**Title Level “H”**

 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.

**H: Characteristics of Texts at Level H:**

* Informational texts, simple animal fantasy, realistic fiction, traditional literature (folktales)
* Narratives with more episodes and less repetition
* Accessible content that expands beyond home, school and neighborhood
* Multiple episodes taking place across time
* Some stretches of descriptive language
* Wide variety in words used to assign dialogue to speaker
* Some complex letter‐sound relationships in words
* Some complex spelling patterns
* Some easy compound words
* Most texts with no or only minimal illustrations
* Italics indicating unspoken thought
* Most texts three to eight lines of print per page

**Characteristics of Developing Readers (Reading at Level H):**

* Encounter more complex language and vocabulary
* Read longer, more literary stories
* Able to process a great deal of dialogue and reflect it through appropriate word stress and
* phrasing
* Solve a large number of multi-syllable words, plurals, contractions, and possessives
* Able to read a larger and larger number of high‐frequency words
* Able to think at increasingly deeper levels
* Solve words with complex spelling patterns
* Begin to read more new texts silently, in order to achieve efficient and smooth processing