






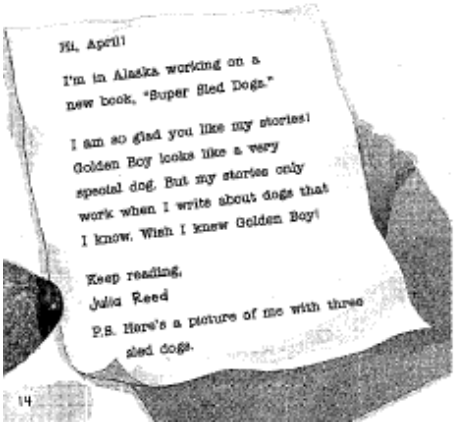



# A Guide to Second Grade Text Levels

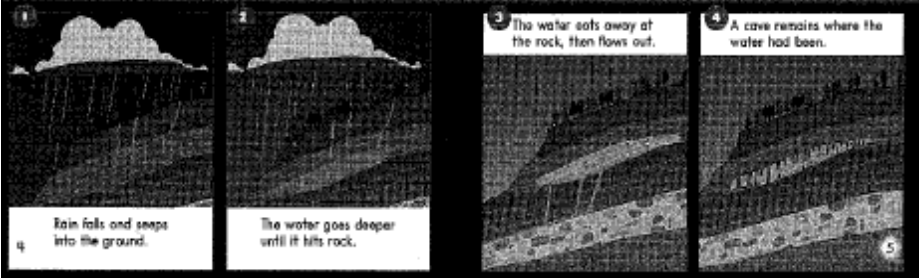
Target reading levels by month	Sept. – J/K	Oct. – J/K	Nov. – K	Dec. – K	Jan. – K	Feb. – L	Mar. – L	Apr. – L/M	May – M
--------------------------------	-------------	------------	----------	----------	----------	----------	----------	------------	---------

Level	Text looks like this:	A student reading independently at this level can typically:
I	 <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> <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>	<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 example: -tion, -ght, -ture) in the reading and writing.</li> <li>• continue the transition from needing to read aloud to reading silently.</li> </ul>
J (fall of 2 <sup>nd</sup> 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>  <p>14</p> <p>15</p>	<ul style="list-style-type: none"> <li>• independently read and understand a wide variety of texts, including fiction books with short chapters and short informational texts.</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>	<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>
--	---

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>
--	--

\*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.