

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *My Rows and Piles of Coins*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	740L
	Average Sentence Length	10.63
	Word Frequency	3.54

Qualitative Measures	Levels of Meaning	understand realistic fiction that includes a familiar situation in an unfamiliar setting
	Structure	conventional chronology and structure; images support the text
	Language Conventinality and Clarity	non-English words
	Theme and Knowledge Demands	references to other cultural 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>My Rows and Piles of Coins</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review meanings of prefixes and suffixes with students. Discuss the features of realistic fiction. Remind children that as they encounter unfamiliar and foreign words, they may need to read more slowly and think about what each word means. 	<ul style="list-style-type: none"> Language Conventinality and Clarity If students have difficulty understanding the meanings of foreign words in the story, have them identify context clues that may aid in understanding. Theme and Knowledge Demands Students may have difficulty understanding the story because of cultural differences they have with the main character. Have students identify events in the story that happen in all cultures.

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.