

Key Descriptors Tip Sheet

Key Descriptors for Familiar Book Language Levels (FLL)

FLL 1	FLL 2	FLL 3	FLL 4
<ul style="list-style-type: none"> • Attends to illustrations • Names and labels objects and actions • May not connect one page to the next • May not rely upon recall of the story 	<ul style="list-style-type: none"> • Uses more detail when naming objects and actions • May connect one page to the next occasionally • Relies on schema to read with more content accuracy 	<ul style="list-style-type: none"> • Expresses familiarity • Connects one page to the next to form more cohesive text • Reads with more content and language accuracy that's true to the text 	<ul style="list-style-type: none"> • Expresses familiarity and uses schema to read • reads with high level of accuracy—content, language, and syntax • Reads with expression and intonation that matches tone of text

Key Descriptors for Unfamiliar Book Language Levels (ULL)

ULL 1	ULL 2	ULL 3
<ul style="list-style-type: none"> • Attends to illustrations • Names and labels objects, and actions • May not connect one page to the next 	<ul style="list-style-type: none"> • Uses more detail when naming objects and actions • Uses words to connect one page to the next (<i>and then, then, etc.</i>) • May infer characters' feelings • May infer events that aren't represented in illustrations 	<ul style="list-style-type: none"> • Elaborates more for each page; sounds like sentences instead of phrases • Uses sense of text and literary language to connect pages • Imagines dialogue • May editorialize about text or illustrations

Key Descriptors Tip Sheet (Continued)

Key Descriptors for Informational Book Language Levels (ILL)

ILL 1	ILL 2	ILL 3
<ul style="list-style-type: none"> • Attends to illustrations • Names and labels objects, and actions • May not connect one page to the next • Reading may not reveal any schema for how informational books might go or sound 	<ul style="list-style-type: none"> • Elaborates more when naming items, objects, and actions • Uses words to connect one page to the next (<i>and then, next</i>, etc.) • May switch between reading the book and editorializing about the topic or pictures • Sounds like a story more than informational text 	<ul style="list-style-type: none"> • Acknowledges that text is teaching about the topic • Uses domain-specific vocabulary • May include own schema for topic (accurate or not) • Relies upon prior experiences with informational text to sound like an informational text that's teaching something

Key Descriptors for Independence Levels (IL)

IL 1	IL 2	IL 3
<ul style="list-style-type: none"> • May resist or say, "I can't read" • Frequently appeals to adult for help • May need a prompt or nudge for each page • Relies on an adult for help to start to read and to continue reading 	<ul style="list-style-type: none"> • May say, "I can't read" at first • May need a prompt or nudge to get started, but quickly takes over after a page or two • May talk to adult about the text but rarely to appeal for help • Relies mostly on pictures, text schema, or content knowledge to move through text 	<ul style="list-style-type: none"> • Self-initiates reading • Reads with or without an adult • Resourcefully uses pictures, schema for text, and/or content knowledge to read independently • May ask an adult a question about content but quickly moves on independently