

CROSS GRADE COMPARISON CHART

Reading

Overall Expectation 2

READING OVERALL EXPECTATION # 2: *recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;*

Understanding Form and Style

2.1 Text Forms

Grade 1	Grade 2	Grade 3	Grade 4
identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (<i>e.g., characters, setting, events, problem/solution</i>), graphic texts such as a calendar (<i>e.g., names of months and days, a grid, numbers</i>), and informational texts such as a simple “All About_____” book (<i>e.g., labels, headings, pictures</i>)	identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale (<i>e.g., plot, characters, setting</i>), graphic texts such as a primary dictionary (<i>e.g., words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams</i>), and informational texts such as a “How to” book (<i>e.g., materials listed in order of use, numbered steps, labels, diagrams</i>)	identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story (<i>e.g., plot development, characters, setting</i>), graphic texts such as a comic book (<i>e.g., speech bubbles, illustrations, captions</i>), and informational texts such as a nature magazine (<i>e.g., table of contents, diagrams, photographs, labels, captions</i>)	explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal (<i>e.g., first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or weekly entries provide context</i>), graphic texts such as a brochure (<i>e.g., headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material</i>), and informational texts such as an encyclopedia (<i>e.g., table of contents, glossary, index, headings, and subheadings help the reader use key words to locate information</i>)
Grade 5	Grade 6	Grade 7	Grade 8
analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories (<i>e.g., how character, setting, and plot illustrate the theme</i>), graphic texts such as a logo (<i>e.g., how the elements work together to convey a message</i>), and informational texts such as a movie review (<i>e.g., how the “lead” is used to signal whether the review is positive or negative</i>)	analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a myth (<i>e.g., the use of imaginary/supernatural characters tells the reader not to interpret the story literally</i>), graphic texts such as an advertisement (<i>e.g., colour and layout are used to emphasize the appeal and importance of the product</i>), and informational texts such as an editorial (<i>e.g., the formal, logical structure of thesis, development, and summary/conclusion helps create an authoritative impression</i>)	analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel (<i>e.g., the realistic portrayal of imagined characters and actions helps the reader become involved in the story</i>), graphic texts such as a photo essay (<i>e.g., the pictures and captions together communicate much more than they could separately</i>), and informational texts such as a manual (<i>e.g., the use of headings, numbered steps, and illustrations makes the procedures easy to follow</i>)	analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir (<i>e.g., the author’s personality and/or special experience of the subject are an important part of the narrative, even if the author is not the subject of the narrative</i>), graphic texts such as a map (<i>e.g., the different colours for land and water help readers understand what geographical features they are looking at</i>), and informational texts such as a magazine article (<i>e.g., sidebars allow minor themes to be developed in detail without interrupting the main narrative</i>)

2.2 Text Patterns

Grade 1	Grade 2	Grade 3	Grade 4
recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts (<i>e.g., signal words such as first, second, then, finally help to identify time order or sequence</i>)	recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts (<i>e.g., numbered steps help the reader follow a procedure or set of instructions correctly</i>)	recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts (<i>e.g., classification/grouping of ideas in a report or a factual recount</i>) <i>Teacher prompt:</i> “How does this pattern help you understand the text?”	recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts (<i>e.g., comparison in an advertisement; cause and effect in a magazine or newspaper article</i>)

Grade 5	Grade 6	Grade 7	Grade 8
identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., <i>comparison in a report; time order in a biography; cause and effect in an explanation</i>)	identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., <i>order of importance in a persuasive letter or news report, a grid and coordinates in a map, columns and rows in a table, time order in a biography</i>)	analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning (e.g., <i>a question-and-answer format in a report or article; groups and subgroups in a table or web</i>) <i>Teacher prompt:</i> “How does the organizational pattern make it easy for you to find the information you need?”	analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning (e.g., <i>a “before-and-after” comparison in an advertisement; time order and cause and effect in an online magazine or newspaper article</i>)
2.3 Text Features			
Grade 1	Grade 2	Grade 3	Grade 4
identify some text features (e.g., <i>illustrations, symbols, photographs, title, page number, table of contents</i>) and explain how they help readers understand texts <i>Teacher prompts:</i> “How does the title help you understand what you are going to be reading?” “How does an illustration or photograph help you understand what you are reading?”	identify some text features and explain how they help readers understand texts (e.g., <i>table of contents, index, chart, illustrations, pictures, diagrams, icons</i>) <i>Teacher prompt:</i> “How does the diagram help you understand the explanation?”	identify a variety of text features and explain how they help readers understand texts (e.g., <i>table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu</i>) <i>Teacher prompt:</i> “What is the purpose of a glossary in a non-fiction text? How could you use it to help you understand the text?”	identify a variety of text features and explain how they help readers understand texts (e.g., <i>the back cover copy for a book helps readers decide whether the book will interest them; titles, subtitles, captions, labels, a menu allow the reader to skim a text to get a general idea of what it is about</i>)
Grade 5	Grade 6	Grade 7	Grade 8
identify a variety of text features and explain how they help readers understand texts (e.g., <i>indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information</i>)	identify a variety of text features and explain how they help readers understand texts (e.g., <i>indexes, headings/subheadings, captions and labels, and drop-down menus help the reader locate key words, phrases, or ideas when skimming or scanning a text before reading</i>)	identify a variety of text features and explain how they help communicate meaning (e.g., <i>a task bar, hyperlinks, margin notes, “Works Cited” or “References” lists</i>)	identify a variety of text features and explain how they help communicate meaning (e.g., <i>tree diagrams, tables, endnotes, and “Works Cited” or “References” lists help readers locate information and understand its context</i>) <i>Teacher prompt:</i> “What do the types of sources in the ‘References’ list tell you about the author’s research?”
2.4 Elements of Style			
Grade 1	Grade 2	Grade 3	Grade 4
identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts (e.g., <i>descriptive words help the reader make better mind pictures of the characters or setting in a story</i>) <i>Teacher prompt:</i> “What words in the text helped you make a picture in your head?”	identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., <i>descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red red robin</i>)	identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., <i>different sentence types make the text more interesting for the reader and help the author express different kinds of ideas – questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement</i>)	identify various elements of style – including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., <i>alliteration and rhythm can emphasize ideas or help convey a mood or sensory impression</i>)

Grade 5	Grade 6	Grade 7	Grade 8
<p>identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., <i>a series of short sentences can help communicate a sense of finality: He didn't. He couldn't. He wouldn't. The matter was settled. It was time to move on.</i>)</p>	<p>identify various elements of style – including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning (e.g., <i>hyperbole provides drama and emphasis in a persuasive article; a complex sentence allows the author to combine ideas for succinctness and improved flow</i>)</p>	<p>identify various elements of style – including foreshadowing, metaphor, and symbolism – and explain how they help communicate meaning and enhance the effectiveness of texts (e.g., <i>a metaphor creates vivid, striking pictures in the reader's mind by suggesting an unexpected analogy between one type of object or idea and a different object or idea: a budding poet</i>)</p>	<p>identify a range of elements of style – including symbolism, irony, analogy, metaphor, and other rhetorical devices – and explain how they help communicate meaning and enhance the effectiveness of texts (e.g., <i>the use of dramatic irony, in which the audience understands the implications of words or actions better than the characters do themselves, can create humour or a sense of foreboding</i>)</p>