Level A - Students Can:										
Students										
Just beginning to learn how print works										
Just beginning to learn the <i>alphabetic principle</i> —the relationship between letters and sounds										
Learning to use 1-1 matching										
Learning to follow text from left to right										
Differentiating between print and pictures										
Beginning to notice each letter's distinct features										
Learning some easy, high-frequency words										

Level B - Stude	Level B - Students Can:									
Students										
Recognize and apply repeating patterns										
Reads left to right										
1-1 matching										
Moving from one line of text to the next										
Able to distinguish and identify more letters according to their										
distinct features										
Understands the connection between sounds and letters										
Increasing their knowledge of high frequency words										

Level C - Students Can:									
Students									
Begin to move smoothly across the printed page when reading									
Begin to use some expression when reading									
Eyes are taking over the process of matching the spoken word to the printed word (removal of									
finger tracking)									
Developing phrased reading									
Noticing dialogue and punctuation and reflecting this with the voice									
Developing a larger core of high-frequency words									
Consistently monitoring reading and cross-checking one source of information against another; Self correcting									

Level D- Students Can:									
Students									
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 on source of information against another; self-corrects									

Level E- Studen	ts Can	•		
Students				
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, bringing 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				

Level F- Students Can:									
Students									
Beginning to build knowledge of the characteristics of different genres of texts									
Read stretches of both simple and split dialogue									
Recognize a large number of high-frequency words quickly and automatically									
Use letter-sound information to take apart simple, regular words as well as some multisyllable words									
Process and understand text patterns that are particular to written language									
Beginning to read fiction with more well-developed characters									
Left-to-right directionality and voice-print match are completely automatic									
Read without pointing and with appropriate rate, phrasing, intonation, and stress									

Level G- Students Can:										
Students										
Able to internalize more and deeper knowledge of different genres										
Early reading behaviors now completely automatic										
Recognize a large number of high frequency words										
Able to attend to more complex story lines and ideas										
Use a range of word-solving strategies (letter-sound information, making connections between										
words, using word parts) to read unknown words										
Read texts with some content-specific words										
Demonstrate appropriate rate, phrasing, intonation, and word stress										

Level H- Students Can:										
Students										
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 multisyllable 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										

Level I- Students Can:									
Students									
Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books									
Able to sustain attention and memory over longer periods of time									
Can process longer (ten words or more) and more complex sentences									
Have a large sight-word vocabulary									
Able to use word-solving strategies for complex spelling patterns, multisyllable words, and									
words with inflectional endings, plurals, contractions, and possessives									
Read many texts silently, following text with their eyes and without pointing									
Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing									
Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books									

Level J- Students Can:									
Students									
Able to process a variety of texts (short fiction texts, short									
informational texts, and longer									
Narrative texts that have illustrations and short chapters)									
Adjust reading strategies as needed to process different genres									
Process increasingly more complex sentences									
Have a large, expanding sight-word vocabulary									
Able to quickly apply word-solving strategies for complex spelling patterns, multisyllable words,									
and words with inflectional endings, plurals, contractions, and possessives									
Read silently during independent reading									
Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing									

Level K- Studen	Level K- Students Can:									
Students										
Able to accommodate the higher-level processing of several fiction texts with multiple episodes Connected to a single plot										
Read about and understand characters that are increasingly more complex										
Able to process a great deal of dialogue within a story										
Challenged to read stories based on concepts that are distant in time and space and reflect										
diverse cultures										
Have a large, expanding sight-word vocabulary										
Able to quickly apply word-solving strategies for complex spelling patterns, multisyllable words,										
and words with inflectional endings, plurals, contractions, and possessives										
Read silently during independent reading										
Oral reading fully demonstrates all aspects of fluent reading										

Level L- Studen	ts Ca	n:		
Students				
Able to process easy chapter books, including some series books, with more sophisticated plots				
and few illustrations, as well as shorter informational texts				
Adjust reading to process a variety of genres				
Understand that chapter books have multiple episodes connected to a single plot				
Bring background knowledge to new reading in order to process and learn new information				
Begin to recognize themes across texts (friendship, courage)				
Able to understand some abstract ideas				
Able to see multiple perspectives of characters through description				
Able to flexibly apply word-solving strategies for complex spelling patterns, multisyllable words,				
and words with inflectional endings, plurals, contractions, and possessives				
Read silently during independent reading				
Oral reading fully demonstrates all aspects of fluent reading				

Level M- Studer	Level M- Students Can:									
Students										
Know the characteristics of a 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										
Can read and understand descriptive words, some complex content specific words, and some										
technical words										

Level N- Students Can:									
Students									
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									

