**Title Level “N”**

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.

**N: Characteristics of Texts at Level N:**

* Informational texts, simple fantasy, realistic fiction, traditional literature (folktales), simple biographies, simple mysteries
* Presentation of multiple topics that represent subtopic of a larger topic or theme
* Various ways of showing characters’ attributes (description, dialogue, thoughts, others’ perspectives)
* Complex plots with numerous episodes and time passing
* Multiple characters to understand and notice how they develop and change
* Variety in sentence length and complexity
* Many two‐to‐three‐syllable words; some words with more than three syllables
* Multi-syllable words that are challenging to take apart or decode
* Words with prefixes and suffixes
* Some new vocabulary and content‐specific words introduced, explained, and illustrated in the text

**Characteristics of Early Independent Readers (Reading at Level N):**

* Know the characteristics of and can process the full range of genres
* Developing preferences for specific forms of reading (mysteries, biographies)
* Can understand and process narratives with more elaborate plots and multiple characters that develop and change over time
* Able to identify and use underlying organizational structures (description, compare and
* contrast, problem and solution, cause and effect) to help navigate through text
* Word solving is smooth and automatic with both oral and silent reading
* Reader will slow down to problem solve or search for information, then resume normal reading pace
* Most word solving is unconscious and automatic; little overt problem solving needed
* Can read and understand descriptive words, some complex content‐specific words, and some technical words