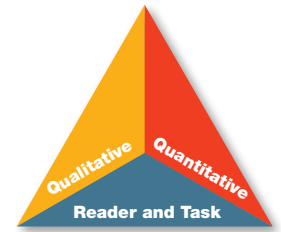


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Sam, Come Back!*

Bridge to Complex Knowledge

Quantitative Measures	Lexile	Beginning Level
	Average Sentence Length	3.64
	Word Frequency	3.46
	Word Count	51

Qualitative Measures	Levels of Meaning	understand the realistic elements within realistic fiction; one level of meaning
	Structure	simple structure, events happen chronologically
	Language Conventionalty and Clarity	clear, conventional language; humor
	Theme and Knowledge Demands	simple theme; common 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 children as they read <i>Sam, Come Back!</i>	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review consonant pattern <i>-ck</i>. Discuss with children characteristics of realistic fiction. Encourage children who read quickly, but with low accuracy, to slow their rate. 	<ul style="list-style-type: none"> Structure If children have a clear understanding of the text structure, ask them to draw what might happen next if the selection were to continue. Levels of Meaning • Analysis To help children differentiate fiction from fantasy, ask them to tell one thing Sam did that was realistic. Then have them tell what Sam could have done instead that would have been unrealistic.

Recommended Placement This text is appropriate for placement at this level due to both the quantitative and qualitative elements of the selection.