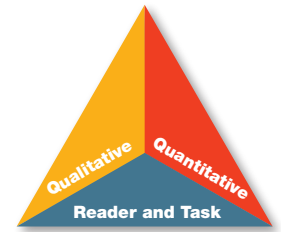


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Bear Snores On*.

### Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	figurative language: onomatopoeia, personification
	Structure	simple rhyme; repeated sentence; events happen chronologically
	Language Conventinality and Clarity	humor; some conversational language; close alignment between images and text
	Theme and Knowledge Demands	experiences that are very different from one's own; the text assumes little or no prior knowledge

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>Bear Snores On</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 the Amazing Words and have children use them to talk about the selection.</li> <li>Discuss how the use of rhyme, text sizes, and made-up words can add interest to a story.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structure</b> If children do not need help recognizing the rhyme and repetition of this animal fantasy, have them chime in as you read "But the bear snores on."</li> <li><b>Language Conventinality and Clarity</b> If children have difficulty understanding the made-up words, reread the sentences where they appear and have children tell what they mean.</li> </ul>

**Recommended Placement** This text is appropriate for placement as a read aloud at this level due to the qualitative elements of the selection.