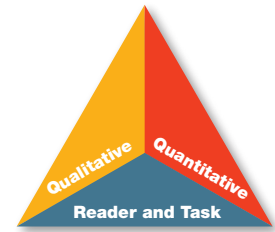


Text-Based Comprehension



Text Complexity Measures

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

Bridge to Complex Knowledge

Quantitative Measures	Lexile	N/A
	Average Sentence Length	7.47
	Word Frequency	3.40

Qualitative Measures	Levels of Meaning	understand features of dramas/plays; use of puns and double meanings
	Structure	dialogue with stage directions; explicit; complex structure
	Language Conventionality and Clarity	jargon; antiquated language; humor; complex sentence structure
	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 students as they read <i>Scene Two</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for using prefixes to determine the meanings of unknown words. Discuss the features of drama. Remind students to adjust their reading rate in order to comprehend the dialogue and stage directions. 	<ul style="list-style-type: none"> Levels of Meaning • Analysis If students find puns and double meanings challenging, have students read p. 237 aloud, and then analyze the author’s use of too, two, and to. Structure Stage directions and dialogue may not be a problem for some readers. Have students read sections aloud, and share strategies for understanding the structure.

Recommended Placement Overall, 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. While the sentence length is somewhat shorter than the range suggests, the use of figurative language and the structure of a drama raise the complexity level.