

Reading Levels

EXPLAINED

for parents

Part 2:

M-Z



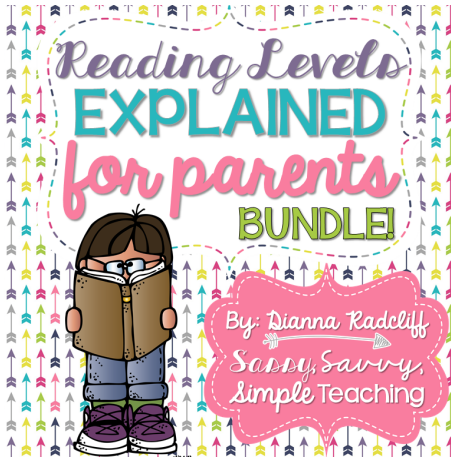
By: Dianna Radcliff



Sassy, Savvy,
Simple Teaching

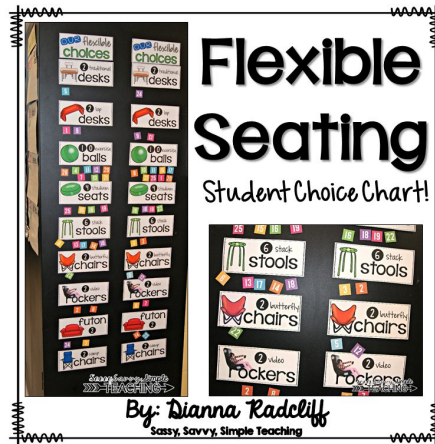
MUST HAVE RESOURCES

BY DIANNA RADCLIFF
SASSY, SAVVY, SIMPLE TEACHING



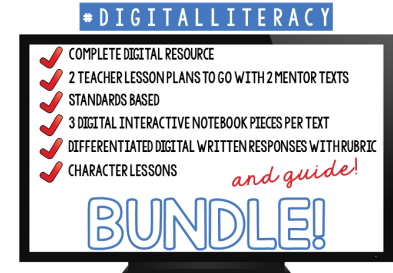
Reading Levels
EXPLAINED
for parents
BUNDLE!

By: Dianna Radcliff
Sassy, Savvy, Simple Teaching



Flexible Seating
Student Choice Chart!

By: Dianna Radcliff
Sassy, Savvy, Simple Teaching



#DIGITALLITERACY

- ✓ COMPLETE DIGITAL RESOURCE
- ✓ 2 TEACHER LESSON PLANS TO GO WITH 2 MENTOR TEXTS STANDARDS BASED
- ✓ 3 DIGITAL INTERACTIVE NOTEBOOK PIECES PER TEXT
- ✓ DIFFERENTIATED DIGITAL WRITTEN RESPONSES WITH RUBRIC
- ✓ CHARACTER LESSONS

and guide!

BUNDLE!

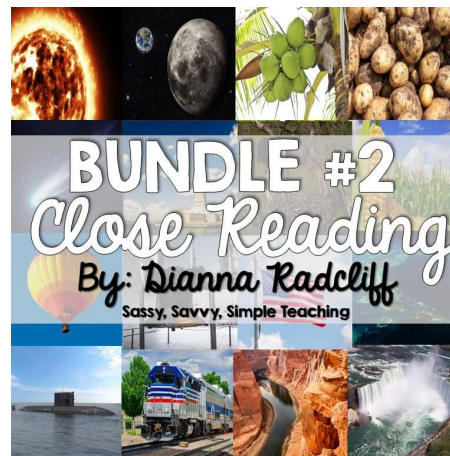
LITERATURE EDITION
Bundle
STANDARDS I-10

Created By
DIANNA RADCLIFF
SASSY, SAVVY, SIMPLE TEACHING



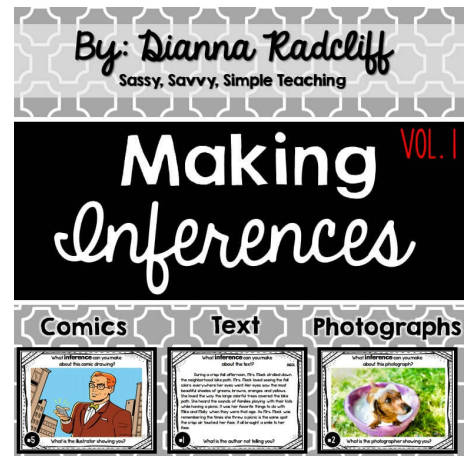
BUNDLE #1
Close Reading

By: Dianna Radcliff
Sassy, Savvy, Simple Teaching



BUNDLE #2
Close Reading

By: Dianna Radcliff
Sassy, Savvy, Simple Teaching



By: Dianna Radcliff
Sassy, Savvy, Simple Teaching

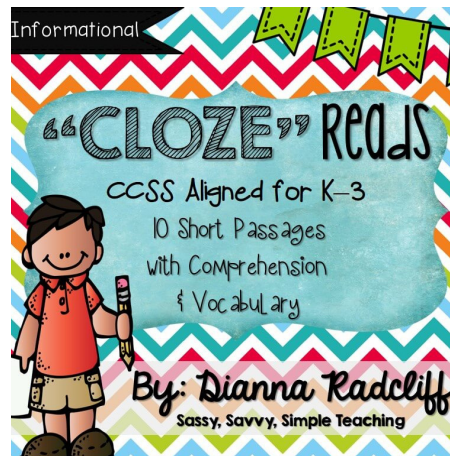
Making Inferences VOL. 1

Comics Text Photographs



I hear +
Guided Reading
BUNDLE
3 Products Combined

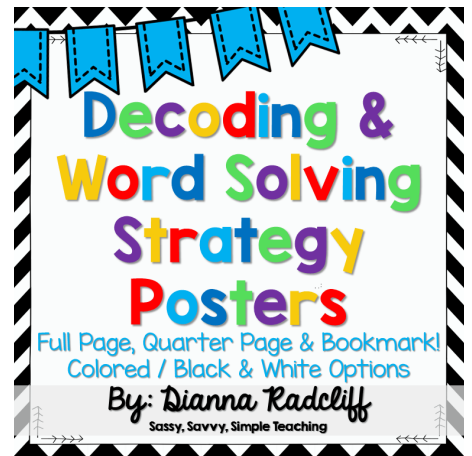
By: Dianna Radcliff
Sassy, Savvy, Simple Teaching



Informational

"CLOZE" READS
CCSS Aligned for K-3
10 Short Passages
with Comprehension
& Vocabulary

By: Dianna Radcliff
Sassy, Savvy, Simple Teaching



Decoding & Word Solving Strategy Posters

Full Page, Quarter Page & Bookmark!
Colored / Black & White Options

By: Dianna Radcliff
Sassy, Savvy, Simple Teaching

CLICK
the Product
Covers

TOP SELLERS

Product Rationale:

It's all about READING COMMUNICATION FROM SCHOOL TO HOME!

