



## GRADE 1 (CONTINUED)

### LEVEL H:

- 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.
- Uses titles and headings to search for information.

## GRADE 2

### LEVEL J:

- Reads fluently, slowing down to figure out new words and then resumes fluency.
- 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.
- Infers characters' feelings through reading their dialogue.
- Infers causes of problems or outcomes in fiction and nonfiction.
- Guesses how characters might have behaved differently.
- Reads and understands long sentences with 10 or more words.

## GRADE 3

### LEVEL M:

- 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.

### LEVEL N:

- 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.

### LEVEL I:

- Quickly and automatically recognizes 150 or more sight words in beginner chapter books.
- 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.
- Discusses connections between text and self.
- Makes and discusses connections between texts and the reader's experiences, before, during and after reading.
- Justifies inferences with evidence from the text.
- Agrees or disagrees with the ideas in the text.

### LEVEL K/L:

- 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.
- 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.

### LEVEL O:

- 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.

### YOUR CHILD'S LOVE OF READING BEGINS WITH YOU.

- Make reading a fun family activity.
- Think about your child's reading level and interests when selecting books.
- Team up with teachers. Bring this flyer to your parent meeting.
- Help your child get to school every day on time. Reading is taught in the morning.

For great ideas to help your child read at grade level by 4th grade, visit [Ready4th.org](http://Ready4th.org).



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