

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Letters Home from Yosemite*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	820L
	Average Sentence Length	12.32
	Word Frequency	3.5

Qualitative Measures	Levels of Meaning	understand features of expository text; explicit objective or purpose for reading; understand that factual information can be delivered in a variety of formats
	Structure	unusual structure (letters used to deliver information); captions; map
	Language Conventionality and Clarity	literal, clear, conventional language; non-English words; use of quotation marks to call out unusual meanings of words
	Theme and Knowledge Demands	references to another culture; text assumes no prior knowledge; experiences that are very different from one's own

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>Letters Home from Yosemite</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review suffixes <i>-ist</i>, <i>-ive</i> and <i>-ness</i>. Discuss the features of expository text (captions, illustrations, maps). Point out that students will need to adjust their reading rate when they come upon challenging vocabulary and concepts. 	<ul style="list-style-type: none"> Structure If students struggle with the unusual structure of the selection, discuss how the author uses a letter format to give information. Remind students to pay attention to the titles, captions, and photographs. Theme and Knowledge Demands Some students may have difficulty understanding geographic terms. Point out how to use the pictures and captions to gain a deeper understanding of the geographic terms.

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.