

Text Level Indicators

According to research, there are different behaviors that a student will exhibit at each A-Z text level. The following describes the behaviors that a child may demonstrate at each text level. There are also examples of what each text level may look like.

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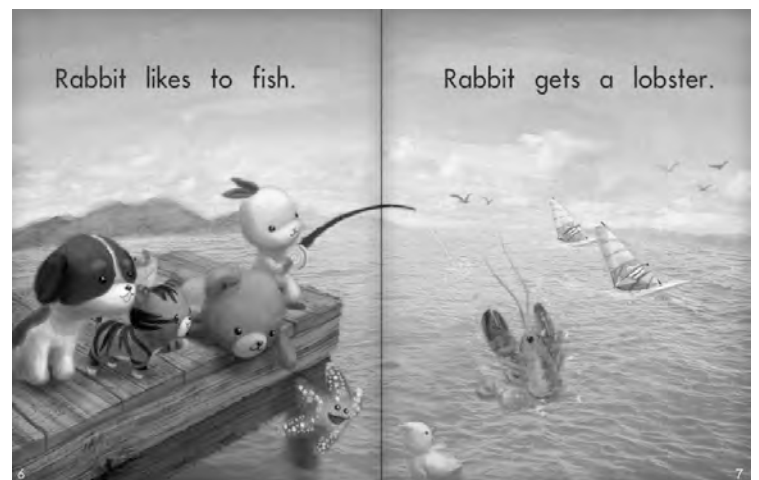
Readers at Level A:

- Recognize letters and their sounds
 - Point to words while reading
 - Use picture to support understanding
 - Know the difference between words and pictures
 - One sentence per page with simple words
 - Read easy, high frequency words (*the, a, I, and, is, can, in, it*)
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Readers at Level B:

- Follow a sentence over 2 lines of text
- Continue to point to words while reading
- Recognize pattern throughout story
- Reread to fix reading mistakes
- Read, easy high frequency words (*the, and, my, like, see, is, can, it*)



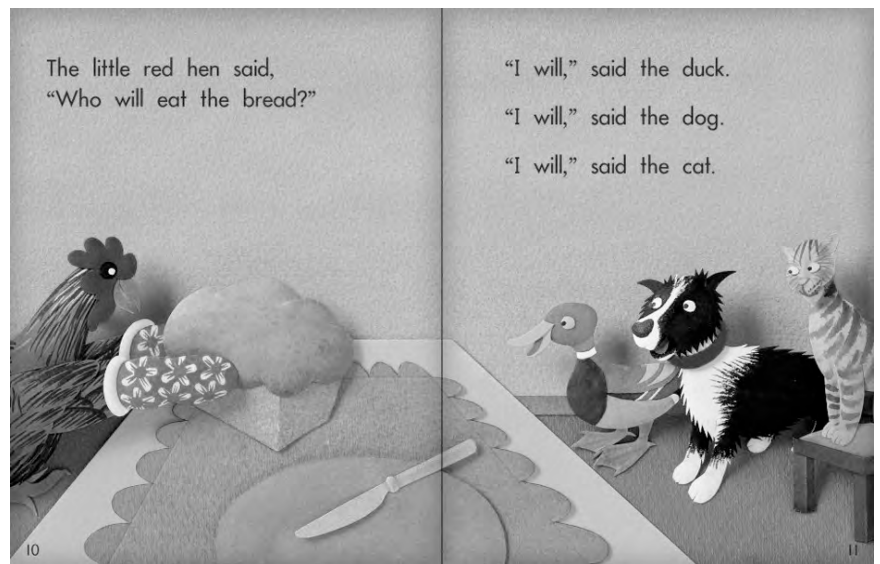
Readers at Level C:

- Read simple stories with 2-6 lines of text on page
- Notice repeated lines & phrases
- Begin to follow text with eyes, rather than pointing
- Use strategies to help understanding
- Begin to correct reading mistakes
- Read easy, high frequency words (*the, and, like, see, here, look, is, can, in, it*)



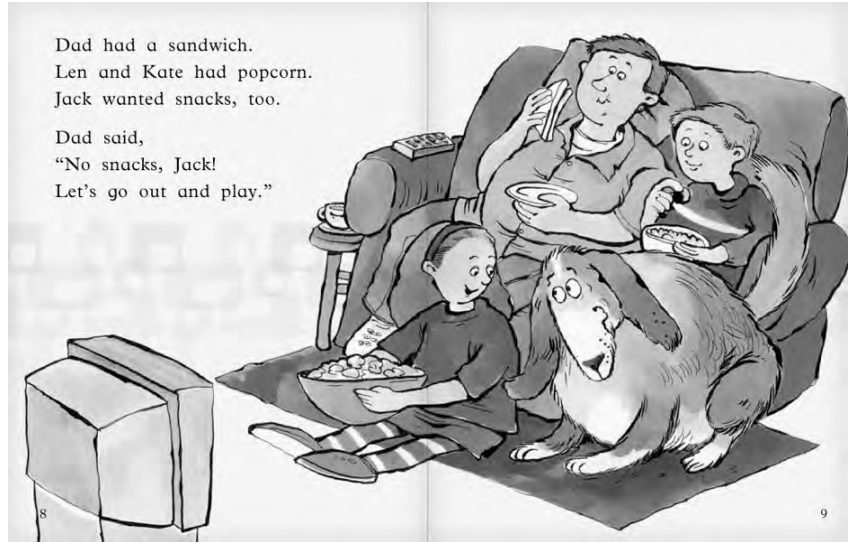
Readers at Level D:

- Read fiction and simple non-fiction
- Continue to follow text with eyes, rather than pointing
- Read text with fewer lines of repeated words
- Read compound words (*ex: newspaper, sandbox*) and words ending in *-ing*
- Continue to correct reading mistakes
- Read easy, high frequency words (*at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we*)



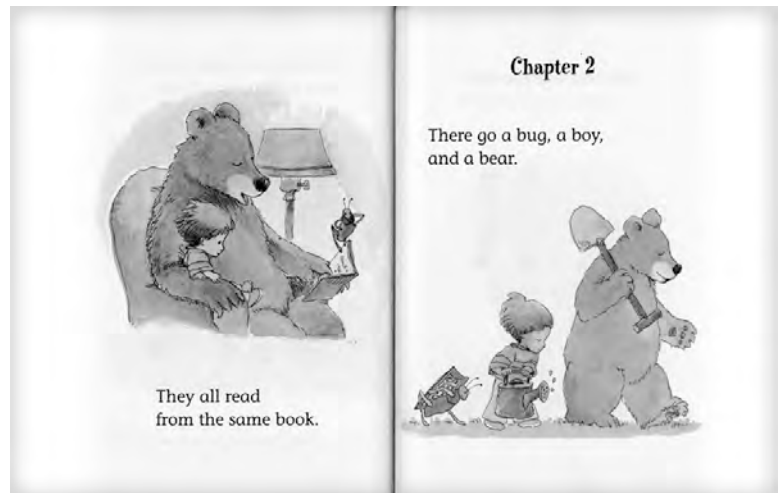
Readers at Level E:

