

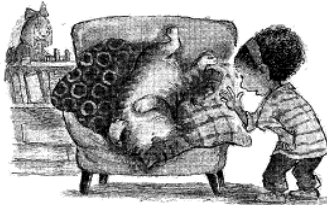

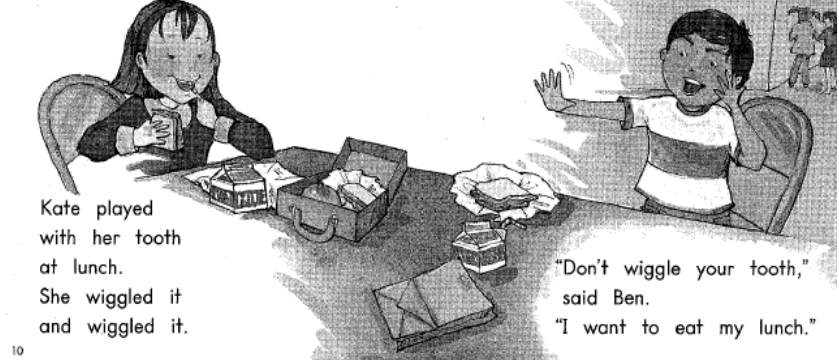
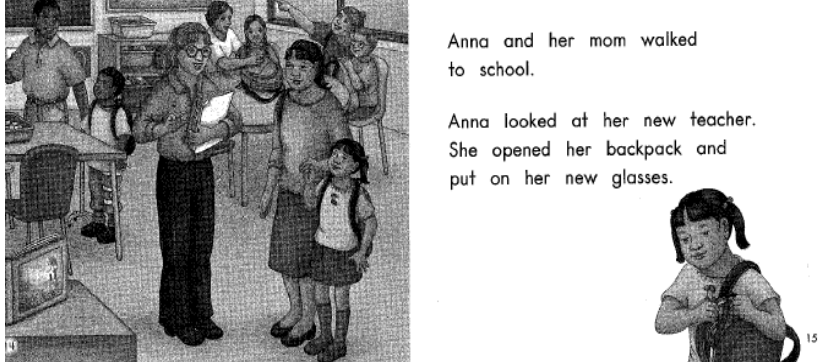


# A Guide to First and Second Grade Text Levels

Grade 1 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
Grade 2 target reading levels by month	Sept. – J/K	Oct. – J/K	Nov. - K	Dec. - K	Jan. - K	Feb. - L	Mar. - L	Apr.–L/M	May - M
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"> <li>• identify the sounds that many letters make.</li> <li>• remember to read the words on the page from left to right.</li> <li>• point to the words appropriately when reading aloud.</li> <li>• read a few basic sight words (for example: I, a, the, is).</li> <li>• rhyme.</li> <li>• identify the first sound in a spoken word.</li> <li>• clap syllables in a 1 or 2 syllable word.</li> </ul>						
B	<p>My little dog likes to read with me.</p> 		<ul style="list-style-type: none"> <li>• identify the sounds that most letters make.</li> <li>• read the words on the page from left to right and from one line of text to the next.</li> <li>• read text that follows a predictable pattern.</li> <li>• point to the words appropriately when reading aloud.</li> <li>• expand sight word knowledge (for example: the, and, like, can).</li> <li>• begin to correct errors when they notice a mismatch between what is said and the picture or beginning letter of the word.</li> <li>• identify first and last sound in a spoken word.</li> <li>• clap syllables in a 1, 2, or 3 syllable word.</li> </ul>						
C (End of Kindergarten)	<p>Socks was sleeping on my chair. I said, “Wake up, Socks!”</p> 		<ul style="list-style-type: none"> <li>• identify the sounds that letters make.</li> <li>• read in short phrases rather than reading one word at a time.</li> <li>• use some expression when reading aloud.</li> <li>• begin to read and follow the text without pointing to each word.</li> <li>• use pictures and beginning sounds to figure out unfamiliar words</li> <li>• read many basic sight words.</li> <li>• sound out words that follow a consonant-vowel-consonant pattern.</li> <li>• begin noticing punctuation.</li> <li>• begin to self-monitor by checking the picture and the beginning sound in order to figure out an unfamiliar word.</li> </ul>						

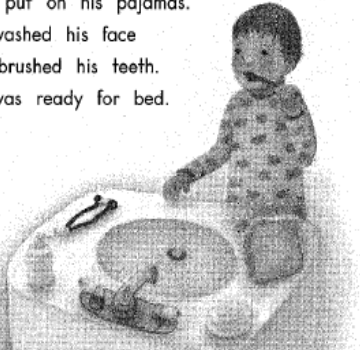



If your child is reading at level A, B, or C, it is important to:

- 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.


