Reading Behaviors by Level

Under each level are behaviors your child can work on to become more independent on that level.

Level A
Reading Behaviors to Teach and/or Observe
- Reads words from left to right
- Remembers and uses language patterns
- Locates both known and new words
- Begins to match word by word, pointing with one finger under words
- Differentiates print from pictures
- Holds the book and turns pages correctly
- Relies on illustrations to tell a story and begins to focus on print
- Understands familiar concepts in stories and illustrations
- Relates the book to his/her experience
- Notices and interprets details in pictures

Level B
Reading Behaviors to Teach and/or Observe
- Remembers and uses language patterns in text
- Uses visual information, such as the first letter of the word, to read known and new words
- Notices features of letters and words
- Demonstrates control of left to right movement and return sweep
- Begins to control word-by-word matching across two lines of text, pointing with one finger
- Begins to self-monitor, noticing mismatches in meaning or language
- Uses word-by-word matching to check on reading
- Rereads to confirm or figure out new words
- Pays close attention to print
- Uses knowledge of high-frequency words to check on reading
- Notices and interprets detail in pictures
- Talks about ideas in text
- Notices mismatches in meaning or language

Level C
Reading Behaviors to Teach and/or Observe
• Uses picture details to help figure out words
• Remembers and uses language patterns in text
• Solves some new words independently
• Demonstrates awareness of punctuation by pausing and using some phrasing
• Demonstrates control of left-to-right directionality and word-by-word matching across several lines of print
• Begins to track print with eyes
• Rereads to solve problems, such as confirming or figuring out new words
• Controls directionality and word-by-word matching with eyes, using finger at points of difficulty
• Recognizes known words quickly and uses them to figure out the meaning of new words
• Uses visual information to predict, check, and confirm reading
• Searches for understanding while reading

Level D
Reading Behaviors to Teach and/or Observe
• Pays close attention to words and their structural features (for example, endings)
• Solves new words using knowledge of sound/letter relationships and word parts
• Reads fluently, with phrasing
• Self-corrects, using visual information
• Controls directionality and word-by-word matching with eyes, using finger at points of difficulty
• Rereads to confirm or figure out new words
• Remembers language patterns and repeating events over longer stretches of text
• Searches for understanding while reading
• Remembers details from text and pictures

Level E
Reading Behaviors to Teach and/or Observe
• Figures out some longer words by taking them apart
• Reads for meaning but checks with the visual aspects of print (letters, sounds, words)
• Uses language syntax and meaning to read fluently, with phrasing
• Demonstrates awareness of punctuation by using, phrasing, and reading with inflection
- Recognizes many words quickly and automatically
- Tracks print with eyes, except at points of difficulty
- Rereads to self-monitor or self-correct phrasing and expression
- Rereads to search for meaning and accuracy
- Relates texts to others previously read
- Remembers details and uses them to clarify meaning
- Demonstrates understanding by talking about text after reading

Level F

Reading Behaviors to Teach and/or Observe
- Uses syntax of written language to figure out new words and their meaning
- Uses sound/letter relationships, word parts, and other visual information to figure out new words
- Uses known words to figure out new words
- Figures out longer words while reading for meaning
- Demonstrates awareness of punctuation by using, phrasing, and reading with inflection
- Recognizes most words quickly and automatically
- Moves quickly through text
- Reads fluently, with phrasing
- Tracks print with eyes using finger at points of difficulty
- Uses multiple sources of information to search and self-correct
- Rereads to figure out words, self-correct, or improve phrasing and expression
- Rereads to search for meaning
- Talks about ideas in the text and relates them to his/her experiences and to other texts