- Read books with 3-8 lines of text
- Follow text with eyes, rather than pointing
- Read texts that require more attention for understanding
- Follow punctuation correctly
- Take apart long words
- Rely on meaning from the text, rather than pictures
- Read fluently
- Read easy, high frequency words (*at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we, look, hers, this*)



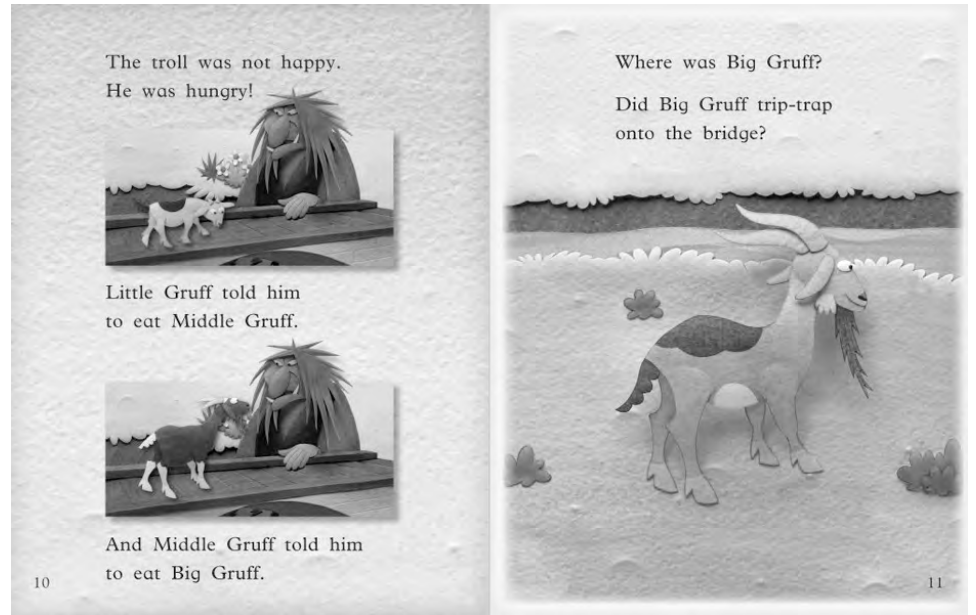
Readers at Level F:

- Begin to understand genres (fiction, non-fiction, etc.)
- Read and understand dialogue in text
- Read words with multiple syllables (*ex: disappear, unhappy*)
- Understand contractions (*ex: can't= cannot*), possessives (*ex: Rob's car*)
- Automatically read high frequency words (*all, are, be, but, for, got, had, of, on, then, this, your*)



Readers at Level G:

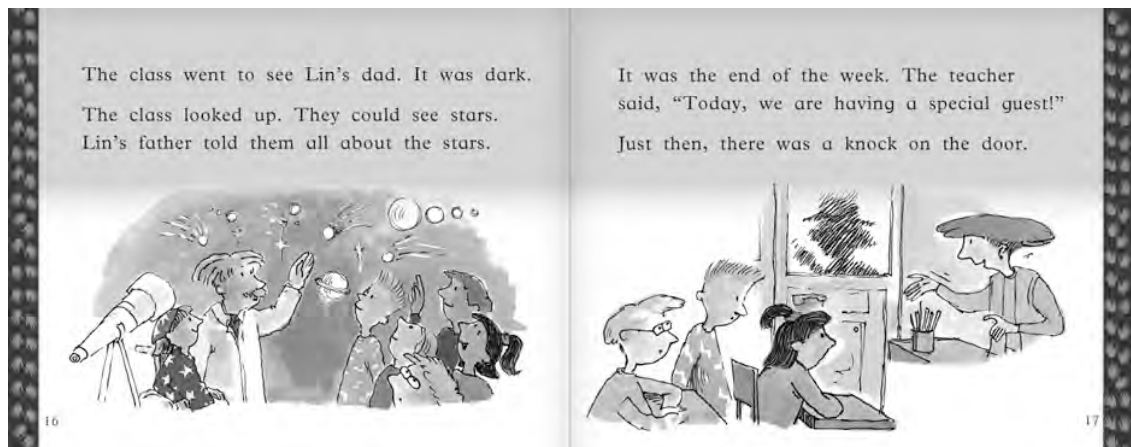
- Continue to understand different genres
- Read 3-8 lines of text per page; text is smaller
- Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- Read text with a few challenging vocabulary words



- Automatically read high frequency words (*all, are, be, but, for, got, had, of, on, then, this, your*)

Readers at Level H:

- Read longer text with more challenging vocabulary
- Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- Begin to read new books silently
- Read aloud without pointing to words
- Automatically read high frequency words (*come, came, from, her, him, his, one, out, said, saw, she, that, their, there, they, was, went, were, with*)



Readers at Level I:

- Read short texts (8-16 pages) & easy chapter books (40-60 pages)
- Understand longer sentences of more than 10 words
- Read many texts silently, without pointing to words
- Automatically read a large amount of high frequency words (from all previous levels & more)
- Reads out loud & sounds like normal speaking (not like a robot)
- Reads out loud & sound like an actor (pauses, reads with expression)

Fox decided to speak to the wax man.
"Good evening, sir," she said. "Will you
please give me a chicken?"

The wax man smiled, but it did
not answer.

Fox was upset. She said loudly,
"Mister! I want a chicken now!"

Again, the wax man did not answer.



Readers at Level J:

- Read many types of texts (informational text, short chapter books, simple biographies)
- Understand a large number of longer sentences
- Use strategies to figure out hard words (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- Read silently during independent reading
- Automatically read a large number of high frequency words (from all previous levels & more)
- Read out loud & sound like normal speakers (not like a robot)
- Read out loud & sound like an actor (pauses, reads with expression)

Eric went to pick it up
and something moved.

"Meow! Meow!"

A white cat
with a large black spot on its tail
ran from the corner
and hid beneath Ms. Dee's desk.



