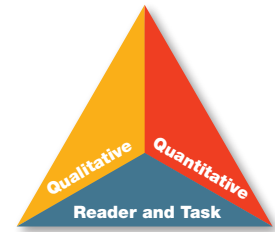


Text-Based Comprehension



Text Complexity Measures

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

Bridge to Complex Knowledge

Quantitative Measures	Lexile	530L
	Average Sentence Length	8.85
	Word Frequency	3.26

Qualitative Measures	Levels of Meaning	understand expository text
	Structure	explicit structure with some boxed text
	Language Conventinality and Clarity	clear; academic language
	Theme and Knowledge Demands	text assumes no prior knowledge

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>Scarcity</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review the common sound and different spellings of <i>r</i>-controlled <i>er</i>, <i>ir</i>, and <i>ur</i>. Discuss the headings used to organize information. Remind children that this selection is nonfiction. They may need to read more slowly in order to understand challenging concepts. 	<ul style="list-style-type: none"> Structure If children struggle with the heading text structure, have them discuss why each particular heading was used. Language Conventinality and Clarity If children do not find the vocabulary and content in the selection difficult, have them identify and define academic language in the text.

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. The vocabulary may stretch some children, but the context support within the text and in the illustrations will help make the content accessible.