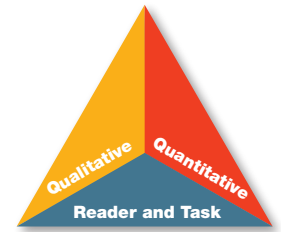


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *If You Could Go to Antarctica*.

Bridge to Complex Knowledge

| | | |
|----------------------|-------------------------------------|---|
| Qualitative Measures | Levels of Meaning | only one level of meaning; information is factual with a clearly stated purpose |
| | Structure | map; predictable structure; repeated phrase |
| | Language Conventinality and Clarity | academic language; jargon; literal, clear language |
| | Theme and Knowledge Demands | a basic knowledge of the continents |

| | | |
|-----------------------------|---|---|
| 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>If You Could Go to Antarctica</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. Discuss the importance of photographs and maps to illustrate informational text. | <ul style="list-style-type: none"> Levels of Meaning • Synthesis If children are able to classify and categorize information, challenge them to suggest chapter titles for pages 4–7 and pages 10–17. |

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