Levels of English Text

DCC Lectura's leveling instrument was designed to determine the levels of authentic Spanish Text. We have developed the Levels of English Text so that teachers of Dual Language will have a way to consider the levels of English Text that aligns with the Spanish version.

Level	Descriptions of English Text
ENGLISH PR	**Surface Systems** ❑ Simple informational book, storybook, or poem ❑ Picture books with simple pictures that clearly depict the word(s) on a page ❑ 1-2 Words per page **Linguistic Systems** ❑ Words only, no sentences **Meaning Making Systems** All vocabulary familiar to children
ENGLISH ER1	**Surface Systems** ❑ Simple informational book, or a simple genre such as storybook or poetry ❑ Clear, simple illustrations that heavily support the text ❑ 3-6 words per page ❑ One line of text on each page **Linguistic Systems** ❑ Demonstrate understanding of spoken words ❑ Recognizes a few high-frequency words (e.g. the, of, to, you) ❑ Uses initial letter sounds to match word and picture ❑ Knows the long and short vowel sounds ❑ Recognizes and names all upper- and lowercase letters of the alphabet. ❑ Recognizes that spoken words are represented in written language by specific sequences of letters. ❑ Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant **Meaning Making Systems** ☐ Almost all vocabulary is familiar to children
ENGLISH ER2	**Surface Systems** ❑ Simple informational book, or a simple genre such as storybook or poetry ❑ Simple illustrations that support patterns the text ❑ 3-7 words per page ❑ Two or more lines of text on each page **Linguistic Systems** ❑ Recognizes a few CVC words (dad, red, did, hot, sun) ❑ Reads words repeated within same text (e.g. is, it, I, am)

	❑ Follow words from left to right, top to bottom, and page by page. ❑ Understand that words are separated by spaces in print. ❑ Demonstrate understanding of spoken syllables, and sounds (phonemes). ❑ Recognize and produce rhyming words. ❑ Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ❑ Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **Meaning Making Systems** ❑ Almost all vocabulary is familiar to children ❑ Simple-one dimensional characters
ENGLISH ER3	**Surface Systems** ❑ Simple informational book, or a simple genre such as storybook or poetry ❑ Simple illustrations that support patterns the text ❑ Two to five lines of text on each page **Linguistic Systems** ❑ Recognizes and uses common VC patterns (e.g. -am, -at, ot, -ug) ❑ Recognizes and uses some VCe patterns (-ace, -ade, -ake) ❑ Blend and segment onsets and rimes of single-syllable spoken words. ❑ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) **Meaning Making Systems** ❑ Some vocabulary that is familiar to children ❑ Amusing one-dimensional characters
ENGLISH ER4	**Surface Systems** ❑ Simple informational book, or a simple genre (e.g. storybook or poetry) ❑ Illustrations clearly relate to the text ❑ Two to five lines of text on each page **Linguistic Systems** ❑ Recognizes an increasing number of high-frequency words ❑ Reads plural nouns with (-s, -es) ❑ Count, pronounce, blend, and segment syllables in spoken words. ❑ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. ❑ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **Meaning Making Systems** ❑ Familiar themes, ideas. and central message
ENGLISH BR1	**Surface Systems** ❑ Simple informational book, or a simple genre (e.g. animal fantasy, realistic fiction) ❑ Illustrations clearly relate to the text ❑ Content expands beyond common experiences within school, home, or neighborhood ❑ Two to eight lines of text on each page ❑ Sentences may continue on to next page **Linguistic Systems**