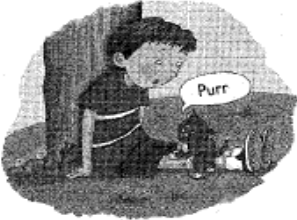

Level	Text looks like this:	A student reading independently at this level can typically:
D (fall of 1st grade)	<p>The duck went in the little house. She said, "What a nice little house!"</p> 	<ul style="list-style-type: none"> <li>• read and comprehend simple fiction and informational text.</li> <li>• begin to read text with less predictable patterns.</li> <li>• notice a wider range of punctuation, including dialogue.</li> <li>• begin to figure out plurals and inflectional endings (-ed, -ing).</li> <li>• quickly sound out simple consonant-vowel-consonant words.</li> <li>• figure out simple compound words, such as into or upon.</li> <li>• self-monitor by checking the picture and the beginning sound in order to figure out an unfamiliar word.</li> <li>• expand sight word knowledge.</li> </ul>
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"> <li>• follow text appropriately regardless of where it is placed on the page.</li> <li>• consider a full range of punctuation.</li> <li>• read sentences that carry over 2 or 3 lines of text or from one page to the next.</li> <li>• rely more on print than on pictures.</li> <li>• read aloud more automatically and fluently.</li> <li>• recognize a large number of sight words.</li> <li>• solve one syllable words that follow regular phonics rules.</li> </ul>
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"> <li>• recognize a variety of genres (for example: fiction, informational, poetry, fairy tale).</li> <li>• quickly and automatically recognize a large number of sight words.</li> <li>• easily sound out one syllable words that follow phonics rules.</li> <li>• recognize inflectional endings (-ed, -ing), plurals (-s, -es), contractions, and possessives.</li> <li>• read and follow simple dialogue.</li> <li>• begin to use appropriate rate, phrasing, and word emphasis.</li> <li>• understand stories with more than one episode or characters that are somewhat more detailed.</li> </ul>



If your child is reading at level D, E, or F, it is important to:

- 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.

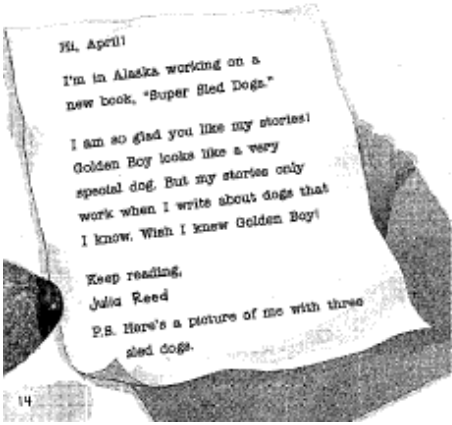



Level	Text looks like this:	A student reading independently at this level can typically:
G	<p>Nick put on his pajamas. He washed his face and brushed his teeth. He was ready for bed.</p>   <p>Nick got into his bed.</p>	<ul style="list-style-type: none"> <li>• follow text easily even though print size becomes smaller and there are more words on a page.</li> <li>• 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.</li> <li>• 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.</li> <li>• read consonant-vowel-consonant and consonant-vowel-consonant-silent e words.</li> <li>• read consonant blends (for example: br-, cl-, tw-, str-) and digraphs (for example: ch, sh, th).</li> </ul>
H	 <p>“Have fun,” Mom said. “I will,” Jim answered. But he was still a little worried.</p>  <p>“That’s fine,” said Mom. “Get your sleeping bag. I’ll zip up your backpack.”</p>	<ul style="list-style-type: none"> <li>• read stories that are longer and have less repetition.</li> <li>• understand dialogue between two or more characters.</li> <li>• read sight words with ease.</li> <li>• solve a large number of words that have more than one syllable.</li> <li>• begin to read silently.</li> <li>• understand texts with more complex language and vocabulary.</li> <li>• understand stories with more characters and events although the storyline is still straightforward.</li> </ul>

