Text-Based Comprehension

Zoom in on ©

Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Tops & Bottoms*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	720L
	Average Sentence Length	9.65
	Word Frequency	3.63

Qualitative Measures	Levels of Meaning	understand trickster tales and Hare's motivation
	Structure	simple, explicit, conventional structure; events happen chronologically
	Language Conventionality and Clarity	clear, literal language; simple sentence structure
	Theme and Knowledge Demands	a basic understanding of how vegetables grow; reference to other literary text (*The Tortoise and the Hare*)

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 ***Tops & Bottoms***.

READER AND TASK SUGGESTIONS	
Preparing to Read the Text	**Leveled Tasks**
• Review using antonyms as context clues to understand unfamiliar words in a text. • Discuss how characters in animal fantasies talk and act like people. • Remind students that they may need to adjust their reading rate to keep track of which vegetables grow on top, which grow on the bottom, and which grow in the middle of plants.	• **Levels of Meaning • Analysis** If students have difficulty understanding how Hare is able to continue tricking Bear, have them look at the pictures of Bear on pages 312 and 313. Ask them why Bear might be easy to fool. • **Language Conventionality and Clarity** The clear language and simple sentence structure may not pose a problem for many readers. Give students the opportunity to read parts of the story aloud, acting out the parts of Bear and Hare.

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.