This product was created to help educators communicate important information about reading levels to parents. It is very important that parents are working with educators in a similar fashion at home when reading. We want parents to reinforce the skills and strategies used during small group reading instruction at home. Giving parents specific and accurate information that is direct is best. Parents do not understand what each level means. We need to explain to parents the specific characteristics of each reading level. We want to also explain to parents the specific characteristics of the following instructional level so that we are encouraging parents to work with their child in the proper way. Lastly we need to explain to parents the difference between an independent level and an instructional level.

Note to the Teacher:

I DO NOT recommend sending this home alone to parents. I DO recommend that you use these forms in a parent teacher conference. If you can not have a face-to-face parent teacher conference, at least try to have a phone conference. These forms are meant to educate parents to help their child advance their reading skills, we need to use the forms and stress the importance.

It is very important that you explain the skills and strategies on this form in detail to parents. With that being said, I always use a Fiction and a Non-Fiction/Informational text to model and demonstrate to parents examples. The same way we model for students, we need to model for parents.

Suggested Use & Tips:

- Use during a Face-to-Face conference, phone conference or a Facetime/Skype conference.
- Model for parents the same way you do in small group instruction.
- Explicitly explain strategies and skills as you would to students.
- Show books in both genres on independent and instructional levels.
- Color code copies if possible according to a system you use.
- Give parents a copy of a Reading Level Conversion Chart. Here are two I like to use, click on the photo for a direct link >>>

Reading Level Conversion Chart

Reading Development Stage	Expected Grade Level	Guided Reading	DRA Level	AR/ Grade Level
Emergent	Kindergarten		A	to 9
		A	1	1.0
		B	2	1.1
		C	3	1.2
		D	4	1.3
Early	1 st grade	E	5	1.4
		F	6	1.5
		G	7	1.6
		H	8	1.6-1.8
		I	9	1.9-2.1
Transitional	2 nd grade	J	10	2.2
		K	11	2.3-2.6
		L	12	2.7-2.9
		M	13	3.0-3.2
		N	14	3.3-3.4
Fluent	3 rd Grade	O	15	3.5-3.7
		P	16	3.9
		Q & R	17	4.1-4.5
		S & U	18	4.7-5.5
		V & Y	19	5.8-7.3
	7 th -8 th Grade	Z	--	7.4

Reading Level Correlation Chart: 2012-2013 Benchmarks

Grade Level	Reading Recovery	Quarterly Benchmarks	Alphabits Assessment Levels	Fountas & Pinnell Levels	Schoolwide.com Classroom Library Levels	Reading a-z.com Levels	CCSS Grade Level Lexile Range	Common Core Lexile Stretch Bands
K	1-2	3 rd Quarter	1	A	K.1, 1.1	aa	190L-530L	new stretch levels as of 8.15.2013
			2	B		A		
			3	C	K.2, 1.2	B		
			4	D		C		
1 st	3-4	4 th Quarter	5	E	K.3, 1.2	D	420L-850L	400-820 3/3 Stretch Band
			6	F		E		
			7	G	K.4, 1.3	F		
			8	H		G		
			9	I	1.4	H		
			10	J		I		
			11	K	1.5, 2.1	J		
			12	L		K		
2 nd	5-6	1 st Quarter	13	M	1.6, 2.2	L	820L-1070L	740-1010 4/3 Stretch Band
			14	N		M		
			15	O	2.3, 3.1	N		
			16	P		O		
			17	Q	2.4, 3.1, 3.2	P		
			18	R		Q		
			19	S	3.2, 3.3, 4.1	R		
			20	T	3.3, 3.4, 4.1	S		
3 rd	7-8	2 nd Quarter	21	U	3.4, 4.2	T	1020L-1420L	980L-1400L
			22	V		U		
			23	W	4.2	V		
			24	X	4.3	W		
4 th	9-10	3 rd Quarter	25	Y	4.3, 4.4, 5.1	X	1420L-1820L	1220L-1620L
			26	Z		Y		
			27		4.4, 5.1, 5.2	Z		
			28		5.2			
5 th	11-12	4 th Quarter	29		5.3		1820L-2220L	1620L-2020L
			30					
			31					
			32					
6 th	13-14	1 st Quarter	33				2220L-2620L	2020L-2420L
			34					
			35					
			36					
7 th	15-16	2 nd Quarter	37				2620L-3020L	2420L-2820L
			38					
			39					
			40					
8 th	17-18	3 rd Quarter	41				3020L-3420L	2820L-3220L
			42					
			43					
			44					