10

2. THE CAT'S NAME IS SPOTTY

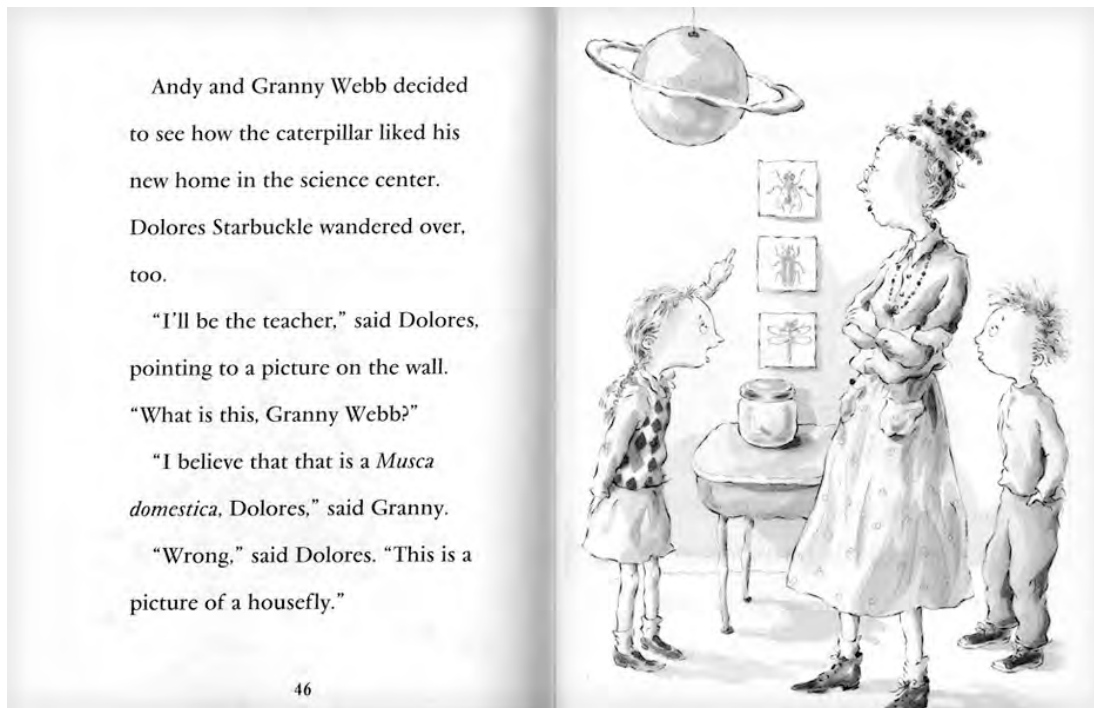


"Good morning," Beth said
as she walked into the classroom.
Jane, Tim, and Danny walked in, too.
"I love the rain," Danny said.
He spun around.
Water sprayed off his raincoat.
"Hey!" Beth shouted.
"You got me wet!"
"Water is good for you," Danny said.
"It makes plants grow."
"Well, I'm not a plant!"

11


Readers at Level K:

- Read many types of texts (biographies, informational texts, realistic fiction, fantasy, traditional literature, simple)
- Read many illustrated chapter books
- Must remember many details
- Understand dialogue and the use of quotation marks (" ")
- Books have many characters that change a little in the story
- Read stories with diverse cultures
- Use strategies to figure out hard words (go back and reread, use picture clues, find smaller words inside the bigger word, use word parts like prefixes/suffixes etc.)
- Read silently during independent reading, but can read fluently aloud
- Automatically read a large number of high frequency words (from all previous levels)
- Read out loud & sound like normal speakers (not like a robot)
- Read out loud & sound like an actor (pauses, reads with expression)




Readers at Level L:

- Read easy chapter books with less pictures
- Read short informational & fiction books
- Read slower or faster- depending on the book
- Learn new concepts through reading
- Use what they already know to help their reading
- Use pictures and text to help understand
- Connect known facts to new information
- Understand difficult ideas
- Understand a large number of words (plurals, contractions, possessives, multi-syllable words, content-specific words, technical words)
- Understand difficult sentences
- Read silently during independent reading
- Read out loud & sound like normal speakers (not like a robot)
- Read out loud & sound like an actor (pauses, reads with expression)



“First things first,” said Amelia Bedelia.
“Go and put two coats on each chair.
I’ll clean out the rest of the closet.”
Amelia Bedelia finished
just as the children returned.
“That’s that,” said Angela.
“Every chair got two coats.”
“Nice work,” said Amelia Bedelia.
Andrew checked it off the list.
“Let’s walk in the closet,” he said.

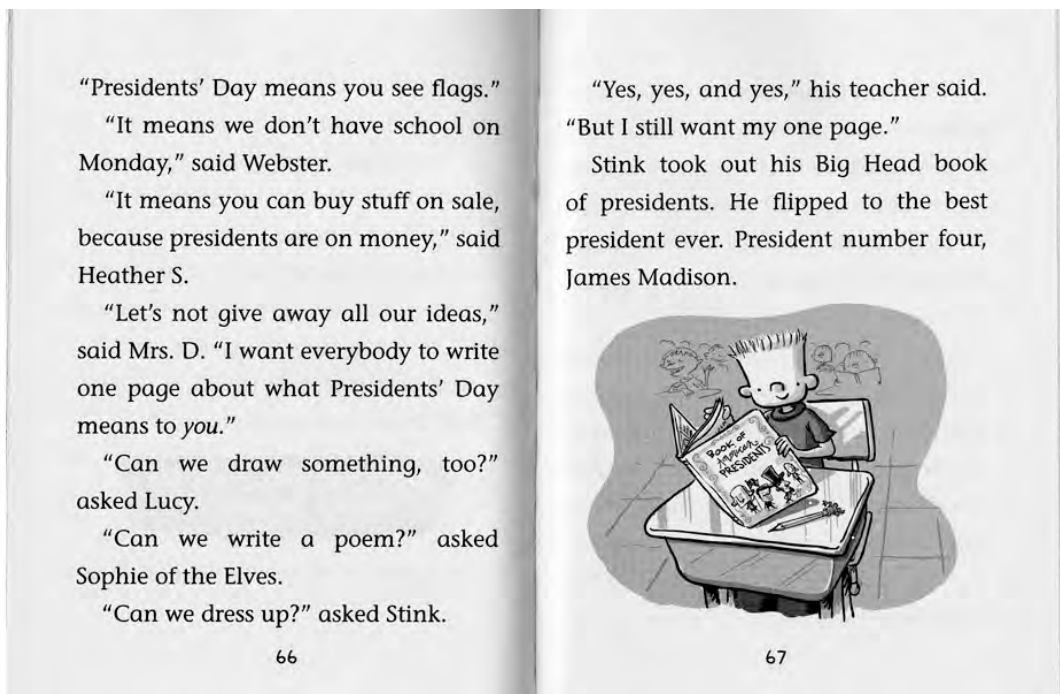
They squeezed into the closet.
“This is a tight fit,” said Amelia Bedelia.
“We can’t walk at all,” said Angela.
“I can’t even breathe,” said Andrew.
“Mom will have to walk in by herself.
Let’s get out of here.”



32

Readers at Level M:

- Know the characteristics of different genres (realistic fiction, fantasy, informational text, traditional literature, biography, etc.)
- Read fiction chapter books, such as series books (ex: *Junie B. Jones*) or mysteries
- Read fiction texts that have many characters that change in the story
- Read shorter non-fiction texts on one topic
- Understand difficult sentences
- Read silently during independent reading
- Read out loud & sound like normal speakers (not like a robot)
- Read out loud & sound like an actor (pauses, reads with expression)



Readers at Level N:

- Process short fiction stories, chapter books, short informational texts, series books (*ex: most Amber Brown books*) or mysteries
- Read fiction texts that have many characters that change in the story
- Read non-fiction texts on many related topics
- Automatically use strategies (find smaller words inside the bigger word, use word parts like prefixes/suffixes, etc.)
- Read & understand descriptive words
- Slow down to understand or search for information
- Understand difficult sentences
- Read silently at a good rate

Soon the jumble of Sue's bones was exposed. The group quickly realized how unbelievable this *Tyrannosaurus rex* was. Almost all of the bones were there! Most dinosaur skeletons that are found are missing many, if not most, of their bones.

