

THANK YOU for downloading *Reading Recovery*
Characteristics of Text
that I created **FREE** for you.

Have you ever wondered how the level of a book is determined? Well, different companies use different criteria. This chart will help you see how Reading Recovery decides. By knowing the characteristics of each level, you will know what to teach and what characteristics are supported by a specific leveled book.

In return, I ask that you...

- (1) Have fun!**
- (2) Give me credit for my work if you share.**
- (3) Refer others to my websites www.LikeToRead.com,
www.LikeToWrite.com, and www.Facebook.com/LikeToWrite**

**I also ask that if you see any editing or content errors
that you let me know
by emailing me at
khaag@liketowrite.com**



**I give permission to classroom teachers to use
my materials with their students.
For all other uses, please contact me.**

**Please feel free
to email with questions ☺**

*Sincerely,
Karen Haag*

Characteristics of Text

Levels 1-4, A-C Early Emergent Reader

- Consistent placement of print
- Repetition of 1-2 sentence patterns (1-2 word changes)
- Oral language structures
- Familiar objects and actions
- Illustrations provide high support

Levels 5-8, D-E Early Emergent/Emergent Reader

- Repetition of 2-3 sentence patterns (phrases may vary)
- Opening, closing sentences vary or varied, simple sentence patterns
- Predominately oral language patterns
- Many familiar objects and actions
- Illustrations provide moderate-high support

Levels 9-12, F-G Upper Emergent/Early Developing Reader/Early Fluency

- Repetition of 3 or more sentence patterns
- Varied sentence patterns (repeated phrases and refrains)
- Blend or oral and written language structures
- Or, fantastic happenings in framework of familiar experiences
- Illustration provide moderate support
- Different genres

Levels 13-15, H-I Upper Emergent/Developing Reader

- Varied sentence patterns (may have repeated phrases or refrains)
- Or, repeated patterns in cumulative form
- Written language structures
- Oral structures appear in dialogue
- Conventional story, literary language
- Specialized vocabulary for some topics
- Illustrations provide low-moderate support

Levels 16-20, I-J Upper Emergent/Early Independent Reader

- Elaborated episodes and events
- Extended descriptions
- Links to familiar stories
- Literary language
- Unusual, challenging vocabulary
- Illustrations provide low support

Levels 21-24, K-M Upper Emergent/Early Independent Reader

- Elaborated episodes and events
- Extended descriptions
- Literary language
- Unusual, challenging vocabulary
- Illustrations, if included, provide low support
- Variety of genres
- Variety of times and points of view
- Links to unfamiliar events and situations

Levels 25-32, N-P Fluent/Independent Reader

- Multiple elaborated episodes and events
- Extended descriptions
- Extensive use of literary language
- Unusual, challenging vocabulary
- Variety of genres
- Variety of times and points of view
- Links to unfamiliar events and situations
- Illustrations may play a symbolic role
- Episodes and events frequently organized into chapters
- Overarching themes may be present
- Subplots sometimes evident

Early Emergent Reader
Levels 1-8, A-E

Upper Emergent/Developing Reader
Levels 9-15, F-I

Upper Emergent/Early Independent Reader
Levels 16-24, I-M

Fluent Reader
Levels 25-32, N-P

Grade 1
Levels 1-17, A-I

Grade 2
Levels 15-27, I-M

Grade 3
Levels 24-32, N-P

Grade 2
End-of-Grade
Proficiency
Level 21-24, K-M

Adapted from Peterson, Barbara, *Characteristics of Texts That Support Beginning Readers*, Ohio State University, 1988