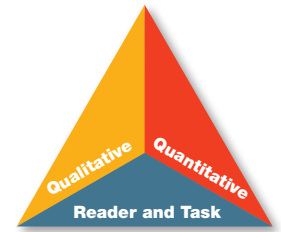


Text-Based Comprehension



Text Complexity Measures

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

Bridge to Complex Knowledge

Quantitative Measures	Lexile	900L
	Average Sentence Length	13.82
	Word Frequency	3.46

Qualitative Measures	Levels of Meaning	understand expository text; explicit objective for reading
	Structure	conventional; captions; headings; diagram
	Language Conventinality and Clarity	clear, literal language; jargon
	Theme and Knowledge Demands	text assumes no prior knowledge; simple theme; experiences that are very different from one's own

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>Smokejumpers</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review strategies for understanding homographs. Discuss the elements of expository text. Prompt students to adjust their reading rate in order to understand some of the long sentences in the selection. 	<ul style="list-style-type: none"> Structure If students have difficulty understanding the long sentences, have them analyze the last sentence of the first paragraph on p. 184. Identify the most important actions, and then examine the smaller parts for details. Language Conventinality and Clarity Some students may not have difficulty understanding the firefighting jargon. Have students reread p. 187 and share how they found the meaning of jumpmaster.

Recommended Placement Generally, 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. Some students may need to stretch to deal with a few of the longer sentences. Provide scaffolded support as needed.