

Level:	E	F	G	H	I
Characteristics of Text	Level E books are longer than books at the previous levels with more pages or more lines of text on a page. Sentence structure is more complex with a range of punctuation and more difficult ideas and concepts. There is still some repeating language patterns to offer reading support.	Tests at Level F are longer and have more story episodes than at previous levels. There are also shorter texts with some unusual language patterns. Pictures continue to support reading but there may be concepts that are abstract or unfamiliar to children, requiring more reflection.	Most books at Level G are not repetitive. These books include a variety of patterns. Knowledge of punctuation is important in understanding what the sentence means and how it should be spoken. Vocabulary is more challenging and concepts may be less familiar to students.	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. Books have fewer repeating events and language patterns and more complex vocabulary.	The books in Level I are longer, more complex, and may have a noticeable difference in print size with more lines on a page. There are multisyllabic words requiring complex word-solving skills. Some informational text may include technical language. Illustrations enhance the story but provide low support for understanding meaning.
Behaviors to Notice and Support	<p><b>Everything in Level D and:</b></p> <ul style="list-style-type: none"><li>• Tracks print with eyes except at points of difficulty</li><li>• Uses language syntax and meaning to read fluently, with phrasing</li><li>• Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection</li><li>• Rereads to self-monitor or self-correct phrasing and expression</li><li>• Recognizes many words quickly and automatically</li><li>• Figures out some longer words by taking them apart</li><li>• Relates texts to others previously read</li><li>• Reads for meaning but checks with the visual aspects of print (letters, sounds, words)</li><li>• Rereads to search for meaning and accuracy</li><li>• Remembers details and uses them to clarify meaning</li><li>• Demonstrates understanding by talking about text after reading</li></ul>	<p><b>Everything in Level E and:</b></p> <ul style="list-style-type: none"><li>• Uses syntax of written language to figure out new words and their meaning</li><li>• Uses sound/letter relationships, word parts, and other visual information to figure out new words</li><li>• Uses known words to figure out new words</li><li>• Uses multiple sources of information to search and self-correct</li><li>• Figures out longer words while reading for meaning</li><li>• Rereads to figure out words, self-correct, or improve phrasing and expression</li><li>• Recognizes most words quickly and accurately</li><li>• Moves quickly through the text</li><li>• Reads fluently, with phrasing</li><li>• Talks about ideas in the text and relates them to his/her experiences and to other texts</li></ul>	<p><b>Everything in Level F and:</b></p> <ul style="list-style-type: none"><li>• Reads fluently and rapidly, with appropriate phrasing</li><li>• Follows print with eyes, occasionally using finger at points of difficulty</li><li>• Notices and use punctuation to assist smooth reading</li><li>• Recognizes most words quickly and automatically</li><li>• Uses letter/sound relationships, known words, and word parts to figure out new words</li><li>• Uses meaning, visual information, and language syntax to figure out words</li><li>• Rereads to figure out words, self-correct, or improve phrasing and expression</li><li>• Rereads to search for meaning</li><li>• Remembers details to support the accumulation of meaning throughout the text</li><li>• Uses pictures for information but does not rely on them to make predictions</li></ul>	<p><b>Everything in G and:</b></p> <ul style="list-style-type: none"><li>• Reads fluently and rapidly, with appropriate phrasing</li><li>• Follows print with eyes, occasionally using finger at points of particular difficulty</li><li>• Notices and use punctuation to assist smooth reading</li><li>• Recognizes most words rapidly</li><li>• Uses meaning, visual information, and language syntax to solve problems</li><li>• Rereads phrases to figure out words, self-correct, or improve phrasing and expression</li><li>• Rereads to search for meaning</li><li>• Remembers details to support meaning accumulated through the text</li><li>• Uses pictures for information but does not rely on them to make predictions</li><li>• Searches for meaning while reading, stopping to think or talk about ideas</li></ul>	<p><b>Everything in H and:</b></p> <ul style="list-style-type: none"><li>• Actively figure out new words, using a range of strategies</li><li>• Follow print with eyes</li><li>• Read fluently, slowing down to figure out new words and then resuming speed</li><li>• Begin to silently read some of the text</li><li>• In oral reading, reread some words or phrases to self-correct or improve expression</li><li>• Reread to search for meaning</li><li>• Flexibly use meaning, language syntax, and visual information to figure out new words and to monitor reading</li><li>• Self-correct errors that cause loss of meaning</li><li>• Reread when necessary to self-correct, but not as a habit</li><li>• Demonstrate understanding of the story and characters</li><li>• Go beyond the text in discussions and interpretations</li><li>• Sustain problem solving and development of meaning through a longer text and over a two or three day period</li></ul>