

| Level: | Pre-A | A | B | C | D |
|---------------------------------|---|---|--|--|--|
| Characteristics of Text | There are no specific Pre-A Level books. Children at the Pre-A level should be exposed to a variety of picture books, rhymes and poems. They are beginning to have an understanding of letters and their purpose. Alphabet and rhyming books, puzzles and games are a great introduction to reading. | The easiest books are in Level A. Students should be familiar with print and know that it is read from left to right. Level A books have high-frequency words and repetitive text. | Level B books have a simple story line or idea. They generally have one or two lines of print per page. There is a direct relationship between pictures and text. The text has repetitive patterns. | Level C Books have a simple story line. They have more lines of text than previous levels. There may be more complex sentences and vocabulary. Repeated patterns continue, but may be more complex or varied. There are many high-frequency and easily decodable words. | Stories at Level D are slightly more complex. They may include some unfamiliar ideas. Sentences are longer. There are more compound and multisyllabic words. Illustrations are still supportive, but less so than at previous levels. |
| Behaviors to Notice and Support | <ul style="list-style-type: none"> Knows some letter names and sounds Knows no/few sight words Developing concept of print Developing concept of word Beginning understanding of rhyming words Beginning understanding of first sound fluency | <p>Everything in PreA and:</p> <ul style="list-style-type: none"> Understands familiar concepts in stories and illustrations Differentiates print from pictures Holds the book and turn pages from right to left Reads words from left to right Begins to match word by word, pointing with one finger under words Locates both known and new words Remembers and use language patterns Relates the book to his/her experience | <p>Everything in Level A and:</p> <ul style="list-style-type: none"> Demonstrates control of the left-to-right movement and return sweep Begins to control word-by-word matching across two lines of text, pointing with one finger Notices and interpret detail in pictures Talks about ideas in the text Remember and use language patterns in text Uses knowledge of high-frequency words to check on reading Uses word-by-word matching to check on reading Notices mismatches in meaning or language Uses visual information, such as the first letter or the word, to read known and new words Pays close attention to print Notices features of letters and words Begins to self-monitor, noticing mismatches in meaning or language Rereads to confirm or figure out new words | <p>Everything in Level B and:</p> <ul style="list-style-type: none"> Demonstrates control of the 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 figuring out new words Demonstrates awareness of punctuation by pausing and using some phrasing Uses picture details to help figure out words Remembers and use language patterns in text Rereads to confirm or figure out new words Controls directionality and word-by-word matching with eyes, using finger at points of difficulty Uses visual information, to predict, check and confirm reading Recognizes know words quickly and uses them to figure out the meaning of new words Searches for understanding while reading | <p>Everything in Level C and:</p> <ul style="list-style-type: none"> Remembers language patterns and repeating events over longer stretches of text Self-corrects, using visual information Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty Searches for understanding while reading Remembers details from pictures and text Pays close attention to words and their structural features (for example, endings) Reads fluently, with phrasing Rereads to confirm or figure out new words Solves new words using knowledge of sound/letter relationships and word parts |