

Text Complexity

Appropriate Achievement

Students engage in reading behaviours with a variety of fiction and non fiction texts selected with teacher assistance. Texts include

- highly familiar content, based on experiences with family, pets, friends and school
- main ideas/ themes that are concrete and easy to understand
- short, simple sentences; repeated sentence patterns, with one or two words changing per page
- language commonly used by students; a few easy, high-frequency words
- mostly one-syllable words; some simple plurals and words ending with *s* and *ing*
- illustrations/photographs match print and strongly support word-solving
- one or two lines of text per page; large clear font with ample spacing between words and lines; consistent layout with print clearly separated from pictures; line breaks at end of phrases or sentences

Fiction (Realistic, Simple Animal Fantasy, Folktales)

Texts are characterized by

- predictable structures with a series of events
- repetitive actions
- one-dimensional characters
- familiar settings, easily described (e.g., home, school, park, zoo, farm)

Nonfiction (Informational)

Texts are characterized by

- one topic presented through clear structures (e.g., description, sequence)
- one idea per page
- illustrations/photographs that convey information separate from text; minimal text is included; understanding of illustrations and photographs is independent of presented text
- simple text features (e.g., title, large font)

Strong Achievement

Students demonstrating strong achievement select, with some assistance, and read independently texts as described above, as well as, some texts at a higher level of difficulty. The increase in text complexity is often created by

- less direct word-solving support from illustrations and photographs
- variations in simple sentence patterns requiring students to attend more closely to print
- the inclusion of a greater range of easy high-frequency words and a few simple decodable words
- the presence of dialogue, usually defined by *said*
- the inclusion of a greater range of punctuation, including commas and quotation marks
- variation in print placement on the page (i.e., top, bottom, left, right), still supported by large font and ample spacing



Reading Achievement Standards End of Entry

Reading Strategies and Behaviours Appropriate Achievement

Students

- begin to monitor reading by using one-to-one matching of voice to print; notice when meaning or language does not fit
- use illustrations, meaning, knowledge of oral language patterns, and initial consonants to problem-solve unknown words; make meaningful substitutions rather than abandon reading
- recognize, in context, a bank of personally significant words (e.g., names, environmental print) and a few easy, high-frequency words
- use title, illustrations and prior knowledge/experience to make predictions about the contents of a book

Reading Strategies and Behaviours Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours described at the appropriate level in an increasingly independent manner, and

- apply their understanding of print concepts to longer texts (i.e., more text on a page as well as a greater number of pages)
- show greater control with directionality and word-by-word matching
- read texts that include simple decodable words
- use their knowledge of sound/symbol correspondence to problem-solve unknown words
- focus on initial, medial, and final sounds, as well as onset and rime patterns to problem-solve unknown words

Comprehension Responses

Appropriate Achievement

Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below. Students

Literal Response

Reading
"the lines"

- respond accurately to many literal questions or comprehension tasks; rely on information in pictures
- retell the major ideas of a story orally or through the use of pictures (using their own drawings or provided images); may require prompting
- recount or illustrate a main topic providing a few simple details; may require verbal prompts to encourage explanations or additional details

Inferential/Interpretive Response

Reading
"between the lines"

- make simple inferences about a main character (his/her actions or feelings), giving general information in their rationale
- use pictures and print to sequence or list ideas in text
- use some language from texts in personal context (e.g., join in chants, rhymes; use "storybook" words or phrases)
- use basic text features (e.g., title, cover, illustrations) to gain obvious information

Personal/Critical/Evaluative Response

Reading
"beyond the lines"

- make obvious personal connections to text
- express preferences for, and simple opinions about, texts, authors and illustrators (e.g., favourite book/picture), providing general reasons for their responses
- recognize some simple text forms (e.g., poems, letters, stories, information books) and basic characteristics such as title, author and illustrator

Comprehension Responses

Sample Questions/Tasks

The following types of questions/tasks may be used to assess students' comprehension.

Strong Achievement

Literal Response

- *Find the page in the book that tells us ____.*
- *Tell me what happened in this book. What happened first? Next?*
- *Draw a picture to show what you learned about ____ (topic from book). What else can you add to your picture?*

Students demonstrating strong achievement are able to complete comprehension questions/tasks described at the appropriate level with overall accuracy, as well as

- include more details in their responses

Inferential/Interpretive Response

- *Look at this picture. How is the ____ (girl/boy/character) in the book feeling? How do you know?*
- *What does the girl do to get ready to go outside? Tell me in order. Why does she do that first? Last?*
- *What food does the boy eat for lunch? What should he eat first?*
- *What does this picture tell you about ____ (topic)?*
- *What does the picture on the cover tell you about this book?*

- make simple inferences by drawing on the meaning of the complete text

Personal/Critical/Evaluative Response

- *Has anything like this ever happened to you?*
- *Show me your favourite part/page of the book. What makes it your favourite?*
- *What book do you want to take home? Why?*
- *Is the information in this book true? Could it really happen? How do you know?*

- make connections that are more often based on relevant personal experiences and general knowledge