

# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *What Jo Did*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	880L
	<b>Average Sentence Length</b>	14.07
	<b>Word Frequency</b>	3.64

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	understand features of fiction; figurative language: idiom; only one level of meaning
	<b>Structure</b>	dialogue; unconventional structure; headings
	<b>Language Conventionality and Clarity</b>	jargon; natural, conversational language
	<b>Theme and Knowledge Demands</b>	a basic knowledge of basketball; singular perspective

<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>What Jo Did</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 prefixes and suffixes to determine the meanings of unfamiliar words.</li> <li>Discuss the features of fiction.</li> <li>Remind students to adjust their reading rate when they encounter idioms and figurative language.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structure</b> If some students have difficulty with the unconventional structure of pp. 185-186, remind them to read from top to bottom. Then have them describe how the structure and headings add to the story.</li> <li><b>Language Conventionality and Clarity</b> If students have problems understanding long sentences, have them read aloud the last sentence of the first paragraph on p. 180. Model how to identify the main action and break the sentence down into smaller parts for interpretation.</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. Students could benefit for scaffolded support on some of the longer sentences.