

Characteristics of Text

In general, reading behaviours for Level L are the same as for Level K, except they are applied to longer and/or more complex books. At Level L there is greater variety of texts, including informational books, biographies, chapter books, and some longer, highly literary, or informational picture books. Chapter books have more sophisticated plots and characters that are developed throughout the text. Some books have abstract or symbolic themes that require higher-level conceptual understandings. Texts contain an expanded vocabulary with many multisyllabic words.

Behaviours to Notice and Support	<i>Students' Names</i>									
Integrates multiple sources of information while reading with fluency										
When reading orally, reads rapidly, with phrasing										
Reads orally, with accuracy, not stopping to self-correct in the interest of fluency and phrasing										
In oral reading, uses multiple word-solving strategies with longer words										
Reads silently most of the time										
Demonstrates understanding and facility in interpreting the text after silent reading										
After reading longer sections of a text, predicts events, outcomes, problem resolutions, and character changes										
Makes connections between the text read and other books										
Sustains attention to meaning and interpretation of a longer text read over several days										

Characteristics of Text

Level M books have a variety of formats. Topics vary widely, and include subjects that will be familiar to children and some that will be new. Literary selections have complex language and subtle meanings that require interpretation and background knowledge. Chapter books are longer, with few pictures. This requires readers to have mastery of the text. Many books have small print and little space between words. Vocabulary is expanded, and many words require background knowledge for comprehension.

Behaviours to Notice and Support	<i>Students' Names</i>									
Uses multiple sources of information to figure out words rapidly, while focusing on meaning										
Flexibly applies word-solving strategies to more complex, multisyllabic words										
Demonstrates facility in interpreting text while reading orally, with fluency and phrasing										
Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing										
Reads silently, except during assessment or to demonstrate text interpretation										
After reading longer sections of text, predicts outcomes, problem resolutions, and character changes										
Remembers details and sustains attention to meaning through a longer text										
Demonstrates understanding and facility at interpretation after silent reading										
Makes connections between the text read and other books										
Goes beyond the text to make more sophisticated interpretations										

Characteristics of Text

The Level N collection includes longer texts in a variety of genres. There are chapter books that present memorable characters developed through literary devices such as humour, irony, and whimsy. There are informational books and books that offer mystery and suspense. Level N also has shorter selections that provide opportunities to interpret texts and go beyond them. Vocabulary continues to expand, and topics go well beyond students' own experience.

Behaviours to Notice and Support	Students' Names									
Uses multiple strategies to figure out new words quickly										
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing										
Reads silently, except during assessment or when demonstrating text interpretation										
Remembers details from one section of text to the next										
Sustains attention to a longer text, remembering details and revising interpretations										
Notices how illustrations convey the author's meaning										
Demonstrates sophisticated interpretation of characters and plot										
Makes connections among a wide variety of texts										
Goes beyond the text to speculate on alternative meanings										

Behaviours to Notice and Support (by Level)

Characteristics of Text

Books at Level O include selections from children’s literature and chapter books. Books at this level explore more mature themes and topics that go beyond students’ experience and expand it. Students can empathize with characters and learn about the lives of others. The vocabulary is sophisticated and varied. Most words will be known or within students’ control; however, many will require interpretation of meaning. Many new multisyllabic words are included. Sentences are more complex and use a full range of punctuation.

Behaviours to Notice and Support	<i>Students' Names</i>									
Solves words quickly and automatically while focusing on meaning										
Searches to understand the subtle shades of meaning that words can convey										
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing										
In oral reading, figures out new words rapidly while reading smoothly and expressively										
Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered										
After reading silently, demonstrates understanding and sophistication in text interpretation										
Makes connections among texts to enhance interpretation										
Goes beyond the text to speculate on alternative meanings										
Shows the ability to summarize the text in writing										

Characteristics of Text

In general, books at this level are longer and ideas and language are more complex than at previous levels. Level P has a variety of informational texts, including history and biography. Through this variety, students become familiar with texts that are organized differently and learn how to gain information from them. Other genres include chapter books that explore the problems of early adolescents.

Behaviours to Notice and Support	Students' Names									
When reading silently, reads rapidly and with attention to meaning										
Actively acquires new vocabulary through reading										
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing										
In oral reading, figures out new words rapidly while reading smoothly and expressively										
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered										
Demonstrates interest in reading an extended text over a longer time period										
After reading silently, demonstrates understanding and sophistication in interpreting meaning										
Compares the text with other books in an analytic way										
Goes beyond the text to speculate on alternative meanings										
Shows the ability to summarize and extend the text in writing										

Behaviours to Notice and Support (by Level)

Characteristics of Text

Level Q includes literature selections with sophisticated humour, complex plots, and memorable characters. Themes at this level are sophisticated and require interpretation. They serve as a good foundation for group discussion. Illustrations and their relationship to the text can be examined as well. Books have complex structure and difficult words that offer challenges. There are some words from languages other than English. Longer texts require an extended time period to read.

Behaviours to Notice and Support	<i>Students' Names</i>									
Reads rapidly, with attention to meaning, when reading silently										
Actively acquires new vocabulary through reading										
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing										
In oral reading, figures out new words rapidly while reading smoothly and expressively										
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered										
Demonstrates interest in reading an extended text over a longer time period										
Demonstrates interest in reading shorter literary texts										
Uses illustrations to help analyze text meaning										
After reading silently, demonstrates understanding and sophistication in interpreting meaning										
Compares the text to other books in an analytic way										
Goes beyond the text to speculate on alternative meanings										
Goes beyond the text to interpret characters' thoughts and feelings										
Shows the ability to analyze and extend the text in writing										

Characteristics of Text

At Level R, both fiction and nonfiction have a range of historical place and time settings, giving students an opportunity to empathize with characters and learn about their lives and the times and places in which they lived. In general, skills are the same as at Level Q, but are extended over a wider variety of texts. Some books require sustained reading over a longer time period. Vocabulary and language are sophisticated and offer challenges to the reader.

Behaviours to Notice and Support	<i>Students' Names</i>									
Reads rapidly, both orally and silently, while focusing on meaning										
Actively acquires new vocabulary while reading										
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered										
Demonstrates interest in reading an extended text over a longer time period										
Extends the text in various ways, including through research										
Demonstrates interest and ability in interpreting shorter selections										
Uses illustrations to help analyze text meaning										
After reading silently, demonstrates understanding and sophistication in interpreting meaning										
Uses comparison with other texts to assist interpretation										
Goes beyond the text to interpret characters' thoughts and feelings and to speculate on alternative meanings										
Demonstrates all interpretive and analytic skills in writing										