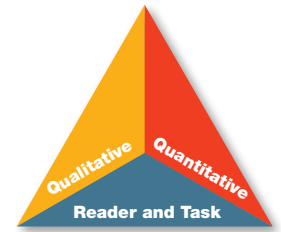


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *My Lucky Day*.

### Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	multiple levels of meaning; understand how the pig tricks the fox; figurative language: personification
	Structure	events happen chronologically; conventional structure; list
	Language Conventinality and Clarity	humor; natural, conversational language; simple sentence structure
	Theme and Knowledge Demands	a basic knowledge of which animals usually prey on other animals

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>My Lucky Day</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 how illustrations can help the reader understand the plot and the characters as well as contribute to the humor in a story.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theme and Knowledge Demands</b> If children don't understand why the fox was happy to see the pig, explain the concept of predator and prey. Have children tell what real foxes and real pigs eat.</li> <li><b>Levels of Meaning • Analysis</b> If children don't understand what <i>lucky</i> means, define it. Then have children tell which character was lucky and which character was unlucky.</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.