Use the Reading Behaviors and Expectations outlined in this section to determine what your child should be doing at their current reading level and what they need to do to move to the next reading level.

Pre-A Reader Behaviors & Expectations
Uses pictures to help tell the story
Identifies the front cover, back cover, and title page of the book
Understands the purpose of an author/illustrator
Can recall and retell details from the story
Can "read" their books using a storytellers voice

Level A/B Behaviors & Expectations
Gets ready to read by using the front cover, title and illustrations
Points under each word when reading
Moves from left to right when reading
Uses the illustrations and the story as a source of information to decode text
Locates known words in text
Thinks about what makes sense
Carries the pattern from one page to the next with prompting

Level C Behaviors & Expectations
Uses the beginning letters in a word along with meaning and illustrations to solve an unknown word
Reads know words in the text automatically
Uses the pattern of the text as a source of information to assist in reading book
Begins to Integrate Sources of Information:
Makes sure the word looks right
Makes sure the word sounds right
Makes sure the word makes sense
Asks/answers questions about a text

Level D Behaviors & Expectations
Uses the final letters in a word along with meaning and illustrations to solve an unknown word
Makes a return sweep on more than one line of print
Uses more advanced patterns in text as a source of information in reading the book
Reads known words in text automatically
Integrates sources of information:
Makes sure the word looks right
Makes sure the word sounds right
Makes sure the word makes sense
Uses known words and parts of words to solve tricky words
Makes inferences about the story

Level E Behaviors & Expectations
Uses the final letters in a word along with meaning and illustrations to solve an unknown word
Makes a return sweep on more than one line of print
Uses more advanced patterns in text as a source of information in reading the book
Reads known words in text automatically
Integrates sources of information:
Makes sure the word looks right
Makes sure the word sounds right
Makes sure the word makes sense
Uses known words and parts of words to solve tricky words
Makes inferences about the story

Level F Behaviors & Expectations

Reads with more fluency and phrasing on repeated readings of the same text
Recognizes and reads more difficult sight words automatically
Reads more difficult words by breaking them into parts
Monitors and cross-checks sources of information
Reads punctuation
Retells and summarizes keeping story events/information in order
Makes inferences about story content with an explanation

Level G Behaviors & Expectations

Separates words into parts
Uses various vowel sounds to solve words
Retells the important parts of the story/text
Accurately reads long stretches of text with few hesitations or repeats
Uses context clues to understand complex vocabulary
Quickly problem solves unknown words
Reads with some intonation (varying tone of voice)
Reads with some expression
Continues to make inferences based on the text

Level H Behaviors & Expectations

Envisions the story to compensate for low picture support
Accumulates story events & content
Can communicate definitions of unfamiliar words using context
Carry information from the beginning of a complex sentence to the end
Begins to make inferences about the story
Stops and self corrects as point of error
Reads with fluency (on first read)
Makes text-to-text connections
Effectively manages reading both fiction & nonfiction texts
Able to discuss character actions and motives

Level I Behaviors & Expectations

Self-checking while reading, i.e., does it look right, sound right
Sentences chunked into meaningful parts (using language syntax)
Reads with fluency and phrasing
Making text-to-self connections to build comprehension
Reads inflectional endings, contractions & possessions accurately
Using meaning of accumulated text to build comprehension
Making connections between texts through discussion, art or writing
Coping with unfamiliar concepts in the story
Gaining momentum while moving through the text
Using text to predict what is likely to happen

Level J Behaviors & Expectations

Independently integrates all sources of information during reading
Word solving with control and independence at the point of error
Reading with fluency and phrasing on longer passages of text
Sustained interest through text
Easily coming back to a text over numerous sittings
Solving unfamiliar words or concept "on the run" without detracting from the meaning
Reads silently
Uses ideas from reading in writing, i.e. descriptive language
Summarizing or extending a given text
Reads with appropriate intonation and expression

Level K Behaviors & Expectations

Solves words with relative ease, self-correcting at the point of error

Discovers new vocabulary words by attending to the story, illustrations and personal background or experience

Continue to read silently

Reads with fluency, intonation and phrasing communicating understanding of new material

Comprehends texts about a different time, space or a culture unlike their own (shows an understanding of a point of view)

Sustains characters and plot over several days of reading

Sustains a text based conversation to a partner or group

Sympathizes with character

Predicts a likely sequence of events

Envisions and accumulates events across a text

Level L Behaviors & Expectations

Deals with more complex vocabulary

Deals with literary structures

Word solving is under control and independent – at the point of error

Communicates understanding of the text

Reads with fluency and phrasing

Makes inferences

Level M Behaviors & Expectations

Deals with more complex and sometimes technical vocabulary

Reads with fluency and phrasing

Word solving is under control and independent – at the point of error (if the word is in the reader's vocabulary)