www.helloiteracy.blogspot.com 2013, Jen Jones

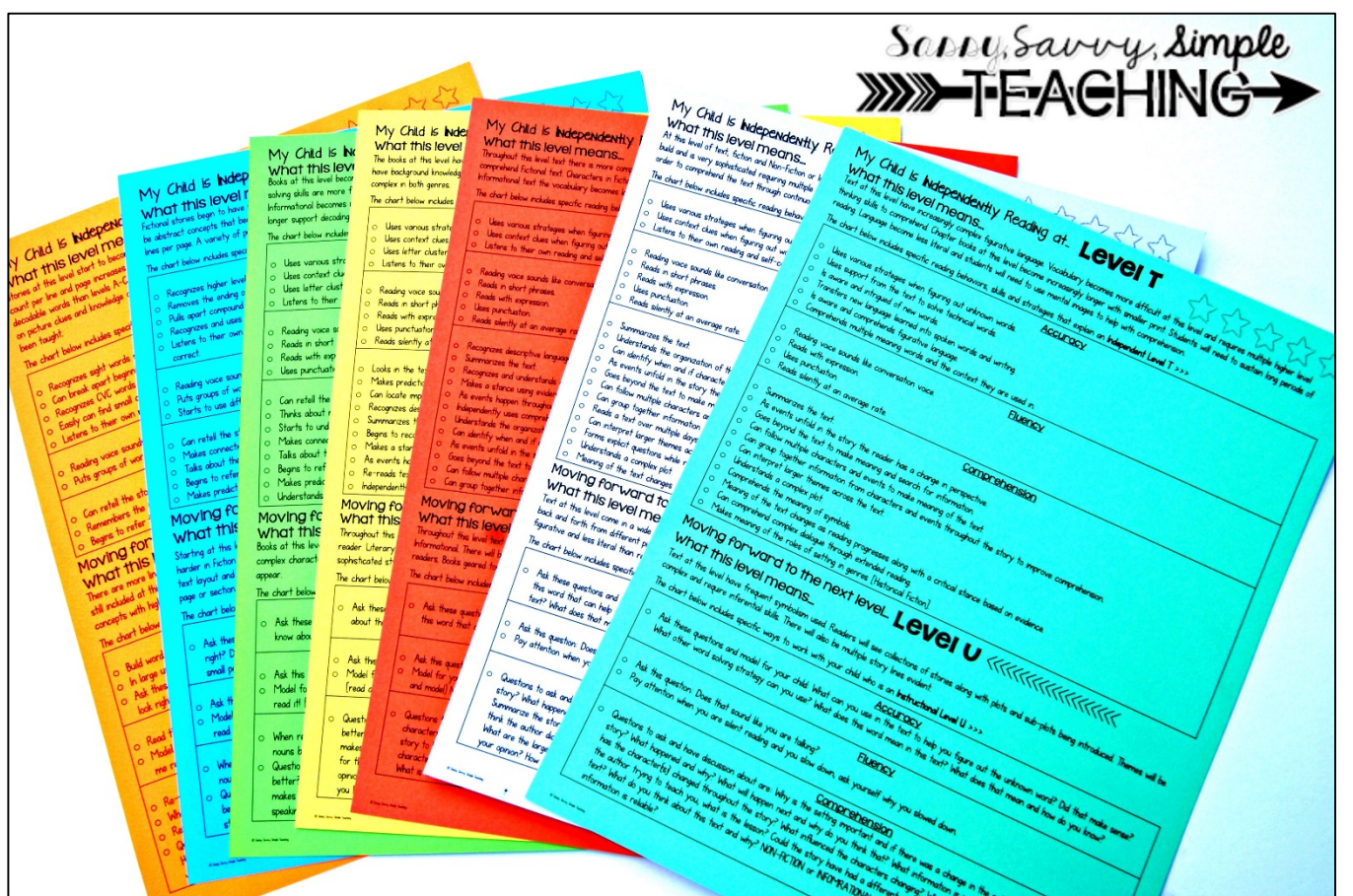
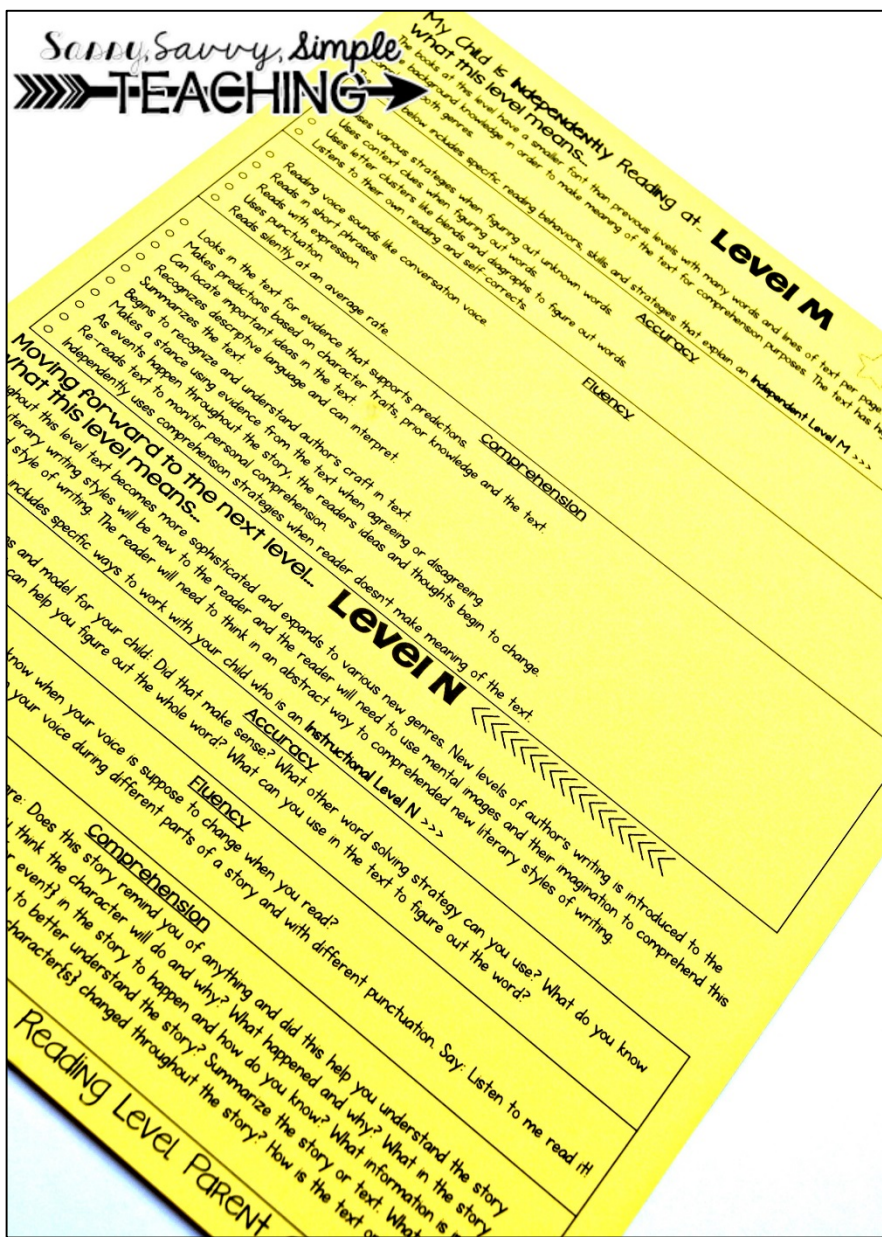
