

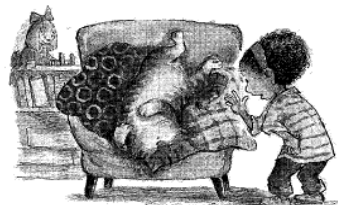

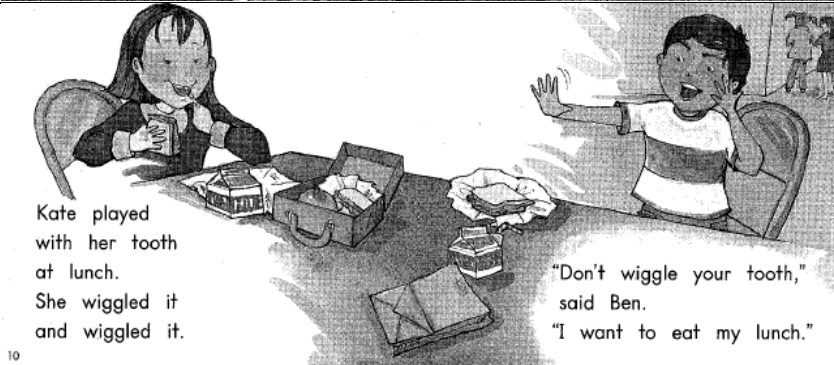
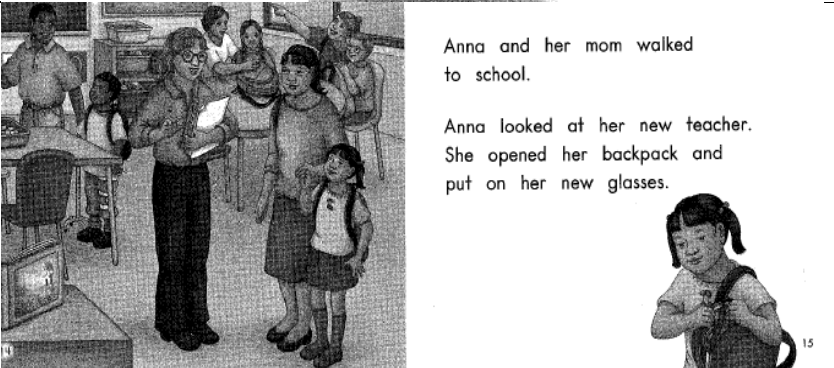


A Guide to Kindergarten Text Levels

Target reading levels by month	Sept. – A	Oct. – A	Nov. - B	Dec. – B	Jan. - B	Feb. - C	Mar. – C	Apr. - C	May – D
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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.
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Level	Text looks like this:	A student reading independently at this level can typically:
D	<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.
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