	❑ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ❑ Distinguish long from short vowel sounds in spoken single-syllable words. ❑ Decodes regularly spelled one-syllable words ❑ Reads words with common consonant blends (e.g. bl-, gr-, sp-) ❑ Reads words with common consonant digraphs (e.g. ch-, ph-) ❑ Reads words with double consonants in the middle or at the end **Meaning Making Systems** ❑ Some words may be unknown to children, but are related to more familiar words. ❑ Stories include a central message or lesson.
ENGLISH **BR2**	**Surface Systems** ❑ Simple informational book, or a simple genre (e.g. very simple retellings of traditional tales, simple plays) ❑ Some information provided by pictures or other illustrations and some information provided by the words in text. ❑ More details in illustrations ❑ Three to eight lines of text on each page **Linguistic Systems** ❑ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ❑ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ❑ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ❑ Recognizes and uses contractions with not, am, and are ❑ Reads words with VVC patterns (e.g. deer, good, room) ❑ Recognize and use contractions with is and has **Meaning Making Systems** ❑ Words and phrases in literary text include words that suggest feelings or senses. ❑ Stories include a central message or lesson.
ENGLISH **DR1**	**Surface Systems** ❑ Informational texts ❑ Simple genres (e.g. traditional literature, folktales) ❑ Some settings that are beyond children's typical experiences ❑ Most ideas are supported by pictures, but the pictures are becoming more complex ❑ Some informational texts with a table of contents and/or a glossary ❑ Illustrations support some content-specific words ❑ Three to eight lines of text per page ❑ Slightly smaller print **Linguistic Systems** ❑ Recognizes and uses contractions with will ❑ Solves words using letter-sound relationships from left to right (e.g. s-t-e-p) ❑ Distinguishes long and short vowels when reading regularly spelled one-syllable words. ❑ Know the spelling-sound correspondences for common consonant digraphs. ❑ Decode regularly spelled one-syllable words.

	Meaning Making Systems ❏ Words and phrases in literary text include words that suggest feelings or senses. ❏ Stories include a central message or lesson.
ENGLISH DR2	**Surface Systems** ❏ Informational texts ❏ Fiction text have more episodes and less repition. ❏ Simple genres (e.g. fairytales, folktales) ❏ Complex illustrations depicting multiple ideas ❏ Informational Texts include common text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) ❏ Three to eight lines of text per page ❏ Italics indicating unspoken thought Linguistic **Systems** ❏ Read words with inflectional endings. ❏ Decodes two-syllable words with basic patterns by breaking the words into syllables. **Meaning Making Systems** ❏ Sentences include context clues to support word meaning ❏ Some descriptive language ❏ Stories include a central message or lesson. ❏ Reflexive verbs ❏ Stories include a central message or lesson.
ENGLISH DR3	**Surface Systems** ❏ Informational texts ❏ Simple genres of most types ❏ Fiction with multiple or more elaborate episodes ❏ Some content that is not familiar mixed with typically more familiar content ❏ Illustrations include some key details about text. ❏ Some easy chapter books ❏ Some unusual formats, such as letters or questions followed by answers ❏ Some clear organizational structures (e.g. problem/solution, cause/effect) ❏ Abstract concepts are heavily supported by illustrations ❏ Eight to sixteen pages of print ❏ Easy chapter books have fifty to sixty pages ❏ Smaller print ❏ Sentences may carry over to two or three lines, and some over two pages **Linguistic Systems** ❏ Decodes one-syllable words with a variety of patterns ❏ Recognizes 100+ high-frequency words ❏ Know final -e and common vowel team conventions for representing long vowel sounds. ❏ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ❏ Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ❏ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	Meaning Making Systems ❑ Sentences include context clues to support word meaning ❑ Frequently occuring roots and affixes. ❑ Story may be told by different characters/narrators at various points in a text.
ENGLISH DR4	**Surface Systems** ❑ Informational texts ❑ Slightly more complex genres (e.g. some biographies of familiar people) ❑ Images and Illustrations help to clarify text and support comprehension. ❑ Beginning chapter books with supporting illustrations ❑ Forty to seventy-five pages ❑ Many lines of print on a page **Linguistic Systems** ❑ Read compound words ❑ Recognize and use contractions with had or would ❑ Recognize and use homophones (e.g. nose, knows) ❑ Distinguish long and short vowels when reading regularly spelled one-syllable words. ❑ Know spelling-sound correspondences for additional common vowel teams. ❑ Decode regularly spelled two-syllable words with long vowels. ❑ Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ❑ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Meaning Making Systems** ❑ Some bolded words to indicate key words ❑ Some compound words ❑ Stories include central message, lesson, or moral ❑ Story may be told by different characters/narrators at various points in a text
ENGLISH DR5	**Surface Systems** ❑ Informational books that include historical facts, scientific ideas, or techinical procedures or more complex genres (e.g. fabels) ❑ Images and Illustrations help to clarify text and support comprehension. ❑ Beginning chapter books ❑ Informational texts include various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) ❑ Varied organization in nonfiction text formats (question/answer, boxes, legends, etc.) ❑ Sixty to one hundred pages of print **Linguistic Systems** ❑ Know spelling-sound correspondences for additional common vowel teams. ❑ Decode words with common prefixes and suffixes. ❑ Identify words with inconsistent but common spelling-sound correspondences. ❑ Recognize and read grade-appropriate irregularly spelled words. **Meaning Making Systems** ❑ Frequently occurring affixes added to lesser known words (ejemplo: feliz-infeliz,contar-recontar). ❑ Words and phrases are used to create rhythm and meaning in a story or poem ❑ Stories include a central message, lesson, or moral.

