

# 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