Understanding Your Child's Reading Level

Diamond Elementary School

Research About Reading

- If you read for 1 minute every day, you will be exposed to 51,100 words per year

- If you read 17 minutes every day, you will be exposed to 1,160,000 words per year.

- If you read 33 minutes per day, you will be exposed to 2,350,000 words per year.

Identifying Your Child's Instructional Reading Level

- At the beginning of the school year, teacher's conduct a running record assessment to identify a child's reading level.

- A reading instructional text level is determined by the student's accuracy (90% and above) and comprehension of literary and informational text. If you have any questions about your child's reading level or about the reading program, please contact your child's teacher.

- Reading data on accuracy, decoding, and comprehension levels.

Reporting Instructional Reading Levels by Marking Period

- At the end of each marking period, the student's instructional reading level is included on the report card. The instructional reading level reported on a student's report card refers to the level of texts read daily in small group guided reading instruction.
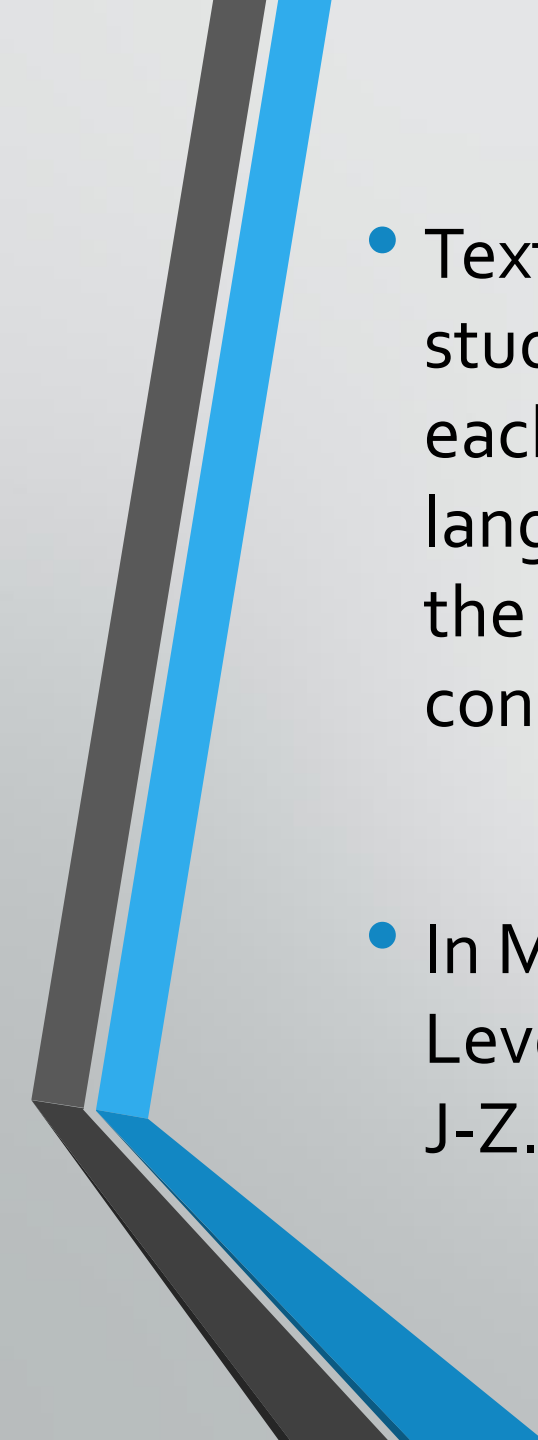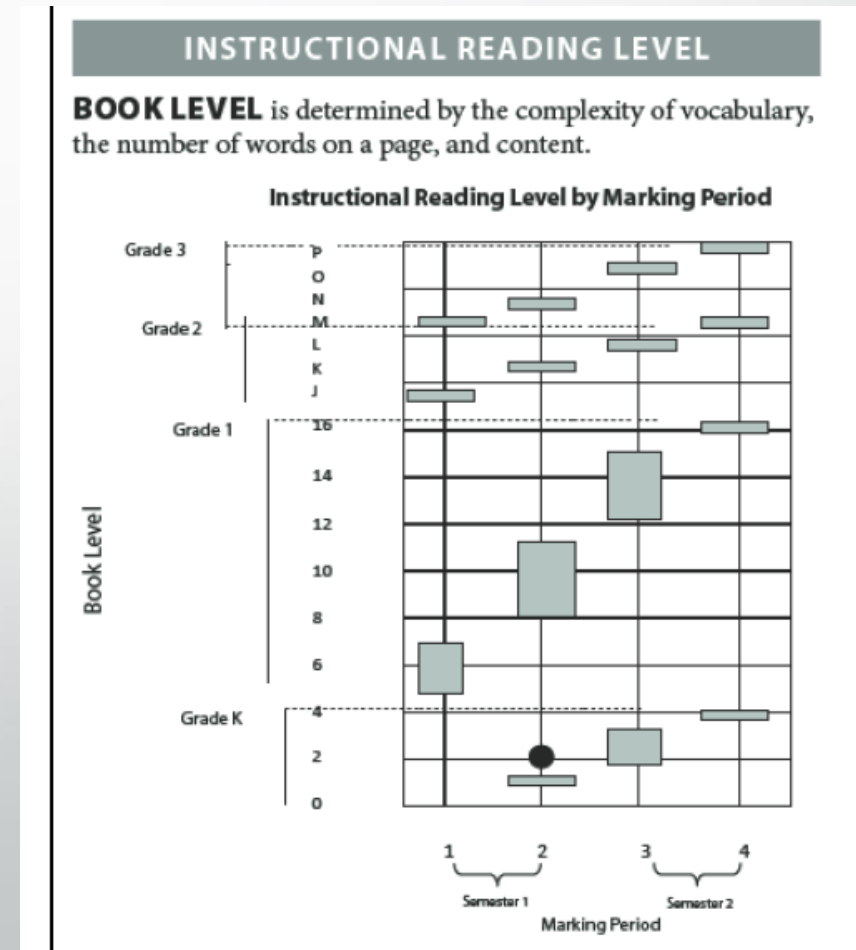
Learning to read is a complex process. Children develop reading skills and strategies at different rates and at different times; therefore, students progress through different levels of text as they grow as readers. Within a grade, a student may read a variety of texts depending on the student's strengths and needs and the challenges of the text.

