Text-Based Comprehension

Zoom in on ©

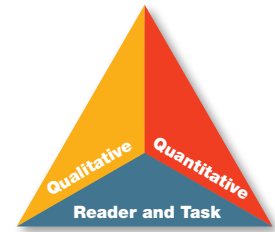## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Kumak's Fish*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	740L
	Average Sentence Length	10.76
	Word Frequency	3.58

Qualitative Measures	Levels of Meaning	understand the exaggeration in a tall tale; figurative language: hyperbole
	Structure	events happen chronologically; repeated, patterned language
	Language Conventionality and Clarity	humor; close alignment between images and text
	Theme and Knowledge Demands	references to other cultural experiences; a basic understanding of the actions involved in fishing

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 ***Kumak's Fish***.

READER AND TASK SUGGESTIONS	
Preparing to Read the Text	**Leveled Tasks**
• Review the use of a dictionary or thesaurus for determining the meanings of unknown words. • Discuss the use of exaggeration in tall tales. • Remind students that as they encounter unfamiliar words, they may need to read more slowly to determine word meanings in sentences.	• **Language Conventionality and Clarity** Students may not understand the humor in the repetition of the phrase "*Good day for fish*." Have them identify why it was a good day for fish at each point in the story where the phrase is used. • **Theme and Knowledge Demands** If students do not understand how fishing is done, have them study the illustrations and list the steps followed by Kumak and his family in the story as they try to catch fish.

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.