



Some Features of Communication Across Stage I Reading

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Texts have a clear font or legible printing and a very simple layout. • Texts are very sparse with simple, clear organization. • Continuous texts are very short (from a simple phrase to a few very short sentences). • Formatted texts are very short and simple and may include maps, diagrams and common forms, signs and symbols. • Common and familiar visuals are almost always included to support meaning. • Instructions are 1 step, in simple phrases and for highly common and familiar tasks and routines. • Language is very simple, concrete and factual. • Topics are familiar and related to immediate personal needs. • Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks. • Context is non-demanding. 	<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Texts have a clear font or legible printing and a very simple layout. • Texts are very sparse with simple, clear organization. • Continuous texts are very short (up to about 5 to 7 very simple sentences). • Formatted texts are very short and simple and may include basic common forms, simplified maps, diagrams, labels, tables, schedules and very simple common flyers. • Common and familiar visuals are often included to support meaning. • Instructions are 1 to 4 steps, in single phrases or short sentences and for common and familiar tasks and routines. • Language is very simple, concrete and factual. • Topics are familiar and related to immediate personal needs. • Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks. • Context is non-demanding. 	<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Texts have a clear font or legible printing and a simple layout. • Texts are sparse with clear organization. • Continuous texts are short (up to about 2 paragraphs) and include mostly descriptive and narrative genres. • Formatted texts are short and simple, with clear labels, and may include forms, tables, graphs, maps, schedules, directories, and short brochures and flyers. • Visuals are sometimes included to support meaning. • Instructions or instructional texts are 1 to 5 steps and for familiar tasks and procedures. • Language is simple, concrete and factual. • Topics are familiar, personally relevant and predictable. • Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks. • Context is non-demanding. 	<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Texts have a clear font or legible printing and a simple layout. • Texts are sparse with clear organization. • Continuous texts are short (up to about 3 paragraphs) and include mostly descriptive and narrative genres. • Formatted texts are simple, with clear labels and may include forms, tables, schedules, directories, graphs, and short business brochures and flyers. • Visuals are sometimes included to support meaning. • Instructions or instructional texts are for 1 to 6 steps and for familiar procedures. • Language is simple, concrete and factual with a few common idioms. • Topics are mostly familiar, personally relevant and predictable. • Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks. • Context is non-demanding.

Note: Length and density of text determine the degrees of simplicity across Reading Stage I.