Reading Targets Text Level Chart: K–5

Grade level	End of First Quarter	End of Second Quarter	End of Third Quarter	End of Fourth Quarter
Kindergarten	Level 1-2	Level 2-3	Level 3-4	Level 4 -6
First Grade	Level 5–7	Level 8–11	Level 12–15	Level 16
Second Grade	Level J	Level K	Level L	Level M
Third Grade	Level M	Level N	Level O	Level P
Fourth Grade	Level Q–R		Level S–T	
Fifth Grade	Level T–U		Level V–W	

- The examples of books used for instruction include both literature and informational text. Literature is narrative in nature and includes stories, poems, and plays. Informational texts convey or explain information which builds students' content knowledge and include news articles, magazines, reference materials and books with factual content.

- Assigning levels to texts assists teachers in selecting books that match a reader's developing skills to the challenges in a text. Text levels indicate a progression from easiest to most challenging material that students can read and are not limited to a specific grade level.

- Text characteristics determine whether a text is easy or hard for a student to read. There is a degree of variation of challenges within each level. The challenge of one book might be figurative language, while the challenge or complexity of another book at the same level might be sentence length, vocabulary, or advanced concepts.

- In MCPS, two leveling systems are used: Reading Recovery Text Levels 1–16 and Guided Reading (Fountas and Pinnell) Text Levels J-Z.

Understanding End of Year Reading Benchmarks: A Parent's Guide

- This parent's guide will help you develop a better understanding of the end of the year reading benchmark for each grade level.

- This document provides information about reading targets and how they are reported on the standards-based report card. Included are specific examples and characteristics of texts for the end-of-year reading benchmarks in grades K–5.

http://www.montgomeryschoolsmd.org/uploadedFiles/info/grading/EndOfYearReading-ParentGuide.pdf

Parent Resources

- Make sure your child reads every night or you can read to your child.

- Ask your child questions after reading.

Additional Information

- Any additional questions about your child's reading level, please ask your child's teacher.

- Any questions about the reading program, ask your child's teacher or our Mrs. Diane Bach, our reading specialist.

Questions & Answers