**Level X**

Please note that this is only a small part of the reading process. Classroom performance is not included in this assessment.

**Characteristics of Texts at Level X:**

* Informational texts, high fantasy and science fiction, realistic fiction, traditional literature

(myths, legends), biographies, autobiographies, memoirs, mysteries, historical fiction, short

stories, genre combinations (hybrids), diaries, satire

* Critical thinking required to judge authenticity of informational texts, historical fiction, and

biography

* Many texts presenting mature societal issues, especially those important to adolescents (family

issues, growing up)

* Wide range of challenging themes that build social awareness and reveal insights into the

human condition

* Many texts presenting multiple themes that may be understood in many layers
* Some texts with heroic or larger‐than‐life characters who represent the symbolic struggle

between good and evil

* Long stretches of descriptive language that are important to understanding setting and

characters Full range of literary devices (for example, flashback, stories within stories,

symbolism, and figurative language)

* Some switching from setting to setting, including time change (often unsignaled, or signaled

only by dialogue)

* Some very long sentences (more than thirty words)
* Words that offer decoding challenges because they are archaic, come from regional dialect, or

from languages other than English

**Characteristics of Independent Readers (Reading at Level X):**

* Understand and process a wide range of texts, including all genres
* Able to read very long texts with complex sentences and paragraphs, with many multi-syllable

words

* Understand and respond to mature themes such as poverty and war
* Able to read and interpret more abstract forms of literature (satire), and literary devices, such as

irony

* Read and understand texts with multidimensional characters, texts that can be interpreted on

several levels, and that are developed in complex ways

* Most reading is silent; fluency and phrasing in oral reading is well‐established
* Challenged by a heavy load of content‐specific and technical words that require using

embedded definitions, background knowledge, and reader’s tools (glossaries, indexes, etc.)

* Apply prior understandings in a critical way when reading both fiction and nonfiction texts