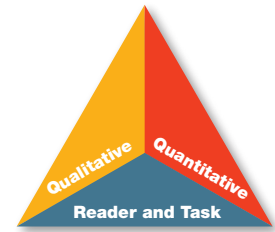


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Fly Eagle, Fly!: An African Tale*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	730L
	Average Sentence Length	11.18
	Word Frequency	3.65

Qualitative Measures	Levels of Meaning	understand the elements of folk tales; figurative language; simile
	Structure	simple; conventional structure
	Language Conventionality and Clarity	clear language; close alignment between pictures and text
	Theme and Knowledge Demands	cultural experience different from most readers

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>Fly Eagle, Fly!: An African Tale</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review using a dictionary to find the meanings, syllable divisions, and pronunciations of unfamiliar words. Review the features of a folk tale. Remind students to adjust their reading rate as they encounter challenging vocabulary and concepts. 	<ul style="list-style-type: none"> Theme and Knowledge Demands If students have difficulty understanding the setting of this folk tale and the culture of its characters, have them name things in the picture on pp. 162–163 that provide clues that the story does not take place in the United States. Structure Many students may not have difficulty with the simple structure and clear language of this folk tale. Have students identify what happens first, next, and last and the conflict in the story.

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.