

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *The Fabulous Perpetual Motion Machine*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	N/A
	Average Sentence Length	6.40
	Word Frequency	3.57

Qualitative Measures	Levels of Meaning	understand the elements of a drama; figurative language: idioms, onomatopoeia
	Structure	dialogue with stage directions; multiple voices; events happen chronologically
	Language Conventionality and Clarity	jargon; natural, conversational language; humor
	Theme and Knowledge Demands	a basic knowledge of science fairs; a perspective that is common to many

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 Fabulous Perpetual Motion Machine</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Using the information on p. 328e, review strategies for using context clues to determine the meaning of a multiple-meaning word. Discuss the formatting of dialogue and stage directions in a play. Remind students to refer to the cast of characters at the beginning of the play if they forget who the characters are. 	<ul style="list-style-type: none"> Structure Students may understand the importance of dialogue in a play. As they read, have students find one instance when dialogue conveys information and one instance when it describes setting. Levels of Meaning • Analysis Students may have difficulty with idioms. Have them find instances when the words they see do not make literal sense. Use context clues to find the meaning.

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.