

## Characteristics of Text

Level E books are generally longer than books at previous levels, either with more pages or more lines of text on a page. Some have sentences that carry over several pages and have a full range of punctuation. The text structure is generally more complex: stories have more or longer episodes, and informational books have more difficult ideas and concepts. However, in texts with more difficult concepts, there are usually repeating language patterns that offer some support. There are more multi-syllable and compound words at this level.

<b>Behaviours to Notice and Support</b>	<b>Students' Names</b>									
Tracks print with eyes, except at points of difficulty										
Uses language syntax and meaning to read fluently, with phrasing										
Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection										
Rereads to self-monitor or self-correct phrasing and expression										
Recognizes many words quickly and automatically										
Figures out some longer words by taking them apart										
Relates texts to others previously read										
Reads for meaning but checks with the visual aspects of print (letters, sounds, words)										
Rereads to search for meaning and accuracy										
Remembers details and uses them to clarify meaning										
Demonstrates understanding by talking about text after reading										

## Characteristics of Text

In general, texts at level F are longer and have more story episodes than at previous levels. There are also shorter texts with some unusual language patterns. Books have some concepts unfamiliar to students and some are even abstract, requiring reflection. Illustrations continue to support reading, but closer attention to print is required. Language patterns are more characteristic of written language than of spoken language. Some level F books have smaller print, and more words and lines of text. There are many more new words and a greater variety of high-frequency words. A full range of punctuation is used to enhance meaning.

<b>Behaviours to Notice and Support</b>	<b>Students' Names</b>								
Tracks print with eyes, using finger only at points of difficulty									
Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection									
Uses syntax of written language to figure out new words and their meaning									
Uses sound-letter relationships, word parts, and other visual information to figure out new words									
Uses known words to figure out new words									
Uses multiple sources of information to search and self-correct									
Figures out longer words while reading for meaning									
Rereads to figure out words, self-correct, or improve phrasing and expression									
Rereads to search for meaning									
Recognizes most words quickly and automatically									
Moves quickly through the text									
Reads fluently, with phrasing									
Talks about ideas in the text and relates them to his/her experiences and to other texts									

**Characteristics of Text**

Most books at level G are not repetitive. These books include a variety of patterns. Knowledge of punctuation is important in understanding what each sentence means and how it should be read aloud. Vocabulary is more challenging, with a greater range of words and more difficult words, including some that are technical and require content knowledge. Concepts and ideas may be less familiar than at previous levels. Level G books have a greater variety of styles of print and text layout, requiring close attention to print and flexibility on the part of the reader.

<b>Behaviours to Notice and Support</b>	<b>Students' Names</b>								
Reads fluently and rapidly, with appropriate phrasing									
Follows print with eyes, occasionally using finger at points of difficulty									
Notices and uses punctuation to assist smooth reading									
Recognizes most words quickly and automatically									
Uses sound-letter relationships, known words, and word parts to figure out new words									
Uses meaning, visual information, and language syntax to figure out words									
Rereads to figure out words, self-correct, or improve phrasing and expression									
Rereads to search for meaning									
Remembers details to support the accumulation of meaning throughout the text									
Uses illustrations for information but does not rely on them to make predictions									

## Characteristics of Text

Level H books are similar in difficulty to level G, but level H has a wider variety, including books with poetic or literary language. Sentences vary in length and difficulty, and some complex sentences carry over several pages. Students will need to be familiar with the syntactic patterns that occur. Books have fewer repeating events and language patterns, requiring more control of aspects of print. The vocabulary is expanded and includes words that are less frequently used in oral language. The size of print varies greatly.

<b>Behaviours to Notice and Support</b>	<b>Students' Names</b>								
Reads fluently and rapidly, with appropriate phrasing									
Follows the text with eyes, using finger only at points of particular difficulty									
Notices and uses punctuation to assist smooth reading									
Recognizes most words rapidly									
Uses sound-letter relationships, known words, and word parts to figure out new words									
Uses meaning, visual information, and language syntax to solve problems									
Rereads phrases to figure out words, self-correct, or improve phrasing and expression									
Rereads to search for meaning									
Remembers details to support meaning accumulated through the text									
Uses illustrations for information but does not rely on them to make predictions									
Searches for meaning while reading, stopping to think or talk about ideas									

## Characteristics of Text

In general, the books at level I are longer and more complex than at levels G and H. The size of print is smaller, and there are many more lines of print on the page. Books have longer sentences and paragraphs. There are more multi-syllabic words, requiring complex word-solving skills. This level offers a greater variety of texts, including some that are informational, with technical language. Events in the text are more developed. Illustrations enhance the story, but provide little support for understanding meaning.

<b>Behaviours to Notice and Support</b>	<b>Students' Names</b>								
Actively figures out new words using a range of strategies									
Follows the print with eyes									
Reads fluently, slowing down to figure out new words and then resuming speed									
Begins to silently read some of the text									
In oral reading, rereads some words or phrases to self-correct or improve expression									
Rereads to search for meaning									
Flexibly uses meaning, language syntax, and visual information to figure out new words and to monitor reading									
Self-corrects errors that cause loss of meaning									
Rereads when necessary to self-correct, but not as a habit									
Demonstrates understanding of the story and characters									
Goes beyond the text in discussions and interpretations									
Sustains problem solving and development of meaning through a longer text read over two or three days									

## Characteristics of Text

Although it supports essentially the same reading behaviours, level J offers more difficult and varied books than level I. It includes informational books with new concepts and beginning chapter books with complex narratives and memorable characters. The amount of print varies; some level J books have full pages of text with few illustrations. Generally, illustrations enhance the text, but offer little support for understanding text meaning or figuring out new words. The difficulty of the language also varies. There are some books with easy and familiar language, and others with literary language or other challenges. Texts have many high-frequency words, but may also have unfamiliar and/or technical words.

Behaviours to Notice and Support	Students' Names								
Uses multiple sources of information to process text smoothly									
Uses multiple strategies to figure out new words while focusing on meaning									
Analyzes words from left to right, using knowledge of sound-letter relationships									
Uses known words and word parts to figure out new words									
Reads fluently, slowing down to figure out new words and then resuming speed									
Flexibly uses meaning, language syntax, and visual information to monitor reading									
Self-corrects errors that cause loss of meaning									
Rereads when necessary to self-correct, but not as a habit									
Rereads to search for meaning									
Demonstrates understanding of the story and characters									
Goes beyond the text in discussions and interpretations									
Sustains problem solving and development of meaning through a longer text read over several days									
Silently reads sections of text									
Makes inferences, predicts, and analyzes character and plot									

## Characteristics of Text

The level K collection includes longer chapter books with memorable characters, shorter informational books with technical language and new concepts, and literary texts with illustrations that enhance meaning. Stories have multiple episodes related to a single plot. Some stories have to do with times, places, and characters outside students' experience. Readers will need to use a variety of strategies to figure out new writing styles. At this level, most reading will be silent, although you should invite students to read aloud for assessment purposes and for emphasis or enjoyment in group sessions. It will take more than one sitting for students to read some of the longer chapter books.

<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, slowing down to problem-solve and then resuming speed										
Reads silently much of the time										
Demonstrates understanding of the text after silent reading										
Makes inferences, predicts, and analyzes character and plot										
Flexibly uses multiple word-solving strategies while focusing on meaning										
Goes beyond the text in understanding of problems and characters										
Demonstrates facility in interpreting the text										
Sustains attention to meaning and interpretation of a longer text read over several days										

## 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	Students' Names								
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.

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

	Students' Names									
Behaviours to Notice and Support										
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										

**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.

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