

My child is independently reading at... **LEVEL V**



What this level means...

Text at this level will require readers to come prepared with an in depth amount of background knowledge. Vocabulary is very sophisticated and will require deeper knowledge to comprehend. The text will also have implicit messages from the author making the reader use various thinking skills. There are a variety of themes and literary styles at this level.

The chart below includes specific reading behaviors, skills and strategies that explain an Independent Level V >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses support from the text to solve technical words.
- Is aware and intrigued of new words.
- Transfers new language learned into spoken words and writing.
- Is aware and comprehends figurative language.
- Comprehends multiple meaning words and the context they are used in.

Fluency

- Reading voice sounds like conversation voice.
- Reads with expression in tone and body language.
- Uses punctuation.
- Reads silently at a fluent rate.

Comprehension

- Understands a variety of text structures as they are combined in a complex manner.
- Applies critical thinking skills to judge authenticity of informational text, historical fiction and biographies.
- Fluently read and comprehend a full range of genres on less well known subjects with ease.
- Can interpret and comprehend perspectives other than their own.
- Comprehends setting and people in a far distant time.
- Can search and use information in an integrated way, using complex graphics and texts that require heavy background knowledge.
- Comprehends more abstract forms of literature (satire)
- Comprehends the meaning of symbols.
- When reading poetry or readers' theatre, the reader is very expressive with their interpretation.
- Can comprehend complex dialogue through extended reading.

Moving forward to the next level... **LEVEL W** <<<<<<<<<<<<<<<<<<<<<<<<

What this level means...

Text at this level introduces themes in a complex underlying manner. These new themes will challenge readers to relate to characters in difficult situations. Readers will need an awareness of society and politics to understand the themes in this level of text. Inferential thinking is a non negotiable, and readers need sufficiently sophisticated in symbolic interpretation to comprehend the text.

The chart below includes specific ways to work with your child who is an Instructional Level W >>>

Accuracy

- Ask these questions and model for your child: What context clues did you apply to figure out the unknown word or phrase? What interpretations did you conclude from the new meaning? Does your new learned word or phrase apply correctly within the text?

Fluency

- Ask this question: Do you hear yourself as you are silent reading? Are you listening to your words read while comprehending the meaning at the same time?
- Be flexible in your reading rate as parts of text require time to process or repeat. As a reader you have to know where you are in comprehending the text.

Comprehension

- Questions to ask and have discussion about are: What do the flashbacks represent in the text? Explain the multiple ways the text is structured? What types of issues in society did the text discuss? Did the theme build a form of social awareness when read? What literary devices are included in the text (flashback, stories within stories, symbolism, irony and figurative language)? What words were used from other languages and what context clues did you use to figure them out? Did words appear from a regional dialect or archaic language? What setting changes occurred because of time changes? Did any multidimensional themes appear throughout the text?