

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Paul Bunyan*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	1000L
	Average Sentence Length	14.52
	Word Frequency	3.49

Qualitative Measures	Levels of Meaning	understand tall tales; figurative language: hyperbole
	Structure	dialogue; simple structure
	Language Conventionality and Clarity	humor; jargon
	Theme and Knowledge Demands	text assumes basic knowledge of lumbering and landforms and geography of the United States; 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>Paul Bunyan</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review ways to use word structure to determine the meanings of words with suffixes. Discuss the elements of a tall tale. Point out that students will need to adjust their reading rate to understand the longer sentences in this selection. 	<ul style="list-style-type: none"> Levels of Meaning • Analysis If students have difficulty understanding the genre, have them identify the exaggerations they find on p. 438. Discuss how exaggeration adds to the humorous tone of this tall tale. Language Conventionality and Clarity If students find this text difficult to understand, encourage them to use the images and context clues to deepen their understanding.

Recommended Placement Some of the quantitative measures suggest this text should be placed outside the Grade 4–5 text complexity band. Students should be encouraged to use the images and contextual clues to understand the humor in this tall tale. Scaffolded support for students as they work through some of the longer sentence will also help students be successful with this selection.