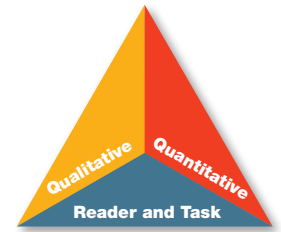


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *The Signmaker's Assistant*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	710L
	Average Sentence Length	11.33
	Word Frequency	3.65

Qualitative Measures	Levels of Meaning	understand humorous fiction; character motivation; satire
	Structure	dialogue; unusual structure; events happen chronologically; images contain information found in the text
	Language Conventinality and Clarity	complex sentence structure; humor
	Theme and Knowledge Demands	multiple themes; an unusual or uncommon perspective

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 children as they read <i>The Signmaker's Assistant</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review vowel patterns <i>aw</i>, <i>au</i>, <i>au(gh)</i>, and <i>al</i>. Discuss that humorous fiction can have both funny characters and funny events. Remind children that as they encounter unfamiliar words, they may need to read more slowly and think about how each word is used. 	<ul style="list-style-type: none"> Language Conventinality and Clarity If children have difficulty with the complex sentence structure in this text, have them identify confusing sentences and work with them to interpret meanings. Language Conventinality and Clarity If children have no difficulty with the humor in this text, have them identify examples as they read.

Recommended Placement Both the qualitative and quantitative measures suggest this text should be placed in the Grade 2–3 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it. Provide scaffolded support to help children comprehend some of the longer sentences.