Level 0- Students Can:									
Students									
Know the characteristics of and can process the full range of genres									
Read a wide range of texts: chapter books, shorter fiction and informational text, including									
Special forms such as mysteries, series books, and short stories									
Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text									
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 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									
Word solving is smooth and automatic with both oral and silent reading									

Level P- Students Can:								
Students								
Can identify the characteristics of a full range of genres, including biographies on less well								
known subjects and hybrid genres								
Read a wide range of texts: chapter books, shorter fiction and informational text, including								
special forms such as mysteries, series books, and short stories								
Able to identify and use underlying organizational structures (description, compare and								
contrast, problem and solution, cause and effect) to help navigate through text								
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 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								
Word solving is smooth and automatic with both oral and silent reading								
Demonstrate all aspects of smooth, fluent processing								

Level Q- Students Can:									
	ts C	ts Can:							

Level R- Students Can:								
Students								
Automatically read and understand a full range of genres, including biographies, hybrid genres,								
Fiction with elaborate plots and complex characters, informational texts, etc.								
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 multisyllable 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								

Level S- Studen	Level S- Students Can:								
Students									
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 multisyllable 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									

Level T- Studen	ts C	an:			
Students					
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 read longer texts and remember information and connect ideas over a long period of time (a week or two) Read and interpret complex fantasy, myths, legends that contain					
Symbolism Understand perspectives different from their own					
Understand settings and people far distant in time and space					
Readers are challenged by many longer descriptive words and by content-specific/technical words					
Read and understand texts in a variety of layouts and formats					

Level U- Students Can:									
Students									
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 read longer texts and remember information and connect ideas over many days of									
reading									
Read and interpret complex fantasy, myths, legends that contain symbolism									
Understand perspectives different from their own									
Understand settings and people far distant in time and space									
Most reading is silent, but fluency and phrasing in oral reading are well established									
Able to take apart multisyllable words and use a full range of word solving skills									
Read and understand texts in a variety of layouts and formats									
Able to search for and use information in an integrated way, using complex graphics and texts									
that present content requiring background knowledge									

Level V- Studen	Level V- Students Can:									
Students										
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 read longer texts and remember information and connect ideas over many days of										
reading										
Read and interpret complex fantasy, myths, legends that contain symbolism										
Able to read and interpret more abstract forms of literature (satire)										
Understand perspectives different from their own										
Understand settings and people far distant in time and space										
Readers can be very expressive when presenting poetry or readers' theater										
Read and understand texts in a variety of layouts and formats										
Able to search for and use information in an integrated way, using complex graphics and texts										
that present content requiring background knowledge										

Level W- Students Can:								
Students								
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 read longer texts and remember information and connect ideas over many days of								
reading								
Read and interpret complex fantasy, myths, legends that contain symbolism and classical motifs ("the quest')								
Encounter mature themes that expand their knowledge of social issues								
Able to read and interpret more abstract forms of literature(satire), and literary devices, such as irony								
Understand multidimensional themes on several different levels								
Understand settings and people far distant in time and space								
Readers can be very expressive when presenting poetry or readers' theater								
Read and understand texts in a variety of layouts and formats								
Apply background knowledge of historical events, archaic language and/or regional dialects								
when reading								

Level X- Students Can:							
Students							
Understand and process a wide range of texts, including all genres							
Able to read very long texts with complex sentences and paragraphs, with many multisyllable words							
Understand and respond to mature themes such as poverty and war							
Able to read and interpret more abstract forms of literature (satire), and literary devices, such as irony							
Read and understand texts with multidimensional characters, texts that can be interpreted on							
several levels, and that are developed in complex ways							
Most reading is silent; fluency and phrasing in oral reading is well-established							
Challenged by a heavy load of content-specific and technical words that require using							
embedded definitions, background knowledge, and reader's tools (glossaries, indexes, etc.)							
Apply prior understandings in a critical way when reading both fiction and nonfiction texts							

Level Y-Z Students Can:						
Students						
Understand and process a wide range of texts, including all genres						
Read very long texts with complex sentences and paragraphs, with many multisyllable words						
Identify classical motifs such as "the quest" and moral issues						
Able to read and interpret more abstract forms of literature (satire), and literary devices, such as						
Irony						
Read and understand texts with multidimensional characters, texts that can be interpreted on						
Several levels, and that are developed in complex ways						
Most reading is silent; fluency and phrasing in oral reading is well-established						
Challenged by a heavy load of content specific and technical words that require using						
Embedded definitions, background knowledge, and reader's tools (glossaries, indexes, etc.)						
Apply prior understandings in a critical way when reading both fiction and nonfiction texts						