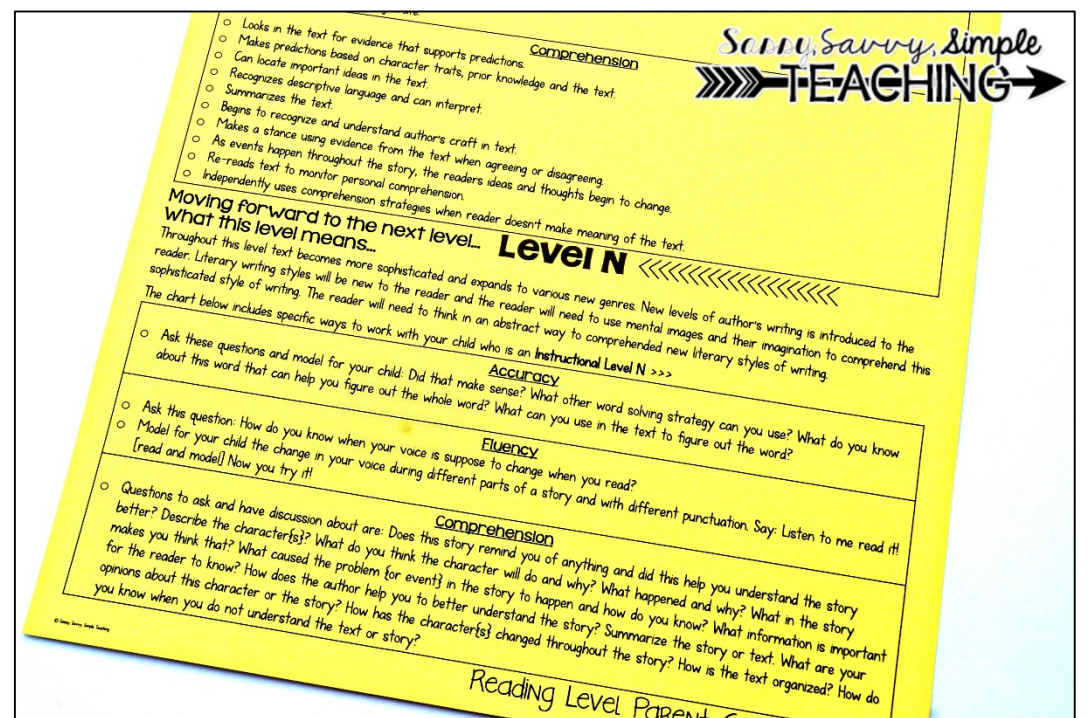
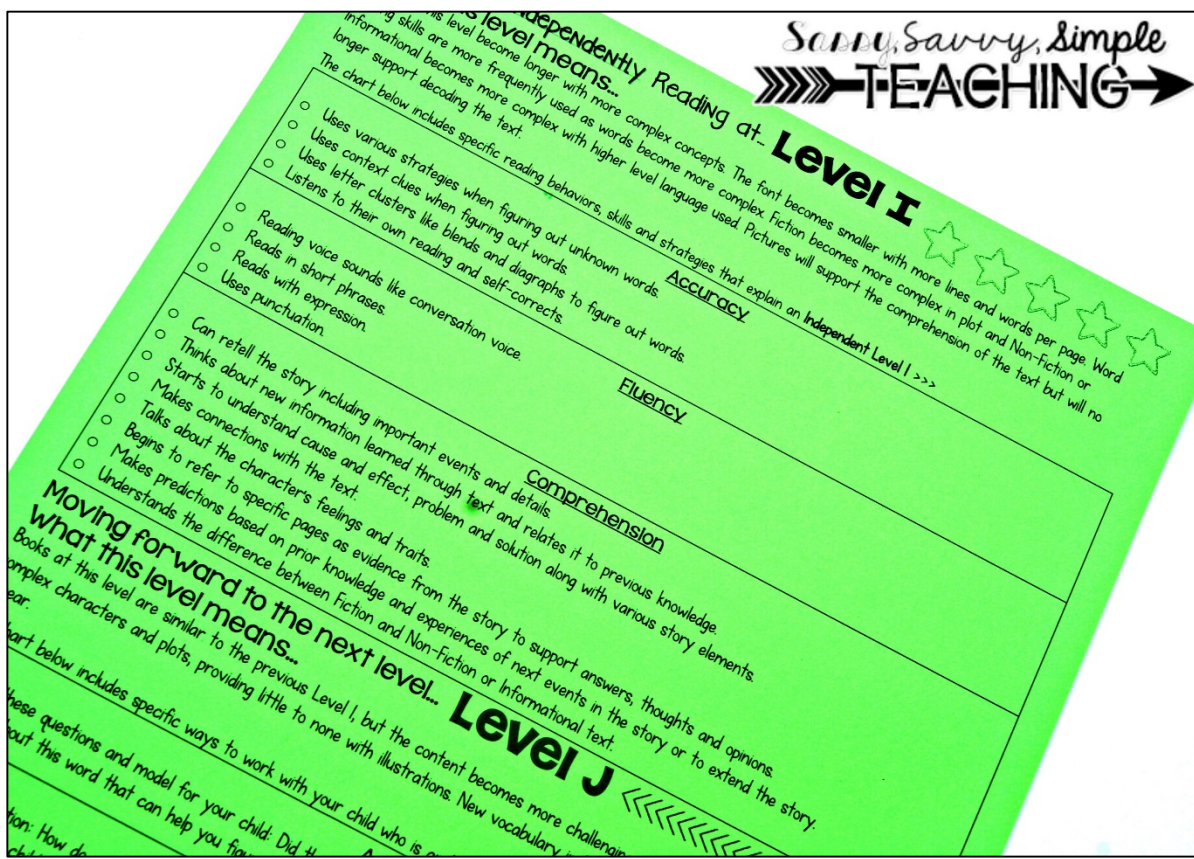
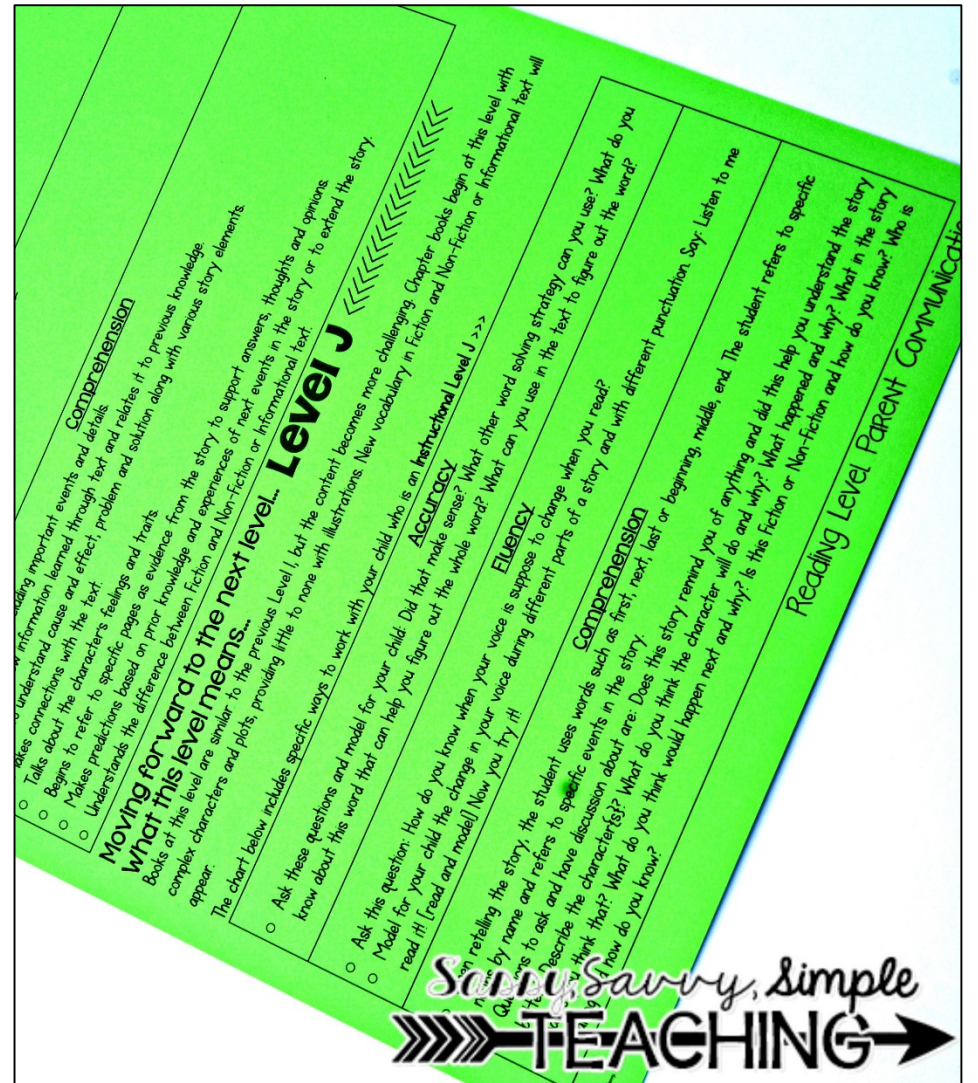
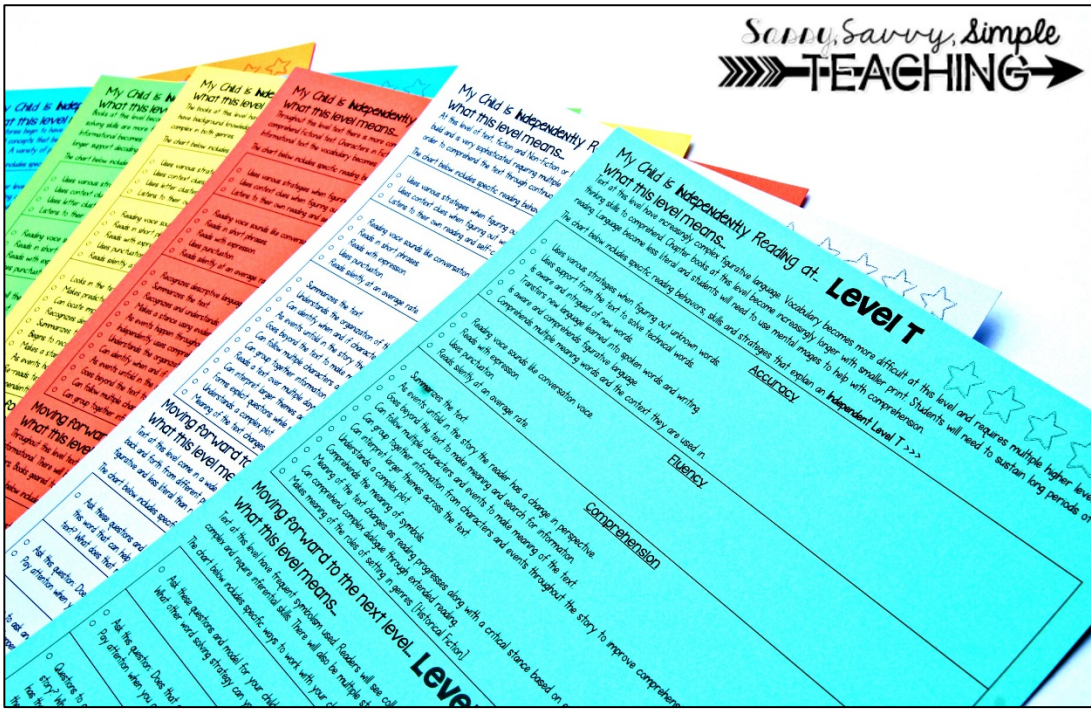
- Share reading strategies, skills and suggestions with parents. Here are two I like to use, click on the photo for a direct link >>>



