



My Reading Levels Kindergarten to Grade 3



Reading Level Continuum

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		

Independent Reading Level – The level at which a child can read easily without the help of an adult.

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Reading Skills Children Should Know and Be Able to Do at Each Reading Level



Kindergarten	Grade 1	Grade 2	Grade 3
<p>Pre-Reading:</p> <ul style="list-style-type: none"> - 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 - uses new vocabulary learned from conversations and from being read to - pays attention to reading tasks in group activities - answers questions about a book read aloud - dictates stories to an adult <p>Level A:</p> <ul style="list-style-type: none"> - 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 <p>Level B:</p> <ul style="list-style-type: none"> - recognizes most words quickly with the support of language structure and meaning - 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 - remembers and uses language patterns to help in reading the text - discusses the text after reading, remembering important details of a story - predicts the end of a story based on reading the beginning and middle <p>Level C:</p> <ul style="list-style-type: none"> - 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 - understands and 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 	<p>Level E:</p> <ul style="list-style-type: none"> - 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 - notices and appreciates humor - recognizes whether a story/text is fiction (make believe) or non-fiction (true) <p>Level F:</p> <ul style="list-style-type: none"> - 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 or genre (types of stories) - infers about characters' feelings and motives - recognizes an informational text by its features - understands that a story has a beginning, middle and end <p>Level G:</p> <ul style="list-style-type: none"> - 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) - understands how writers use interesting characters and events 	<p>Levels K/L:</p> <ul style="list-style-type: none"> - 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 and reports them in an organized way - 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 - demonstrates learning new content from reading <p>Level M:</p> <ul style="list-style-type: none"> - 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 	<p>Level N:</p> <ul style="list-style-type: none"> - 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 <p>Levels O/P:</p> <ul style="list-style-type: none"> - 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

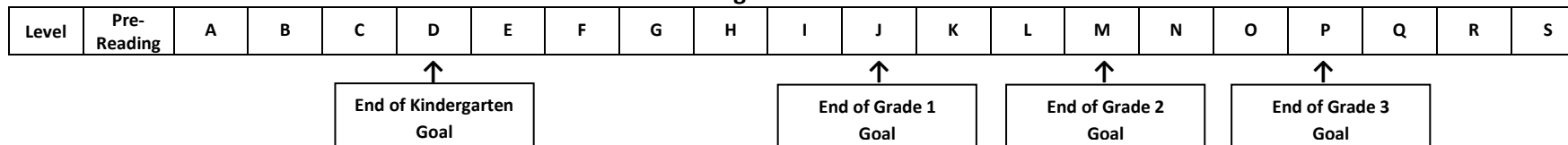


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<p>Level D:</p> <ul style="list-style-type: none"> - recognizes 20 or more sight words within continuous text - rereads a sentence to correct oral reading mistakes - rereads to search for and use information - uses the meaning and language structure 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) 	<p>Level H:</p> <ul style="list-style-type: none"> - 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 <p>Level I:</p> <ul style="list-style-type: none"> - quickly and automatically recognizes 150 or more sight words within continuous text - 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 - searches for and uses information to prove predictions - makes and discusses connections between texts and the reader's experiences, before, during and after reading - justifies inferences with evidence from the text - notices a writer's style - agrees or disagrees with the ideas in the text <p>Level J:</p> <ul style="list-style-type: none"> - reads fluently, slowing down to figure out new words and then resumes fluency - processes long sentences with 10 or more words - 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 - specifies the nature of connections—topic, content, writer, genre - differentiates between known and new information - 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 		

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