

# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Special Effects in Film and Television*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	1020
	<b>Average Sentence Length</b>	14.60
	<b>Word Frequency</b>	3.36

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	one level of meaning; information is factual with a clearly stated purpose
	<b>Structure</b>	captions; diagrams; numbered headings signal sequence; unconventional structure
	<b>Language Conventinality and Clarity</b>	jargon; close alignment between images and text; literal, clear language
	<b>Theme and Knowledge Demands</b>	experiences that are very different from one's own; text assumes a basic knowledge of movies and television shows that use special effects

<b>Reader and Task Suggestions</b>	<b>FORMATIVE ASSESSMENT</b> Based on assessment results, use the <b>Reader and Task Suggestions</b> in Access Main Selection to scaffold the selection or support independence for students as they read <i>Special Effects in Film and Television</i> .	
	<b>READER AND TASK SUGGESTIONS</b>	
	<b>Preparing to Read the Text</b>	<b>Leveled Tasks</b>
	<ul style="list-style-type: none"> <li>Using the information on p. 452e, review strategies for using prefixes to find the meanings of unknown words.</li> <li>Explain how some texts provide information visually through graphic sources.</li> <li>Remind students to slow down or re-read certain passages as they encounter challenging vocabulary or concepts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structure</b> Students may have difficulty following the unconventional structure of the text. Have them first read the numbered paragraphs, in order, on each page and then read the italicized captions.</li> <li><b>Language Conventinality and Clarity</b> If students will have difficulty with unfamiliar terms, have them search for context clues, captions, or graphics that may aid in understanding.</li> </ul>

**Recommended Placement** Generally the qualitative and quantitative measures suggest this text may be challenging for some students. Provide scaffolded support to help students navigate the unfamiliar layout. A high interest level in the topic of this selection will help most students stretch to access the content.