

# Text-Based Comprehension



## Text Complexity Measures

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

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	1000
	Average Sentence Length	15.60
	Word Frequency	3.54

Qualitative Measures	Levels of Meaning	one level of meaning; understand that factual information can be delivered in a variety of formats
	Structure	introductory paragraph; diagram; captions; unconventional structure
	Language Conventinality and Clarity	clear, literal language; non-English words; jargon
	Theme and Knowledge Demands	understanding of international events in the 1930s; experiences that are very different from one's own

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 Hindenburg</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>Review the strategies for using context clues to find the meanings of unfamiliar words. Refer to p. 406e.</li> <li>Discuss how an expository text can organize information using text structures, pictures, and charts.</li> <li>Remind students that this selection contains many facts and foreign words. They may need to re-read some passages.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structure</b> Students may not have difficulty with information conveyed visually. As they read, have students point out instances in the text when a picture might have helped their comprehension.</li> <li><b>Language Conventinality and Clarity</b> If students will have difficulty with unfamiliar words, have them examine the word parts of each unknown word, keeping in mind the meanings of familiar prefixes, suffixes, and roots.</li> </ul>

**Recommended Placement** Two of the quantitative measures suggest this text may be placed slightly above the Grade 4–5 text complexity band. This text is placed at the end of the grade level and should be accessible by most students. Scaffolded support for some students may be helpful for the longer sentences.