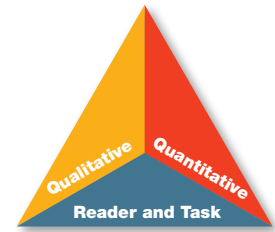


# Text-Based Comprehension



## Text Complexity Measures

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

### Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	only one level of meaning; information is factual and clearly stated
	Structure	table of contents; headings; glossary; index; predictable layout; diagram
	Language Conventinality and Clarity	literal, clear language; simple sentence structure; academic language
	Theme and Knowledge Demands	text assumes little or no prior knowledge about the topic; common experience

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>Flowers</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 the use of text features in nonfiction, such as tables of contents, chapter heads, glossaries, and indexes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Analysis</b> If children have difficulty understanding the concepts presented in the selection, have them name the different purposes for flowers.</li> <li><b>Levels of Meaning • Synthesis</b> If children understand the concepts in the selection, have them describe the life cycle of a flowering plant.</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.