Text-Based Comprehension

Zoom in on ©

Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *The Unsinkable Wreck of the R.M.S Titanic.*

Bridge to Complex Knowledge

Quantitative Measures	Lexile	1030
	Average Sentence Length	16.21
	Word Frequency	3.48

Qualitative Measures	Levels of Meaning	information is factual with a clearly stated purpose; symbolism
	Structure	flash-back; captions; unusual chronology; sequenced images arranged like a time line; unusual layout
	Language Conventionality and Clarity	jargon; conventional language
	Theme and Knowledge Demands	text assumes some familiarity with the topic; experiences are very different from one's own

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 students as they read *The Unsinkable Wreck of the R.M.S Titanic.*

READER AND TASK SUGGESTIONS	
Preparing to Read the Text	**Leveled Tasks**
• Review the use of a dictionary or thesaurus for determining the meanings of unknown words. • Discuss the text features an author might use to organize information in an expository text. • Remind students to slow down or re-read certain passages as they encounter challenging vocabulary or concepts. and think about the context of each word.	• **Language Conventionality and Clarity** Students may not have difficulty using roots to find word meanings. As they read, have them find three words with Greek or Latin roots. Have them come up with other words that share those roots. • **Structure** If students will struggle to identify flashbacks, have them look for transitional phrases that mention dates or times, or create a shift in the narrative.

Recommended Placement Two of the quantitative measures suggest this text may be placed outside the Grade 4–5 text complexity band. While some students may need to stretch to access the longer sentences, the interesting content will motivate most students to make the effort required. Scaffolded support may be helpful for students as they interpret the chronology of the events.