

### **Text Characteristics at Level C, D**

- o One to three short, simple sentences on each page
- o Existence of slight pattern change at some point in the book
- o Consistent placement of text with one or two minor changes
- o Good spacing and larger font
- o Highly support illustrations with few extraneous details
- o A few high frequency words appear throughout the book
- o Sentences are more varied, full range of punctuation

### **Characteristics of the Reader**

- o Getting the mouth ready for the initial sound of a word
- o Using left to right directionality and return sweep to next line of print
- o Locating one or two known words on a page
- o Monitoring for meaning, checking to make sure it makes sense

### **Sample Titles at this Level**

*A Cat's Day (Twig)*  
*All Fall Down (Wildsmith)*  
*Biscuit Visits the Big City (Capucilli)*  
*Brown Bear, Brown Bear (Martin)*  
*Footprints in the Snow (Benjamin)*  
*I Went Walking (Williams)*  
*Kites (Ling)*  
*Little Sister (Mitchell)*  
*Mud (Lewison)*  
*Rain (Kalan)*  
*Rainbow of My Own (Freeman)*  
*Shoes (Winthrop)*  
*Sleepy Dog (Ziefert)*  
*Then and Now (Berger)*  
*Wake up! Wake up! (Wildsmith)*  
*What Time Is It? (Moriarty)*  
*What's for Lunch? (Carle)*  
*Where's Al? (Barton)*  
*Where's The Fish (Gomi)*

### Text Characteristics at Level D, E

- o More variation in the placement of text on the page
- o Sentences are longer and more complex
- o Readers must rely on graphophonics across the whole word
- o Opening and closing sentences vary
- o Moderate to high support from illustrations that contain details related to the meaning of the whole text
- o Some repetition of phrases, words or sentences.
- o Children will need to use sight words to help with unknown words, using parts of the familiar words as examples to help them unlock unfamiliar words.

### Characteristics of the Reader

- o Rereading and self-correction behaviors common
- o Reading with some fluency
- o Cross checking one source of information against another
- o Monitoring for meaning: checking to make sure what has been read makes sense and sounds right
- o Recognizes common chunks of words

### Sample Titles at this Level

- Bears in the Night (Berenstain)*
- Beautiful Bugs (Fleming)*
- Blue Bug Goes to School (Twig)*
- Five Little Monkeys Jumping on the Bed (Christelow)*
- Foot Book (Eastman)*
- Footprints in the Snow (Benjamin)*
- Fur (Mark)*
- Go, Dog, Go (Eastman)*
- Henry's Busy Day (Campbell)*
- It Looked Like Spilt Milk (Shaw)*
- Mrs. Wishy Washy (Cowley)*
- Mud (Lewison)*
- My Doll (Yukish)*
- Shoes (Winthrop)*
- Sleepy Dog (Ziefert)*
- Taking Care of Rosie (Salem)*
- Wake up! Wake up! (Wildsmith)*
- What Time Is It? (Moriarty)*