Text Complexity

Students select and read independently a variety of literary and information texts. Texts include

- a range of genres, longer texts, beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to adolescents (e.g., pop culture, other worlds, fictitious societies)

- multidimensional mature theme/ideas (e.g. human problems abuse, war, hardship, poverty, racism); age-appropriate characters/information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes that evoke alternative interpretations

- many complex sentence structures (including sentences greater than 30 words), more complicated use of dialogue; wide range of declarative, imperative and interrogative sentences; embedded phrases/clauses

- challenging language (need context, glossary/dictionary); wide range of literary devices (e.g., figurative language, symbolism, flashbacks); dialects (regional/historical); some words from other languages

- many words greater than three syllables (requires knowledge of root words/affixes), complex plurals/spelling patterns, many nouns/technical words that are difficult to decode

- variety of illustrations/photographs/complex graphics that match/add meaning/extend text; much literary text with no or few illustrations

- many lines of print on a page; variation in layout/print styles/font within the same text (some examples of dense print); wide range of punctuation; often include readers' tools (e.g., glossary, pronunciation guide)

Note: Text complexity is not defined as appropriate or strong. The wide range of unfamiliar content at this level ensures sufficient challenges for most readers.

Literary (Realistic/Historical Fiction, Fantasy, Myths, Legends, Poetry, Science Fiction, Mysteries, Satire, Hybrids)

Texts are characterized by

- varied structures (e.g., short stories, plays) with multiple narrators, some longer books requiring sustained reading and recall of information; some collections with interrelated themes

- plots with detailed episodes/subplots/multiple story lines; occasional unexpected twists

- main character with some complexity and unpredictability, i.e. "hero" with shades of good and bad; factors that relate to character development that require inferences; multiple characters revealed through dialogue, actions, thoughts and/or perceptions of others

- some unassigned dialogue from which story action must be inferred; many lines of descriptive language vital to understanding setting characters, theme, imagery; symbolism, figurative language

Information (Content Subject Textbooks, Reports, Directions, Biography, Memoir Autobiography, Ads, Hybrids)

Texts are characterized by

- heavy content load requiring readers to synthesize information

- topics /explicit ideas/information linked by categories and presented through clear structures (e.g. description, sequence, compare/contrast, problem/solution, cause/effect) at times combined in same text

- variety of formats (paragraphs, columns, boxes, legends, question/answer)

- wide variety of graphics, some dense and challenging, support text; some complicated layouts

- additional information conveyed through text features (e.g., table of contents, index, glossary, subheadings, captions, sidebars, cutaways, charts, diagrams, maps, keys/legends, bold type)

Reading Achievement Standards
End of Grade 7

Reading Strategies and Behaviours
Appropriate Achievement

Students

- automatically check for understanding; adjust strategies (e.g., reread, skim/scan, make connections) according to form, purpose and specific text challenges

- quickly solve unfamiliar words using a variety of cues (e.g., dividing words into syllables, using root words and origins to gain meaning; using background knowledge and context cues)

- automatically read and understand most words in range of contexts (e.g., subject-specific terminology, vocabulary from oral language)

- read appropriate-level texts with expression and confidence; adjust rates to match form and purpose; use appropriate phrasing, pausing and intonation

- use context clues, prior knowledge/experience, and knowledge of text forms/features to verify and adjust predictions while reading; may inquire/conduct research when content exceeds knowledge/experience

- use text features (e.g., table of contents, glossary, captions, headings/subheadings, index, sidebars, charts/diagrams, maps, font) to preview, interpret and locate information

- recognize and articulate processes and strategies used when reading various texts; identify personal processes

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, and

- show insight with their questions and predictions, based on interpretations of subtle textual details

- make insightful text-to-text and text-to-world connections based on extensive knowledge gained through broader reading experiences

New 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; skim large amount of text in search of information
- identify most key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text; explain how events are related to the theme; graphic organizers (e.g., timelines, story maps) may be used
- distinguish between main ideas and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points

Literal Response

- *What new information did you learn from reading and viewing this selection?*
- *Summarize what you have found so far. What key words did you note to help you remember?*
- *Where would you begin to construct a timeline to plot the events in this autobiography?*
- *Why is ___ (event/action of character) important to the story??*
- *What were the key ideas in the information you read/viewed? Why did you identify them as important?*

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

- read large amounts of text and distinguish between important and unimportant details
- organize and present information gathered from a wide variety of texts

Inferential/Interpretive Response

Reading "between the lines"

- make logical inferences about characters (motivations, feelings or personality), and story events, referring to relevant textual details; describe relationships between characters and effect on plot or overall theme
- interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details
- use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; interpret more subtle shades of meaning, and figurative and descriptive language
- interpret text features (e.g., headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs, feature boxes, sidebars) and explain how they help the reader understand the text

Inferential/Interpretive Response

- *Describe ___ (character) at the beginning of the story and at the end of the story. What caused this change?*
- *In what ways did the weaknesses/strengths of the character affect the chain of events in the story? How would the story be different if the character had acted differently?*
- *What is the theme or message of this selection? What do you think the author/poet wants you to think about and remember?*
- *What does this word mean? What helped you figure that out?*
- *Explain and give an example of how the author/poet used metaphor/simile/irony/personification/onomatopoeia.*
- *Show me how you used this key to understand the map.*
- *Look at this photograph and caption. What information do you learn that adds to the words of the text?*
- *How do the text features (e.g., headings, charts, questions) help you understand what you have read?*

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

Personal/Critical/Evaluative Response

Reading "beyond the lines"

- compare/contrast with personal knowledge/experiences, and make logical text-to-text and text-to-world comparisons; some connections go beyond the obvious and are supported with a reasonable explanation
- express and support preferences for, and opinions about, particular texts, authors, illustrators, and genres, using specific details/examples
- explain how the different elements of an author's style/technique (e.g., figurative language, dialect, descriptions, flashbacks, foreshadowing, metaphor, symbolism) create meaning and reaction; evaluate author's effectiveness by providing relevant examples
- respond critically to texts; recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias; propose alternative perspectives
- recognize purpose, structure, and characteristics of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy); explain how they contribute to understanding the text

Personal/Critical/Evaluative Response

- *Which character is most like you? How?*
- *How would you have solved the problem?*
- *Tell me about your favourite genre. What is it about the genre that engages you?*
- *Does the author keep you interested in this selection? How?*
- *What does the author do to help you picture this character?*
- *The problem is described by ___ .What do you think ___ would say about it?*
- *Whose viewpoint is presented? What, if any, opposing viewpoints are presented? Whose viewpoint is missing? Describe the biases and assumptions presented in this selection. Whose interests are served?*
- *What are some examples of how the author used persuasive language in this piece?*
- *What are some similarities and differences between one form/genre and another? (e.g., myths and legends)*

- synthesize knowledge/experience gained through reading widely to make insightful connections