Deals with longer chapters and few illustrations

Uses literary features of the text to understand and track multiple characters

Begins to think about more abstract themes/universal themes

Level N Behaviors & Expectations

Deals with longer descriptive words and some figurative language

Reads with fluency and phrasing (Most same as M)

Word solving is under control and independent – at the point of error (if the word is in the reader's vocabulary)

Deals with longer chapters and few illustrations (same as M)

Uses literary features, including some descriptive and figurative passages, to understand multiple characters

Notices and thinks about the important human problems in the text

Level O Behaviors & Expectations

Deals with more complex vocabulary and words with secondary meanings

Reads with fluency and phrasing

Word solving is under control and independent – at the point of error (if the word is in the reader's vocabulary)

Deals with longer chapters and few illustrations (same as M)

Uses literary features to understand characters with good and bad traits who change over time

Notices and thinks about important problems, some of them serious in scale and tone

Level P Behaviors & Expectations

Deals with figurative language and idioms that are essential to understanding the text

Reads with fluency and phrasing (Same as O)

Deals with difficulty in decoding unfamiliar words (Same as O)

Deals with longer books, and few or even no illustrations

Uses literary features to understand characters whose family and peer relationships change over time

Notices and thinks about important problems, some of them from an unfamiliar perspective

Level Q Behaviors & Expectations
Deals with figurative language and idioms that are essential to understanding the text (Same as P)
Reads with fluency and phrasing, dealing with many compound words and words with 3+ syllables
Deals with difficulty in decoding unfamiliar words (Same as O)
Deals with longer books, and few or even no illustrations (same as P)
Uses knowledge of content (history, geography, etc.) and literary features to understand more complex characters and settings
Reflects on themes that require interpretation; is able to see more than one side of the issues in the text (some strategies same as P)

Level R Behaviors & Expectations
May have to deal with technical vocabulary, in addition to more figurative language and idioms.
Reads with fluency and phrasing, dealing with many compound words and words with 3+ syllables (same as Q)
Deals with difficulty in decoding unfamiliar words (Same as O)
Increases stamina: is able to hold longer, more complex stories in mind from chapter to chapter across longer books
Deals with a variety of literary features, sometimes including a shifting narrative voice and/or parts of the text that function as symbols.
Reflects on themes that require interpretation; is able to see more than one side of the issues in the text (same as Q)

Level S Behaviors & Expectations
Deals with words that present many shades of meaning.
Reads with fluency and phrasing, dealing with many complex proper nouns and some archaic or rare terminology
Synthesizes across connected short stories [if in such a book]
Deals with a variety of literary features, often including parts of the text that function as symbols. (Most same as R)
Reflects on themes that require interpretation; is able to connect the themes in the book to other texts with this theme and/or to real-world events in the past and present

Level T Behaviors & Expectations
Deals with words that are presented in dialect or in a foreign language
Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases
Synthesizes across connected short stories [if in such a book]
Analyzes and reflects on character development. Recognizes and thinks through symbolic passages in terms of their significance to the characters.
Reflects on controversial themes that have many sides, themes such as war, prejudice and racism, growing up, etc.

Level U Behaviors & Expectations
Deals with technical words that require background knowledge and are not defined in the text
Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases
Follows subplots and is able to connect them back to the primary plot
Thinks about the multiple dimensions of characters, using symbolism and other literary devices to make more meaning.
Notices and reflects on more abstract themes that allow for multiple interpretations.

Level V Behaviors & Expectations
Deals with technical words that require background knowledge and are not defined in the text
Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases
Holds onto meaning inside of complex story structures: flashback, story-within-story, etc.
Deals with longer stretches of descriptive language, and continues to notice how symbolism adds to understanding of the characters and their conflicts
Uses thinking about multiple characters to elaborate on the themes in the book. Themes continue to become more abstract and to reflect more mature concerns and issues.

Level W Behaviors & Expectations
Deals with technical words that require background knowledge and are not defined in the text
Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses
Holds onto meaning inside of complex story structures: flashback, story-within-story, etc.
In Fantasy and SciFi especially, but also in some Realistic Fiction: Recognizes some "larger-than-life" type characters who represent the symbolic struggle of good and evil
Uses background knowledge of political and social issues is to fully interpret some themes; recognizes adolescent themes that require mature interpretations

Level X Behaviors & Expectations
Deals with many archaic words.
Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses
Notices and reflects on unusual story structures when present
in Fantasy and Sci-Fi especially, but also in some Realistic Fiction: Recognizes some "larger-than-life" type characters who represent the symbolic struggle of good and evil
Uses prior experience and prior reading experience to think critically about the themes presented in the book

Level Y/Z Behaviors & Expectations
Deals with words that have unusual or invented connotations
Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses
Understands the conventions of the genre and recognizes "classic" elements of that genre easily
Deals with sophisticated literary devices such as irony and satire
Uses prior experience and prior reading experience to think critically about the themes presented in the book