Text-Based Comprehension

Zoom in on ©

Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Weslandia.*

Bridge to Complex Knowledge

Quantitative Measures		
	Lexile	1020
	Average Sentence Length	14.60
	Word Frequency	3.36

Qualitative Measures		
	Levels of Meaning	one level of meaning; information is factual with a clearly stated purpose
	Structure	captions; diagrams; numbered headings signal sequence; unconventional structure
	Language Conventionality and Clarity	jargon; close alignment between images and text; literal, clear language
	Theme and Knowledge Demands	experiences that are very different from one's own; text assumes a basic knowledge of movies and television shows that use special effects

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 *Weslandia.*

READER AND TASK SUGGESTIONS

Preparing to Read the Text	Leveled Tasks
• Using the information on p. 24e, review strategies for using word endings to find the meaning of an unknown word. • Explain how, sometimes, fictional stories contain events that are unlikely to happen in real life. • Remind students that as they encounter unknown words they should slow down and think about the context of each word.	• **Language Conventionality and Clarity** If students will have difficulty with unfamiliar words, have them examine the word parts of each unknown word, keeping in mind the meanings of familiar prefixes, suffixes, and roots. • **Theme and Knowledge Demands** If students will not have difficulty identifying exaggerations, have them consider what the story has to say about thinking big.

Recommended Placement Both 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.