Reading Categories with Examples from the BC Curriculum and Performance Standards

The following table further illustrates the nature of the Specifications, by showing relationships with some of the descriptions from the BC Performance Standards, and some of the Prescribed Learning Outcomes from the IRPs. (**Note:** The examples are not comprehensive or exhaustive.)

Reading Categories	BC Performance Standards	IRP Outcomes
Retrieve Information The reader locates information that is found in the text. No inferences or interpretations are required. The information is usually contained within a phrase or sentence.	• uses text features to preview and locate information • provides specific, relevant detail as needed	Learning outcomes for this category are not included in the IRP as these outcomes are considered appropriate for lower grade levels. As Figure 1 (p. 4) illustrates, lower level categories are subsumed in higher level categories.
Recognize Meaning The reader uses information provided in the text and understands an equivalent statement or reformulates it in her/his own words. The reader comprehends the use of literary and stylistic terms and devices. The information is usually contained within a phrase or sentence.	• accurately identifies main ideas and restates them in own words • deals effectively with obvious themes	Learning outcomes for this category are not included in the IRP as these outcomes are considered appropriate for lower grade levels. As Figure 1 (p. 4) illustrates, lower level categories are subsumed in higher level categories.
Interpret Texts The reader integrates ideas and information to show an understanding or interpretation. The information may be implicit and open to interpretation. Information may need to be inferred, "filled-in" or linked across parts of a text. The information is generally derived across the text, but may sometimes be found in a word or sentence.	• offers logical predictions and speculations • uses subtle clues in the text to build inferences and interpretations	• interpret and evaluate ideas, information and understandings from texts • make and support reasoned judgements • compare information from a variety of sources including magazines, newspapers, web sites and electronic media
Analyze Texts The reader takes a stance, evaluating and making judgments about aspects of the text or the author's purpose, perspective, craft and effectiveness. The evaluation may focus on personal reactions and opinions, or on critical analysis. The evaluation may require information to be integrated or transformed. The reader may make connections with other texts, or synthesize information from multiple texts.	• logically describes and analyzes elements and key features, offering an interpretation that goes beyond retelling • explains relationships among ideas; offers logical predictions, speculations, and conclusions based on specific evidence from the text	• compare ideas and elements among texts • synthesize and extend thinking about texts

Examples of Examination Tasks for the Four Reading Categories

Reading Literature	Reading Information
Retrieve Information *For example:* • identify explicit information about characters, and events • identify setting (where and when) • recount events • locate details relevant to a particular task (e.g., to complete a template or answer a question) • identify the sequence of explicitly stated events or steps • locate the definition of a word or phrase provided in the text	*For example:* • locate details relevant to a particular task (e.g., to complete a template or answer a question) • identify explicitly stated topic or main idea • identify the sequence of explicitly stated events or steps • locate the definition of a word or phrase provided in the text
Recognize Meaning *For example:* • identifies main ideas that are straightforward, and restates in own words • describes setting and main character • determines explicitly described character traits and motivation • determines a character's feelings from his or her actions or reactions • describes basic relationships between two characters • describes story elements or key features • identifies more obvious themes	*For example:* • identifies main ideas that are straightforward, and restates in own words • describes basic cause-effect relationships • re-states conclusions or generalizations • explains the meaning of technical or specialized words or phrases in context • classifies information • makes notes using logical categories
Interpret Texts *For example:* • makes logical predictions • infers character traits and motivation • infers main ideas • infers a character's feelings from his or her actions or reactions • interprets themes or message • infers mood or tone • suggests alternatives to character's actions • integrates information to support a generalization or conclusion	*For example:* • infers main ideas • provides relevant details/supports inferences • compares information from two parts of a text • integrates information to develop a generalization or conclusion • draws conclusions about an author's viewpoints and opinions • develops categories that reflect the underlying framework of a text
Analyze Texts *For example:* • makes connections to other selections • offers an insightful analysis • generalizes about a theme, relating it to other elements • explains relationship among ideas • analyzes main ideas and provides textual support • analyzes author's purpose/intent and provides textual support • compares two characters • compares features of two texts (e.g., themes, characters, style)	*For example:* • provides logical, supported judgments, and evaluations • makes comparisons with other texts • offers logical predications, speculations and conclusions supported by evidence • provides thoughtful questions and connections • analyzes author's purpose/intent and provides textual support • interprets the influence of historical, social, or cultural context on a text