**Title Level “D”**

 Please note that this is only a small part of the reading process. Classroom performance is not included in this assessment, and it is administered in a one-on-one setting.

**D: Characteristics of Texts at Level D:**

* Simple factual texts, animal fantasy and realistic fiction
* Picture books
* Amusing one‐dimensional characters
* Familiar, easy content, themes, and ideas
* Simple dialogue (some split dialogue)
* Many sentences with prepositional phrases and adjectives
* Some longer sentences (some with more than six words)
* Some simple contractions and possessives (words with apostrophes)
* Two to six lines of text on each page
* Some sentences turn over to the next line
* Some words with *–s* and *–ing* endings
* Fewer repetitive language patterns

**Characteristics of Early Emergent Readers (Reading at Level D):**

* Eyes can track print over two to six lines per page
* Can process texts with fewer repeating language patterns
* Voice‐print match is smooth and automatic; finger pointing is rarely needed, if ever
* Notices and uses a range of punctuation and read dialogue, reflecting the meaning through
* phrasing
* Can solve many regular two‐syllable words, usually with inflectional endings (*‐ing*).
* Consistently monitors reading and cross‐checks one source of information against another; self-corrects