



Profile of Ability

The reader can:

Understand and get most information from short, simple texts related to familiar, routine everyday topics of personal relevance.

When the text is:

- Limited to common and mostly factual, concrete vocabulary
- Clearly organized and easy to read with simple layout
- Sometimes supported by graphics, charts or diagrams
- Short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Understands most simple connected discourse
- Gets the overall meaning
- Identifies purpose, main ideas, some specific details and links between paragraphs
- Occasionally guesses the meaning of unknown words and identifies some very common idioms
- May rely on graphics and other visual clues when interpreting meaning
- May identify some aspects of register and style
- Comprehension is based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures
- Relies on a bilingual dictionary

I. Interacting with Others

- Understand simple personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience.
 - Gets the gist.
 - Identifies specific important details (such as sender, date and response required).
 - Identifies words that indicate politeness and tone.
 - Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Read a message (letter, email, text message, online post) from a friend, co-worker or classmate that includes an update on his/her life.

Read a personal email message sent by a friend apologizing for forgetting about a lunch date.

II. Comprehending Instructions

- Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations.
[Instructions are up to about 6 steps in point form or as a short, continuous text that may include a visual to support comprehension.]
 - Identifies sequence and location signals (such as *first, next and before*).
 - Recognizes common sentence patterns, phrases and symbols commonly used in instructions.
 - Follows instructions in the appropriate sequenced order.
 - Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Read and follow instructions on how to remove temporary Internet files from a computer.

Read and follow a simple recipe or preparation steps on a packaged food item.

Read and follow instructions for playing a simple board or card game.

Read and follow short, simple directions (in an online reference source) to a location.

Read and follow instructions to prepare and set up for a workplace event.



Reading – Benchmark 4

III. Getting Things Done

- Get information from simple formatted texts (such as forms, tables, schedules and directories).
 - Identifies layout and specific information.
 - Identifies type and purpose.
- Get information from short business or service texts (such as brochures, notices, form letters and flyers).
 - Identifies type and purpose.
 - Finds main ideas, specific information and key details.
 - Compares facts and information to make choices.
 - Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Use a bus or train schedule to plan the arrival and departure times for an upcoming trip.

Use a telephone directory (print or online) to locate the closest medical clinic.

Find an advertisement to match a list of apartment rental requirements.

Read a short notice from a bank about a credit card renewal.

Read basic safety rules on a workplace poster.

IV. Comprehending Information

- Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.

[Texts may be supported by graphics, charts, tables, illustrations or diagrams.]

 - Gets the overall meaning.
 - Identifies type and purpose of the text.
 - Finds key information and specific details.
 - Compares simple information.
 - Identifies meanings of connective words between sentences in a narrative sequence.
- Access simple standard reference texts (such as dictionaries and encyclopedias).
 - Finds relevant information.
 - Identifies overall meaning.
 - Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Read a short news article (print or online) to get the details.

Use a simple statistical table (print or online) listing place of birth and number of people in Canada to identify where most immigrants come from.

Read a simple description of an event or phenomenon and locate a few concrete facts.

Read a simple description about a company and locate a few concrete facts (when it started, what it does, how many people it employs).

Use an online encyclopedia to find relevant information for a class project.

Read simple advertisements of 2 products to decide which product to buy.