

Text Complexity

Appropriate Achievement

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

Texts include

- some content beyond children’s typical “lived” experiences requiring them to draw upon knowledge gained from reading, viewing, and discussions
- familiar themes that are starting to reflect more universal ideas (e.g., friendship, bravery)
- longer, simple sentences with variety in the placement of adjectives, adverbs, phrases and subject/verbs; numerous compound sentences and a few complex sentences with clauses
- more uncommon words and phrases than in earlier levels as well as content-specific vocabulary (usually explained or illustrated); some figurative (e.g., simile) and book language beyond expressive language; descriptive language, usually dealing with concrete/physical attributes
- many two- or three-syllable words, including plurals, contractions, possessives, compound words and words with suffixes (most multi-syllable words are within reader’s decoding control)
- illustrations/photographs that match text but are not necessary for word solving
- a varying number of lines of text per page with sentences consistently organized in short paragraphs; sentences that frequently carry over two or three lines; some longer sentences that start at left margin; large clear font with ample spacing provided between lines and some variation in text layouts; early chapter books with particularly “friendly layout”

Fiction (Realistic, Simple Animal Fantasy, Folktales)

Texts are characterized by

- multiple events (sometimes arranged in short chapters)
- events related to a single plot with an easily recognized beginning, middle and ending
- a straightforward, often predictable, plot developing over a number of episodes
- predictable characters who undergo little change or development and who are revealed through dialogue, actions, thoughts and/or other’s perspectives which require the reader to infer meaning
- both assigned and unassigned dialogue; various points of view revealed through dialogue
- stories that may move from one time/place (usually no more than two settings); some stories in which setting is important for comprehension

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

- the inclusion of unfamiliar content that requires students to draw on general knowledge and/or knowledge gained through reading and viewing
- the use of more content-specific words, usually explained in context or supported by illustrations
- the inclusion of specific, descriptive words and some figurative language depicting more abstract ideas
- more detailed plots and simple character development in narratives
- the inclusion of several explicit ideas (in nonfiction texts), supported with a variety of graphics, sometimes presented in a non-linear layout (i.e., graphics are presented in an array or include insets and sidebars preventing the page from being “read” from top-to-bottom and left-to-right).

Nonfiction (Informational)

Texts are characterized by

- explicit ideas that are presented through clear structures (e.g., description, compare/contrast, sequence, problem/solution, cause/effect) to show simple relationships
- one idea or item per page or section; bold print or headings that may be used to signal sections; short paragraphs with clear topic sentences
- prominent illustrations/photographs (may include insets), clearly separated from print; print that adds some supporting details
- graphics that are clearly explained, (usually one or two types per page)
- text features such as headings, captions, basic diagrams, and/or simple glossaries that support meaning



Reading Achievement Standards End of Grade 2

Reading Strategies and Behaviours *Appropriate Achievement*

Students

- monitor reading and self-correct when reading does not make sense, sound right and/or look right; employ “fix-up” strategies (e.g., reread, read on); may require occasional prompting
- combine meaning, word structure (compounds, plurals, suffixes), language structure (e.g., word order and language patterns), and phonics (e.g., consonant blends; onsets and rimes; common spelling patterns) to solve unknown words; may need some support with irregular (e.g., young) or longer words
- read a variety of high frequency words, most with automaticity
- read familiar passages fluently with appropriate phrasing and expression to convey sense of text to audience; may hesitate with unfamiliar words
- use context clues, prior knowledge/experience, and knowledge of “story” to make reasonable predictions
- use simple text features (e.g., headings, table of contents, illustrations, captions, labels) to predict content and help locate information; may require prompting

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 independent manner, and

- recognize when comprehension has been lost, employing “fix-up” strategies with some consideration for their reading purpose (e.g., looking for specific information as compared to reading a narrative passage for enjoyment)
- solve many new words and make reasonable attempts at unfamiliar and multi-syllabic words
- have acquired a sight-word bank of personally significant and content-specific words



Education and Early
Childhood Development
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 by locating specific details; tend to rely on information located in one place, rather than skimming text to gather details
- retell narrative text including main events in sequence with some supporting details, and most story elements (e.g., setting, main characters, problem/resolution); verbal prompts or graphic organizers may be used to support/extend a retell
- identify most main ideas and a few related details; may require verbal prompts or graphic organizers, with applicable headings

Inferential/Interpretive Response

Reading
"between the lines"

- make simple inferences about a character (his/her actions or feelings) and story events, providing some general supporting details
- interpret direct relationships among ideas to draw conclusions (e.g., cause/effect) or make obvious comparisons, using some details from the text
- use context clues and background knowledge to explain the meaning of words and sentences
- use text features (e.g., headings, simple diagrams, captions, labels, font) to gain additional information from the text

Personal/Critical/Evaluative Response

Reading
"beyond the lines"

- make obvious personal connections; relate prior knowledge and make concrete text-to-text comparisons, when similarities are clear and straightforward; explanation may be general and may include some unrelated examples
- express preferences for, and simple opinions about, texts, authors, and illustrators; provide some general examples to support statements, often related to overall topic
- identify a few simple text forms (e.g., story, poem, "how-to", information book); describe overall characteristics and general purpose

Comprehension Responses

Sample Questions/Tasks

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

Strong Achievement

Literal Response

- *Find the part that gives information on ____.*
- *What happened in the story? What was the problem and how did they solve it?*
- *Who was in the story? Where did it take place?*
- *Tell about one important idea you learned from this book.*
- *Reread this part (i.e., page or paragraph). Tell what you learned in your own words.*

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

- show an increasing ability to locate and organize information

Inferential/Interpretive Response

- *Why do you think ____ (name of character) did this ____ (certain action)?*
- *How do you think he/she is feeling? How can you tell?*
- *What made this happen? Why did this happen next?*
- *How are dogs and cats alike as pets? How are they different?*
- *Tell me what ____ (word from book) means. How did you know?*
- *How did this photograph help you understand ____ (idea from book)?*
- *What does this label tell us about this picture?*
- *Why is this word written this way (e.g., squiggly letters)?*
- *What do you notice about the way the author wrote the word, STOP? Why do you think the author did that?*

- provide interpretations and connections (often beyond the obvious) supported by details and/or experiences

Personal/Critical/Evaluative Response

- *What is one way you and the character are alike? Different?*
- *Did you like this book? Why or why not?*
- *Do you like the way the author described ____ (an event/character/topic)? Why or why not?*
- *What words did the author use to help you make a picture in your head?*
- *Do you think this story really happened? What makes you think that?*
- *Is this a story or an information book? How can you tell?*
- *How can you tell this is a recipe?*
- *Why might someone want to write an information book about ____ (topic)?*

- support opinions with relevant textual details and personal experiences