

# **Grade Level Expectations for Reading**

## **FLORIDA DEPARTMENT OF EDUCATION**

The following pages are the grade level expectations in reading for children for each year set by the Florida Department of Education. A complete listing of all grade level expectations may be found at:

[www.myfloridaeducation.com](http://www.myfloridaeducation.com)

# **Reading**

## **Kindergarten Level Expectations**

The kindergarten student:

- uses titles and illustrations to make oral predictions.
- understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line).
- knows the names of the letters of the alphabet, both upper and lower case.
- knows the sounds of the letters of the alphabet.
- understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.
- understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).
- understands that print conveys meaning.
- identifies frequently used words.
- identifies words that name persons, places, or things and words that name actions.
- identifies and sorts common words from within basic categories (for example, colors, shapes, foods).
- uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).
- develops vocabulary by discussing characters and events from a story.
- uses strategies to comprehend text (for example, retelling, discussing, asking questions).
- knows the main idea or essential message from a read-aloud story or informational piece.
- selects materials to read for pleasure.
- supports oral and written responses with details from the informative text.
- understands that illustrations reinforce the information in a text.
- knows alphabetical order of letters.
- uses pictures, environmental print (for example, signs, billboards), and people to obtain information.

## **First Grade Level Expectations**

The first grade student:

- uses prior knowledge, illustrations, and text to make predictions.
- uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).
- uses sound/symbol relationships as visual cues for decoding.
- uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.
- uses structural cues to decode words (for example, word order, sentence boundaries).
- uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).
- cross checks visual, structural, and meaning cues to figure out unknown words.
- knows common words from within basic categories.
- uses knowledge of individual words in unknown compound words to predict their meaning.
- uses resources and references to build upon word meanings (for example, beginning dictionaries and available technology).
- uses knowledge of suffixes (including -er, -est, -ful) to determine meanings of words.
- develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.
- uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).
- knows the main idea or theme and supporting details of a story or informational piece.

- uses specific details and information from a text to answer literal questions.
- makes inferences based on text and prior knowledge (for example, regarding traits, feelings, actions of characters).
- identifies similarities and differences between two texts (for example, in topics, characters, problems).
- selects material to read for pleasure (for example, favorite books and stories).
- reads aloud familiar stories, poems, and passages.
- reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).
- uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.
- uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).
- alphabetizes words according to the initial letter.
- uses alphabetical order to locate information.

## **Second Grade Level Expectations**

The second grade student:

- uses prior knowledge, illustrations, and text to make and confirm predictions.
- blends sound components into words.
- applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.
- uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.
- uses a variety of context cues to construct meaning (meaning cues) (for example, illustrations, diagrams, information in the story, titles and headings, sequence).
- cross-checks visual, structural, and meaning cues to figure out unknown words.
- identifies simple, multiple-meaning words.
- uses knowledge of contractions, base words, and compound words to determine meanings of words.
- uses knowledge of prefixes (including *un-*, *re-*, *pre-*, *mis-*) and suffixes (including *-er*, *-est*, *-ful*) to determine meaning of words.
- knows homophones, synonyms, and antonyms for a variety of words.
- develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.
- uses resources and references to build upon word meanings (for example, dictionaries, glossaries).
- uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas).
- summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).
- uses specific ideas, details, and information from text to answer literal questions.
- makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).
- understands similarities and differences across texts (for example, topics, characters, problems).
- selects materials to read for pleasure, as a group or independently.

## **Third Grade Level Expectations**

The third grade student:

- uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).
- uses knowledge of formats, ideas, plots, and elements from previous reading to generate questions and make predictions about content of text.

- uses decoding strategies to clarify pronunciation (for example, less common vowel patterns, homophones).
- uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.
- makes, confirms, and revises predictions.
- establishes a purpose for reading (for example, entertainment; skimming for facts; answering a specific question).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).
- discusses meanings of words and develops vocabulary through meaningful real-world experiences.
- develops vocabulary by reading independently and using reference books.
- uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).
- understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).
- identifies author's purpose in a simple text.
- recognizes when a text is intended primarily to persuade.
- knows personal preferences for fiction and nonfiction texts (for example, novels, stories, poems, biographies, journals, magazines, interviews).
- reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).
- knows the difference between a fact and an opinion.
- understands the use of comparison and contrast within a selection.

### **Fourth Grade Level Expectations**

The fourth grade student:

- uses text features to predict content and monitor comprehension (for example, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).
- uses prior knowledge integrated with text features to generate questions and make predictions about content of text.
- extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).
- develops vocabulary by listening to, reading in class and independently, and discussing both familiar and conceptually challenging selections.
- uses resources and references such as dictionary, thesaurus, and context to build word meanings.
- uses a variety of strategies to monitor reading in fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).
- understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).
- identifies author's purpose in a text.
- recognizes text that is written primarily to persuade.
- distinguishes between informational and persuasive texts.
- uses knowledge of authors' styles, themes, and genres to choose own reading.

- reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).
- identifies examples of fact, fiction, and opinion in text.
- understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).
- recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.
- uses a variety of reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos).
- uses a systematic research process (including but not limited to selecting a topic, formulating questions, narrowing the focus of a topic, developing a plan for gathering information).

## Fifth Grade Level Expectations

The fifth grade student:

- extends previously learned pre-reading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.
- refines previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).
- develops vocabulary by reading independently.
- develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.
- uses resources and references and context to build word meanings (for example, dictionary, thesaurus).
- identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.
- uses a variety of strategies to monitor reading in fifth-grade or higher texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).
- extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks.
- describes author's purpose and describes how an author's perspective influences the text.
- knows characteristics of persuasive text.
- uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).
- reads and organizes information from multiple sources for a variety of purposes (for example, to support opinions, predictions, and conclusions; to write a research report; to conduct interviews; to take a test; to perform tasks).
- extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).
- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).
- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast) describes author's purpose and describes how an author's perspective influences the text.
- extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).
- describes author's purpose and describes how an author's perspective influences the text.
- knows characteristics of persuasive text.
- uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).
- reads and organizes information from multiple sources for a variety of purposes (for example, to support opinions, predictions, and conclusions; to write a research report; to conduct interviews; to take a test; to perform tasks).
- extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).
- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).
- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast) describes author's purpose and describes how an author's perspective influences the text.
- extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).