The creature's skull was the size of a refrigerator. Most of the teeth were set in its jaw, some twelve inches or longer from root to tooth tip. Its right front arm was there—one of only two *T. rex* arms ever discovered. Thirty-six tail



14

bones circled around the remains—one of the most complete *T. rex* tails ever found.

Often, fossil bones are chipped or broken apart. Sue's bones were nearly perfect. To top it off, Sue was huge. "It was really amazing," says Susan Hendrickson. "She just kept getting better and better. We were all in such shock. You can't ever dream of finding something so good and so big!" This was the find of a lifetime—the largest and most complete *T. rex* ever discovered.

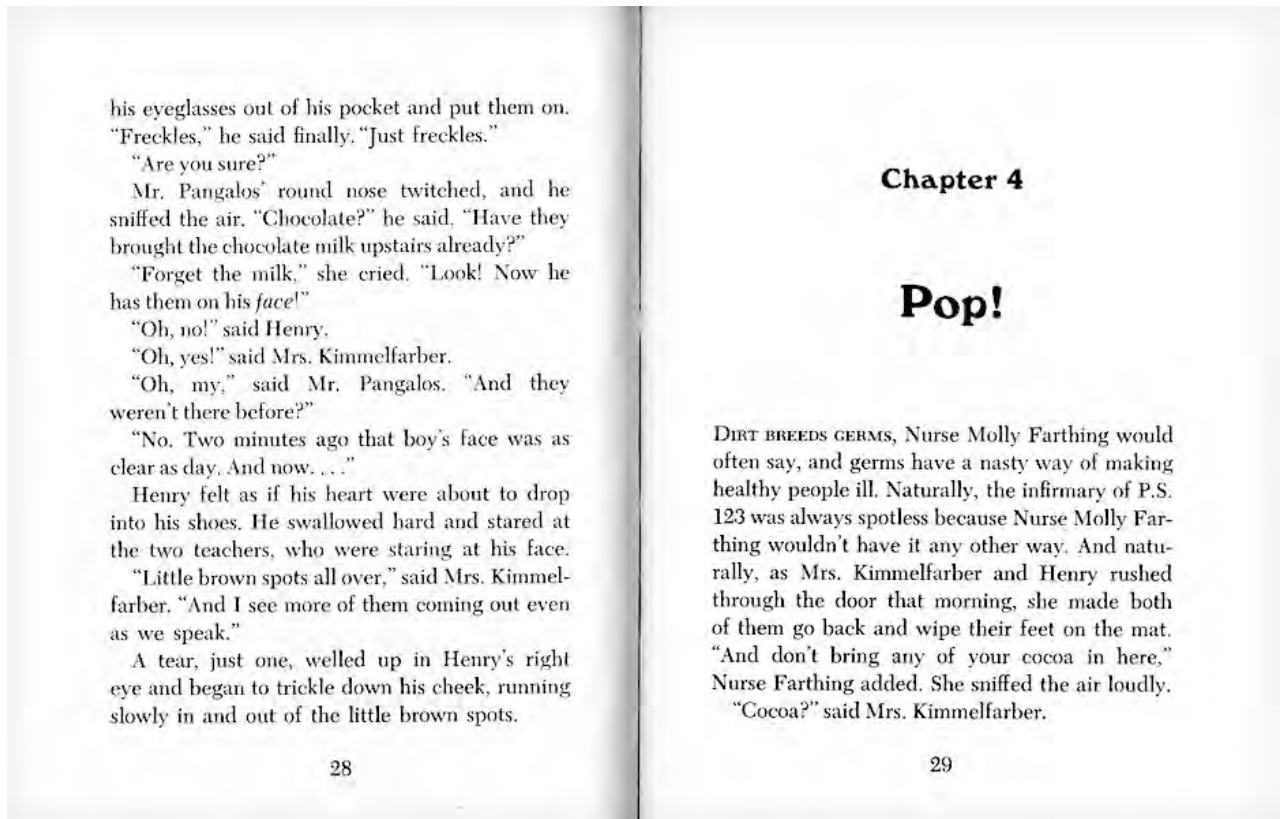
Edge of cliff face where Susan Hendrickson found the first bones (see photos on pp. 10-11).



15

Readers at Level O:

- Know the characteristics of most genres
- Read chapters books, shorter informational texts, mysteries, series books (ex: *The Boxcar Children*), books with sequels, or short stories
- Read fiction stories with many characters that change throughout the story
- Read nonfiction texts that give information on many related topics
- Understand difficult sentences and words
- Figure out new vocabulary words by using clues
- Read fluently, like an actor would sound



Readers at Level P:

- Know the characteristics of most genres
- Read chapters books, shorter informational texts, mysteries, series books (*ex: most Magic School Bus Books*), books with sequels, short stories
- Read fiction stories with many characters that change throughout the story
- Read non-fiction texts that give information on new topics
- Understand mature themes (race, language, culture, etc.)
- Make sense of new vocabulary words
- Read silently for the most part
- Read fluently, like an actor would sound

Now Leonardo looked shocked. "How do you know about these things?"

I saw Sam was getting us deeper in trouble. I spoke up before he could do any more damage. "Oh he's just guessing," I said. "We're not spies. We're inventors too. And we're not from anywhere near here. We're Joe, Sam, and Fred . . . da Brooklyn."

"I don't think I know that town," said Leonardo.

"No, I didn't think you would," I said. "But we came from there looking for a thin blue *Book* with strange writing and drawings and pictures so we can maybe ask you a few questions about how it works and then get right back to Brooklyn and never bother you again, really. Have you seen it around?"

"A notebook?"



said Leonardo. "Blue? With drawings and writing? Like this?"

Leonardo pulled out a thin blue notebook.

We were saved.

Birds tweeted in the trees. Water bubbled happily in the stream. It was a beautiful morning.

"So you do have *The Book*. You are the inventor of *The Book*," said Sam. "This is amazing. It's the first time we ever managed to time warp someplace we wanted to . . . and find *The Book* right away."

Even Fred was impressed. "Wow," he said. "And before we warp back home, Mr. Leonardo, I would just like to say you draw some pretty fine stuff."

"Absolutely," I said. "We liked all of your drawings. Even the ones of those strange looking people. Those were weird . . . but good."

"Leonardo da Vinci," said Sam. "Wow."

