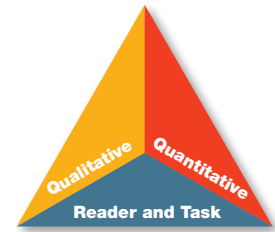


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *I'm a Caterpillar*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	170L
	Average Sentence Length	4.53
	Word Frequency	3.31
	Word Count	172

Qualitative Measures	Levels of Meaning	understand both the factual and fanciful elements in this literary nonfiction selection; figurative language: personification, simile
	Structure	use of a diagram to show the life cycle; events happen chronologically
	Language Conventionality and Clarity	simple sentence structure; close alignment between images and text
	Theme and Knowledge Demands	unusual perspective; a basic knowledge of life cycles is helpful but not required

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 children as they read <i>I'm a Caterpillar</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review reasons for using a dictionary/glossary. Refer to the lesson on p. 158a. Discuss features of literary nonfiction. Remind children that if they are misreading words, slowing their reading rate can help them read more accurately. 	<ul style="list-style-type: none"> Theme and Knowledge Demands If children are confused by the perspective of the story, ask who "I" refers to on p. 160. Have them tell which clues helped them know this. Structure If children comprehend the information in the diagram on p. 173, have them describe a different way this information could have been presented.

Recommended Placement This text is appropriate for placement at this level due to both the quantitative and qualitative elements of the selection.