Parents, find your child’s INDEPENDENT READING LEVEL on his or her report card. An independent reading level is the level at which a child can read easily without the help of an adult.

INDEPENDENT READING LEVEL GOALS BY GRADE

| LEVEL | PRE-READING | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
| END OF KINDERGARTEN GOAL | END OF GRADE 1 GOAL | END OF GRADE 2 GOAL | END OF GRADE 3 GOAL |

**KINDERGARTEN**

**PRE-READING:**
- Matches a picture to a word.
- Names some upper and lowercase letters.
- Differentiates between numbers and letters and letters and words.
- Associates some letters with their names and sounds.
- Identifies some familiar words and environmental print (e.g., STOP sign).
- Describes pictures in books using details.
- Answers questions about a book read aloud.
- Dictates stories to an adult.

**LEVEL A:**
- Recognizes known words in a text.
- Recognizes a few sight words.
- Locates sight words in a text.
- Makes predictions based on information in the pictures.
- Reads left to right across one line of print.
- Matches one spoken word with one printed word.
- Remembers important information from the story.

**LEVEL B:**
- Recognizes 20 or more sight words within continuous text.
- Identifies cause and effect as implied in the text.
- Makes predictions based on knowledge of characters.
- Provides an oral summary of a text with appropriate details.
- Identifies and reads some phrases as word groups.
- Identifies some familiar words and environmental print (e.g., STOP sign).
- Infers about characters’ feelings and motives.
- Understands that a story has a beginning, middle and end.

**LEVEL C:**
- Recognizes 50 or more sight words.
- Identifies some familiar words and environmental print (e.g., STOP sign).
- Infers about characters’ feelings and motives.
- Understands that a story has a beginning, middle and end.

**LEVEL D:**
- Recognizes 20 or more sight words within continuous text.
- Identifies some familiar words and environmental print (e.g., STOP sign).
- Describes pictures in books using details.
- Answers questions about a book read aloud.
- Dictates stories to an adult.

**LEVEL E:**
- Uses beginning and ending parts of words to figure out new words.
- Recognizes many regular words and sight words quickly and easily.
- Understands and talks about a simple sequence of events in the story.
- Demonstrates phrased, fluent oral reading.
- Notices and uses punctuation through appropriate pausing and expression in voice.
- Predicts the ending of a story based on reading the beginning and the middle.
- Makes and discusses connections about own experiences in relation to the story.
-Talks about characters’ feelings.
- Recognizes whether a story/text is fiction (make believe) or non-fiction (true).
- Reads without pointing.

**LEVEL F:**
- Recognizes 50 or more sight words.
- Recognizes and uses word parts, rhyming words and consonant blends to solve words while reading.
- Recognizes and uses word parts, rhyming words and consonant blends to solve words while reading.
- Uses blends (e.g., sl, sn, fr) and digraphs (e.g., sh, th, wh) to solve new words.
- Searches for specific facts in informational texts.
- Realizes when more information is needed to understand text.
- Follows and discusses multiple events in a story.
- Demonstrates appropriate emphasis on words in a sentence.
- Supports predictions with evidence from the text or prior knowledge.
- Makes connections between similar texts/topics.
- Identifies cause and effect as implied in the text.
- Uses and interprets information from pictures to make meaning (e.g., shouted, cried).

**LEVEL G:**
- Quickly and automatically recognizes 75 or more sight words.
- Uses blends (e.g., sl, sn, fr) and digraphs (e.g., sh, th, wh) to solve new words.
- Searches for specific facts in informational texts.
- Realizes when more information is needed to understand text.
- Follows and discusses multiple events in a story.
- Demonstrates appropriate emphasis on words in a sentence.
- Supports predictions with evidence from the text or prior knowledge.
- Makes connections between similar texts/topics.
- Identifies cause and effect as implied in the text.
- Uses and interprets information from pictures to make meaning (e.g., shouted, cried).