- Share book suggestions with parents that are available at the local and school library or bookstore. Here are a few I like to use, click on the titles for a direct link >>>

1. [A to Z Teacher Stuff](#)
2. [Imagination Soup Blog](#)
3. [Not Consumed Blog](#)
4. [123 Homeschool 4 Me](#)
5. [Hanover K-12](#)

Product in Use Photos:



PARENT INFORMATION PARTS:

Reading Level Description

Independent Reading Level

My Child is Independently Reading at... **Level J** 

Books at this level are similar to the previous Level I, but the content becomes more challenging. Chapter books begin at this level with complex characters and plots, providing little to none with illustrations. New vocabulary in Fiction and Non-Fiction or Informational text will appear.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level J** >>>

<p><u>Accuracy</u></p> <ul style="list-style-type: none"> ○ Uses various strategies when figuring out unknown words. ○ Uses context clues when figuring out words. ○ Uses letter clusters like blends and digraphs to figure out words. ○ Listens to their own reading and self-corrects. 	<p>Independent Accuracy Used</p>
<p><u>Fluency</u></p> <ul style="list-style-type: none"> ○ Reading voice sounds like conversation voice. ○ Reads in short phrases. ○ Reads with expression. ○ Uses punctuation. ○ Reads silently at an average rate. 	<p>Independent Fluency Sounds</p>
<p><u>Comprehension</u></p> <ul style="list-style-type: none"> ○ Can read and understand various dialogues. ○ Uses dialogue to understand characters. ○ Thinks about new information learned through text and relates it to previous knowledge. ○ Can infer cause and effect in both genres. ○ Makes connections with the text. ○ Makes predictions based on character traits, prior knowledge and the text. ○ Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions. ○ Predicts the problem and solution before reading about it. ○ Understands the difference between Fiction and Non-Fiction or Informational text. 	<p>Independent Comprehension Abilities</p>

Continue to Practice

Reading Level Description

Instructional Reading Level

Moving forward to the next level... **Level K** 

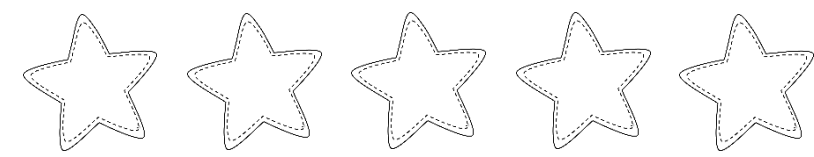
Books at this level have multiple plots in narrative forms. There are a large range of writing styles at this level. There will be new language used and harder concepts introduced in both genres. In Non-Fiction or Informational text the concepts and vocabulary will be complex.

The chart below includes specific ways to work with your child who is an **Instructional Level K** >>>

<p><u>Accuracy</u></p> <ul style="list-style-type: none"> ○ Ask these questions and model for your child: Did that make sense? What other word solving strategy do you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word? 	<p>Instructional Accuracy Cues</p>
<p><u>Fluency</u></p> <ul style="list-style-type: none"> ○ Ask this question: How do you know when your voice is suppose to change when you read? ○ Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it! 	<p>Instructional Fluency Cues</p>
<p><u>Comprehension</u></p> <ul style="list-style-type: none"> ○ When retelling the story, the student uses words such as first, next, last or beginning, middle, end. The student refers to specific nouns by name and refers to specific events in the story. ○ Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What do you think would happen next and why? Who is speaking and how do you know? What caused the problem {or event} in the story to happen and how do you know? 	<p>Instructional Comprehension Questions</p>

Implement at Home for Growth

My Child is Independently Reading at... **Level M**



What this level means...

The books at this level have a smaller font than previous levels with many words and lines of text per page. This level requires students to have background knowledge in order to make meaning of the text for comprehension purposes. The text has high vocabulary words and is complex in both genres.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level M** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Uses letter clusters like blends and diagraphs to figure out words.
- Listens to their own reading and self-corrects.

Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.
- Reads silently at an average rate.

Comprehension

- Looks in the text for evidence that supports predictions.
- Makes predictions based on character traits, prior knowledge and the text.
- Can locate important ideas in the text.
- Recognizes descriptive language and can interpret.
- Summarizes the text.
- Begins to recognize and understand author's craft in text.
- Makes a stance using evidence from the text when agreeing or disagreeing.
- As events happen throughout the story, the readers ideas and thoughts begin to change.
- Re-reads text to monitor personal comprehension.
- Independently uses comprehension strategies when reader doesn't make meaning of the text.

Moving forward to the next level...

Level N



What this level means...

Throughout this level text becomes more sophisticated and expands to various new genres. New levels of author's writing is introduced to the reader. Literary writing styles will be new to the reader and the reader will need to use mental images and their imagination to comprehend this sophisticated style of writing. The reader will need to think in an abstract way to comprehend new literary styles of writing.

The chart below includes specific ways to work with your child who is an **Instructional Level N** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Comprehension

- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What caused the problem {or event} in the story to happen and how do you know? What information is important for the reader to know? How does the author help you to better understand the story? Summarize the story or text. What are your opinions about this character or the story? How has the character{s} changed throughout the story? How is the text organized? How do you know when you do not understand the text or story?

My Child is ~~Independently~~ Reading at... **Level O**



What this level means...

Throughout this level text there is more complex vocabulary and themes written. Higher-level, abstract thinking are required are at this level to comprehend Fictional text. Characters in Fictional text become very interesting to students and are complex to understand. In Non-Fiction or Informational text the vocabulary becomes larger and students must use multiple reading strategies to make meaning of the terms.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level O** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Listens to their own reading and self-corrects.

Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.
- Reads silently at an average rate.

Comprehension

- Recognizes descriptive language and can interpret.
- Summarizes the text.
- Recognizes and understands author's craft throughout the text.
- Makes a stance using evidence from the text when agreeing or disagreeing.
- As events happen throughout the story, the readers ideas and thoughts begin to change.
- Independently uses comprehension strategies when reader doesn't make meaning of the text.
- Understands the organization of the text and uses it to improve comprehension while reading.
- Can identify when and if characters change and why the change occurred.
- As events unfold in the story the reader has a change in perspective.
- Goes beyond the text to make meaning and search for information.
- Can follow multiple characters and events to make meaning of the text.
- Can group together information from characters and events throughout the story to improve comprehension.

Moving forward to the next level... **Level P** <<<<<<<<<<<<<<<<<<<<<<<<<<

What this level means...

Throughout this level text there is more complex language in Fictional text. There are also more texts available in the genres of Non-Fiction or Informational. There will be new genres of writing introduced that will be complex. The text is organized in various ways to support the content for readers. Books geared towards young teens are introduced.

The chart below includes specific ways to work with your child who is an **Instructional Level P** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

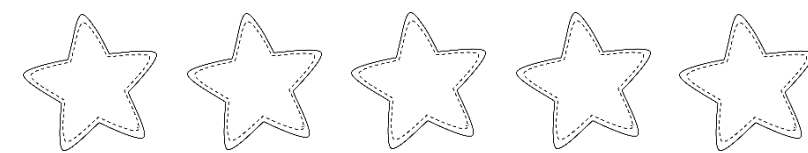
Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Comprehension

- Questions to ask and have discussion about are: What do you think the character will do and why? Describe the character{s}? How do the characters relate to each other? What happened and why? What in the story makes you think that? What caused the problem {or event} in the story to happen and how do you know? What information is important for the reader to know? Summarize the story or text. How has the character{s} changed throughout the story? How is the text organized? How have you organized the information you are learning in the text? What is the author trying to teach you, what is the lesson?