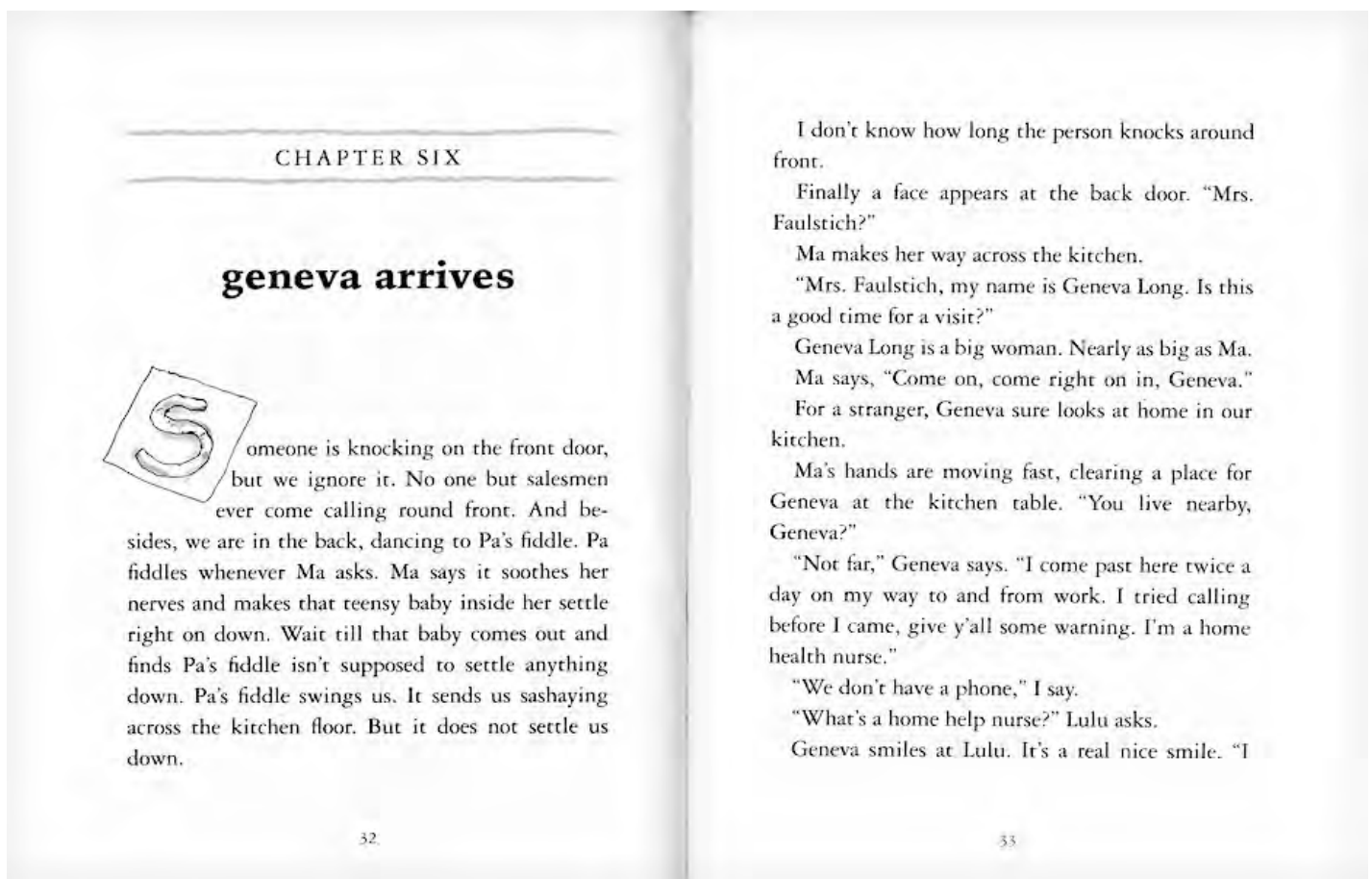
Leonardo stared at us. Something wasn't quite right.

"So if you could just have your guys come back and untie us," I said, "we'll just ask you a quick couple of questions about *The Book*. How it works and stuff like that. Then you can get back to testing your wooden tank thing."

"No one has seen my notebooks," said Leo-

Readers at Level Q:

- Automatically read and understand characteristics of most genres, including biographies on new topics, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories.
- Read fiction stories with many characters that change throughout the story
- Make sense of new vocabulary words
- Look for information in pictures, photographs, maps, charts, etc.
- Can break words into syllables
- Read silently for the most part
- Understand texts with different layouts
- Look for information in pictures, photographs, maps, charts, etc.



Readers at Level R:

- Automatically read and understand characteristics of most genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, & logs.
- Read fiction stories with many characters that change throughout the story
- Make sense of new vocabulary words
- Look for information in pictures, photographs, maps, charts, etc.
- Can break words into syllables
- Read silently for the most part
- Use strategies to figure out difficult words
- Understand texts with different layouts

**If you don't have the words you need,
borrow someone else's.**

At home I line Jason's blank cards on my desk, ready to draw. But choosing words is harder than I thought.

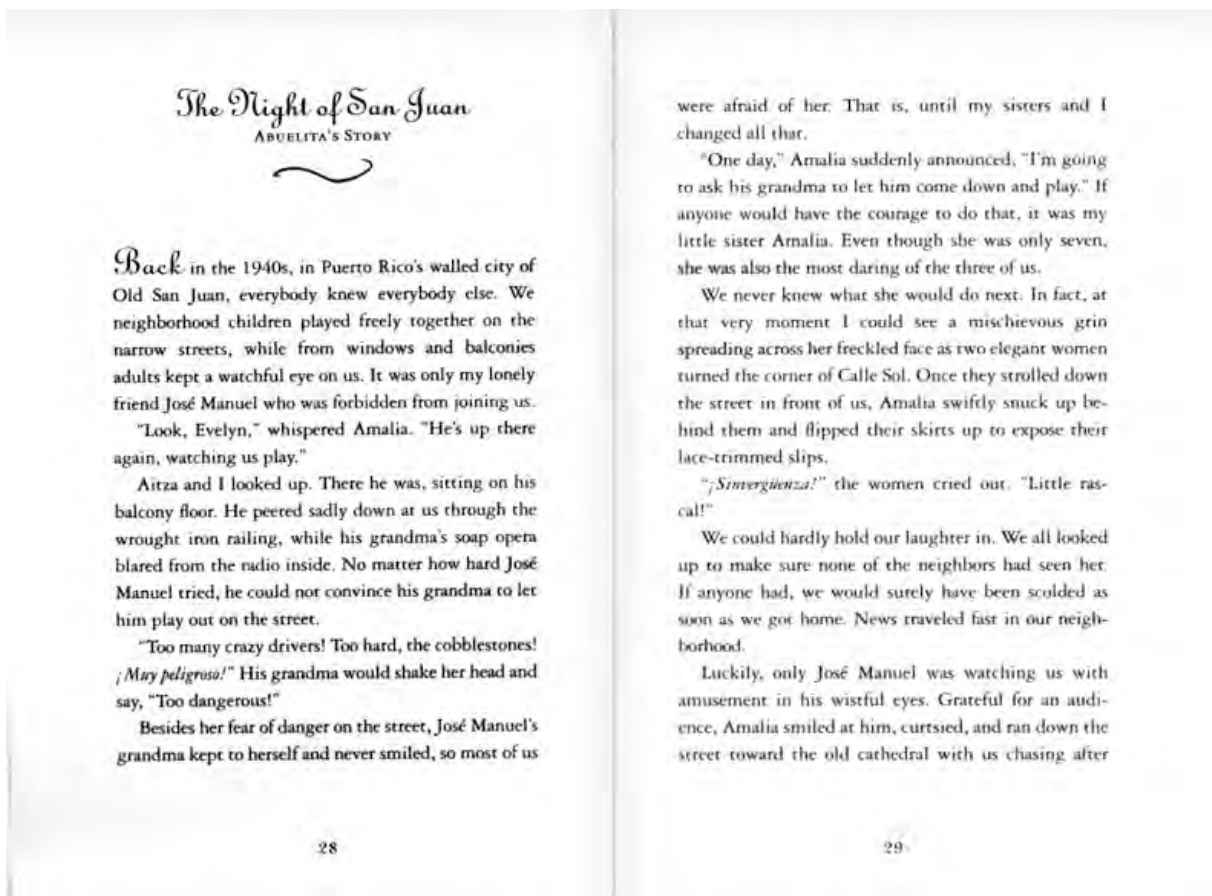
Seven white squares, full of possibility. I look around my bedroom for ideas: from the checkered rug on my floor to the calendar of Georgia O'Keeffe flower paintings Dad bought me at the art museum he took me to last summer. That's my dream — to be an artist and have people gasp when they see my paintings, like I do on the first day of each new month. I have a tiny clothespin at the bottom of the calendar pages, so I don't cheat and peek ahead — I want each month's flower to be a surprise.

