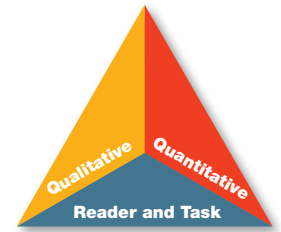


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Mahalia Jackson*.

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	1080
	Average Sentence Length	18.78
	Word Frequency	3.69

Qualitative Measures	Levels of Meaning	understand the writer's motivation; figurative language: simile, hyperbole
	Structure	introduction; simple structure; inclusion of song lyrics
	Language Conventionality and Clarity	natural, conversational language; clear language; a few complex sentences
	Theme and Knowledge Demands	the text assumes no prior knowledge of blues music; references to other cultural experiences and time periods

Reader and Task Suggestions	<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>Mahalia Jackson</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 the strategies for using context clues to find the meanings of antonyms. Refer to p. 428e.</li> <li>Discuss the text features an author might use to organize information in an expository text.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theme and Knowledge Demands</b> Students may already have sufficient knowledge of slavery. Have students read to understand the connection between slavery and blues music.</li> <li><b>Levels of Meaning • Analysis</b> If students will have difficulty with similes, have them read to identify similes by looking for like or as. Then, have them explain what is being compared.</li> </ul>

**Recommended Placement** Several of the quantitative measures suggest this text may be challenging for some students at this level. Provide scaffolded support to help students get meaning from the longer sentences. The conversational writing style and the less rigorous vocabulary should help students stretch to successfully access the content of this selection.