

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Hottest, Coldest, Highest, Deepest*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	1000L
	Average Sentence Length	14.29
	Word Frequency	3.39

Qualitative Measures	Levels of Meaning	understand that factual information can be gathered using text, graphs, maps, and images
	Structure	maps; graphs
	Language Conventionalty and Clarity	academic language; non-English place names, complex sentence structure
	Theme and Knowledge Demands	singular theme; a basic understanding of graphs used for comparison

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>Hottest, Coldest, Highest, Deepest</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review alphabetizing by the first three letters in a word to find words in a dictionary. Discuss how an author might use maps and charts to deliver factual information. Remind students that when reading expository text that includes charts and maps, they should read more slowly to understand all of the information the author is providing. 	<ul style="list-style-type: none"> Theme and Knowledge Demands If students have difficulty understanding how the maps on each page relate to the text, have them note where the red dot is on each map and match it to the place mentioned in the text. Language Conventionalty and Clarity Students may have difficulty with the academic vocabulary and complex sentences in this selection. Remind students to use context clues, illustrations, and graphic organizers to access the content.

Recommended Placement The quantitative measures suggest this text may be outside the Grade 2–3 text complexity band. The listing of factual information makes the length of some sentences more complex. With scaffolded support, students should be able to access the content of this selection. Students should be encouraged to access the unfamiliar vocabulary using the context clues and images.