

TAMARAC

ELEMENTARY SCHOOL

What does Kindergarten leveled text look like?

According to research, there are different behaviors that a student will exhibit at each text level. The following describes the behaviors that a child may demonstrate at each text level. There are also examples of what each text level may look like.

KINDERGARTEN INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING:

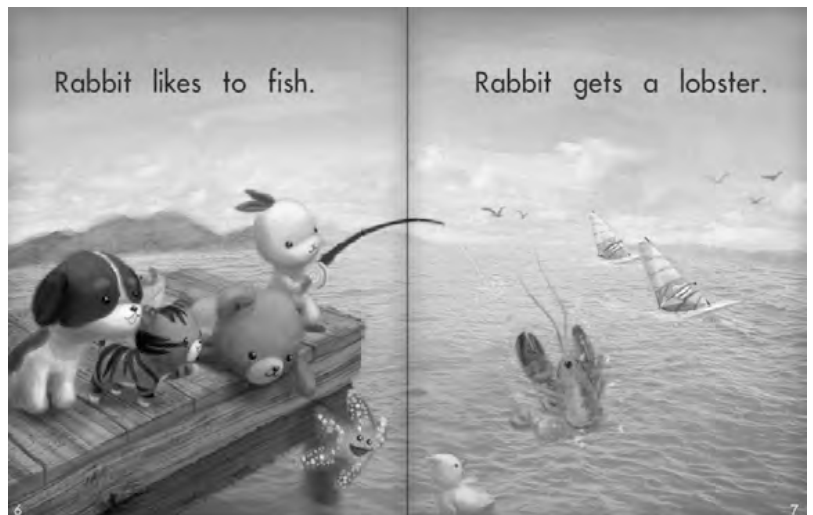
Readers at Level A:

- Recognize letters and their sounds
- Point to words while reading
- Use picture to support understanding
- Know the difference between words and pictures
- One sentence per page with simple words
- Read easy, high frequency words
(the, a, I, and, is, can, in, it)



Readers at Level B:

- Follow a sentence over 2 lines of text
- Continue to point to words while reading
- Recognize pattern throughout story
- Reread to fix reading mistakes
- Read, easy high frequency words
(the, and, my, like, see, is, can, it)



Readers at Level C:

- Read simple stories with 2-6 lines of text on page
- Notice repeated lines & phrases
- Begin to follow text with eyes, rather than pointing
- Use strategies to help understanding
- Begin to correct reading mistakes
- Read easy, high frequency words (*the, and, like, see, here, look, is, can, in, it*)



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
- Read compound words (ex: newspaper, sandbox) and words ending in -ing
- 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*)

