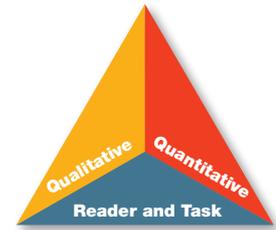


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Red, White, and Blue: The Story of the American Flag*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	480L
	<b>Average Sentence Length</b>	9.49
	<b>Word Frequency</b>	3.55

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	information is factual with a clearly stated purpose; understand that factual information can be gathered using text, maps, and images
	<b>Structure</b>	conventional structure; events happen chronologically; captions; maps
	<b>Language Conventionalty and Clarity</b>	clear, literal language; academic language; use of signal words for sequence
	<b>Theme and Knowledge Demands</b>	text assumes no prior knowledge; singular perspective

<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 children as they read <i>Red, White, and Blue: The Story of the American Flag</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 strategies for understanding multiple-meaning words. Refer to the vocabulary skill lesson on p. 398g.</li> <li>Point out the maps and illustrations used to enhance understanding of the text.</li> <li>Remind children that this selection is informational. They may need to read more slowly to better understand the text.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structure</b> If the chronological events are confusing for children, have them keep a list of dates and events from the text in the correct time order.</li> <li><b>Language Conventionalty and Clarity</b> If children struggle with the academic language, have them list any words that they do not understand.</li> </ul>

**Recommended Placement** Both 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.