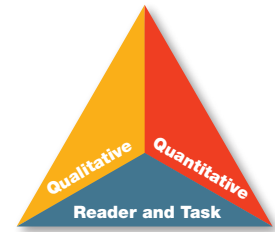


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *The Ch'i-lin Purse*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	780L
	Average Sentence Length	13.17
	Word Frequency	3.77

Qualitative Measures	Levels of Meaning	understand the actions and motivations of the main character; symbolism
	Structure	simple, conventional structure
	Language Conventionality and Clarity	non-English words; antiquated language
	Theme and Knowledge Demands	references to other cultural experiences

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>The Ch'i-lin Purse</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Using the information on p. 234e, review the strategies for understanding Greek and Latin roots. Discuss the presence of cultural traditions and customs in folk tales. Remind students that as they encounter non-English words and names, they may need to read more slowly to ensure their comprehension. 	<ul style="list-style-type: none"> Structure Students may already be familiar with the structure of folk tales. As they read, have students consider how the narrative is similar to other folk tales they have read. Language Conventionality and Clarity Students may not have difficulty finding the meanings of non-English words. Have them note the context clues that led them to the meaning of each word.

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.