My Child is Independently Reading at... **Level S**



What this level means...

Text at this level come in a wide variety of genres. At this level readers will need to make text to text comparisons and contrasts as students refer back and forth from different pieces of text read. Books at this level have increasingly complex sentences and paragraphs. Many words read are figurative and less literal than read before.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level S** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses support from the text to solve technical words.
- Is aware and intrigued of new words.
- Transfers new language learned into spoken words and writing.
- Is aware and comprehends figurative language.
- Comprehends multiple meaning words and the context they are used in.

Fluency

- Reading voice sounds like conversation voice.
- Reads with expression.
- Uses punctuation.
- Reads silently at a good average rate.

Comprehension

- Summaries reflect the big ideas in the text.
- As events unfold in the story the reader has a change in perspective.
- Goes beyond the text to make meaning and search for information.
- Can follow multiple characters and events to make meaning of the text.
- Can group together information from characters and events throughout the story to improve comprehension.
- Can interpret larger themes across the text.
- Understands a complex plot.
- Comprehends the meaning of symbols.
- Meaning of the text changes as reading progresses along with a critical stance based on evidence.
- Can comprehend complex dialogue through extended reading.
- Makes meaning of the roles of setting in genres [Historical Fiction].

Moving forward to the next level... **Level T**



What this level means...

Text at this level have increasingly complex figurative language. Vocabulary becomes more difficult at this level and requires multiple higher level thinking skills to comprehend. Chapter books at this level become increasingly longer with smaller print. Students will need to sustain long periods of reading. Language become less literal and students will need to use mental images to help with comprehension.

The chart below includes specific ways to work with your child who is an **Instructional Level T** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word? What does this word mean in this text? What does that mean and how do you know?

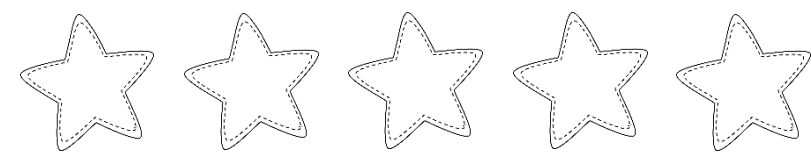
Fluency

- Ask this question: Does that sound like you are talking?
- Pay attention when you are silent reading and you slow down, ask yourself why you slowed down.

Comprehension

- Questions to ask and have discussion about are: Why is the setting important and if there was a change in the setting would it change the story? What happened and why? What will happen next and why do you think that? What information is important for the reader to know? Summarize the story or text. How has the character{s} changed throughout the story? What influenced the characters changing? Why do you think the author did that? What is the author trying to teach you, what is the lesson? Could the story have had a different outcome, why? What are the larger themes in the text? What do you think about this text and why? **NON-FICTION** or **INFORMATIONAL**: Has this text changed your opinion? How do you know this information is reliable?

My Child is Independently Reading at... **Level V**



What this level means...

Text at this level will require readers to come prepared with an in depth amount of background knowledge. Vocabulary is very sophisticated and will require deeper knowledge to comprehend. The text will also have implicit messages from the author making the reader use various thinking skills. There are a variety of themes and literary styles at this level.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level V** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses support from the text to solve technical words.
- Is aware and intrigued of new words.
- Transfers new language learned into spoken words and writing.
- Is aware and comprehends figurative language.
- Comprehends multiple meaning words and the context they are used in.

Fluency

- Reading voice sounds like conversation voice.
- Reads with expression in tone and body language.
- Uses punctuation.
- Reads silently at a fluent rate.

Comprehension

- Understands a variety of text structures as they are combined in a complex manner.
- Applies critical thinking skills to judge authenticity of informational text, historical fiction and biographies.
- Fluently read and comprehend a full range of genres on less well known subjects with ease.
- Can interpret and comprehend perspectives other than their own.
- Comprehends setting and people in a far distant time.
- Can search and use information in an integrated way, using complex graphics and texts that require heavy background knowledge.
- Comprehends more abstract forms of literature (satire)
- Comprehends the meaning of symbols.
- When reading poetry or readers' theatre, the reader is very expressive with their interpretation.
- Can comprehend complex dialogue through extended reading.

Moving forward to the next level... **Level W** <<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<

What this level means...

Text at this level introduces themes in a complex underlying manner. These new themes will challenge readers to relate to characters in difficult situations. Readers will need an awareness of society and politics to understand the themes in this level of text. Inferential thinking is a non negotiable, and readers need sufficiently sophisticated in symbolic interpretation to comprehend the text.

The chart below includes specific ways to work with your child who is an **Instructional Level W** >>>

Accuracy

- Ask these questions and model for your child: What context clues did you apply to figure out the unknown word or phrase? What interpretations did you conclude from the new meaning? Does your new learned word or phrase apply correctly within the text?

Fluency

- Ask this question: Do you hear yourself as you are silent reading? Are you listening to your words read while comprehending the meaning at the same time?
- Be flexible in your reading rate as parts of text require time to process or repeat. As a reader you have to know where you are in comprehending the text.

Comprehension

- Questions to ask and have discussion about are: What do the flashbacks represent in the text? Explain the multiple ways the text is structured? What types of issues in society did the text discuss? Did the theme build a form of social awareness when read? What literary devices are included in the text (flashback, stories within stories, symbolism, irony and figurative language)? What words were used from other languages and what context clues did you use to figure them out? Did words appear from a regional dialect or archaic language? What setting changes occurred because of time changes? Did any multidimensional themes appear throughout the text?

My Child is Independently Reading at... **Level X**



What this level means...

Fantasy is a commonly used theme at this level, as students need to increasingly draw inferences and compare text to other works that they have read. Symbolism is used extensively at this level, and students must interpret meanings in context. Topic, language and vocabulary have become very sophisticated. Students will combine and rely on a variety of critical and complex comprehension skills for success.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level X** >>>

Accuracy

- Accurately reads complex sentences and paragraphs with multisyllabic words.
- Uses various strategies when figuring out unknown words, phrases and languages.
- Understands meaning of content specific words and technical words.
- Is aware and intrigued of new words and languages.
- Is aware and comprehends figurative language and multiple literary devices.
- Comprehends multiple meaning words and the context they are used in to improve comprehension over multiple structures.

