

# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Jim Thorpe's Bright Path*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	880L
	<b>Average Sentence Length</b>	13.15
	<b>Word Frequency</b>	3.57

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	understand biographies; explicit objective for reading; figurative language: simile
	<b>Structure</b>	predictable structure; events happen chronologically; time line; captions
	<b>Language Conventinality and Clarity</b>	non-English words; clear, literal language; use of signal words for sequence
	<b>Theme and Knowledge Demands</b>	references to another culture; a basic knowledge of Native American reservation history; multiple themes

<b>Reader and Task Suggestions</b>	<b>FORMATIVE ASSESSMENT</b> Based on assessment results, use the <b>Reader and Task Suggestions</b> in Access Main Selection to scaffold the selection or support independence for students as they read <i>Jim Thorpe's Bright Path</i> .	
	<b>READER AND TASK SUGGESTIONS</b>	
	<b>Preparing to Read the Text</b>	<b>Leveled Tasks</b>
	<ul style="list-style-type: none"> <li>Review ways to use a dictionary or glossary to understand multiple-meaning words.</li> <li>Discuss with students the history of Native American reservations.</li> <li>Remind students to adjust their reading rate as needed when they encounter unfamiliar concepts and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Analysis</b> If students have difficulty understanding this biography, have them identify dates and events in Jim Thorpe's life as they read. Ask if these events really happened or if they were made up.</li> <li><b>Structure</b> The time line may cause difficulty for some students. Have them match up the entries on the time line with the events in the selection.</li> </ul>

**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. Some students may benefit from scaffolded support as they work through the details of the biography and the time line.