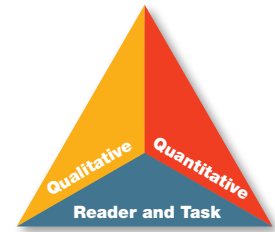


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Penguin Chick*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	690L
	Average Sentence Length	10.49
	Word Frequency	3.58

Qualitative Measures	Levels of Meaning	understand informational text; explicit purpose for reading is given
	Structure	use of chart to show changes over time
	Language Conventionality and Clarity	some jargon; literal, clear language; close alignment of images and text
	Theme and Knowledge Demands	text assumes some familiarity with life cycles

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>Penguin Chick</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review using synonyms as context clues. Discuss how authors use text features such as italic type to highlight unfamiliar words. Remind students that as they encounter unfamiliar words, they may need to read more slowly and look for context clues. 	<ul style="list-style-type: none"> Structure If students have difficulty understanding how a penguin grows and changes, tell them to study the time line on pages 218–219 and identify the changes pictured at each stage of the penguin’s life. Levels of Meaning • Analysis Understanding informational text may cause a problem for some students. As students read, have them identify how this text is organized.

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.