

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, second grade students are usually reading at the following levels...

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 loud (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 (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.)

Readers at Level K continued.

- 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)

Readers at Level L:

- Read easy chapter books with less pictures
- Read short informational & fiction books
- Read slower or faster- depending on the book
- Learn new concepts through reading
- Use what they already know to help their reading
- Use pictures and text to help understand
- Connect known facts to new information
- Understand difficult ideas
- Understand a large number of words (plurals, contractions, possessives, multi-syllable words, content-specific words, technical words)
- Understand difficult sentences
- Read silently during independent reading
- Read out loud (pauses, reads with expression)

Readers at Level M:

- Know the characteristics of different genres (realistic fiction, fantasy, informational text, traditional literature, biography, etc.)
- Read fiction texts that have many characters that change in the story
- Read shorter non-fiction texts on one topic
- Understand difficult sentences
- Read silently during independent reading
- Read out loud & sound like normal speakers (not like a robot)
- Read out loud & sound like an actor (pauses, reads with expression)

Readers at Level N:

- Process short fiction stories, chapter books, short informational texts
- Read fiction texts that have many characters that change in the story
- Read non-fiction texts on many related topics
- Automatically use strategies (find smaller words inside the bigger word, use word parts like prefixes/suffixes, etc.)
- Read & understand descriptive words
- Slow down to understand or search for information
- Understand difficult sentences
- Read silently at a good rate