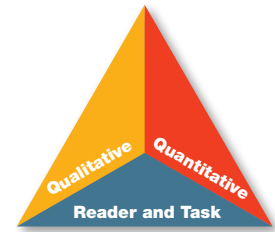


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *The Big Top*.

### Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	understand realistic fiction; gather meaning from the images
	Structure	predictable layout; simple structure
	Language Conventinality and Clarity	simple sentence structure, clear language; close alignment between images and text
	Theme and Knowledge Demands	common experiences; simple theme

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>The Big Top</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 sounds of the consonants <i>d</i>, <i>l</i>, and <i>h</i>.</li> <li>Discuss with children how to determine if a text is realistic fiction.</li> <li>If children read text without understanding it, remind them that slowing their reading rate may help with comprehension.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Analysis</b> If children are not gaining information from the pictures, ask questions and have them point to the picture that answers the question.</li> <li><b>Theme and Knowledge Demands</b> Children may not know that a top is a spinning toy. Have children use the pictures on pp. 102–103 to tell how a top moves.</li> </ul>

**Recommended Placement** This text is appropriate for placement at this level due to the qualitative elements of the selection.