Text Complexity
Appropriate Achievement

Students select and read independently a variety of fiction and nonfiction texts. Texts include

- topics often beyond personal experiences, requiring cultural, historical or social perspectives

- examples of more challenging/mature themes/ideas (e.g., war, immigrant experiences) which require the reader to interpret and connect information/ideas with other texts

- an increasing number of complex sentences in conjunction with long simple sentences and compound sentences; greater sophistication in the use of dialogue with more examples of split quotations

- language which is often uncommon and challenging (e.g., new vocabulary and content-specific words, supported by context or use of glossary); greater use of figurative (e.g., metaphor, simile) and specific, descriptive language

- many words with more than three syllables, some of which are difficult to decode

- chapter books with no or few illustrations; illustrations/photographs that represent and extend print in nonfiction

- many lines of print on a page, organized in paragraphs, predominantly standard-sized font with greater variation in layout within same text

Fiction (Realistic, Fantasy, Traditional, Historical Fiction, Mysteries)

Texts are characterized by

- varied structures (short stories, letters) that may have multiple narrators; longer books which require sustained reading and recall of information

- plots with expanded and detailed episodes, proceeding in time-order and ending in clear resolution; descriptions that provide details important to understanding

- the inclusion of a main character, usually easily identified as the "hero", who is often developed through conflict; factors related to character development that are explicit and obvious; multiple characters revealed through dialogue, actions, thoughts, and/or perspectives of others

- a wide variety of dialogue and stretches of descriptive language important to understanding characters

- settings (i.e., time and place) that are often unfamiliar and important to understanding plot, characters, and theme

Nonfiction (Informational, Biography, Autobiography)

Texts are characterized by

- several topics/explicit ideas, linked by categories and presented through clear structures (e.g., description, sequence, compare/contrast, problem/solution, cause/effect)

- at times, many pieces of limited information per section (signalled by font style, headings, or subheadings), usually written in short paragraphs with a clear topic sentence

- print and illustrations/photographs that are equal in prominence; print that adds details necessary for interpretation; variety in layout, often not linear

- a full-range of graphics, not always fully explained; varied, and sometimes dense layout

- additional information, at times requiring interpretation, found throughout text (e.g., table of contents, subheadings, index, glossary, pictures, captions, sidebars, charts/diagrams, maps, simple keys and legends, boldface type, highlights)

Strong Achievement

Students demonstrating strong achievement select 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

- topic choices that require the reader to draw upon extensive background knowledge and knowledge from other subject areas

- the development of abstract main ideas/themes that require the reader to understand information and viewpoints based on experiences different from his/her own

- the inclusion of longer stretches of descriptive language that add important details to plot, character, and setting, and consequently increase challenges for comprehension

- characters in narrative texts facing conflicts with more abstract entities (i.e., nature or society)

- the addition of content-specific words in nonfiction texts that are often not explained in context

- the inclusion of more complex graphics that require the reader to interpret visual information in combination with print (e.g., graphs, scales)

Reading Strategies and Behaviours
Appropriate Achievement

Students
- monitor reading and self-correct; begin to adjust strategies according to form, and purpose

- use all sources of information to solve many unknown words; analyze words in flexible ways (e.g., word order, roots, plurals, contractions); make reasonable attempts at multi-syllabic and content-specific words

- read a wide variety of words with automaticity, including content-specific words

- read familiar passages with appropriate pacing, phrasing and expression to convey sense of text to audience; occasional hesitations may occur with unfamiliar words

- use context clues, prior knowledge/experiences and knowledge of text forms/features to verify and adjust predictions while reading

- use text features (e.g., table of contents, headings/subheadings, index, glossary, charts/diagrams) to preview, and locate information; may need support with features requiring interpretation

Reading Strategies and Behaviours
Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours described at the appropriate level in an increasingly efficient and deliberate manner. They also

- solve a range of words, including multi-syllabic and content-specific words

- acquire new vocabulary while reading

- question and predict based on interpretations that go beyond the obvious

New Brunswick Nouveau Brunswick
Be...in this place • Être...ici on le peut

Appropriate Achievement

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

Sample Questions/Tasks

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

Strong Achievement

Literal Response

Reading "the lines"

- respond accurately to most literal questions by selecting and locating relevant details; may omit some key information when skimming a large amount of text
- identify most key story elements (e.g., setting, characters, story events, problem/ resolution, theme/lesson) of a narrative text and provide some relevant details; may include some unnecessary information; graphic organizers may be used
- distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited "jot" notes

Literal Response

- *Skim this part to find ___ (information/topic) and tell me about it.*
- *Find the part that tells _____.*
- *Tell the important parts of the story in your own words.*
- *Think like the author. What message do you want the reader to take away from this book?*
- *What are the important ideas in this book? What information can you tell me about each of these key ideas?*
- *Look back at the questions you had about this topic. Which ones can you now answer?*

Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and completeness. They also

- demonstrate increasing efficiency with rereading and skimming to locate relevant details

Inferential/Interpretive Response

Reading "between the lines"

- make logical inferences about a character (his/her actions, feelings, or personality), and story events with some supporting textual details
- interpret clear relationships among several ideas to draw conclusions (e.g., cause/ effect, problem/solution), or make comparisons; support responses with some textual details
- use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/ sentences used in figurative and descriptive ways
- interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained in text

Inferential/Interpretive Response

- *Why do you think the character _____ (behaved in a certain way)? What makes you think that way?*
- *How would you describe_____ (character) to someone who hadn't read this book?*
- *After reading this book about weather, what can you tell me about the effects of extreme weather?*
- *What is the same/different about ___ (e.g., types of clouds)?*
- *Are there any ideas in this book we could use in our classroom?*
- *What does this word mean? How do you know?*
- *What does this expression mean?*
- *What does this diagram tell you? Is there any information in the diagram that isn't in the words of the text?*
- *How does this map help you when you read this page?*
- *Why is it important to have this caption under the photograph?*

- provide thoughtful and well-supported responses using specific and relevant textual examples and personal knowledge/ experience

Personal/Critical/Evaluative Response

Reading "beyond the lines"

- make some personal connections, relate relevant prior knowledge and make logical text-to-text comparisons; some connections go beyond the obvious and may be supported with a general explanation
- explain and support preferences for, and opinions about, texts, authors, and illustrators, providing some specific details or examples; may include some general or unrelated reasons
- recognize some elements of author's style/technique (e.g., figurative language, descriptions); explain how they help the reader; support explanations with personal examples or preference
- distinguish between fact and opinion, and identify an author's point of view; using details from the text
- identify a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography); including key characteristics (e.g., grouping of ideas) and a form's general purpose

Personal/Critical/Evaluative Response

- *How are you and the main character the same? Different? Would you have solved the problem the same way?*
- *What advice would you give the character?*
- *What did you already know about the topic? Did anything in this book surprise you?*
- *Why did you choose to read this book? Would you recommend it? Why or why not?*
- *Did the author convince you? Why or why not?*
- *What words did the author use to help you picture ____ (character, event, topic)?*
- *Is this information true or is this the author's opinion?*
- *What might ____ (another character) say about this event?*
- *If you wrote this part of the story as a newspaper article, what would the headline be? What else would you include? Why?*
- *When an author writes an information book, why do you think he/she often uses headings?*
- *How do you know these are instructions? What do you expect to find out from reading this?*

- are beginning to question and evaluate information in texts
- support opinions with relevant textual examples and personal knowledge/ experience