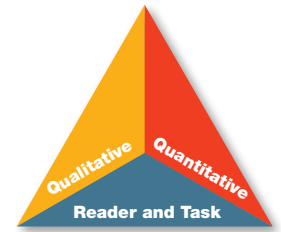


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Then and Now*.

### Bridge to Complex Knowledge

Qualitative Measures	Levels of Meaning	information is factual with a clearly state purpose
	Structure	predictable structure; unconventional chronology; headings
	Language Conventinality and Clarity	literal, clear language; close alignment of images and text
	Theme and Knowledge Demands	common experiences; references to other time periods; 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 students as they read <i>Then and Now</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>Point out how this nonfiction selection uses a compare/contrast format with the “Then” and “Now” symbols.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Analysis</b> If children do not have difficulty with the concepts, have them look at each pair of illustrations and tell what they have in common. For example, for pages 16–17, children might say that people then and now do laundry.</li> <li><b>Language Conventinality and Clarity</b> If children have difficulty understanding the complex sentences, reread them and have children focus on the illustrations to help them understand each sentence.</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.