

## Text Features of Leveled Books

<b>EARLY Readers: DRA Levels 1-5</b>	
<b>Levels 1-5</b>	<ul style="list-style-type: none"> <li>• Consistent placement of large print</li> <li>• Repetition of 1-2 sentence patterns</li> <li>• Spoken language</li> <li>• Familiar objects and actions</li> <li>• Illustrations provide high support</li> </ul>
<b>DEVELOPING Readers: DRA Levels 6-14</b>	
<b>Levels 6-9</b>	<ul style="list-style-type: none"> <li>• Repetition of 2-3 sentence patterns</li> <li>• Opening, closing sentences may vary</li> <li>• Sentences carry over pages with more complex punctuation</li> <li>• Mostly spoken language</li> <li>• Many familiar objects and actions</li> <li>• Illustrations provide moderate to high support</li> </ul>
<b>Levels 10-12</b>	<ul style="list-style-type: none"> <li>• Repetition of 3 or more sentence patterns or varied sentence patterns with repeated phrases</li> <li>• Varied print styles and text layout</li> <li>• May have unusual happenings in context of familiar experiences</li> <li>• Illustrations provide moderate support</li> </ul>
<b>Levels 13-14</b>	<ul style="list-style-type: none"> <li>• Varied sentence patterns (with or without repeated phrases)</li> <li>• Conventional story language</li> <li>• Spoken language in dialogue</li> <li>• Specialized vocabulary for some topics</li> <li>• Illustrations provide low to moderate support</li> </ul>
<b>EXTENDING &amp; CONSOLIDATING Readers: DRA Levels 15-44</b>	
<b>Levels 15-19</b>	<ul style="list-style-type: none"> <li>• Varied sentence patterns</li> <li>• Fiction links to familiar stories</li> <li>• Elaborated events and descriptions</li> <li>• Familiar nonfiction text types (i.e. information report, procedure)</li> <li>• More specialized vocabulary</li> <li>• Illustrations provide low support</li> </ul>
<b>Levels 20+</b>	<ul style="list-style-type: none"> <li>• Longer and more complex sentences</li> <li>• Prior knowledge becomes increasingly important</li> <li>• Fiction less often based on familiar stories or experiences</li> <li>• Fully developed story structure</li> <li>• Descriptive language conveys imagery</li> <li>• May have abstract or symbolic themes</li> <li>• May require thinking beyond the text and about points of view</li> <li>• Less familiar nonfiction text types (i.e. explanation, discussion)</li> <li>• Extensive multi-syllable specialized vocabulary</li> <li>• Illustrations provide low support</li> </ul>

*Hedican, J. Reading Levels A-Z Explained. School District No. 71.*

*Peters, C. Characteristics of Well-Constructed Texts for Beginning Readers. School District No. 73 (2001).*

*Peterson, Barbara. "Selecting Books for Beginning Readers." In DeFord, Dianne, C., Lyons, & G.S. Pinnell. Bridges to Literacy: Learning from Reading Recovery. Portsmouth, NH: Heinemann, 1991.*

*Smith, A., E. Nelley, & D. Croft. Teachers' Resource Book. PM Benchmark Reading Assessment Resource. Australia: Cengage Learning, (2009). Based on Developmental Reading Levels (DRA).*