

# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *The Story of the Statue of Liberty*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	770L
	<b>Average Sentence Length</b>	12.33
	<b>Word Frequency</b>	3.65

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	understand narrative nonfiction; identify symbolism
	<b>Structure</b>	simple structure; flash-back
	<b>Language Conventinality and Clarity</b>	literal, simple sentence structure; use of signal words for sequence
	<b>Theme and Knowledge Demands</b>	a basic understanding of American history and principles

<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 Story of the Statue of Liberty</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 strategy for using the prefix <i>un-</i> to determine the meanings of unknown words.</li> <li>Discuss how authors sometimes deliver facts and details in the form of a story.</li> <li>Remind students that they may need to read nonfiction more slowly to better understand the text.</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Conventinality and Clarity</b> If students have difficulty following the sequence of the selection, have them identify signal words such as <i>first</i>, <i>then</i>, and <i>afterward</i>.</li> <li><b>Levels of Meaning • Analysis</b> Students may have trouble understanding the symbolism of parts of the Statue of Liberty. As they read the selection, have them note the different parts of the statue and why Bartholdi included each part.</li> </ul>

**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.