

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Satchel Paige*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	980
	Average Sentence Length	13.98
	Word Frequency	3.53

Qualitative Measures	Levels of Meaning	understand a biography; figurative language: hyperbole, simile
	Structure	an introductory paragraph; conventional structure
	Language Conventionality and Clarity	jargon; clear, conventional language
	Theme and Knowledge Demands	a basic understanding of the fundamental rules of baseball; a basic understanding of the impact of segregation

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>Satchel Paige</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for using antonyms to find the meanings of unfamiliar words. Discuss text features an author might use to organize information. Remind students that this selection has many dates and facts. They may need to re-read some passages to understand everything on each page. 	<ul style="list-style-type: none"> Theme and Knowledge Demands Students may have little knowledge of baseball. As they read, have them make a list of things that confuse them. Have them consult a reference source for answers. Levels of Meaning • Analysis If students will not have difficulty identifying similes in the selection, have them locate a few and consider why the author chose to use them.

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.