

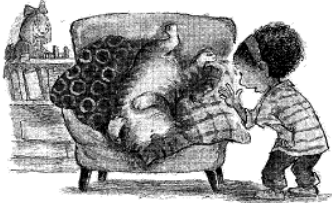

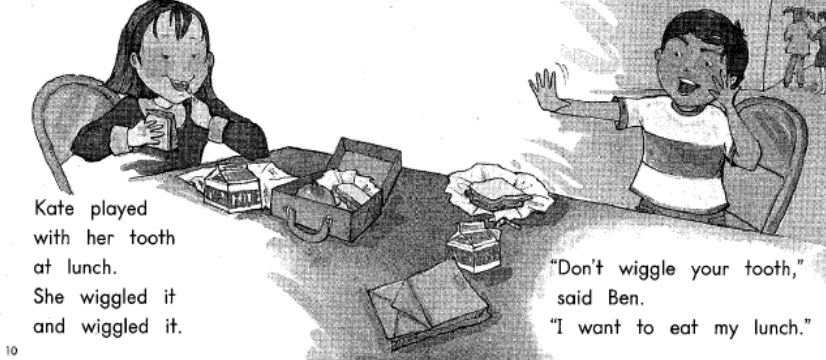
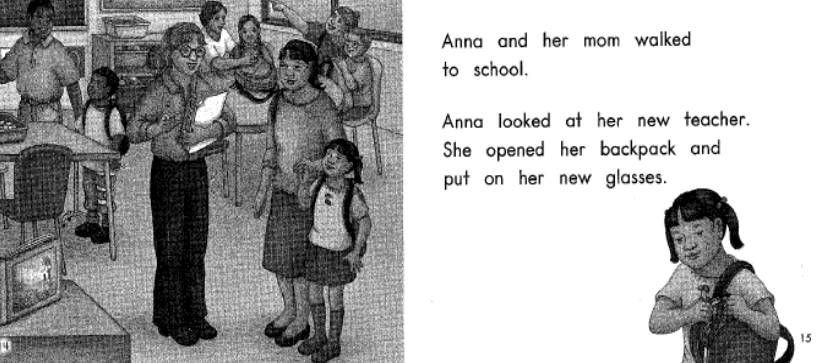


A Guide to First Grade Text Levels

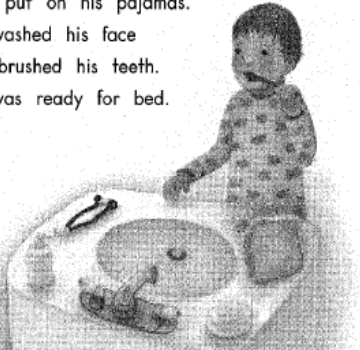



Target reading levels by month	Sept. – D/E	Oct. – E	Nov. - F	Dec. – F	Jan. - G	Feb. - H	Mar. – H/I	Apr. - I	May – J
--------------------------------	-------------	----------	----------	----------	----------	----------	------------	----------	---------

Level	Text looks like this:	A student reading independently at this level can typically:
A	<p>I can jump.</p> 	<ul style="list-style-type: none"> • identify the sounds that many letters make. • remember to read the words on the page from left to right. • point to the words appropriately when reading aloud. • read a few basic sight words (for example: I, a, the, is). • rhyme. • identify the first sound in a spoken word. • clap syllables in a 1 or 2 syllable word.
B	<p>My little dog likes to read with me.</p> 	<ul style="list-style-type: none"> • identify the sounds that most letters make. • read the words on the page from left to right and from one line of text to the next. • read text that follows a predictable pattern. • point to the words appropriately when reading aloud. • expand sight word knowledge (for example: the, and, like, can). • begin to correct errors when they notice a mismatch between what is said and the picture or beginning letter of the word. • identify first and last sound in a spoken word. • clap syllables in a 1, 2, or 3 syllable word.
C	<p>Socks was sleeping on my chair. I said, "Wake up, Socks!"</p> 	<ul style="list-style-type: none"> • identify the sounds that letters make. • read in short phrases rather than reading one word at a time. • use some expression when reading aloud. • begin to read and follow the text without pointing to each word. • use pictures and beginning sounds to figure out unfamiliar words • read many basic sight words. • sound out words that follow a consonant-vowel-consonant pattern. • begin noticing punctuation. • begin to self-monitor by checking the picture and the beginning sound in order to figure out an unfamiliar word.




<p>If your child is reading at level A, B, or C, it is important to:</p>	<ul style="list-style-type: none"> • read aloud to your child daily. • help your child try reading very simple books such as the Biscuit series by Alyssa Satin Capucilli. • practice naming the upper and lowercase letters and identifying the sounds they make. • practice sight words frequently, adding several new words to the list each week. • play games that help your child practice rhyming or first sounds.
--	--

