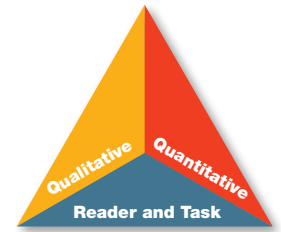


Text-Based Comprehension



Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Plaidypus Lost*.

Bridge to Complex Knowledge

| | | |
|----------------------|--------------------------------------|--|
| Qualitative Measures | Levels of Meaning | use of a pun; figurative language: hyperbole, onomatopoeia |
| | Structure | unconventional layout; events happen chronologically; simple rhyme; text placed in a variety of locations and formats |
| | Language Conventionality and Clarity | irony; humor; close alignment between images and text |
| | Theme and Knowledge Demands | a basic knowledge of <i>platypus</i> as an animal and <i>plaid</i> as a design; a perspective that is common to one's own or to many |

| | | |
|-----------------------------|--|--|
| 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>Plaidypus Lost</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 author's varied use of colors and sizes of texts. | <ul style="list-style-type: none"> Theme and Knowledge Demands If children don't understand the name <i>Plaidypus</i>, have them use an illustration to explain what a platypus is and what <i>plaid</i> means. Structure If children have difficulty with sequence, have them list the order of the places where <i>Plaidypus</i> was lost. |

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