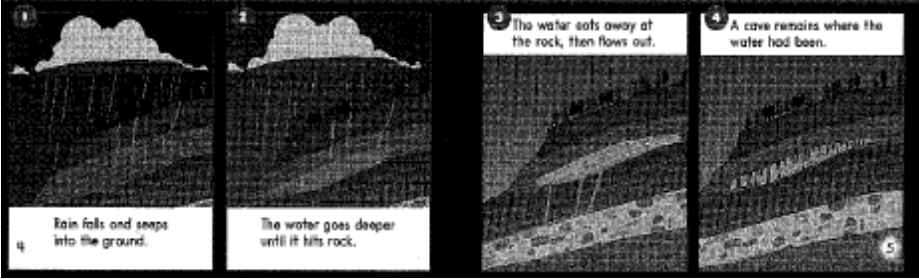
<p>If your child is reading at level G or H, it is important to:</p>	<ul style="list-style-type: none"> <li>• read aloud to your child daily. Talk about what you read and see in the pictures. Predict, discuss new vocabulary, or share opinions.</li> <li>• practice sight words frequently, adding several new words to the list each week. Review old sight words to make sure that your child remembers them.</li> <li>• 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.</li> <li>• encourage your child to try the strategies described in level G when reading an unfamiliar word.</li> </ul>
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Level	Text looks like this:	A student reading independently at this level can typically:
<p>I (end of 1st grade)</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <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> <p>14</p> </div> <div style="width: 45%;"> <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>15</p> </div> </div>	<ul style="list-style-type: none"> <li>• begin to read easy chapter books.</li> <li>• begin to read longer texts requiring sustained attention and memory.</li> <li>• read and understand longer sentences that contain prepositional phrases, adjectives, and adverbs.</li> <li>• begin to use complex spelling patterns (for ex., -tion, -ight, -ture) in reading and writing.</li> <li>• continue the transition from needing to read aloud to reading silently.</li> </ul>
<p>J (fall of 2nd grade)</p>	<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>  <p>14</p> <p>15</p>	<ul style="list-style-type: none"> <li>• independently read and understand a wide variety of texts, including short informational texts and fiction books with short chapters.</li> <li>• read and understand compound sentences.</li> <li>• recognize a large number of words automatically.</li> <li>• apply word-solving strategies easily and automatically when attempting longer words.</li> <li>• read aloud with appropriate phrasing, pauses, expression, and rate.</li> <li>• read silently during independent reading time.</li> </ul>

Level	Text looks like this:	A student reading independently at this level can typically:
K	 <p>Edwin's mom and dad took turns snipping and trimming, but the more they snipped, the worse things got. Edwin's hair got more and more crooked.</p> <p>"We'd better quit," said Mom.</p> <p>Dad agreed. "If we don't, he's not going to have any hair left!" he said. ■</p>  <p>"Now the other side is too long," Mom complained. "Let's see if I can fix it." Snip! Snip!</p> <p>"It's still not right," said Dad. "Let me take a bit more off this side."</p> <p>6</p> <p>7</p>	<ul style="list-style-type: none"> <li>• independently read and understand a wide variety of texts, including illustrated chapter books and short informational texts.</li> <li>• read and understand fiction books that have several events related to an overall plot.</li> <li>• process dialogue even if it does not use quotation marks (for example: She said, "I like cupcakes," but he said that he did not.).</li> <li>• begin to understand stories that take place in different times, locations, or cultures.</li> <li>• apply word-solving strategies easily and automatically when attempting longer words.</li> <li>• read aloud with appropriate phrasing, pauses, expression, and rate.</li> <li>• read silently during independent reading time.</li> </ul>