Level	Text looks like this:	A student reading independently at this level can typically:
D (fall of 1 st grade)	 <p>The duck went in the little house. She said, "What a nice little house!"</p>	<ul style="list-style-type: none"> • read and comprehend simple fiction and informational text. • begin to read text with less predictable patterns. • notice a wider range of punctuation, including dialogue. • begin to figure out plurals and inflectional endings (-ed, -ing). • quickly sound out simple consonant-vowel-consonant words. • figure out simple compound words, such as into or upon. • self-monitor by checking the picture and the beginning sound in order to figure out an unfamiliar word. • expand sight word knowledge.
E	 <p>Kate played with her tooth at lunch. She wiggled it and wiggled it.</p> <p>"Don't wiggle your tooth," said Ben. "I want to eat my lunch."</p>	<ul style="list-style-type: none"> • follow text appropriately regardless of where it is placed on the page. • consider a full range of punctuation. • read sentences that carry over 2 or 3 lines of text or from one page to the next. • rely more on print than on pictures. • read aloud more automatically and fluently. • recognize a large number of sight words. • solve one syllable words that follow regular phonics rules.
F	 <p>Anna and her mom walked to school.</p> <p>Anna looked at her new teacher. She opened her backpack and put on her new glasses.</p>	<ul style="list-style-type: none"> • recognize a variety of genres (for example: fiction, informational, poetry, fairy tale). • quickly and automatically recognize a large number of sight words. • easily sound out one syllable words that follow phonics rules. • recognize inflectional endings (-ed, -ing), plurals (-s, -es), contractions, and possessives. • read and follow simple dialogue. • begin to use appropriate rate, phrasing, and word emphasis. • understand stories with more than one episode or characters that are somewhat more detailed.

<p>If your child is reading at level D, E, or F, it is important to:</p>	<ul style="list-style-type: none"> • read aloud to your child daily. Talk about what you read and see in the pictures. Predict, discuss new vocabulary, or share opinions. • practice sight words frequently, adding several new words to the list each week. • listen to your child read to you daily. Choose books that follow a pattern or books designed for new readers.
--	--

Level	Text looks like this:	A student reading independently at this level can typically:
G	<p>Nick put on his pajamas. He washed his face and brushed his teeth. He was ready for bed.</p>   <p>Nick got into his bed.</p>	<ul style="list-style-type: none"> • follow text easily even though print size becomes smaller and there are more words on a page. • begin leaving behind early reading behaviors, such as sounding out each word and pausing to figure out sight words, in order to turn attention toward comprehension. • use a range of word-solving strategies, such as using knowledge of letter-sound relationships, making connections between new words and familiar words, and looking at known word parts. • read consonant-vowel-consonant and consonant-vowel-consonant-silent e words. • read consonant blends (for example: br-, cl-, tw-, str-) and digraphs (for example: ch, sh, th).
H	 <p>"That's fine," said Mom. "Get your sleeping bag. I'll zip up your backpack."</p> <p>"Have fun," Mom said. "I will," Jim answered. But he was still a little worried.</p> 	<ul style="list-style-type: none"> • read stories that are longer and have less repetition. • understand dialogue between two or more characters. • read sight words with ease. • solve a large number of words that have more than one syllable. • begin to read silently. • understand texts with more complex language and vocabulary. • understand stories with more characters and events although the storyline is still straightforward.

<p>If your child is reading at level G or H, it is important to:</p>	<ul style="list-style-type: none"> • read aloud to your child daily. Talk about what you read and see in the pictures. Predict, discuss new vocabulary, or share opinions. • practice sight words frequently, adding several new words to the list each week. Review old sight words to make sure that your child remembers them. • listen to your child read to you daily. Choose books that are designed for new readers. At this point, Dr. Seuss books seem to become very popular for children to listen to and read. • encourage your child to try the strategies described in level G when reading an unfamiliar word.
--	---

Level	Text looks like this:	A student reading independently at this level can typically:
I	 <p>Spencer heard a soft meow. He looked down and saw a tiny kitten looking back at him. The kitten put her paw on Spencer's leg. She purred and purred.</p> <p>Spencer sat down and looked around. He was worried. "There are so many cats. But is there a cat for me?" he asked.</p> 	<ul style="list-style-type: none"> • begin to read easy chapter books. • begin to read longer texts requiring sustained attention and memory. • read and understand longer sentences that contain prepositional phrases, adjectives, and adverbs. • begin to use complex spelling patterns (for ex., -tion, -ight, -ture) in reading and writing. • continue the transition from needing to read aloud to reading silently.
J (end of 1 st grade)	<p>"Horses?" Everyone looked at one another.</p> <p>"Horses on our street?" asked Dad.</p> <p>"I hope they're ponies," said Ben. "When we have birthday parties, we can have pony rides."</p> <p>"I hope they're big white horses," said Polly. "Maybe they'll give us a ride."</p> 	<ul style="list-style-type: none"> • independently read and understand a wide variety of texts, including short informational texts and fiction books with short chapters. • read and understand compound sentences. • recognize a large number of words automatically. • apply word-solving strategies easily and automatically when attempting longer words. • read aloud with appropriate phrasing, pauses, expression, and rate. • read silently during independent reading time.

<p>If your child is reading at level I or J, it is important to:</p>	<ul style="list-style-type: none"> • read aloud to your child daily. Choose books that are above your child's reading level so that your child hears new vocabulary and develops a better understanding of story structure. Informational books and magazines are great to read aloud, too. Talk about what you read and see in the pictures. • listen to your child read to you daily. Picture books are always a good choice, but at this age, many children are excited about trying chapter books. The Henry and Mudge series by Cynthia Rylant and the Fluffy series by Kate McMullan are examples of chapter books that would be appropriate for readers at this level. • encourage silent reading time. Begin with a few minutes at a time and build up your young reader's stamina and focus for reading longer texts.
--	---

*Information in this packet is based on [The Continuum of Literacy Learning Grades PreK-2](#) by Gay Su Pinnell and Irene C. Fountas, Heinemann Publishing, 2011.