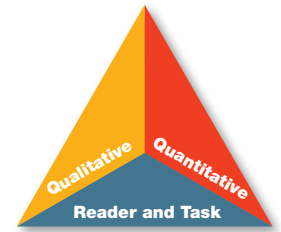


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Rocks in His Head*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	720L
	Average Sentence Length	11.44
	Word Frequency	3.71

Qualitative Measures	Levels of Meaning	understand biographies; some double meaning phrases
	Structure	simple structure; events in order chronologically
	Language Conventionality and Clarity	natural, conversational language; some academic language
	Theme and Knowledge Demands	a basic understanding of museums and the concept of collecting

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>Rocks in His Head</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding multiple-meaning words. Discuss the features of a biography. Remind students to adjust their reading rate as needed when they encounter unfamiliar concepts and vocabulary. 	<ul style="list-style-type: none"> Levels of Meaning • Analysis If students don't understand the double meaning of the phrase "rocks in his head," have them use context clues from the first paragraph on p. 101 to understand one nonliteral meaning. Language Conventionality and Clarity Students may find the natural, conversational language of the selection easy to follow. Have students identify quotes from the text that give clues to the personality of the main character.

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.