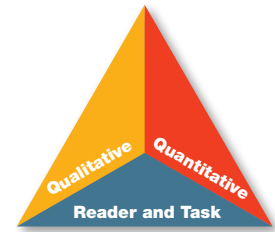


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Peter's Chair*.

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	410L
	Average Sentence Length	7.49
	Word Frequency	3.74
	Word Count	292

Qualitative Measures	Levels of Meaning	understand the realistic situations presented in realistic fiction; figurative language: onomatopoeia
	Structure	conventional structure; dialogue
	Language Conventinality and Clarity	natural, conversational language; close alignment between images and text; humor
	Theme and Knowledge Demands	simple theme; common experiences

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 children as they read <i>Peter's Chair</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 sound of vowel digraphs <i>ue</i>, <i>ew</i>, and <i>ui</i>.</li> <li>Discuss setting, plot, and characters in realistic fiction.</li> <li>Remind children that as they encounter unfamiliar words, they may need to slow their reading rate in order to think about how each word is used.</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Conventinality and Clarity</b> Help children understand that a character can speak without speaking to another person. Have children find examples of Peter doing this.</li> <li><b>Levels of Meaning • Synthesis</b> If children can explain why Peter decided to help paint the chair, ask them to discuss what might have happened if he could still fit in his chair.</li> </ul>

**Recommended Placement** This text is appropriate for placement at this level due to both the quantitative and qualitative elements of the selection.