

## Examples of Text for Exploration

(lists are cumulative; higher grade levels build on previous grade lists)

	Narrative	Expository	Poetic
Kindergarten	<ul style="list-style-type: none"> <li>- sequenced pictures/illustrations/video</li> <li>- oral stories</li> <li>- story books (wordless picture books or with a low proportion of text)</li> <li>- story and picture books written by classmates</li> <li>- predictable books</li> <li>- puppet plays</li> <li>- improvisations/dramatizations</li> <li>- narratives where the main character is concrete and close to the learner's experiences, where the setting (place) is obvious and singular, where the plot includes clear sequence and action, and where the ideas, content, vocabulary, and theme are grade appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- alphabet books</li> <li>- number books</li> <li>- simple predictable informational books</li> <li>- environmental print (signs, packages, labels, advertising, logos, etc.)</li> <li>- charts, pictographs</li> <li>- visual schedules</li> <li>- morning message</li> <li>- lists (names, phone numbers)</li> <li>- web sites</li> <li>- catalogues</li> </ul>	<ul style="list-style-type: none"> <li>- poems with lots of repetition, strong rhythm, rhyming patterns, and some simple figurative language (may include onomatopoeia (sounds) and alliteration)</li> </ul>
One	<ul style="list-style-type: none"> <li>- story books (wordless picture books or with a low proportion of text)</li> <li>- plays (scripts of familiar stories)</li> <li>- traditional tales (fairy tales)</li> <li>- narratives where the main character is predictable, concrete and close to the learner's experiences; where the setting (time and place) is obvious and singular; where the plot includes clear sequence and action; and where the ideas, content, vocabulary, and theme are grade appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- alphabet books</li> <li>- predictable books</li> <li>- explanations</li> <li>- simple maps and diagrams</li> <li>- pictographs</li> <li>- "how to" books</li> <li>- letters</li> <li>- simple informational texts</li> <li>- pictures in magazines</li> <li>- dictionaries</li> <li>- simple graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>- poems with lots of repetition, strong rhythm, description (grade appropriate vocabulary/qualifiers), rhyming patterns, and some simple figurative language (may include onomatopoeia (sounds) and alliteration)</li> </ul>
Two	<ul style="list-style-type: none"> <li>- story books (picture books with a high proportion of text)</li> <li>- traditional tales (fairy tales, fables, legends, tall tales, folk tales)</li> </ul>	<ul style="list-style-type: none"> <li>- recipes</li> <li>- informational text with pictures/diagrams and a higher proportion of text</li> </ul>	<ul style="list-style-type: none"> <li>- poems with lots of repetition (refrains, lines, phrases), strong rhythm, description (grade appropriate vocabulary/qualifiers), rhyming patterns,</li> </ul>

	<ul style="list-style-type: none"> <li>- jokes and riddles</li> <li>- novelettes/novellae (often part of a series, very short chapters, supported by a few illustrations, often written in the first person, and usually featuring a great deal of dialogue and action)</li> <li>- narratives where the main and minor characters are predictable, concrete and close to the learner's experiences; where the setting (time and place) is obvious and singular (in novelettes two settings are possible); where the plot includes clear sequence (beginning-middle-end), clear resolution of problem without ambiguity, clear cause-and-effect; and where the ideas, content, vocabulary, and theme are grade appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- schedules</li> <li>- menus</li> <li>- TV listings</li> <li>- cards and invitation</li> <li>- hockey cards, games cards, etc.</li> <li>- calendar</li> <li>- addresses and envelopes</li> </ul>	<p>and some simple figurative language (may include onomatopoeia (sounds), alliteration, simile/comparison)</p>
<p>Three</p>	<ul style="list-style-type: none"> <li>- story books (picture books with a high proportion of text)</li> <li>- plays (scripts)</li> <li>- improvisations/dramatizations</li> <li>- traditional tales (fairy tales, fables, legends, tall tales, folk tales, myths)</li> <li>- novelettes/novellas (often part of a series, short chapters, with an increasing amount of text on each page, often written in the first person, sometimes supported by a few illustrations, and usually featuring a great deal of dialogue and action; each chapter usually presents and solves a problem)</li> <li>- narratives where the main and minor characters are predictable, concrete, close to the learner's experiences, and often stereotypical ("good" or "bad"); where the setting (time and place) is obvious and singular (in novelettes two settings are possible); where the plot includes clear sequence and</li> </ul>	<ul style="list-style-type: none"> <li>- book jackets</li> <li>- DVD covers</li> <li>- magazines</li> <li>- brochures</li> <li>- newsletters</li> <li>- surveys</li> <li>- board games</li> <li>- agendas, itineraries, schedule</li> <li>- trivia</li> </ul>	<ul style="list-style-type: none"> <li>- poems with lots of repetition (refrains, lines, phrases), strong rhythm, description (grade appropriate vocabulary/qualifiers), rhyming patterns, and some simple figurative language (may include onomatopoeia (sounds), alliteration, simile/comparison, personification)</li> </ul>

