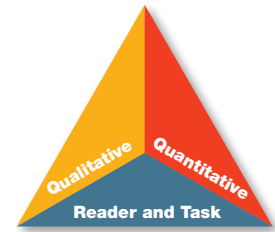


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Mayday! Mayday!*

Bridge to Complex Knowledge

| | | |
|----------------------|-------------------------------------|--|
| Qualitative Measures | Levels of Meaning | information is factual with a clearly stated purpose |
| | Structure | diagrams with labels; simple rhyme; author's note |
| | Language Conventinality and Clarity | jargon; academic language; events happen chronologically |
| | Theme and Knowledge Demands | a basic knowledge of the role of the U.S. Coast Guard |

| | | |
|-----------------------------|---|---|
| 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>Mayday! Mayday!</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 use of labeled diagrams and illustrations in nonfiction selections. | <ul style="list-style-type: none"> Language Conventinality and Clarity If children have difficulty with abbreviations such as <i>H-60 'hawk</i> or <i>mech</i> and jargon such as <i>Mayday</i> or <i>chemlight</i>, have them use the illustrations and context clues to help them determine the meanings. Theme and Knowledge Demands For children having difficulty understanding the swimmer's equipment, have them compare the illustration on pages 20–21 with the diagram on page 3. |

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