Level G

Reading Behaviors to Teach and/or Observe
- Uses sound/letter relationships, word parts, and other visual information to figure out new words
- Uses meaning, visual information, and language syntax to figure out words
- Reads fluently and rapidly, with appropriate phrasing
- Notices and uses punctuation to assist smooth reading
- Recognizes most words quickly and automatically
- Follows print with eyes, occasionally using finger at points of difficulty
- Rereads to figure out words, self-correct, or improve phrasing and expression
- Rereads to search for meaning
- Remembers details to support the accumulation of meaning throughout the text
- Uses pictures for information but does not rely on them to make predictions

**Level H**
*Reading Behaviors to Teach and/or Observe*
- Uses sound/letter relationships, words parts, and other visual information to figure out new words
- Reads fluently and rapidly, with appropriate phrasing
- Notices and uses punctuation to assist smooth reading
- Recognizes most words rapidly
- Follows print with eyes, occasionally using finger at points of difficulty
- Rereads to figure out words, self-correct, or improve phrasing and expression
- Rereads to search for meaning
- Uses meaning, visual information, and language syntax to solve problems
- Remembers details to support the accumulations of meaning throughout the text
- Uses pictures for information but does not rely on them to make predictions
- Searches for meaning while reading, stopping to think or talk about idea

**Level I**
*Reading Behaviors to Teach and/or Observe*
- Actively figures out new words, using a range of strategies
- Flexibly uses meaning, language syntax, and visual information to figure out new words and to monitor reading
- Begins to silently read some of the text
- Follows the print with eyes
- In oral reading, rereads some words or phrases to self-correct or improve expression
- Rereads to search for meaning
- Self-corrects errors that cause loss of meaning
- Rereads when necessary to self-correct, but not as a habit
- Demonstrates understanding of the story and characters
- Goes beyond text in discussions and interpretations
- Sustains problem solving and development of meaning through a longer text and over a two- or three-day period

**Level J**
*Reading Behaviors to Teach and/or Observe*
- Uses multiple strategies to figure out new words while focusing on meaning
• Analyzes words from left to right, using knowledge of sound/letter relationships
• Uses known words and parts to figure out new words
• Reads fluently, slowing down to figure out new words and then resuming speed
• Silently reads sections of text
• Flexibly uses meaning, language syntax, and visual information to monitor reading
• Self-corrects errors that cause loss of meaning
• Rereads when necessary to self-correct, but not as a habit
• Rereads to search for meaning
• Uses multiple sources of information to process text smoothly
• Demonstrates understanding of the story and characters
• Goes beyond the text in discussions and interpretations
• Sustains problem-solving and development of meaning through a longer text read over several days
• Makes inferences, predicts and analyzes character and plot

Level K
Reading Behaviors to Teach and/or Observe
• Flexibly uses multiple word-solving strategies while focusing on meaning
• When reading orally, reads rapidly, with phrasing, slowing down to problem solve and then resuming speed
• Reads silently much of the time
• Integrates multiple sources of information while reading with fluency
• Demonstrates understanding of the text after silent reading
• Makes inferences, predicts and analyzes characters and plot
• Goes beyond the text in understanding of problems and characters
• Demonstrates ease with interpreting the text
• Sustains attention to meaning and interpretation of a longer text read over several days

Level L
Reading Behaviors to Teach and/or Observe
• In oral reading, uses multiple word-solving strategies with longer words
• When reading orally, reads rapidly, with phrasing
• Reads orally, with accuracy, not stopping to self-correct in the interest of fluency and phrasing
• Reads silently most of the time
• Integrates multiple sources of information while reading with fluency
• Demonstrates understanding and ease with interpreting the text after silent reading
• After reading longer sections of a text predicts events, outcomes, problem resolutions, and character changes
• Makes connections between the text read and other books
• Sustains attention to meaning and interpretation of a longer text read over several days

**Level M**
*Reading Behaviors to Teach and/or Observe*
• Uses multiple sources of information to figure out words rapidly while focusing on meaning
• Flexibly applies word-solving strategies to more complex, multisyllabic words
• Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing
• Reads silently, except during assessment or to demonstrate text interpretation
• Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
• After reading longer sections of a text predicts events, outcomes, problem resolutions, and character changes
• Remembers details and sustains attention to meaning through a longer text
• Demonstrates understanding and ease with interpreting the text after silent reading
• Makes connections between the text read and other books
• Goes beyond the text to make more sophisticated interpretations