	action, problem resolution; clear cause-and-effect pattern; and where the ideas, content, vocabulary, and theme are grade appropriate		
Four	<ul style="list-style-type: none"> <li>- story books (picture books with a high proportion of text and increasingly sophisticated themes)</li> <li>- stories and picture books written by classmates</li> <li>- traditional tales (fairy tales, fables, legends, tall tales, folk tales, myths)</li> <li>- novelettes/novellae (often part of a series, short chapters, with an increasing amount of text on each page, few or no illustrations, often written in the first person, and usually featuring action, but less dialogue and increasing description; each chapter usually presents and solves a problem)</li> <li>- narratives where the main and minor characters are predictable, concrete, close to the learner's experiences, and often stereotypical ("good" or "bad"); where the setting (time and place) is obvious and singular (in novelettes two settings are possible); where the plot includes clear sequence, action, problem resolution possibly with a simple twist, clear cause-and-effect pattern; and where the ideas, content, vocabulary, and theme are grade appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- book reports (games, character sketches, maps, book and movie reviews...)</li> <li>- observations</li> <li>- histories</li> <li>- prologues</li> <li>- news and weather reports</li> <li>- letters (officials or editors)</li> <li>- autobiographies</li> <li>- speeches</li> <li>- varied forms of data collections</li> <li>- thesauri</li> <li>- brochures</li> <li>- newspaper</li> <li>- pamphlets</li> <li>- science experiments</li> </ul>	<ul style="list-style-type: none"> <li>- poems with lots of repetition (refrains, lines, phrases), strong rhythm, description (grade appropriate vocabulary/qualifiers), rhyming patterns, and some simple figurative language (may include onomatopoeia (sounds), alliteration, simile/comparison, personification, metaphor)</li> </ul>
Five	<ul style="list-style-type: none"> <li>- story books (high proportion of text and increasingly sophisticated themes)</li> <li>- traditional tales (fairy tales, fables, legends, tall tales, folk tales, myths)</li> <li>- novels (relatively short chapters, with few or no illustrations, featuring action, but less dialogue and increasing description, varied sentence lengths, often written in the first</li> </ul>	<ul style="list-style-type: none"> <li>- biographies</li> <li>- study notes</li> <li>- documentaries</li> <li>- text books</li> <li>- instructions</li> </ul>	<ul style="list-style-type: none"> <li>- poems with lots of repetition (refrains, lines, phrases), strong rhythm, description (grade appropriate vocabulary/qualifiers), rhyming patterns, and some simple figurative language (may include onomatopoeia (sounds), alliteration, simile/comparison, personification, metaphor)</li> </ul>

	<p>person; each chapter usually presents and solves a problem)</p> <ul style="list-style-type: none"> <li>- narratives where the main and minor characters are predictable, often stereotypical but with some complexity in character (main character is partly "good" or "bad"), and relationships between characters is increasingly important; where the setting (time and place) is obvious and singular (in novelettes two settings are possible), with some foreshadowing or flashbacks possible; where the plot includes clear sequence, action, problem resolution possibly with a simple twist, clear cause-and-effect pattern; and where the ideas, content, vocabulary, and theme are grade appropriate</li> </ul>		
<p>Six</p>	<ul style="list-style-type: none"> <li>- story books (high proportion of text and increasingly sophisticated themes)</li> <li>- traditional tales (fairy tales, fables, legends, tall tales, folk tales, myths)</li> <li>- short stories</li> <li>- novels (relatively short chapters, with few or no illustrations, featuring action, minor dialogue, considerable description, varied sentence lengths, challenging vocabulary often written in the first person or narrated; each chapter usually presents and solves a problem or a new attempt at solving the same problem)</li> <li>- narratives where the main and minor characters are predictable, often stereotypical but with some complexity in character (main character is partly "good" or "bad"), and relationships between characters is central; where the setting (time and place) is obvious and singular (in novelettes two settings are possible), with some</li> </ul>	<ul style="list-style-type: none"> <li>- manuals</li> <li>- book &amp; movie reviews</li> <li>- task cards &amp; instructions</li> </ul>	<ul style="list-style-type: none"> <li>- poems with lots of repetition (refrains, lines, phrases), strong rhythm, description (grade appropriate vocabulary/qualifiers), rhyming patterns, and some simple figurative language (may include onomatopoeia (sounds), alliteration, simile/comparison, personification, metaphor, hyperbole (exaggeration: overstatement and understatement))</li> </ul>

	foreshadowing or flashbacks possible; where the plot includes clear sequence, action, problem resolution possibly with a simple twist, clear cause-and-effect pattern; and where the ideas, content, vocabulary, and theme are grade appropriate		
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