	❑ Characters in a story respond to major events and challenges. ❑ Characters' different points of view are depicted
ENGLISH TR1	**Surface Systems** ❑ Informational texts ❑ Increasingly complex genres (e.g. mysteries, fantasies) ❑ Some non-fiction text with technical content ❑ Some fiction text with settings, plots, or events that are not typically familiar ❑ Images or illustrations are used to contribute to what is conveyed in words ❑ Chapter books ❑ Sixty to one hundred pages of print **Linguistic Systems** ❑ Identify and know the meaning of the most common prefixes and derivational suffixes. ❑ Decode words with common Latin suffixes. ❑ Decode multisyllable words. **Meaning Making Systems** ❑ 1-2 academic vocabulary words/phrases per page. ❑ Frequently occurring affixes added to lesser known words. ❑ Words and phrases that are used to create rhythm and meaning in a story or poem. ❑ Stories include a central message, lesson, or moral. ❑ Traits and actions of characters in a story contribute to the sequence of events. ❑ Strong relationships between and among historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction text are conveyed through language that pertains to time, sequence, and cause/effect. ❑ Characters become more complex and change over time. ❑ Characters' different points of view are depicted.
ENGLISH TR2	**Surface Systems** ❑ Informational texts ❑ Most genres including dramas, poetry or myths ❑ Contains multiple topics and subtopics ❑ Complex plots over longer periods of time ❑ Images or illustrations are used to contribute to what is conveyed in words ❑ Informational texts include text features and search tools ❑ Sixty to one hundred pages of print **Linguistic Systems** ❑ Read grade-appropriate irregularly spelled words. ❑ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ❑ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Meaning Making Systems** ❑ 1-2 academic vocabulary words/phrases per page ❑ Words and phrases with literal and nonliteral meanings ❑ Real-life connection between words and their use. ❑ Words that have shades of meaning that describe states of mind or degrees of certainty and the use of the subjunctive mode to express doubt ❑ Stories include a central message, lesson, or moral.

