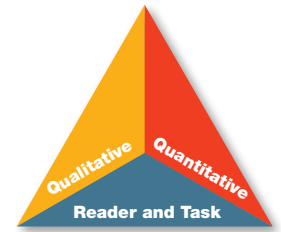


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Pig in a Wig*.

### Bridge to Complex Knowledge

|                       |                         |      |
|-----------------------|-------------------------|------|
| Quantitative Measures | Lexile                  | 70L  |
|                       | Average Sentence Length | 3.55 |
|                       | Word Frequency          | 3.26 |
|                       | Word Count              | 78   |

|                      |                                     |  |
|----------------------|-------------------------------------|--|
| Qualitative Measures | Levels of Meaning                   | understand animal fantasy; use of puns; multiple meaning words; figurative language: personification |
|                      | Structure                           | simple, predictable structure  |
|                      | Language Conventinality and Clarity | close alignment between images and text; humor   |
|                      | Theme and Knowledge Demands         | understand basic telling time  |

|                             |  |  |
|-----------------------------|--|--|
| 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>Pig in a Wig</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 consonant x.</li> <li>Discuss with children how they can determine a text's genre.</li> <li>Remind children that to avoid misreading words, they may need to read more slowly.</li> </ul> | <ul style="list-style-type: none"> <li><b>Levels of Meaning • Evaluation</b> If children understand the genre, extend their understanding of genre elements by asking them to suggest something else Pig might do to add to the fantasy.</li> <li><b>Language Conventinality and Clarity</b> Children may not know the meaning of the sentence "What a ham!" Have them to use the picture on p. 57 to tell how pig is acting.</li> </ul> |

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