<p>If your child is reading at level I, J, or K, it is important to...</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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Level	Text looks like this:	A student reading independently at this level can typically:
L	<p>And the very next day, there was an envelope addressed to April in the mailbox. She tore it open.</p>   <p>April was disappointed that Golden Boy would not be in a book after all. She watched as her dog sniffed and sniffed at Julia Reed's letter.</p> <p>Then April had another Big Idea.</p> <p>14</p> <p>15</p>	<ul style="list-style-type: none"> <li>• read silently during independent reading.</li> <li>• read smoothly and fluently when reading orally.</li> <li>• read easy chapter books, including some series books with more complicated plots and fewer illustrations.</li> <li>• understand that chapters have a series of events that relate to the overall plot.</li> <li>• see multiple perspectives by considering various characters' thoughts and actions.</li> <li>• read differently for different purposes. For example, readers can preview a text by skimming or they can read slowly and carefully to remember details.</li> <li>• begin using reading in order to learn new information. This is commonly referred to as making the switch from "learning to read" to "reading to learn."</li> </ul>
M (end of 2 <sup>nd</sup> grade)	<p>Soon the caterpillar's old skin splits open! But the caterpillar has been growing a new, larger skin underneath the old skin. When the old skin breaks, the caterpillar crawls right out of it. This happens again and again. Because it grows so fast, the caterpillar will change its skin five times before it is fully grown. ■</p>   <p>When it is two weeks old, the caterpillar is fully grown. It is about two inches long. Now the caterpillar looks for a safe place to stay. It finds a good leaf or twig to hold on to. Then it hangs upside down, holding on with its legs. It hangs there for about a day.</p> <p>6</p> <p>7</p>	<ul style="list-style-type: none"> <li>• read silently during independent reading.</li> <li>• read smoothly and fluently when reading orally.</li> <li>• begin to read longer chapter books with characters that grow and change from the beginning of the book to the end.</li> <li>• notice themes in books, such as friendship or bravery.</li> <li>• identify the structure of informational texts. Text structure types include: description, compare/contrast, sequence, problem/solution, and cause/effect.</li> <li>• understand lengthy complex sentences.</li> <li>• decode words with several syllables.</li> <li>• understand a variety of graphics (for example: diagrams, maps, graphs) and text features (for example: headings, captions, sidebars) in informational books.</li> </ul>

Level	Text looks like this:	A student reading independently at this level can typically:
<p>N (fall of 3<sup>rd</sup> grade)</p>	<p><b>How Are Caves Formed?</b></p> <p>Scientists have different ideas about how caves are formed. Most think caves are created by water.</p> <p>When rain falls, it mixes with an invisible gas in the air. When the water reaches the ground, it seeps into the earth.</p> <p>The water continues going deeper into the earth until it touches rock. Very slowly, the water eats away at the rock and causes tiny cracks to develop. The cracks in the rock grow wider with time. Then the water flows out and leaves behind a cave.</p> <p><b>How Caves Are Formed</b></p> 	<ul style="list-style-type: none"> <li>• read silently during independent reading.</li> <li>• read smoothly and fluently when reading orally.</li> <li>• read texts that vary widely in length.</li> <li>• process a full range of genres, including various types of fiction, such as mysteries and series books, and various types of informational books, such as biographies.</li> <li>• read books with more sophisticated plots and characters.</li> <li>• notice themes in books, such as friendship or bravery.</li> <li>• identify the structure of informational texts. Text structure types include: description, compare/contrast, sequence, problem/solution, and cause/effect.</li> <li>• decode words automatically enough to keep the focus on comprehension.</li> <li>• understand a variety of graphics (for example: diagrams, maps, graphs) and text features (for example: headings, captions, sidebars) in informational books.</li> </ul>

<p>If your child is reading at level L, M, or N, it is important to...</p>	<ul style="list-style-type: none"> <li>• read aloud to your child daily. Choose fiction books above your child's reading level so that your child hears new vocabulary and develops a better understanding of story structure and characters. Include informational books and magazines in your read aloud in order to increase background knowledge and vocabulary and to prepare your child for academic reading. Talk about what your child already knows about the topic and what information the book might provide. Be sure to point out text features such as graphs, headings, or captions because these help improve a reader's comprehension.</li> <li>• encourage silent reading time daily so that your child develops the attention and stamina needed to read longer books with fewer illustrations. Talk to your child about what is being read silently. Have your child tell you what the book is about, what might happen next, who the favorite character is, what the best part is, or even what the author should have done differently. Keep your discussion enjoyable and low-key.</li> <li>• introduce your child to a variety of series and genres. Many readers at this level love series books like Magic Tree House or A-Z Mysteries and will want to read one book right after another. The books look like grown-up chapter books, but the plots usually follow a simple formula from one book in the series to the next. This supports the reader's growing understanding of story elements. Other readers might prefer informational books about a topic of interest and will choose to read as many books as possible about that favorite topic. The public library is a great resource.</li> </ul>
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\*Information in this packet is based on [The Continuum of Literacy Learning Grades PreK-2](#) and [The Continuum of Literacy Learning Grades 3-8](#) by Gay Su Pinnell and Irene C. Fountas, Heinemann Publishing, 2011.