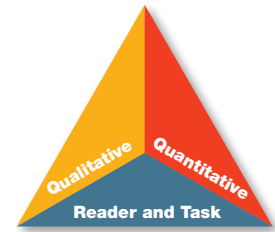


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *George Washington Visits*.

Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	understand the actions and motivations of the boy's father; symbolism
	Structure	flash-back; unconventional chronology
	Language Conventionality and Clarity	natural, conversational language; conventional language
	Theme and Knowledge Demands	a basic understanding of who George Washington was; a basic knowledge of the Revolutionary period

Reader and Task Suggestions	FORMATIVE ASSESSMENT Based on assessment results, use the Reader and Task Suggestions in Access Main Selection to scaffold the selection or support independence for children as they read <i>George Washington Visits</i> .	
	READER AND TASK SUGGESTIONS	
	Preparing to Read the Text	Leveled Tasks
	<ul style="list-style-type: none"> Review the Amazing Words and have children use them to talk about the selection. Explain that some events in historical fiction really happened and some characters really existed. Other events and characters are made up by the author. 	<ul style="list-style-type: none"> Structure If children have difficulty with the flashbacks in the story, have them focus on the illustrations on pages 14–15 and 18–19. Have children tell how they differ from the other illustrations in the story. Theme and Knowledge Demands If children have difficulty understanding the significance of the dates on the sign, reread pages 18–19 and have children tell what happened on those dates.

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