

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.

Behaviours to Notice and Support	Students' Names									
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										