

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										