

Reading Level Chart

	Grade Level	Guided Reading	Lexile Level	DRA Level	Reading Recovery
Emergent	Kindergarten	A	BR	A-1	1
		B		2-3	2
		C		4	3-4
		D		6	5-6
Early	Grade 1	E	190L-530L	8	7-8
		F		10	9-10
		G		12	11-12
		H		14	13-14
		I		16	15-17
		J		18	18-20
Transitional	Grade 2	K	420L-650L	20	18-20
		L		24	
		M		28	
Transitional	Grade 3	N	520L-820L	30	Booksource knows that reading levels can serve as a helpful tool for educators. Use this Reading Level Chart to better understand how the common leveling systems correlate to one another and match students to texts that can be read with success!
		O		34	
		P		38	
Fluent	Grade 4	Q	740L-940L	40	
		R			
		S			
Fluent	Grade 5	T	830L-1010L	50	
		U			
		V			
Fluent	Grade 6	W	925L-1070L	60	
		X			
		Y			
Proficient	Grade 7	Z (+)	970L-1120L	70	
	Grade 8	Z (+)	1010L-1185L	80	
	Grade 9-12	Z (+)	1050L-1385L		

Reading Chart Glossary

Grade Level Booksource relies on reputable sources for leveling information to ensure the accuracy of the levels presented.. Each reading level system is designed independently, using various metrics to determine grade level targets. Every effort has been made to ensure the accuracy of the levels presented.

Guided Reading Guided Reading is based on standards developed by Irene Fountas and Gay Su Pinnell. When leveling a title, Fountas & Pinnell consider factors such as text difficulty, vocabulary and developmental appropriateness. For example, a level P book is appropriate for grade three students in terms of both content and complexity. When necessary, Booksource relies on publisher guided reading levels. Every effort is made to ensure publisher reading levels are comparable to Fountas & Pinnell.

Lexile Level (CCSS) Lexile levels are determined through quantitative evaluation of sentence length and difficulty. Theme and developmental appropriateness are not considered. Lexile measures are from ©2011 Metametrics, Inc., and appear by permission with all rights reserved. Lexile and related marks are registered trademarks of MetaMetrics, Inc.

DRA Level Developmental Reading Level Assessment, better known as DRA, was developed by Joetta Beaver and published by Celebration Press, 1977. DRA is a method of assessing and documenting achievement within a literature-based instructional program.

Reading Recovery Developed by Marie M. Clay in the 1970s as a short intervention program, Reading Recovery helps low achieving first-graders reach grade level standards through one-on-one tutoring. Reading Recovery is a registered trademark of The Ohio State University.

Emergent Books for emergent readers tell simple stories, with one to two lines per page. They follow patterns and use repeated vocabulary. Emergent readers “read” from picture cues, and from hearing the story read aloud. Concepts are familiar. Emergent readers are developing an understanding of the alphabet, and will recognize beginning letters and some sight words. Early emergent readers may “pretend” read, as they recount a familiar story or rely on picture cues.

Early Books for early readers contain more pages and longer sentences, with more variety in sentence structure. They include high-frequency words and picture cues to provide support while introducing new vocabulary. Concepts are familiar. Early readers read simple stories, and can sound out one or two syllable words. They recognize and read some high frequency words, and begin self-monitoring for comprehension. They predict words based on beginning sounds and picture cues.

Transitional Books for transitional readers include a larger core of frequently-used words, wider, new vocabulary, and longer words that require chunking. Transitional books can be short chapter books, or more complex picture books. Concepts are less familiar and text encourages readers to make connections. Readers have developed several reading strategies for decoding and monitoring comprehension, and their rate of reading has increased, and. They read longer, more complex texts including narratives and informational texts as they transition from reading to decode to reading to comprehend and learn.

Fluent Books for fluent readers come from different genres and sources. The text is longer and more complex, and requires sustained understanding over a few days or weeks of reading. Text features are used to gain and infer meaning. Fluent readers read new concepts, and for purposes such as enjoyment or for learning. Fluent readers read fluently with phrasing, inflection, and expression and react to text. They read independently, and silently. Fluent readers understand that reading will build knowledge, and influence ideas and attitudes.

Proficient Proficient readers continue to read for a variety of purposes, including learning or enjoyment. Books are specific to subject matter, such as the sciences or the humanities. Text is in different styles and lengths, coming from different genres, contents, and authors to meet a range of self-set purposes for reading. Proficient readers read regularly, for enjoyment and knowledge, and synthesize information from reading. Due to mature content, the Z+ titles should be reserved for high school and adult readers. Reader discretion is advised.



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