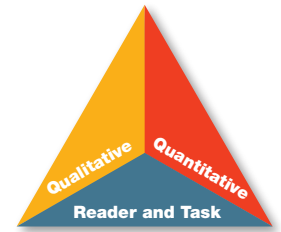


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Old MacDonald had a Woodshop*.

Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	understand animal fantasy; figurative language: personification, onomatopoeia
	Structure	predictable structure
	Language Conventinality and Clarity	close alignment of images and text; humor
	Theme and Knowledge Demands	a basic knowledge of the purpose of some simple tools; reference to a song ("Old McDonald had a Farm")

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>Old MacDonald had a Woodshop</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. Use the nursery rhyme "Old MacDonald Had a Farm" to discuss the predictable structure of this story. 	<ul style="list-style-type: none"> Language Conventinality and Clarity If children have difficulty following this cumulative story, have them focus on the illustrations and listen carefully for the sound of each new tool. Levels of Meaning • Evaluation If children will not have difficulty with tools, have them repeat the sound of each tool and tell whether they think the author made a good choice in selecting that sound for the tool.

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