

## Language and Independence Level Grids

### Familiar Book Language Levels (FLL) and Independence Levels (IL)

<p><b>FLL 4</b></p> <ul style="list-style-type: none"> <li>Expresses familiarity and uses schema to read</li> <li>Reads with a high level of accuracy—content, language, and syntax</li> <li>Reads with expression and intonation that matches tone of text</li> </ul>			
<p><b>FLL 3</b></p> <ul style="list-style-type: none"> <li>Expresses familiarity</li> <li>Connects one page to the next to form more cohesive text</li> <li>Reads with more content and language accuracy that's true to the text</li> </ul>			
<p><b>FLL 2</b></p> <ul style="list-style-type: none"> <li>Uses more detail when naming objects and actions</li> <li>May connect one page to the next occasionally</li> <li>Relies on schema to read with more content accuracy</li> </ul>			
<p><b>FLL 1</b></p> <ul style="list-style-type: none"> <li>Attends to illustrations</li> <li>Names and labels objects and actions</li> <li>May not connect one page to the next</li> <li>May not rely upon recall of the story</li> </ul>			
	<p><b>IL 1</b></p> <ul style="list-style-type: none"> <li>May resist or say "I can't read"</li> <li>Frequently appeals to an adult for help</li> <li>May need a prompt or nudge for each page</li> <li>Relies on an adult for help to start to read and to continue reading</li> </ul>	<p><b>IL 2</b></p> <ul style="list-style-type: none"> <li>May say "I can't read" at first</li> <li>May need a prompt or nudge to get started, but quickly takes over after a page or two</li> <li>May talk to an adult about text but rarely to appeal for help</li> <li>Relies mostly on pictures, text schema, or content knowledge to move through text</li> </ul>	<p><b>IL 3</b></p> <ul style="list-style-type: none"> <li>Self-initiates reading</li> <li>Reads with or without an adult</li> <li>Resourcefully uses pictures, schema for text, and/or content knowledge to read independently</li> <li>May ask an adult a question about content but quickly moves on independently</li> </ul>

# APPENDIX D

## Language and Independence Level Grids (Continued)

### Unfamiliar Book Language Levels (ILL) and Independence Levels (IL)

<p><b>ILL 3</b></p> <ul style="list-style-type: none"> <li>• Elaborates more for each page; sounds like sentences instead of phrases</li> <li>• Uses sense of text and literary language to connect pages</li> <li>• Imagines dialogue</li> <li>• May editorialize about text or illustrations</li> </ul>			
<p><b>ILL 2</b></p> <ul style="list-style-type: none"> <li>• Uses more detail when naming objects and actions</li> <li>• Uses words to connect one page to the next (<i>and then, then</i> etc.)</li> <li>• May infer characters' feelings</li> <li>• May infer events that aren't represented in illustrations</li> </ul>			
<p><b>ILL 1</b></p> <ul style="list-style-type: none"> <li>• Attends to illustrations</li> <li>• Names and labels objects, and actions</li> <li>• May not connect one page to the next</li> </ul>			
<p><b>IL 3</b></p> <ul style="list-style-type: none"> <li>• Self-initiates reading</li> <li>• Reads with or without an adult</li> <li>• Resourcefully uses pictures, schema for text, and/or content knowledge to read independently</li> <li>• May ask an adult a question about content but quickly moves on independently</li> </ul>	<p><b>IL 2</b></p> <ul style="list-style-type: none"> <li>• May say, "I can't read" at first</li> <li>• May need a prompt or nudge to get started, but quickly takes over after a page or two</li> <li>• May talk to an adult about text but rarely to appeal for help</li> <li>• Relies mostly on pictures, text schema, or content knowledge to move through text</li> </ul>	<p><b>IL 1</b></p> <ul style="list-style-type: none"> <li>• May resist or say, "I can't read"</li> <li>• Frequently appeals to an adult for help</li> <li>• May need a prompt or nudge for each page</li> <li>• Relies on an adult for help to start to read and to continue reading</li> </ul>	

## Language and Independence Level Grids (Continued)

### Informational Book Language Levels (ILL) and Independence Levels (IL)

<p><b>IL 3</b></p> <ul style="list-style-type: none"> <li>• Acknowledges that text teaches about a topic</li> <li>• Uses domain-specific vocabulary</li> <li>• May include own schema for topic (accurate or not)</li> <li>• Relies upon prior experiences with informational text to sound like an informational text that's teaching something</li> </ul>			
<p><b>IL 2</b></p> <ul style="list-style-type: none"> <li>• Elaborates more when naming items, objects, and actions</li> <li>• Uses words to connect one page to the next (<i>and then, then, etc.</i>)</li> <li>• May switch between reading the text and editorializing about the topic or pictures</li> <li>• Sounds like a story more than an informational text</li> </ul>			
<p><b>IL 1</b></p> <ul style="list-style-type: none"> <li>• Attends to illustrations</li> <li>• Names and labels objects, and actions</li> <li>• May not connect the pages</li> <li>• Reading may not reveal any schema for how informational text might go or sound</li> </ul>			
	<p><b>IL 1</b></p> <ul style="list-style-type: none"> <li>• May resist or say, "I can't read"</li> <li>• Frequently appeals to an adult for help</li> <li>• May need a prompt or nudge for each page</li> <li>• Relies on an adult for help to start to read and to continue reading</li> </ul>	<p><b>IL 2</b></p> <ul style="list-style-type: none"> <li>• May say, "I can't read" at first</li> <li>• May need a prompt or nudge to get started, but quickly takes over after a page or two</li> <li>• May talk to an adult about text but rarely to appeal for help</li> <li>• Relies mostly on pictures, text schema, or content knowledge to move through text</li> </ul>	<p><b>IL 3</b></p> <ul style="list-style-type: none"> <li>• Self-initiates reading</li> <li>• Reads with or without an adult</li> <li>• Resourcefully uses pictures, schema for text, and/or content knowledge to read independently</li> <li>• May ask an adult a question about content but quickly moves on independently</li> </ul>