



Some Features of Communication Across Stage II Reading

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Formatted texts are moderately complex and may include maps, forms, tables, schedules, directories, course calendars and graphs. • Instructions or instructional texts are clear and explicit and are for 7- to 10-step routine procedures that are presented step by step. • Continuous texts are moderately complex and may include narrative, descriptive and some literary genres. • Length of continuous text is relatively short (up to about 1 page), as dictated by the topic, purpose, genre and context. • Language is mostly factual, concrete and literal, with some abstract words. • Topics are personally relevant, mostly familiar and predictable. • Context is moderately demanding. 	<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Formatted texts are moderately complex and may include maps, forms, tables, schedules, directories, course calendars and graphs. • Instructions or instructional texts are clear and explicit and are for 10-step routine procedures that are not always presented step by step. • Continuous texts are moderately complex and may include narrative, descriptive and some literary genres. • Length of continuous text is relatively short (up to about 2 pages), as dictated by the topic, purpose, genre and context. • Language is mostly factual, concrete and literal, but may also be abstract and specialized. • Topics are personally relevant, mostly familiar and partly predictable. • Context is moderately demanding. 	<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Formatted texts are moderately complex and may include forms, tables, schedules, directories, course calendars and graphs. • Instructions or instructional texts are clear and explicit and are for 10- to 13-step procedures that are not always presented step by step. • Continuous texts are moderately complex and may include narrative, descriptive, argumentative, persuasive and literary genres. • Length of continuous text is moderate (up to about 4 pages), as dictated by the topic, purpose, genre and context. • Language is concrete or abstract and may be specialized. • Topics are personally relevant, mostly familiar and partly predictable. • Context is moderately demanding. 	<ul style="list-style-type: none"> • Texts are paper-based or digital/online. • Formatted texts are moderately complex and may include forms, tables, schedules, directories, course calendars, graphs and website navigation menus. • Instructions or instructional texts are clear and explicit and are for extended multistep, established procedures that are not always presented step by step. • Continuous texts are moderately complex, and may include narrative, descriptive, argumentative, persuasive and literary genres. • Length of continuous text is moderate (up to about 5 pages), as dictated by the topic, purpose, genre and context. • Language is concrete or abstract and may be specialized. • Topics are personally relevant but are not always familiar or predictable. • Context is moderately demanding.

Note: Text length is provided only as a very general reference to suggest how tolerance for focused attention may build across Reading Stage II. Length does not necessarily determine the degrees of moderate complexity.