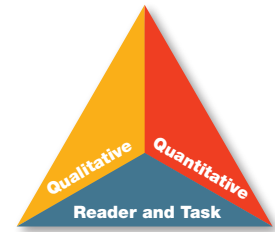


# Text-Based Comprehension



## Text Complexity Measures

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

### Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	figurative language: onomatopoeia, personification, alliteration
	Structure	repeated sentence; headings; text placed in a variety of locations
	Language Conventinality and Clarity	complex sentence structure; close alignment between images and text
	Theme and Knowledge Demands	a basic knowledge of large vehicles and the work done by each

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>Dig Dig Digging</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>Review the use of headings and illustrations to introduce topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theme Knowledge and Demands</b> For children ready to develop text-to-text connections, have them decide which trucks from <i>Smash! Crash!</i> belong on pages 10–11, 12–13, and 16–17 of the selection.</li> <li><b>Language Conventinality and Clarity</b> If children need support with the complex sentence structure, point out some of the repeated action words. Have children find and read other examples of repeated action words.</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.