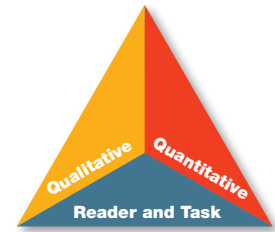


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Goldilocks and the Three Bears*.

Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	figurative language: personification
	Structure	simple, predictable structure
	Language Conventionality and Clarity	use of signal words for sequence; humor; close alignment between images and text
	Theme and Knowledge Demands	simple theme

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>Goldilocks and the Three Bears</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. Remind children that the words “Once upon a time” and “lived happily ever after” are clues that a story is a fairy tale. 	<ul style="list-style-type: none"> Structure If children find the structure of this story challenging, review the concept of opposites. Have children name some opposites from the story and then describe what was “just right.” Language Conventionality and Clarity If children need help with sequence, have them summarize Goldilocks’s actions on pages 10–11, 12–14, and 16–18 using the transition words <i>first</i>, <i>next</i>, and <i>then</i> that are used in the story.

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