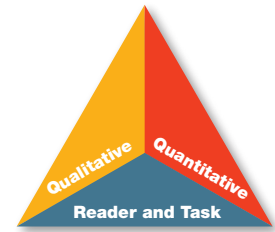


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Red Kayak*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	800L
	Average Sentence Length	10.97
	Word Frequency	3.52

Qualitative Measures	Levels of Meaning	understand Brady's motivation and actions; one level of meaning; figurative language: simile
	Structure	conventional chronology
	Language Conventionality and Clarity	natural, conversational language; jargon
	Theme and Knowledge Demands	a basic understanding of CPR as a life-saving technique

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>Red Kayak</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding homographs. Refer to the vocabulary strategy lesson on p. 24e. Discuss with students how an author can use the structure of a story to create tension or excitement. Remind students to adjust their reading rate as they encounter challenging vocabulary and concepts. 	<ul style="list-style-type: none"> Language Conventionality and Clarity Students may not have difficulty understanding medical terms or words that describe the natural world. Have students point out which clues in the text helped them identify the meaning of each word. Theme and Knowledge Demands Students may already be familiar with CPR. Have students think of other life-saving techniques and the situations in which they would be used.

Recommended Placement Both the qualitative and quantitative measures suggest this text should be placed in the Grade 4–5 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it.