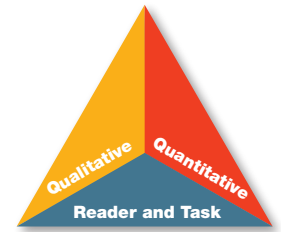


Text-Based Comprehension



Text Complexity Measures

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

Bridge to Complex Knowledge

Quantitative Measures	Lexile	500L
	Average Sentence Length	9.03
	Word Frequency	3.45
	Word Count	334

Qualitative Measures	Levels of Meaning	understand that factual information can be gathered from text and from images; one level of meaning
	Structure	captions; explicit structure
	Language Conventinality and Clarity	clear, factual language; close alignment between images and text; jargon
	Theme and Knowledge Demands	text assumes little to no prior knowledge; common experiences are used as models

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>Simple Machines</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding context clues. Refer to the lesson on p. 138a. Discuss the kind of information found in an expository text. Remind children that they may need to read nonfiction more slowly than other genres in order to understand it. 	<ul style="list-style-type: none"> Structure If children are not gaining meaning from the pictures, have them point to the captions and labels and read each aloud. Levels of Meaning • Analysis If children do not understand what a fact is, discuss the difference between the following statements: <i>A seesaw is a lever. A seesaw is more fun than a slide.</i>

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