

Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Two Bad Ants*.

Bridge to Complex Knowledge

Quantitative Measures	Lexile	820L
	Average Sentence Length	12.45
	Word Frequency	3.60

Qualitative Measures	Levels of Meaning	understand animal fantasy; personification; figurative language
	Structure	events happen chronologically; conventional structure
	Language Conventionality and Clarity	humor; close alignment of images and text
	Theme and Knowledge Demands	an unusual perspective

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 <i>Two Bad Ants</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review the strategy of using word structure and prefixes and suffixes to determine word meaning. Discuss how authors often make animals seem like humans in animal fantasies. Remind students that as they encounter unfamiliar words, they should adjust their reading rate to ensure understanding. 	<ul style="list-style-type: none"> Theme and Knowledge Demands If students have difficulty understanding the unusual perspective of the story, have them imagine themselves as tiny people experiencing the adventures the ants are experiencing for the first time. Language Conventionality and Clarity The complex sentences and advanced vocabulary may cause a problem for some students. Remind them to search for context and picture clues to help them understand difficult concepts.

Recommended Placement The quantitative measures suggest this text may be slightly outside the Grade 2–3 text complexity band. The alignment of the images and the text make the content more accessible to students. Providing scaffolded support will help students to understand the perspective of the ant and to achieve a successful understanding of the selection.