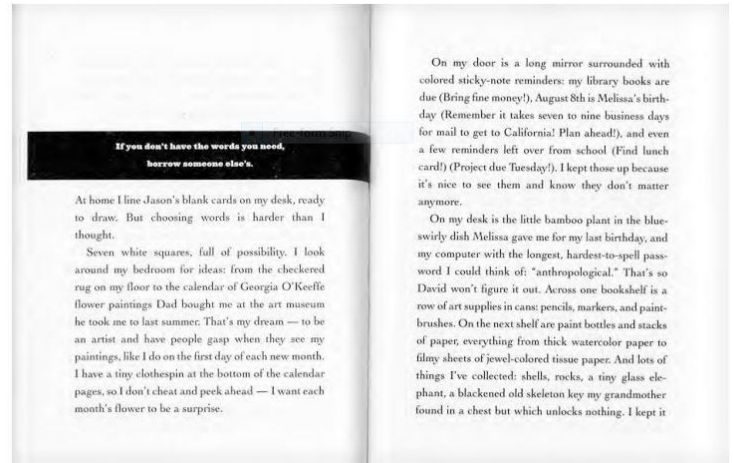


# Characteristics of text at an early 5th Grade Level

## Level S-T

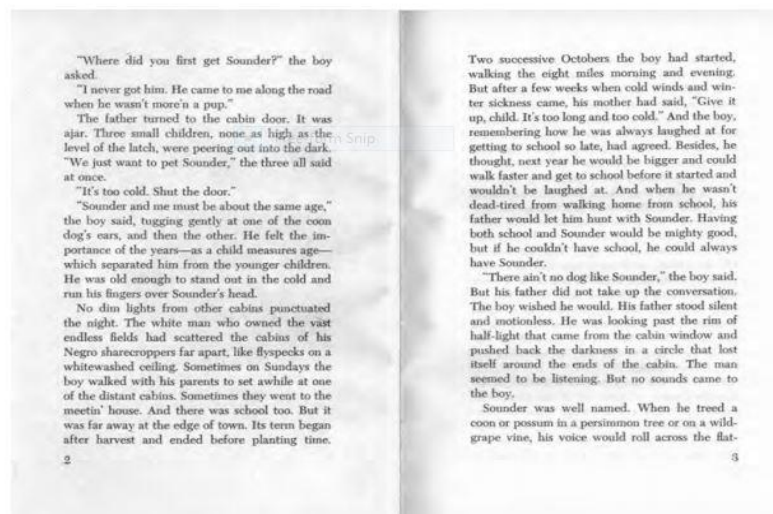
(similar characteristics, with Level T books having more advanced vocabulary, sentence structure and more developed characters, plots and topics)

- Sophisticated vocabulary
- Some of the longer chapter books at this level require sustained reading effort over multiple sittings
- Books represent a range of times in history
- Wider variety of texts
- Literary devices such as simile and metaphor require background knowledge
- Technical aspects of non-fiction text require background knowledge



## What Readers at this level are doing:

- Begin to understand figurative language
- Understand and discuss more complex characters
- Understand more complex themes and main ideas
- Use context to understand complex vocabulary
- Do a majority of their reading silently
- Connect concepts and themes to political and historical events and environmental information
- Use and understanding of connotative meanings of sophisticated vocabulary words

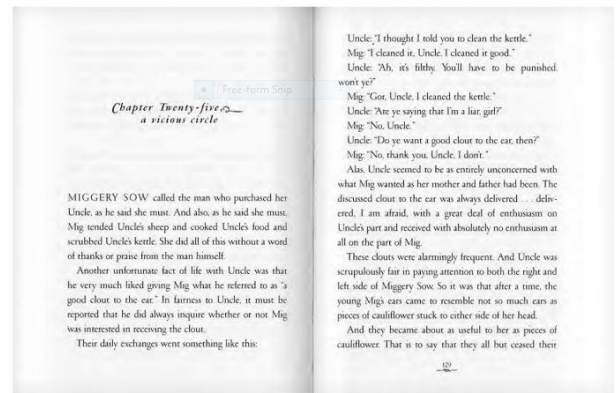


# Characteristics of text at a middle-end 5<sup>th</sup> Grade Level

## Level U-V

(similar characteristics, with Level V books having more advanced vocabulary, sentence structure and more developed characters, plots and topics)

- Include a variety of genres and text structures
- Informational texts (non-fiction) cover a wide range of topics and present specific technical information
- Texts contain many sophisticated, multi-syllable words
- Illustrations require interpretation and connection to the text
- Fiction texts have several themes and characters
- A variety of text structures and formats are used



## What Readers at this level are doing:

- Have an understanding of figurative language
- Analyze vocabulary words in terms of both literal and connotative meanings
- Use prior knowledge of political and historical events and about the problems of cultural groups
- Do a majority of their reading silently

