Text-Based Comprehension

Zoom in on ©

Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Pushing Up the Sky*.

Bridge to Complex Knowledge

Quantitative Measures		
	Lexile	N/A
	Average Sentence Length	10.55
	Word Frequency	3.27

Qualitative Measures		
	Levels of Meaning	understand a myth presented as a play
	Structure	dialogue with stage directions; simple sentence structure; events happen chronologically
	Language Conventionality and Clarity	conversational language; close alignment between images and text
	Theme and Knowledge Demands	a basic understanding of a play format; references to cultural experiences

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 *Pushing Up the Sky*.

READER AND TASK SUGGESTIONS	
Preparing to Read the Text	**Leveled Tasks**
• Review the use of a dictionary and glossary to find meanings for unfamiliar words. • Discuss how authors use dialogue in plays and organize the story into scenes. • Remind students that they may need to adjust their reading rate to better understand the action in the play.	• **Levels of Meaning • Synthesis** Students may have difficulty understanding what makes this play a myth. Have them read the narrator's speech on p. 423. Ask them to identify what it explains in nature. • **Structure** If students have difficulty keeping the dialogue and characters straight, assign each of them a role to play, and have the group read aloud.

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. Some students will benefit from scaffolded support for unfamiliar words.