

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *So You Want to Be President?*

Bridge to Complex Knowledge

Quantitative Measures	Lexile	890L
	Average Sentence Length	12.65
	Word Frequency	3.40

Qualitative Measures	Levels of Meaning	understand expository text; use of puns and double meanings; satire
	Structure	simple structure
	Language Conventinality and Clarity	clear, literal language; humor
	Theme and Knowledge Demands	a basic knowledge of U.S. Presidents; simple theme

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>So You Want to Be President?</i>	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> • Discuss strategies for finding the meaning of unknown words. • Review how to use the features found in expository text (headings, quotations, photos, and captions). • Point out that students will need to adjust their reading rate to appreciate the puns and double meanings in this expository text. 	<ul style="list-style-type: none"> • Levels of Meaning • Synthesis Some students may not have difficulty with the structure. Have them compare the structure of this selection to Horse Heroes. Decide which structure was easier to understand. Justify answers with text evidence. • Theme and Knowledge Demands If students find the subject matter hard to understand, as they read, have them take notes to gather new information about each President described in the text.

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.