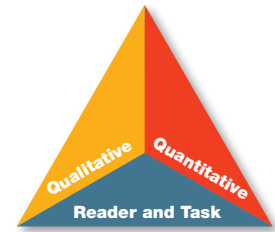


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Where Are My Animal Friends?*

### Bridge to Complex Knowledge

Quantitative Measures	Lexile	N/A
	Average Sentence Length	5.51
	Word Frequency	3.55
	Word Count	419

Qualitative Measures	Levels of Meaning	figurative language: personification; understand the elements of a drama or play
	Structure	use of images to signal the speaker; multiple voices; dialogue
	Language Conventionality and Clarity	natural, conversational language; simple sentence structure
	Theme and Knowledge Demands	understanding of the life cycle of a butterfly; understanding of actual animal behavior in preparation of winter

Reader and Task Suggestions	<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 children as they read <i>Where Are My Animal Friends?</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 endings <i>-er</i> and <i>-est</i>.</li> <li>Discuss how a drama is read differently than other genres of texts.</li> <li>Remind children that a good strategy for reading text with unfamiliar words is to slow their reading rate.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Analysis</b> If children do not understand where Goose and Hummingbird are going, have them look at the picture on p. 195 for clues.</li> <li><b>Language Conventionality and Clarity</b> If children do not know the meaning of the word <i>prop</i>, have them use the information on pp. 206–207 to figure out the meaning of the word.</li> </ul>

**Recommended Placement** This text is appropriate for placement at this level due to both the quantitative and qualitative elements of the selection.