On my door is a long mirror surrounded with colored sticky-note reminders: my library books are due (Bring fine money!), August 8th is Melissa's birthday (Remember it takes seven to nine business days for mail to get to California! Plan ahead!), and even a few reminders left over from school (Find lunch card!) (Project due Tuesday!). I kept those up because it's nice to see them and know they don't matter anymore.

On my desk is the little bamboo plant in the blue-swirly dish Melissa gave me for my last birthday, and my computer with the longest, hardest-to-spell password I could think of: "anthropological." That's so David won't figure it out. Across one bookshelf is a row of art supplies in cans: pencils, markers, and paintbrushes. On the next shelf are paint bottles and stacks of paper, everything from thick watercolor paper to filmy sheets of jewel-colored tissue paper. And lots of things I've collected: shells, rocks, a tiny glass elephant, a blackened old skeleton key my grandmother found in a chest but which unlocks nothing. I kept it

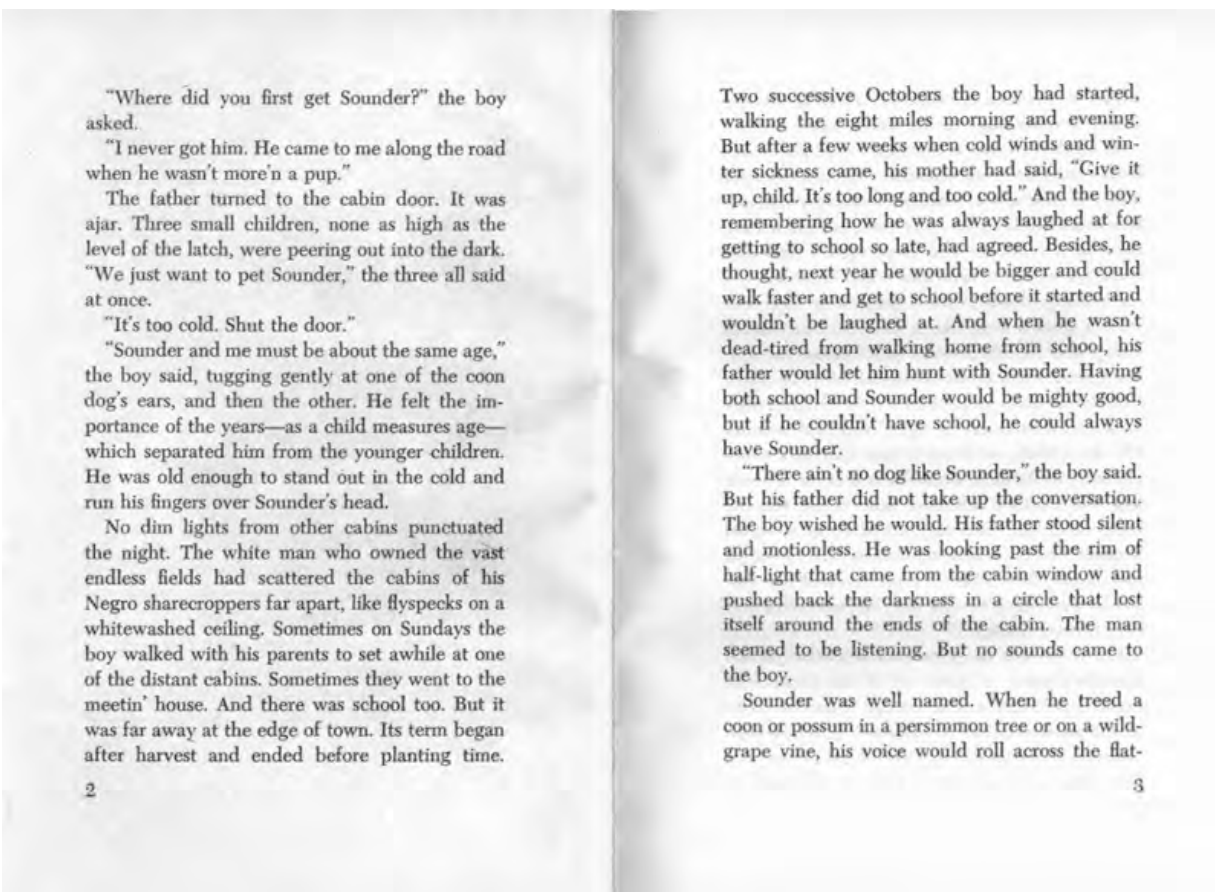
Readers at Level 5:

- Automatically read and understand characteristics of most genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, & logs.
- Read fiction stories with many characters that change in the story
- Understand hard sentences and words
- Read silently for the most part
- Can break words into syllables
- Understand texts with different layouts
- Look for information in pictures, photographs, maps, charts, etc.