CONTINUED ON BACK
LEVEL H:
- Quickly and automatically recognizes 100 or more sight words within continuous text.
- Demonstrates flexible ways to figure out new words taking it apart, using meaning.
- Uses context and pictures to figure out the meaning of new vocabulary words.
- Notices, searches for and discusses information that is important to understanding.
- Summarizes stories with multiple events.
- Uses language, structure and meaning to support fluency and phrasing.
- Identifies new information and connects to prior knowledge.
- Demonstrates learning new content from reading.
- Agrees or disagrees with the ideas in the text.
- Uses titles and headings to search for information.

LEVEL I:
- Quickly and automatically recognizes 150 or more sight words in beginner chapter books.
- Connects words that mean the same or almost the same, to get meaning from the text.
- Remembers information or a series of events to help understand the end of the story.
- Quickly and automatically solves most words in the text.
- Reads independently at an appropriate rate.
- Discusses connections between text and self.
- Makes and discusses connections between texts and the reader’s experiences, before, during and after reading.
- Justifies inference connections between texts and reader’s evidence from the text.
- Agrees or disagrees with the ideas in the text.

GRADE 1

LEVEL J:
- Reads fluently, slowing down to figure out new words and then resumes fluency.
- Uses chapter titles to predict content and understand the problem of a story and its solution.
- Makes predictions about the character based on traits.
- Makes connections between the text and other texts read.
- Infers characters’ feelings through reading their dialogue.
- Infers causes of problems or outcomes in fiction and non-fiction.
- Guesses how characters might have behaved differently.
- Reads and understands long sentences with 10 or more words.

GRADE 2

LEVEL K/L:
- Agrees or disagrees with the ideas in the text.
- Demonstrates learning new content from reading.
- Identifies new information and connects to prior knowledge.
- Uses language, structure and meaning to support fluency and phrasing.
- Notices a writer’s style after reading several books by the same author.

GRADE 3

LEVEL M:
- Solves words with 2 or 3 syllables and longer descriptive words.
- Connects words that mean the same or almost the same to help understand text.
- Begins to notice new and interesting words, and actively uses them in oral or written work.
- Goes beyond the text in discussions and interpretations.
- Processes longer sentences (over 15 words) with a series of nouns, verbs, and adjectives.
- Constantly checks on understanding or searches for information while reading.
- Uses multiple sources of information to support fluency.
- Demonstrates awareness of punctuation and reads dialogue with expression.
- Makes connections between the text and other texts read.
- Differentiates between known and new information.
- Demonstrates changing perspectives as events in a story unfold.

LEVEL N:
- Solves words with 2 or 3 syllables and longer descriptive words.
- Connects words that mean the same or almost the same to help understand text.
- Begins to notice new and interesting words, and actively uses them in oral or written work.
- Goes beyond the text in discussions and interpretations.
- Processes longer sentences (over 15 words) with a series of nouns, verbs, and adjectives.
- Constantly checks on understanding or searches for information while reading.
- Uses multiple sources of information to support fluency.
- Demonstrates awareness of punctuation and reads dialogue with expression.
- Makes connections between the text and other texts read.
- Differentiates between known and new information.
- Demonstrates changing perspectives as events in a story unfold.
- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending.
- Make connections between the text and other texts that have been read or heard and demonstrate in writing.

LEVEL O:
- Understands connotative (secondary) meaning of words (e.g., “home” is a place of warmth and comfort).
- Solves difficult words using background knowledge.
- Processes texts that have many lines of print on the page.
- Forms questions and searches for answers while reading.
- Searches for information using tools such as: illustrations, maps, charts, captions, table of contents, index, glossary and headings.
- Summarizes longer stories with multiple episodes either orally or in writing.
- Notices a writer’s style after reading several books by the same author.
- Uses text structure to predict the outcome of a narrative.
- Uses text structure to predict the outcome of a narrative.
- Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts.
- Follows multiple characters in a story.
- Infers causes of problems or outcomes in fiction and non-fiction.

YOUR CHILD’S LOVE OF READING BEGINS WITH YOU.
- Make reading a fun family activity.
- Think about your child’s reading level and interests when selecting books.
- Team up with teachers. Bring this flyer to your parent meeting.
- Help your child get to school every day on time. Reading is taught in the morning.
- For great ideas to help your child read at grade level by 4th grade, visit Readby4th.org.

THE SCHOOL DISTRICT OF PHILADELPHIA