	❏ Various ways of showing characters' attributes (description, dialogue, thoughts, others' perspectives) ❏ Characters' different points of view are depicted.
ENGLISH DIR1	**Surface Systems** ❏ Informational texts ❏ Increasingly diverse genres in both poetry and prose (historical fiction, mythology) ❏ Prior knowledge needed to understand content in many informational texts ❏ Content requires diverse cultural understanding ❏ Minimal illustrations in literary text, most of the content carried by print, rather than pictures ❏ More difficult layout of informational text, and some fiction text, with denser format **Linguistic Systems** **Meaning Making Systems** ❏ Phrases and introductory clauses used in more complex sentences. ❏ In-depth characters with both good and bad traits, who change and develop over time. ❏ Specific information is used to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text. ❏ Multiple characters to know and keep track of. ❏ Points of view of the narrators or characters are clearly conveyed. ❏ Author's point of view or purpose in a nonfiction text is clearly conveyed.
ENGLISH DIR2	**Surface Systems** ❏ Informational texts ❏ Increasingly varied genres (hybrids) ❏ Genres include myths ❏ Minimal illustrations in literary text, most of the content carried by print, rather than pictures ❏ Variety of structures in informational text (e.g., chronology, comparison, cause/effect, problem/solution) ❏ Nonfiction may contain a variety of complex graphics, often more than one on a page Some nonfiction texts with graphics that have scales or legends that require understanding and interpretation **Linguistic Systems** ❏ Lengthy, complex sentences containing prepositional phrases and introductory clauses **Meaning Making Systems** ❏ Many complex content-specific words in nonfiction, mostly defined in text, illustrations, or glossary ❏ Some use of Greek and Latin roots ❏ Common Greek and Latin affixes ❏ Simple similes and metaphors ❏ Common idioms, adages, and proverbs ❏ General academic and domain-specific words and phrases ❏ Words and phrases that are basic to a particular topic ❏ Some words and phrases that allude to significant characters found in ❏ mythology ❏ Extensive figurative language ❏ Many complex and abstract themes ❏ In-depth characters with both good and bad traits, who change and develop over time ❏ Specific information is used to explain events, procedures, ideas, or concepts

	❑ in a historical, scientific, or technical text. ❑ Points of view of the narrators or characters are well developed. ❑ Author's point of view or purpose in a nonfiction text is clearly conveyed.
ENGLISH IR1	**Surface Systems** ❑ More complex genres of all types ❑ Some collections of short stories ❑ Content includes complex ideas on various topics that require real or learned background knowledge ❑ Minimal illustrations in literary text, most of the content carried by print, rather than pictures ❑ Increasingly difficult layout of informational texts, with dense content and format **Linguistic Systems** ❑ Wide range of declarative, imperative, or interrogative sentences ❑ Long stretches of descriptive language ❑ Unassigned dialogue from which the reader needs to infer action and speaker **Meaning Making Systems** ❑ 3-5 general academic or domain-specific vocabulary words or phrases per page ❑ Many words with affixes (prefixes and suffixes) ❑ Simple similes and metaphors (ejemplo: tan bonito como una fotografía) ❑ Some idioms, adages, and proverbs ❑ Context provides clues to indicate meaning of words or phrases (e.g., cause/effect relationships and comparisons in text). ❑ Story, drama, or poem includes a theme that is conveyed through particular details. ❑ Complex ideas on many different topics ❑ Characters interact in ways that convey information about their characteristics. ❑ Nonfiction text is made more complex through the relationships or interactions between and among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. ❑ Points of view of the narrators or characters are well developed. ❑ Author's point of view or purpose in a nonfiction text is clearly conveyed.
ENGLISH IR2	❑ **Surface Systems** ❑ More complex genres and specific types of poetry (sonnet, soliloquy) ❑ Content that is interesting to teens and pre-teens ❑ Content that is focused on human problems ❑ A wide variety of complex graphics that require interpretation (photos with legends, diagrams, labels, cutaways, graphics, maps) ❑ Text structures that are combined in complex ways (e.g. compare/contrast, sequence) ❑ Most fiction texts with minimal illustrations or no illustrations other than the cover jacket **Linguistic Systems** **Wide range of declarative, imperative, or interrogative sentences** **Meaning Making Systems** ❑ 6-10 academic vocabulary words/phrases per page ❑ Words used in regional or historical dialects, some words from languages other than Spanish ❑ Many words with affixes (prefixes and suffixes) ❑ The position or function in a sentence provide clues to the meaning of some words ❑ Relationships between particular words provide clues to the meaning of each of the words.