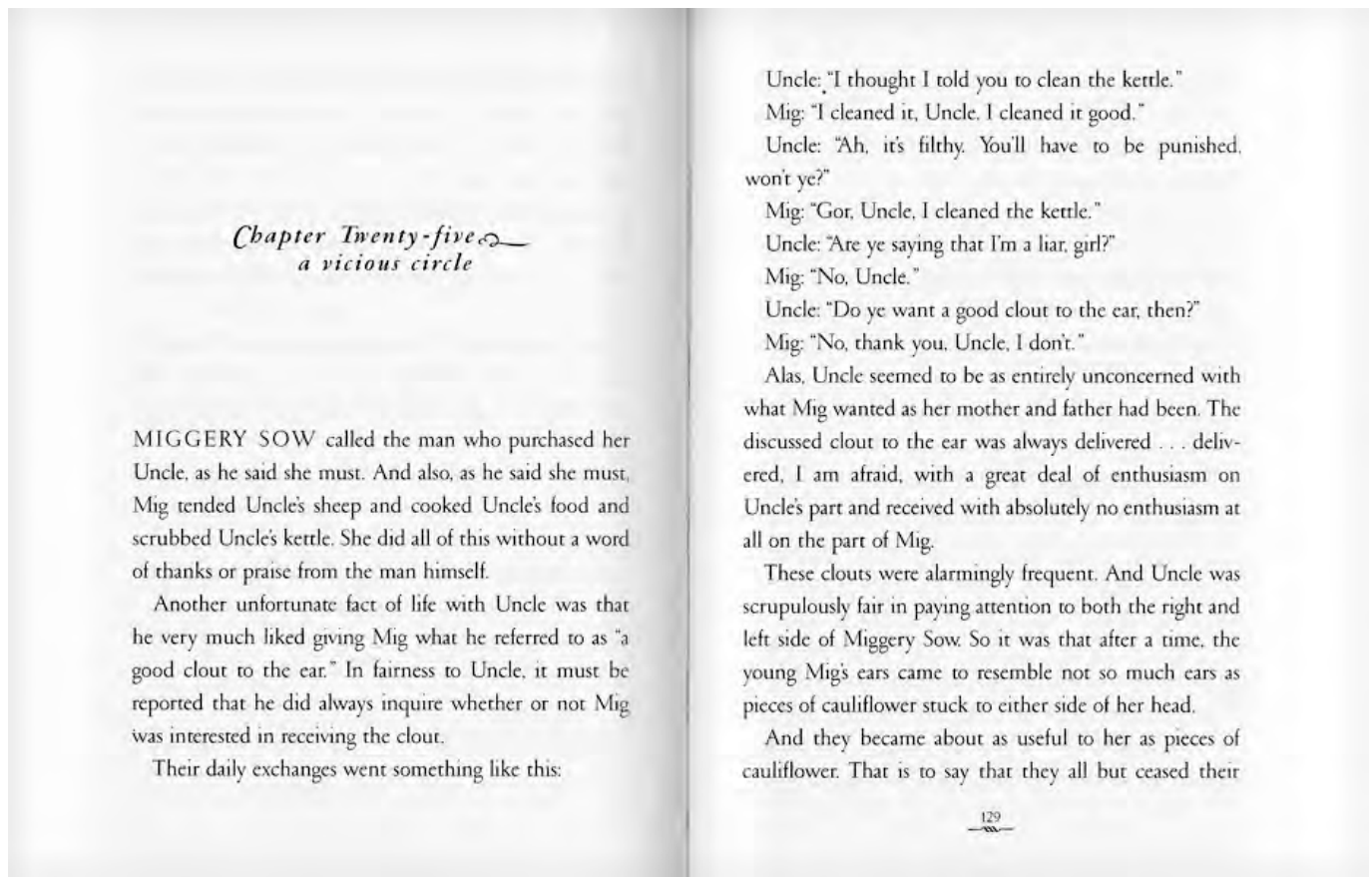
Readers at Level T:

- Automatically read and understand characteristics of most genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, logs, fantasies, myths & legends.
- Read longer texts with many lines of print that require the reader to remember lots of information
- Read silently for the most part
- Can break words into syllables
- Use strategies to figure out difficult words
- Look for information in pictures, photographs, maps, charts, etc.
- Use what they already know to understand a text



Readers at Level U:

- Automatically read and understand characteristics of most genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, logs, fantasies, myths & legends.
- Read longer texts with many lines of print that require the reader to remember lots of information
- Read silently for the most part
- Can break words into syllables
- Use strategies to figure out difficult words
- Search for and use information in a text
- Look for information in pictures, photographs, maps, charts, etc.



Readers at Level V:

- Read and understand characteristics of most genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, logs, fantasies, myths & legends
- Read texts that are longer and involve remembering information
- Read silently for the most part
- Can break words into syllables
- Search for & use information in a text
- Look for information in pictures, photographs, maps, charts, etc.

Someday I'd like to be on that boat, I thought, to see what it would be like to look back at the land. I glanced at the railing that ran along the end of the pier. It was so low it would be hard to see from a ship.

"School," Josie said. "Of course." She put her hand on my shoulder. It was the hand holding the sea grass. I felt a soft scratch against my skin.

Josie's legs were bare, with dainty spider veins showing, and her silky shoes were soaked with snow and spray. I didn't want the mustard woman to see them.

I opened the back door of the car and slid in, and we drove off, leaving Josie looking after us, her head tilted as she waved at me, the sea grass in her hand blowing in the wind.

"What's going on here?" the mustard woman said. "No school?"

I ran my tongue over my lips, trying to figure out the best lie I could. "I told her today was a holiday, teachers' conference."

The mustard woman shook her head. "And she believed that?" she said. "We'll have to see about this."

I reached into my pocket and held on to the shell. For the first time in my life, I thought, I'd really have to go to school. I'd have to if I wanted to stay at Josie's.

The Time with Josie

CHAPTER 6

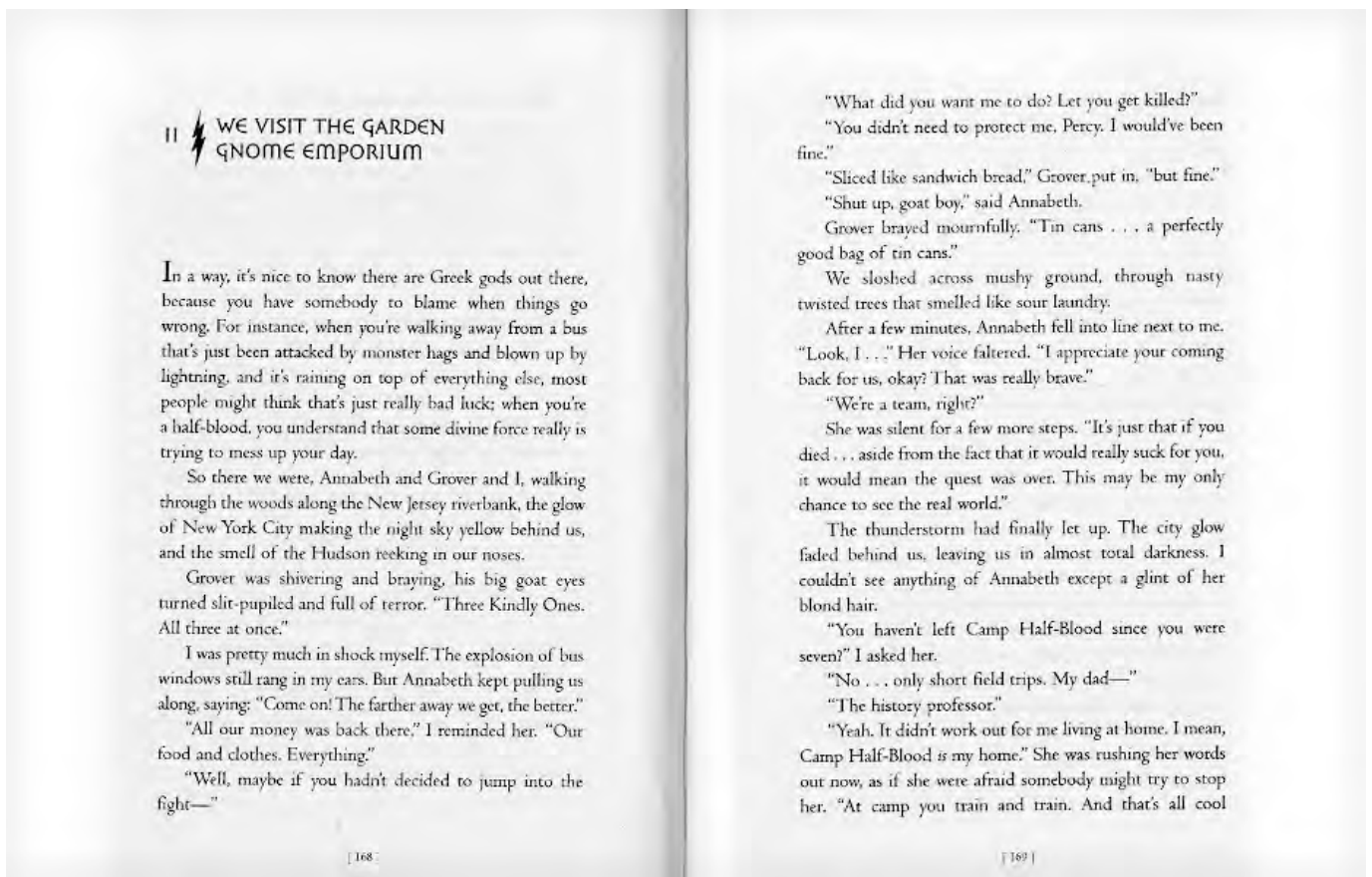
My head was a round burl of wood, the sea grass, dried now, a swirl on top. Josie spent hours over it at the kitchen table, humming to herself, a tray of tiny knives spread out in front of her.

