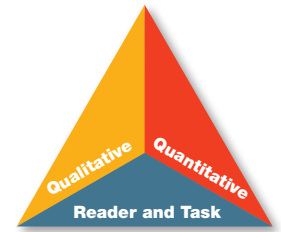


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Tripping Over the Lunch Lady*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	790
	<b>Average Sentence Length</b>	14.23
	<b>Word Frequency</b>	3.63

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	figurative language: hyperbole; simile
	<b>Structure</b>	conventional structure
	<b>Language Conventionalty and Clarity</b>	humor; conversational language; several complex sentences
	<b>Theme and Knowledge Demands</b>	common experiences; singular perspective; a perspective that is common to many; a basic knowledge of square dancing terms

<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>Tripping Over the Lunch Lady</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 strategies for using context to determine the meanings of unfamiliar words. Use the information on p. 50e.</li> <li>Explain that a narrator in realistic fiction can tell the story in a serious tone or a more humorous tone.</li> <li>Remind students to slow down or re-read certain passages as they encounter challenging vocabulary or syntax.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Synthesis</b> Students may easily recognize the story’s humorous tone. As they read, have students think of times in their own lives when humor had a positive effect.</li> <li><b>Language Conventionalty and Clarity</b> If students will struggle with difficult syntax, have them re-read sentences that confuse them and keep track of subject, verb, and direct or indirect object.</li> </ul>

**Recommended Placement** Generally the qualitative and quantitative measures suggest this text should be placed in the Grade 4–5 text complexity band, which is where both the Common Core State Standards and *Scott Foresman Reading Street* have placed it. Some students will benefit from scaffolded support for the longer sentences. Helping students understand the humor and exaggeration in the selection will increase their comprehension and enjoyment of the story.