

# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Prudy's Problem and How She Solved It*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	720L
	<b>Average Sentence Length</b>	9.47
	<b>Word Frequency</b>	3.31

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	understand the imaginary situations in a fantasy story; figurative language: onomatopoeia
	<b>Structure</b>	conventional chronology
	<b>Language Conventinality and Clarity</b>	straightforward sentence structure, some sentences that include lists; humor
	<b>Theme and Knowledge Demands</b>	basic understanding of how museums and libraries are organized

<b>Reader and Task Suggestions</b>	<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 students as they read <i>Prudy's Problem and How She Solved It</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 skills and strategies for understanding compound words.</li> <li>Review the features of a fantasy.</li> <li>Remind students to adjust their reading rate as they encounter unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Evaluation</b> If students have difficulty understanding what makes this story a fantasy, ask them to identify situations in the story that are imaginary.</li> <li><b>Theme and Knowledge Demands</b> Students may not understand how Prudy's collection goes from being unorganized to being organized. Have them combine what they know about museums with what they see in the picture of Prudy's museum on p. 288 to track changes that were made.</li> </ul>

**Recommended Placement** Generally 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. Students will benefit from scaffolded support for unfamiliar words.