

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *What About Me?*

Bridge to Complex Knowledge

Quantitative Measures	Lexile	680L
	Average Sentence Length	10.92
	Word Frequency	3.81

Qualitative Measures	Levels of Meaning	understand a fable; multiple levels of meaning
	Structure	predictable structure
	Language Conventinality and Clarity	some antiquated or unfamiliar words (matchmaker, spinner woman, Grand Master)
	Theme and Knowledge Demands	a basic understanding of thread made from goat hair and thread made used in weaving; uncommon experiences

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>What About Me?</i>	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding compound words. Discuss with students the process of spinning fibers into thread and weaving thread into fabric. Remind students to adjust their reading rate as they encounter challenging vocabulary and concepts. 	<ul style="list-style-type: none"> Language Conventinality and Clarity As they read, have students make a note of any confusing or unfamiliar terms, such as <i>matchmaker</i> and <i>spinner woman</i>, to follow up on later. Structure If students have difficulty following the sequence of events in the fable, have them identify the cause of each event and how one event causes another to happen.

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.