

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.

Behaviours to Notice and Support	Students' Names								
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									