It was Monday, early in December, almost dark in the late afternoon. No Chinese dinner tonight. I was making a dish Izzy had taught me. "Special deluxe," she had said, and smiled at me. Chopped meat, ketchup, Worcestershire sauce, and cheese, spooned over hot rolls. Salad. Pound cake with confectioner's sugar sifted over the top.

It was going to be a special deluxe evening. Beatrice was leaving the next morning for New Mexico, where

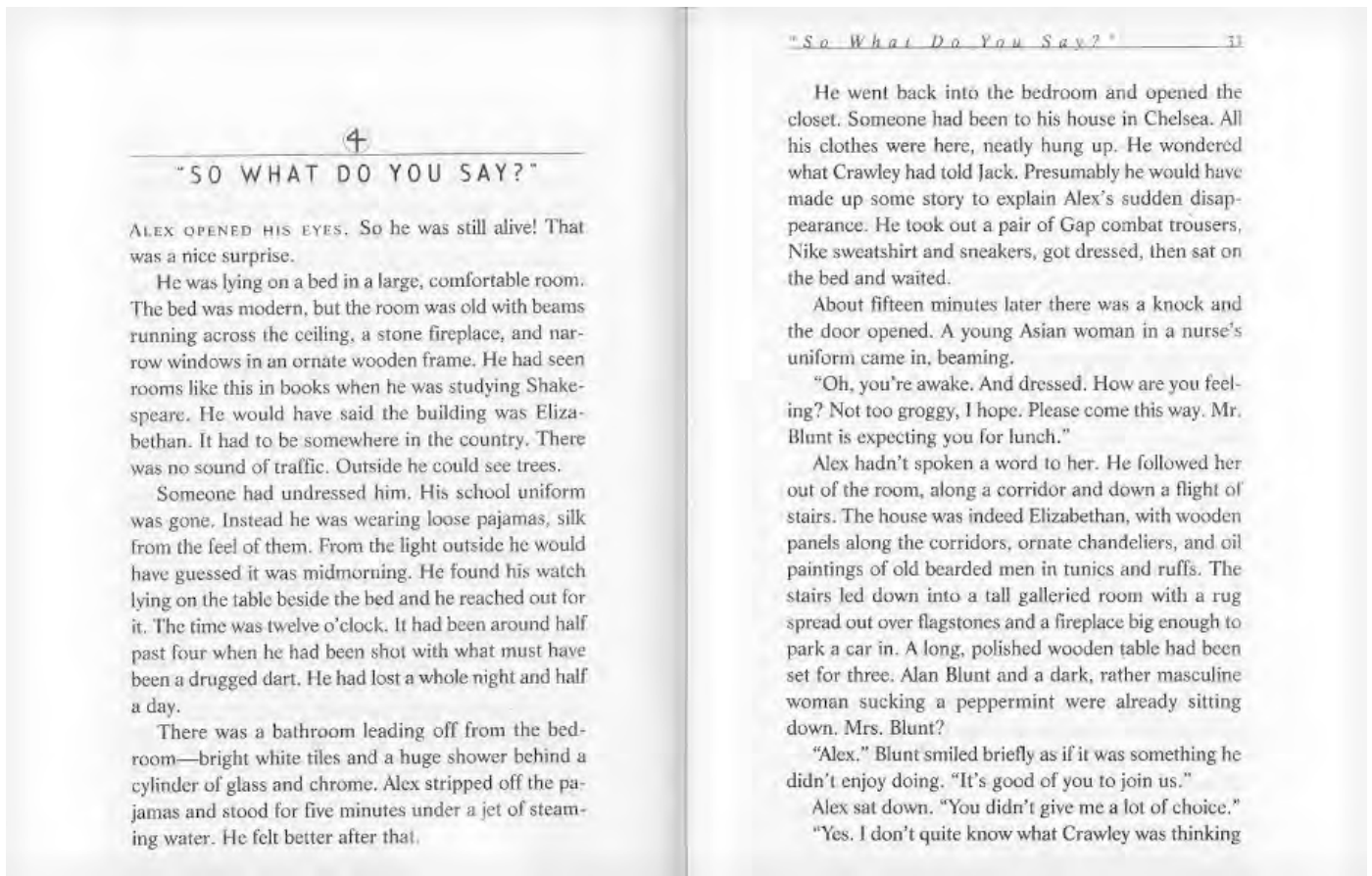
Readers at Level W:

- Automatically read and understand characteristics of most genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, logs, fantasies, myths & legends.
- Read about mature themes (abuse, poverty, war, etc.)
- Read silently for the most part
- Use tools such as glossaries, as well as what they already know to understand difficult words
- Search for & use information in a text
- Look for information in pictures, photographs, maps, charts, etc.
- Read texts that require knowing about history



Readers at Levels X, Y, & Z:

- Read and understand characteristics of all genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, logs, fantasies, myths & legends.
- Use critical thinking skills
- Read long texts with long sentences & paragraphs
- Understand mature themes (abuse, poverty, war, etc.)
- Read texts with many characters that change in the story
- Read silently for the most part
- Use what they know to understand a text
- Search for & use information in a text
- Look for information in pictures, photographs, maps, charts, etc.
- Read texts that require knowing about history & science



How do I find books on my child's independent text level at the public library?

Below are instructions for obtaining access to the **Leveled Book List** on the Sachem Website.

1. Visit www.sachem.edu.
2. On the left side, click on the tab for "*Curriculum and Instruction.*"
3. Choose "*Curriculum Tools*" from the menu.
4. Under "*Language Arts Program K-5,*" choose "*Leveled Book List.*"
5. Clicking on each grade level will give you access to the following text levels:
 - **Kindergarten:** A-C
 - **1st Grade:** C-I
 - **2nd Grade:** H-M
 - **3rd Grade:** L-P
 - **4th Grade:** O-T
 - **5th Grade:** S-W
 - **6th Grade & Up:** V-Z

