

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *I Love Saturdays y Domingos*.

Bridge to Complex Knowledge

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| Quantitative Measures | Lexile | 510L |
| | Average Sentence Length | 8.01 |
| | Word Frequency | 3.50 |

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| Qualitative Measures | Levels of Meaning | identify realistic situations; non-English words and sentences are presented |
| | Structure | flash-back; use of non-English words and punctuation |
| | Language Conventinality and Clarity | non-English words; close alignment of images and text |
| | Theme and Knowledge Demands | non-English words; references to cultural experiences; basic understanding of identifying similarities and patterns in non-English words |

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| 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>I Love Saturdays y Domingos</i> . | |
| | READER AND TASK SUGGESTIONS | |
| | Preparing to Read the Text | Leveled Tasks |
| | <ul style="list-style-type: none"> Review listening for context clues to determine the meanings of homophones. Discuss how authors use italic type to focus attention on foreign words. Remind students that they may need to read more slowly as they encounter unfamiliar words. | <ul style="list-style-type: none"> Language Conventinality and Clarity If students have difficulty understanding the foreign words and foreign punctuation in the story, remind them to search for context and picture clues as they read. Structure Students may have difficulty understanding what is happening when the main character in the story speaks in Spanish. Have students note similarities and differences between the pictures and words on the top of the page and those on the bottom of the page. |

Recommended Placement Generally 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. Scaffolded support that stresses the use of context clues for the non-English words in the selection will help some students access the content of the story.