

Leveled Texts Grade Equivalents

Fountas and Pinnell Levels	DRA Level	Grade Level Goals	
A	1-3	Kindergarten	
B	1-3	Kindergarten - Grade 1	CHSD Grade K End-of-Year Benchmark
C	4	Kindergarten - Grade 1	
D	6	Grade 1	
E	8	Grade 1	
F	10	Grade 1	
G	12	Grade 1	
H	14	Grade 1 - 2	
I	16	Grade 1 - 2	CHSD Grade 1 End-of-Year Benchmark
J	18	Grade 2	
K	20	Grade 2	
L	24	Grade 2 - 3	
M	28	Grade 2 - 3	CHSD Grade 2 End-of-Year Benchmark
N	30	Grade 3	
O	34	Grade 3 - 4	
P	38	Grade 3 - 4	
Q	40	Grade 4	
R	40	Grade 4	
S	40-50	Grade 4 - 5	
T	40-50	Grade 4 - 5	
U	50	Grade 5	
V	50-60	Grade 5 - 6	
W	50-60	Grade 5 - 6	
X	60-70-80	Grade 6 - 7 - 8	
Y	60-70-80	Grade 6 - 12	
Z	70-80	Grade 7 - 12	
Z+		Grades 9-12	

Fountas and Pinnell Levels and Grade Equivalents above ©2009 by Irene Fountas & Gay Su Pinnell, from Study Guide for *The Continuum of Literacy Learning, K-8: A Tool for Teaching*

How do the levels work?

The Guided Reading levels your child's teacher uses to instruct your child in reading in the classroom are based on the work of Gay Su Pinnell and Irene Fountas. These researchers have done extensive work in the area of reading--how best to teach it and appropriate texts to use to help children learn to read well. They have analyzed texts and determined levels based on the text's number of words, sentence length and style, and vocabulary. The levels grow in difficulty from grades Kindergarten through eight. The chart above includes the levels that Kindergarten, first and second grade teachers in the Camp Hill School District encourage children to reach as they reach the ends of those grades. In grades K, 1, and 2, the Developmental Reading Assessment (DRA) is used to measure children's progress in oral reading accuracy and comprehension. This chart can be used as a guide to help determine if a text is appropriate for a child to read. As the chart shows, children reach these levels at different stages in their learning and reading development. Please keep in mind that every child is unique!