**Title Level “E”**

 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.

**E: Characteristics of Texts at Level E:**

* Simple informational texts, simple animal fantasy, realistic fiction, very simple retellings of
* traditional tales, simple plays
* Some texts with sequential information
* Familiar content that expands beyond home, neighborhood, and school
* Most concepts supported by pictures
* More literary stories and language
* Concrete, easy‐to‐understand ideas
* Some longer sentences – more than ten words
* Some three‐syllable words
* Some sentences with verb preceding subject
* Variation of words to assign dialogue in some texts (*said, cried, shouted*)
* Easy contractions
* Mostly words with easy, predictable spelling patterns
* Two to eight lines of print per page

**Characteristics of Emergent Readers (Reading at Level E):**

* Flexible enough to process texts with varied placement of print and a full range of punctuation
* Attend to more subtle ideas and complex stories
* Solve longer words with inflectional endings
* Read sentences that carry over 2‐3 lines or over two pages
* Rely much more on the print; pictures are becoming less supportive
* Left‐to‐right directionality and voice‐print match are automatic
* Oral reading demonstrates fluency and phrasing with appropriate stress on words
* Read without finger pointing, brining in finger only at point of difficulty
* Recognize a large number of high‐frequency words
* Easily solve words with regular letter‐sound relationships, as well as a few irregular words