

# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Ghost Towns of the American West*.

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	1170
	Average Sentence Length	18.63
	Word Frequency	3.15

Qualitative Measures	Levels of Meaning	information is factual with a clearly stated purpose; understand that factual information can be gathered from images and text; figurative language: idioms
	Structure	captions; flash-back; primary source quotations
	Language Conventionality and Clarity	literal, clear language; antiquated language; jargon
	Theme and Knowledge Demands	a basic knowledge of events in the mid- to late 1800s in the western United States; experiences that are very different from one's own

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 students as they read <i>Ghost Towns of the American West</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>Using the information on p. 288e, review strategies for using prefixes to find the meanings of unknown words.</li> <li>Discuss text features an author might use to organize information in an expository text.</li> <li>Remind students to slow down or re-read certain passages as they encounter challenging vocabulary or concepts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Synthesis</b> If students will not have difficulty connecting information in the text to the pictures, have them find instances in the text when a picture might have helped them better understand it.</li> <li><b>Theme and Knowledge Demands</b> If students do not have adequate understanding of ghost towns, have them jot down things that confuse them and consult a reference source.</li> </ul>

**Recommended Placement** Both the qualitative and quantitative measures suggest this text may be challenging for students at this level. With scaffolded support, students should be able to access the content of this selection. Support for the longer quotations and sentences will make the content of this selection accessible to students. Encourage students to stretch to access some of the unfamiliar words using context clues and the images on the pages.