Text-Based Comprehension

Text Complexity Measures

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

Bridge to Complex Knowledge

Quantitative Measures		
	Lexile	N/A
	Average Sentence Length	6.57
	Word Frequency	3.47

Qualitative Measures		
	Levels of Meaning	understand drama; character motivation; multiple levels of meaning; figurative language: personification
	Structure	dialogue with stage directions; explicit structure; multiple voices
	Language Conventionality and Clarity	simple sentence structure; conversational language
	Theme and Knowledge Demands	unusual perspectives; multiple perspectives

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 *The Strongest One*.

READER AND TASK SUGGESTIONS	
Preparing to Read the Text	**Leveled Tasks**
• Review the sounds of consonant digraphs *ch, tch, sh,* and *th.* • Discuss the use of a narrator and scene information to help readers understand the story better. • Explain that dramas, or plays, are written with lines to be read by certain characters. Children may need to read more slowly and think carefully about each character that is speaking.	• **Levels of Meaning • Analyze** If children have difficulty understanding drama, have them label cards for each character. Have them hold up the card that identifies the speaking character as they read the text. • **Structure** Some children may not struggle with the structure of a drama. Have them read the text aloud, with different children reading each character's lines.

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. Children should be encouraged to use context clues to access any unfamiliar words in the selection. Provide scaffolded support as needed.