**Level S**

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

**S: Characteristics of Texts at Level S:**

* Informational texts, more complex fantasy, realistic fiction, traditional literature (folktales),

biographies, autobiographies, memoirs, mysteries, historical fiction, short stories, genre

combinations (hybrids), diaries

* Some collections of short stories that have interrelated themes or build a single plot across the

book

* Content particularly appealing to adolescents
* Some fiction settings requiring knowledge of content (history, geography, etc.)
* Complex ideas on many different topics requiring real or vicarious experiences
* Long stretches of descriptive language that are important to understanding the setting and

characters

* Some long strings of unassigned dialogue from which story action must be inferred
* Many new vocabulary words that depend on readers’ tools (such as glossaries)
* Many new vocabulary words for readers to derive meaning from context
* Extensive use of figurative language (idioms, simile, metaphor)
* Words with a wide variety of very complex spelling patterns
* Words that are seldom used in oral language and are difficult to decode
* Many words with affixes (prefixes and suffixes, multi-syllable proper nouns that are difficult to

decode)

* Increasingly difficult layout of informational texts, with dense content and format

**Characteristics of Developing Independent Readers (Reading at Level S):**

* Automatically read and understand a full range of genres, including biographies on less well known subjects, hybrid genres, fiction with elaborate plots and complex characters,

informational texts, etc.

* Able to process lengthy, complex sentences, containing prepositional phrases, introductory

clauses, and lists of nouns, verbs, or adjectives

* Understand perspectives different from their own as well as settings and people far distant in

time and space

* Able to process lengthy, complex sentences, containing prepositional phrases, introductory

clauses, and lists of nouns, verbs, or adjectives

* Solve new vocabulary words, some defined in the text and some unexplained
* Most reading is silent, but fluency and phrasing in oral reading are well‐established
* Readers are challenged by many longer descriptive words and by content‐specific/technical

words

* Able to take apart multi-syllable words and use a full range of word‐solving skills
* Read and understand texts in a variety of layouts and formats
* Consistently search for information in illustrations and increasingly complex graphics