

# Text-Based Comprehension



## Text Complexity Measures

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

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	980
	Average Sentence Length	15.92
	Word Frequency	3.55

Qualitative Measures	Levels of Meaning	figurative language: hyperbole, simile
	Structure	conventional structure; events happen chronologically
	Language Conventionality and Clarity	natural, conversational language; non-English words; humor; some complex sentences
	Theme and Knowledge Demands	a perspective that is similar to many; common experiences

Reader and Task Suggestions	<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>The Gymnast</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. 140e, review strategies for using suffixes to find the meanings of unknown words.</li> <li>Explain how an autobiography conveys thoughts and feelings the author had about a significant event in his or her life.</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>Theme and Knowledge Demands</b> Students may already have sufficient knowledge of gymnastics. As they read, have students think about a time when they met someone who was talented at something. How did it make them feel?</li> <li><b>Language Conventionality and Clarity</b> If students will have difficulty with unfamiliar words, have them search for context clues that may aid their comprehension.</li> </ul>

**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. Scaffolded support may be needed by some students to help them gather meaning from the longer sentences.