

## 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.

<b>Behaviours to Notice and Support</b>	<b>Students' Names</b>									
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										