**Level N**
*Reading Behaviors to Teach and/or Observe*
• Uses multiple strategies to figure out new words quickly
• Reads silently, except during assessment or when demonstrating text interpretation
• Demonstrates ease with text interpretation while reading orally, with fluency and phrasing
• Remembers details from one section of text to the next
• Sustains attention to a longer text, remembering details and revising interpretations
• Notices how illustrations convey the author’s meaning
- Demonstrates sophisticated interpretation of characters and plot
- Goes beyond the text to speculate on alternative meanings
- Makes connections among a wide variety of texts

**Level O**
*Reading Behaviors to Teach and/or Observe*
- Solves words quickly and automatically while focusing on meaning
- Searches to understand the subtle shades of meaning that words can convey
- In oral reading, figures out new words rapidly while reading smoothly and expressively
- Demonstrates ease in text interpretation while reading orally, with fluency and phrasing
- Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered
- After reading silently, demonstrates understanding and sophistication in text interpretation
- Makes connections among texts to enhance interpretation
- Goes beyond the text to speculate on alternative meanings
- Shows the ability to summarize the text in writing

**Level P**
*Reading Behaviors to Teach and/or Observe*
- Actively acquires new vocabulary through reading
- In oral reading, figures out new words rapidly while reading smoothly and expressively
- While reading silently, reads rapidly and with attention to meaning
- Demonstrates interest in reading an extended text over a longer time period
- Demonstrates ease with text interpretation while reading orally, with fluency and phrasing
- Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered
- After reading silently, demonstrates understanding and sophistication in interpreting meaning
- Compares the text with other books in an analytic way
- Goes beyond the text to speculate on alternative meanings
- Shows the ability to summarize and extend the text in writing

**Level Q - T**
*Reading Behaviors to Teach and/or Observe*
- Actively/rapidly acquires new vocabulary through reading
• In oral reading, figures out new words rapidly while reading smoothly and expressively
• Reads rapidly (both orally and silently), with attention to meaning, when reading silently
• Demonstrates ease with text interpretation while reading orally, with fluency and phrasing
• Demonstrates flexibility in reading texts of different styles and genres
• Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered
• Demonstrates interest in reading an extended text over a longer time period
• Uses illustrations to help analyze text meaning
• After reading silently, demonstrates understanding and sophistication in interpreting meaning
• Compares the text to other books in an analytic way
• Goes beyond the text to interpret characters’ thoughts and feelings to speculate on alternative meanings
• Shows the ability to analyze, interpret and extend the text in writing
• Extends and demonstrates understanding of the text through writing in a variety of genres
• Uses comparison with other texts to assist interpretation
• After reading silently, demonstrates understanding and ability to analyze characters and plot
• Reflects knowledge of literary genre in conversation and writing

Level U

Reading Behaviors to Teach and/or Observe
• Learns technical words from reading
• Notices graphic illustrations and gets information from them
• Synthesizes information from graphic information with the body of the text
• Uses the table of contents to help in the understanding of the organization of the text
• Grasps “layers” of meaning in a story, for example, specific understandings plus the “bigger picture”
• Reads, understands, and appreciates literary language
• Interprets illustrations and their connections to the text
• Keeps up with several different themes and many characters
• Interprets characters’ motives and the influences on their development
• Recognizes and appreciates a wide range of genres, both fiction and non-fiction
• Notices and uses a full range of punctuation, including more rarely used forms such as dashes
• Uses reading to learn about self and others

