

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *How Night Came from the Sea*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	950L
	Average Sentence Length	16.03
	Word Frequency	3.73

Qualitative Measures	Levels of Meaning	understand myths; figurative language: simile
	Structure	predictable structure
	Language Conventinality and Clarity	clear language; non-English words
	Theme and Knowledge Demands	references to another culture

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>How Night Came from the Sea</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> • Revisit the strategies for understanding unfamiliar words. • Discuss the structural elements of myth. • Point out that students should adjust their reading rate in order to comprehend the figurative language and longer sentences in the selection. 	<ul style="list-style-type: none"> • Levels of Meaning • Synthesis If students have difficulty with figurative language, have them read p. 391 to find an example of a simile. Have students invent other ways the author might have written the sentence. • Structure The structure of a myth may be familiar to some students. After reading, have students share other myths they know that have similar structural elements.

Recommended Placement Generally, the qualitative and quantitative measures suggest this text should be placed in the Grade 4–5 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it. Some students will benefit from scaffolded support for some of the longer sentences in the selection.