

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



Education, Early
Learning and Culture
English Programs

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 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

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

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

Comprehension Responses

Sample Questions/Tasks

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

Strong Achievement

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

- *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

- *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