

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *How Tía Lola Came to Visit Stay*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	840L
	Average Sentence Length	12.03
	Word Frequency	3.49

Qualitative Measures	Levels of Meaning	understand realistic fiction; identify realistic situations; figurative language: similes, metaphors, idioms, hyperboles
	Structure	explicit structure; conventional; dialogue
	Language Conventinality and Clarity	clear language; non-English words; jargon; humor
	Theme and Knowledge Demands	references to another culture; multiple perspectives; text assumes no prior knowledge

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 Tía Lola Came to Visit Stay</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for using the context of a sentence to determine meanings of unfamiliar words. Revisit the elements of realistic fiction. Remind students to adjust their reading rate to understand the figurative language and non-English words in the selection. 	<ul style="list-style-type: none"> Language Conventinality and Clarity Some students may be confused by the author's use of non-English words. Point out how to use the context to figure out word meaning with an example such as the Spanish word, chiguapa, on p. 390. Theme and Knowledge Demands Students may have difficulty with the story because of cultural differences they have with the main character. Have students identify events in the story that happen in all cultures.

Recommended Placement Both 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.