Text-Based Comprehension

Zoom in on ©

Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Lost City.*

Bridge to Complex Knowledge

Quantitative Measures	Lexile	730L
	Average Sentence Length	10.72
	Word Frequency	3.40

Qualitative Measures	Levels of Meaning	understand biographies; understand Hiram Bingham's motivation to explore the Andes region
	Structure	events happen chronologically; predictable structure; author's note
	Language Conventionality and Clarity	academic language; non-English words
	Theme and Knowledge Demands	a basic knowledge of the geography of the Andes region; experiences that are very different from one's own; references to another culture

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 *Lost City.*

READER AND TASK SUGGESTIONS

Preparing to Read the Text	Leveled Tasks
• Discuss ways to use Greek and Latin roots to determine meanings of unknown words. • Use the photographs in the selection to build background about Machu Picchu and the Incan culture. • Remind students to adjust their reading rate to understand the non-English words and academic language used in the selection.	• **Structure** If students have difficulty following the order of events, have them focus on the places where Hiram Bingham travels and what he does in each place. Point out that the Author's Note contains additional information. • **Theme and Knowledge Demands** If students have difficulty understanding the geography of the Andes region, have them take notes about places to locate on a map of Peru.

Recommended Placement While the Lexile score is slightly below the Grade 4–5 text complexity band, the more complex content raises the conceptual load for the selections and places it appropriately at this level. Some students may need scaffolded support to assist with the knowledge demands in the selection.

Qualitative · Quantitative · Reader and Task