Level V
Reading Behaviors to Teach and/or Observe
• Learns technical language and concepts through reading
• Understands and talks about complex themes, analyzing them and applying them to current life situations
• Understands many different perspectives that are encountered in fiction and nonfiction texts
• Evaluates both fiction and nonfiction texts for their authenticity and accuracy
• Deals with mature topics such as death, war, prejudice and courage
• Thinks critically about and discusses the content of a literary work or the quality of writing
• Notices aspects of the writer’s craft and looks at the text from a writer’s point of view
• Sustains attention and thinking over the reading of text that are long and have small fonts
• Tries new genres, topics, and authors, and is able to compare them with known genres, topics and authors
• Makes connections across texts to notice an author’s style or technique
• Understands symbolism in both realistic fiction and fantasy, discusses what symbols mean in terms of today’s society
• Brings prior knowledge to aid in understanding of literary references
• Learns about self and others through reading, especially about societies that are different from one’s own

Level W
Reading Behaviors to Teach and/or Observe
• Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts, and diagrams
• Sustains reading over longer and more complex texts, is not intimidated by varying layouts and styles of print
• Builds understanding of a wide variety of human problems
• Uses reading to expand awareness of people who are different from oneself
• Understands and learns from characters’ experiences
• Learns about self and others through reading, actively seeks understanding of people different from oneself by culture, period of history, etc.
• Deals with mature themes such as prejudice, war, death survival, and poverty, and is able to discuss them in relation to one’s own experiences
• Understands the complexities of human characters as they develop and change; discusses one’s own point of view and relationship to characters
• Integrates understandings derived from graphic illustrations and the text
• Expands world knowledge through reading

Level X
Reading Behaviors to Teach and/or Observe
• Understands and is able to use the sophisticated, scholarly, technical language that is found in informational texts
• Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts, and diagrams
• Sustains attention over longer texts with more abstract, mature, and complex themes
• Notices, understands and discusses a wide range of literary devices, such as flashbacks and stories within stories
• Deals with mature themes, such as family relationships, death, social injustice, and the supernatural
• Uses descriptive text as a way to understand settings and their importance to the plot of character development
• Discusses the setting as an element of the text, deciding whether it is important or unimportant
• Notices aspects of author’s craft, including the ways characters are described and presented as “real”
• Talks about the text in an analytic way, including finding specific evidence of the author’s style
• Appreciates, understands and discusses irony and satire

Level Y
Reading Behaviors to Teach and/or Observe
• Understands and discusses the fact that words can have multiple meanings in relation to the context in which they are used
• Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts, and diagrams
• Understands and discusses subtle and complex plots and themes
• Understands, discusses, and deals in a mature way with a wide range of social problems, including social injustice and tragedy
• Understands and discusses in a mature way texts that present explicit details of social problems
• Understands literary irony and satire as they are used to communicate big ideas
• Understands complex fantasy, entering into whole new worlds, and understands concepts in relation to the imagined setting
• Interprets events in light of the setting—time, place and culture
• Engages in critical thinking about fiction and nonfiction texts
• Critically evaluates nonfiction texts for accuracy and presentation of information

Level Z
Reading Behaviors to Teach and/or Observe
• Switches easily from one genre to another, accessing knowledge of the structure and nature of the text while beginning to read
• Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts and diagrams
• Sustains reading and understands over much longer texts
• Deals with a great range of texts—diaries to narratives to plays
• Understands and discusses how a text “works” in terms of the writer’s organization
• Deals with controversial social and political issues, seeing multiple perspectives
• Uses reading to gain technical knowledge in a wide variety of areas
• Understands the symbolism in heroic quests, applies concepts encountered in fantasy to today’s life
• Deals with and discusses in a mature way graphic details such as accounts of brutality, hardship or violence
• Notices, understands, appreciates complex language, archaic language, and cultural motifs
• Learns about epilogues, bibliographies and forewords
• Builds information across text, even when very unusual formats are used (for example, brief interviews with many characters)
• Fully understands the subtle differences between fiction and nonfiction