

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *King Midas and the Golden Touch*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	890
	Average Sentence Length	12.96
	Word Frequency	3.63

Qualitative Measures	Levels of Meaning	understand the elements of a myth; symbolism
	Structure	conventional structure; events happen chronologically
	Language Conventionality and Clarity	close alignment of images and text; irony; natural, conversational language
	Theme and Knowledge Demands	experiences that are very different from one's own; 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>King Midas and the Golden Touch</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review the strategies for using suffixes to find the meanings of unfamiliar words. Refer to p. 374e. Discuss the presence of broad, universal themes in myths. Remind students to slow down or re-read certain passages as they encounter challenging vocabulary or syntax. 	<ul style="list-style-type: none"> Levels of Meaning • Evaluation Students may have difficulty with symbolism. As they read, have them consider how King Midas and his daughter feel about the golden rose. Theme and Knowledge Demands If students will not have difficulty understanding the experiences of King Midas, have them think about whether the message of this myth still matters today.

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.