

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *I Wanna Iguana*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	460L
	Average Sentence Length	10.20
	Word Frequency	3.65

Qualitative Measures	Levels of Meaning	understand Alex’s motivation in the letters he writes to his mother
	Structure	unconventional structure; letters between a boy and his mother are used to tell the story; some flash-backs and flash-forward chronology
	Language Conventionality and Clarity	literal and clear; use of salutations to carry meaning
	Theme and Knowledge Demands	text assumes an understanding of the structure and parts of friendly letters

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 Wanna Iguana</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review using context clues to understand unfamiliar words. Discuss how authors sometimes use letters as a way to tell a story. Remind students that they may need to adjust their reading rate to keep track of the letters Alex and his mother write back and forth. 	<ul style="list-style-type: none"> Structure If students have trouble following the chronology in the story, ask them how Alex’s appearance changes in the illustrations between pages 246–247 and 248–249. Levels of Meaning • Analysis Students may have trouble understanding Alex’s motivation in writing the letters to his mother. Ask them to read the first letter in the story and tell what will happen to Mikey Gulligan’s iguana when he moves.

Recommended Placement Both 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.