

# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *The Man Who Went to the Far Side of the Moon*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	800L
	<b>Average Sentence Length</b>	13.18
	<b>Word Frequency</b>	3.26

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	understand expository text; explicit objective or purpose for reading; understand that factual information can be delivered in a variety of formats
	<b>Structure</b>	unusual structure; captions; charts; events happen chronologically
	<b>Language Conventionalty and Clarity</b>	clear; academic language; sentences that include lists; simple sentence structure
	<b>Theme and Knowledge Demands</b>	a basic knowledge of space exploration and travel; simple theme; experiences that are very different from one's own

<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>The Man Who Went to the Far Side of the Moon</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 how to use the context of a sentence to determine the meanings of multiple-meaning words.</li> <li>Discuss the elements of expository text, and remind students that factual text can be delivered in many different formats.</li> <li>Point out that students will need to adjust their reading rate to accommodate for the unique structure of the selection.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structure</b> Students may need support to understand the changes in the text structure. Point out where each change takes place and have students summarize each portion of the text as they finish it.</li> <li><b>Language Conventionalty and Clarity</b> Some students may have difficulty understanding the sentences with embedded lists. Have students read p. 454 to identify the lists in the text. Discuss reasons why the author uses lists.</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 still be needed to help students access the content due to the variety of formats in which the content is delivered. Encourage students to use context clues and images to make meaning from unfamiliar words.