PARENT GUIDE TO READING LEVELS
KINDERGARTEN TO GRADE 3

HELP YOUR CHILD MASTER EVERY READING LEVEL

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

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END OF KINDERGARTEN GOAL (at C)

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END OF GRADE 1 GOAL (at I)

|
END OF GRADE 2 GOAL (at L)

|
END OF GRADE 3 GOAL (at O)

KINDERGARTEN

PRE-READING:
• Matches a picture to a word.
• Names some upper and lower case 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:
• Locates 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 most words quickly.
• Uses the first letter of a word, along with picture clues, to figure out the words.
• Recognizes a few sight words.
• Returns to the left to read the next line of print.
• Discusses the text after reading, remembering important details of a story.
• Predicts the end of a story based on reading the beginning and middle.
• Identify a sound and link to a letter.

LEVEL C:
• Recognizes 10 or more sight words within continuous text.
• Uses known words to make connections and figure out new words.
• Makes connections between words, sounds, or spelling patterns.
• Rereads to search for information.
• Notices and uses ending punctuation when reading aloud.
• Identifies a simple sequence of events in a story.
• Makes predictions based on information gained through reading.
• Understands how ideas in a text are related to the title.
• Understands the meaning of a few words that are new but easy to understand in context.

GRADE 1

LEVEL D:
• Recognizes 20 or more sight words within 3 to 6 lines of print.
• Rereads a sentence to correct oral reading mistakes.
• Uses the meaning and language structure to figure out new words.
• Reflects on punctuation through pausing while reading orally.
• Infers and talks about characters' feelings.
• Shares opinions about the text as a whole (beginning, characters, endings).
• Summarizes the problem in a simple story and talks about the solution.

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.
• Uses sounds related to vowels and consonants to solve words.
• Uses simple text features (titles, heading, table of contents).
• Re-reads the sentence or phrase to self-correct or confirm.
• Provides an oral summary of a text with appropriate details.
• Identifies and reads some phrases as word groups.
• Makes predictions based on knowledge of characters.
• Infers about characters' feelings and motives.
• Understands that a story has a beginning, middle and   end.

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.
• Notices writer's specific use of words to convey meaning (e.g., shouted, cried).

GRADE 1

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 inferences with evidence from the text.
- Agrees or disagrees with the ideas in the text.

GRADE 2

LEVEL J:
- Reads fluently, slowing down to figure out new words and then resumes fluency.
- Uses chapter titles to predict content - understands 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 nonfiction.
- Guesses how characters might have behaved differently.
- Reads and understands long sentences with 10 or more words.

LEVEL K/L:
- Solves words using word parts, prefixes (e.g., pre, un, dis, re), endings (e.g., ed, ing).
- Understands longer descriptive words.
- Notices and uses graphics such as labels, diagrams, maps, charts and captions.
- Understands longer sentences (over 15 words).
- Remembers characters and events through a longer text read over several days (e.g., chapter books).
- Self-corrects errors that cause loss of meaning.
- Identifies important ideas in a text.
- Summarizes ideas from the text and how they are related.
- Reads silently at a good rate.
- Justifies predictions using evidence.
- Infers cause and effect by reading about characters and events.
- Infers characters' feelings using evidence from the text.
- 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.
- 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.**

READ BY 4TH

THE SCHOOL DISTRICT OF PHILADELPHIA