

According to Fountas and Pinnell Benchmark Reading Assessment, there are different behaviors that a student will exhibit at each A-Z text level. Your child's classroom teacher is observing and watching for reading behaviors. Your child's reading development is developing and growing, below are some quick descriptions of reading behaviors at each level. Throughout the year, first grade students are usually reading at the following levels...

Readers at Level D:

- Read fiction and simple nonfiction
- Continue to follow text with eyes, rather than pointing
- Read text with fewer lines of repeated words
- Continue to correct reading mistakes
- Read easy, high frequency words (at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we)

Readers at Level E:

- Read books with 3-8 lines of text
- Follow text with eyes, rather than pointing
- Read texts that require more attention for understanding
- Follow punctuation correctly
- Rely on meaning from the text, rather than pictures
- Read easy, high frequency words (at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we, look, hers, this)

Readers at Level F:

- Begin to understand genres (fiction, non-fiction, etc.)
- Read and understand dialogue in text
- Read words with multiple syllables (ex: disappear, unhappy)
- Understand contractions (ex: can't= cannot), possessives (ex: Tom's dog)
- Automatically read high frequency words (all, are, be, but, for, got, had, of, on, then, this, your)

Readers at Level G:

- Continue to understand different genres
- Read 3-8 lines of text per page; text is smaller
- Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- Read text with a few challenging vocabulary words
- Automatically read high frequency words (all, are, be, but, for, got, had, of, on, then, this, your)

Readers at Level H:

- Read longer text with more challenging vocabulary
- Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- Begin to read new books silently
- Read aloud without pointing to words
- Automatically read high frequency words (come, came, from, her, him, his, one, out, said, saw, she, that, their, there, they, was, went, were, with)

Readers at Level I:

- Read short texts (8-16 pages) & easy chapter books (40-60 pages)
- Understand longer sentences of more than 10 words
- Read many texts silently, without pointing to words
- Automatically read a large amount of high frequency words (from all previous levels & more)
- Reads out loud & sounds like normal speaking (not like a robot)
- Reads out (pauses, reads with expression)

Readers at Level J:

- Read many types of texts (informational text, short chapter books, simple biographies)
- Understand a large number of longer sentences
- Use strategies to figure out hard words (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- Read silently during independent reading • Automatically read a large number of high frequency words (from all previous levels & more)
- Read out loud & sound like normal speakers (not like a robot)
- Read out loud (pauses, reads with expression)

Readers at Level K:

- Read many types of texts (biographies, informational texts, realistic fiction, fantasy, traditional literature, simple)
- Read many illustrated chapter books
- Must remember many details
- Understand dialogue and the use of quotation marks (" ")
- Books have many characters that change a little in the story
- Use strategies to figure out hard words (go back and reread, use picture clues, find smaller words inside the bigger word, use word parts like prefixes/suffixes etc.)
- Read silently during independent reading, but can read fluently aloud
- Automatically read a large number of high frequency words (from all previous levels)
- Read out loud (pauses, reads with expression)