	❑ Words and phrases with figurative, connotative, and technical meanings. ❑ Literary works may include rhymes and other repetitions of sounds (e.g., alliteration) that contribute to meaning ❑ Literary text includes a theme or central idea that is developed over the course of the text and conveyed through particular details. ❑ Nonfiction text has two or more central ideas that are developed over the course of the text ❑ The plot of literary text unfolds in a series of episodes and includes characters who respond or change as the plot moves toward a resolution ❑ Key individuals, events, or ideas are introduced, illustrated, or elaborated upon in a variety of ways (e.g., through examples or ❑ anecdotes). ❑ Elements of a story or drama interact (e.g. setting shapes the characters or plot) ❑ Nonfiction text includes interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). ❑ Points of view of the narrators or characters are well developed and contrast with one another. ❑ Author's point of view or purpose in a nonfiction text is clearly conveyed and the author's position is distinguished from those of others.
ENGLISH IR3	❑ **Surface Systems** ❑ More complex genres of all types ❑ Content that goes well-beyond students' personal experiences ❑ Many texts include mature issues and the problems of society (e.g. racism, war) ❑ A wide variety of complex graphics that require interpretation (photos with legends, diagrams, labels, cutaways, graphics, maps) ❑ Full range of literary devices (e.g. flashback, stories-within-stories) ❑ Introduction to more abstract literary forms, such as satire **Linguistic Systems** ❑ Wide range of declarative, imperative, or interrogative sentences **Meaning Making Systems** ❑ Long, multi-syllable words requiring attention to roots to read and understand ❑ Include analogies or allusions to other texts ❑ Includes some archaic words or words from languages other than English ❑ Literary text includes a theme or central idea that is developed over the course of the text and conveyed through particular details. ❑ Nonfiction text has two or more central ideas that are developed over the course of the text. ❑ ❑ Particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. ❑ Nonfiction text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) ❑ Differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor ❑ Author's point of view or purpose in a text and is explicitly acknowledged and author responds to conflicting evidence or viewpoints ❑ Information presented as "facts" is not always accurate, objective, or authentic

ENGLISH IR4	**Surface Systems** ❏ More complex genres of all types including satire ❏ Content includes many societal issues, especially those important to teens ❏ Most fiction text has no illustrations other than book cover ❏ Unusual text organizations (e.g. flashbacks) **Linguistic Systems** **Some very long sentences (more than thirty words)** **Meaning Making Systems** ❏ 11-15 academic vocabulary words/phrases per page ❏ Words that are archaic, come from regional dialect, or from languages other than English ❏ Sophisticated use of figures of speech (e.g., euphemism, oxymoron) ❏ Words and phrases are used in the text to create a cumulate impact on meaning and tone (e.g., how the language sets a sense of time and place; how it sets a formal or informal tone; how the language ❏ of a court opinion differs from that of a newspaper) ❏ Literary and nonfiction text include a theme or central idea that emerges, shaped, and refined through specific details over the course of the text. ❏ Themes may have more than one interpretation. ❏ Complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme ❏ Some larger-than-life characters dealing with symbolic conflicts (e.g. good vs. evil) ❏ Author uses rhetoric to advance their point of view or purpose in a nonfiction text
ENGLISH IR5	**Surface Systems** ❏ Informational texts or more complex genres of all types including epic, ballad ❏ A wide variety of complex graphics that require interpretation (photos with legends, diagrams, labels, cutaways, graphics, maps) ❏ Complex storylines that include time change or time travel ❏ Books with variation in color to communicate mood (e.g. sepia, black & white, color) **Linguistic Systems** ❏ Some very long sentences (more than thirty words) **Meaning Making Systems** ❏ 16-21+ academic vocabulary words/phrases per page ❏ Sophisticated use of figures of speech (e.g., euphemism, oxymoron) ❏ Words and phrases with figurative and connotative meanings that impact meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. ❏ Words and phrases with figurative, connotative, and technical meanings that are used to refine the meaning of a key term or terms over the course of a text. ❏ Literary and nonfiction text include two or more themes or central ideas that interact and build on one another over the course of the text ❏ Most complex themes ❏ Text includes complex set of ideas or sequence of events that develop over the course of the text ❏ Author conveys point of view in ways that require the reader to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ❏ Author's point of view or purpose in a text is conveyed through rhetoric which is particularly effective, and in which style and content contribute to the power, persuasiveness, or beauty of the text.