Fluency

- Fluency and phrasing in an oral form is well established although most reading is silent.
- Reads with expression in tone and body language.
- Uses punctuation.
- Reads silently at a fluent rate.

Comprehension

- Applies prior understandings in critical formats in both informational and fiction texts.
- Understands and applies embedded definitions of words in context.
- Comprehends texts that present multidimensional characters and can be interpreted in a variety of ways.
- Able to read longer texts and connect various concepts over a period of time.
- Encounters and comprehends adult level themes that broaden their knowledge of deepened social issues and promote alternative interpretations.
- Understands a variety of text structures as they are combined in a complex manner.
- Can search and use information in an integrated way, using complex graphics and texts that require heavy background knowledge.
- Comprehends more abstract forms of literature (satire)
- When reading poetry or readers' theatre, the reader is very expressive with their interpretation.

Moving forward to the next level... **Level Y** <<<<<<<<<<<<<<<<<<<<<<<<

What this level means...

These books include many social and societal problems as themes, along with more numerous and mature details. Readers are required to think way beyond the literal meaning of text. Student will need extensive background information to fully comprehend the text, and will be required to integrate new information learned from the text with all that they already know. The ability to read critically is required at this level and needed.

The chart below includes specific ways to work with your child who is an **Instructional Level Y** >>>

Accuracy

- Ask these questions and model for your child: What context clues did you apply to figure out the unknown word or phrase? What interpretations did you conclude from the new meaning? Does your new learned word or phrase apply correctly within the text?

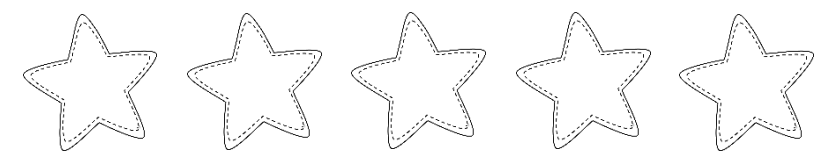
Fluency

- Can fluently read with ease large sentences over 30+ words with varying structure and content.
- Be flexible in your reading rate as parts of text require time to process or repeat. As a reader you have to know where you are in comprehending the text.

Comprehension

- Questions to ask and have discussion about are: What is your reasoning for judging the authenticity of this text? How have you evaluated the societal issues presented in the text? What were examples of descriptive language used in the text that described the setting or characters? What are the multiple themes and how are they layered within the text? What do the flashbacks represent in the text? What types of issues in society did the text discuss? Did the theme build a form of social awareness when read? What literary devices are included in the text (flashback, stories within stories, symbolism, irony and figurative language)? What words were used from other languages and what context clues did you use to figure them out? Did words appear from a regional dialect or archaic language? What setting changes occurred because of time changes? Did any multidimensional themes appear throughout the text?

My Child is ~~Independently~~ Reading at... **Level Z**



What this level means...

Readers of Level Z present more mature themes, some being controversial and complex. Informational offers very technical and challenging material, and readers need to read critically and to evaluate new information. Complex themes within genres are present, and in informational text, more elaborate and new text layouts are used. Existentialist themes are present at this level, pushing readers to consider very mature concepts and universal truths.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level Z >>>**

Accuracy

- Accurately reads complex sentences and paragraphs with multisyllabic words.
- Understands meaning of content specific words and technical words.
- Is aware and intrigued of new words found in a variety of dialects, languages and often described as archaic.
- Is aware and comprehends figurative language and multiple literary devices.
- Interprets words and phrases with ease that have complex structure.

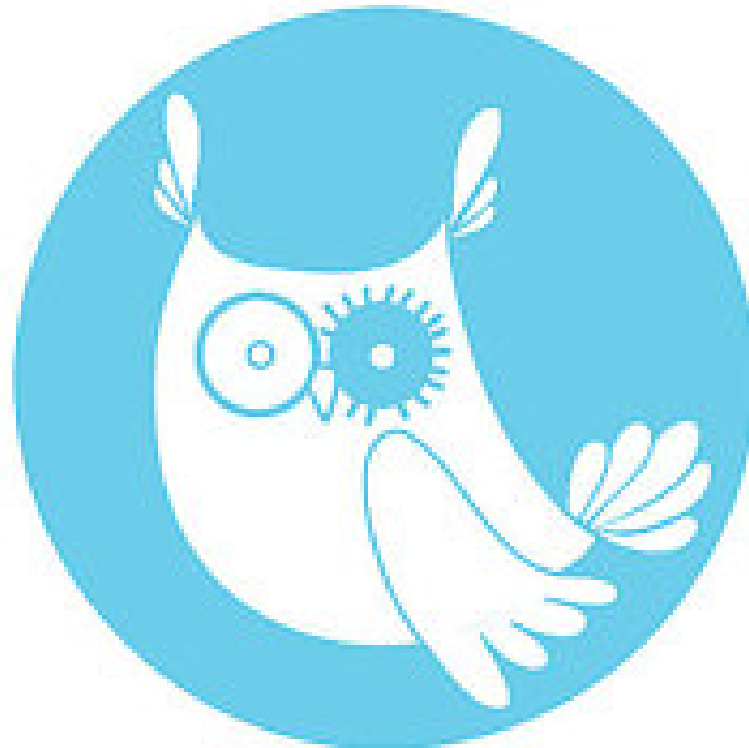
Fluency

- Fluency and phrasing in an oral form is well established although most reading is silent.
- Reads with expression in tone and body language.
- Reads silently at an adult level.

Comprehension

- The heavy use of content specific and technical words embedded in the text is comprehended.
- Identifies classic motifs and moral issues.
- Applies prior understandings in critical formats in both informational and fiction texts.
- Understands and applies embedded definitions of words in context.
- Comprehends texts that present multidimensional characters and can be interpreted in a variety of ways.
- Able to read longer texts and connect various concepts over a period of time.
- Encounters and comprehends adult level themes that broaden their knowledge of deepened social issues and promote alternative interpretations.
- Understands a variety of text structures as they are combined in a complex manner.
- Can search and use information in an integrated way, using complex graphics and texts that require heavy background knowledge.
- Comprehends more abstract forms of literature (satire)
- When reading poetry or readers' theatre, the reader is very expressive with their interpretation.

Special THANKS
to the
Following:



Click ON the button FOR a direct LINK!