

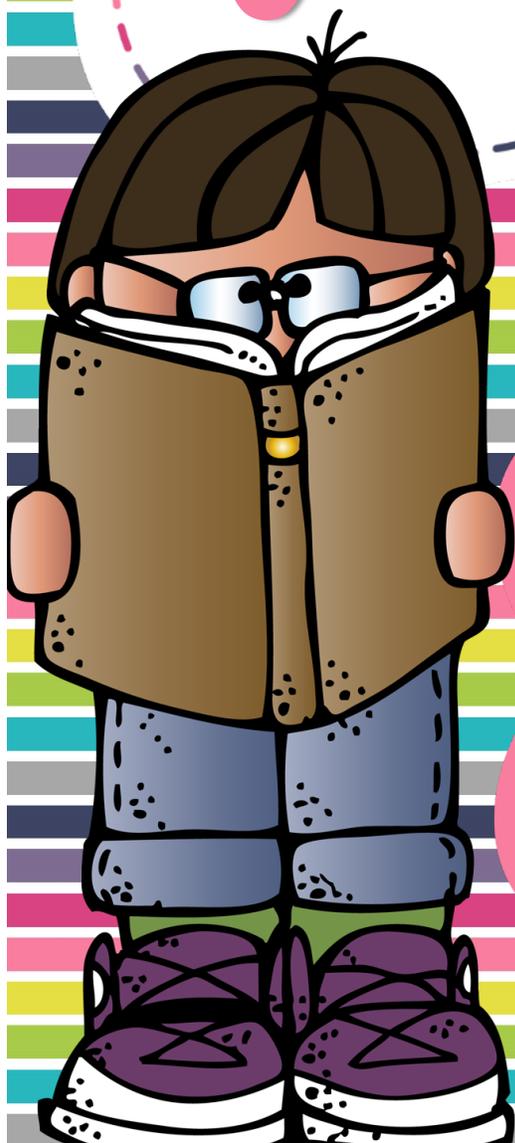
Reading Levels

EXPLAINED

for parents

Part 1:

A-M



By: Dianna Radcliff



Sassy, Savvy,
Simple Teaching

Product Rationale:

It's all about READING COMMUNICATION FROM SCHOOL TO HOME!

This product was created to help educators communicate important information about reading levels to parents. It is very important that parents are working with educators in a similar fashion at home when reading. We want parents to reinforce the skills and strategies used during small group reading instruction at home. Giving parents specific and accurate information that is direct is best. Parents do not understand what each level means. We need to explain to parents the specific characteristics of each reading level. We want to also explain to parents the specific characteristics of the following instructional level so that we are encouraging parents to work with their child in the proper way. Lastly we need to explain to parents the difference between an independent level and an instructional level.

Note to the Teacher:

I DO NOT recommend sending this home alone to parents. I DO recommend that you use these forms in a parent teacher conference. If you can not have a face-to-face parent teacher conference, at least try to have a phone conference. These forms are meant to educate parents to help their child advance their reading skills, we need to use the forms and stress the importance.

It is very important that you explain the skills and strategies on this form in detail to parents. With that being said, I always use a Fiction and a Non-Fiction/Informational text to model and demonstrate to parents examples. The same way we model for students, we need to model for parents.

Suggested Use & Tips:

- Use during a Face-to-Face conference, phone conference or a Facetime/Skype conference.
- Model for parents the same way you do in small group instruction.
- Explicitly explain strategies and skills as you would to students.
- Show books in both genres on independent and instructional levels.
- Color code copies if possible according to a system you use.
- Give parents a copy of a Reading Level Conversion Chart. Here are two I like to use, click on the photo for a direct link >>>

Reading Level Conversion Chart

Reading Development Stage	Expected Grade Level	Guided Reading	DRA Level	AR/ Grade Level
Emergent	Kindergarten	A	1	10
		B	2	11
		C	3	12
		D	4	13
		E	5	14
Early	1 st grade	F	6	15
		G	7	16
		H	8	16-18
		I	9	19-21
		J	10	22
Transitional	2 nd grade	K	20	23-24
		L	24	27-29
		M	28	30-32
		N	30	33-34
		O	34	35-37
Fluent	3 rd Grade	P	38	39
		Q & R	40	41-45
		S & U	44	47-55
		V & Y	---	58-73
		Z	---	74

Reading Level Correlation Chart: 2012-2013 Benchmarks

Grade Level	Reading Inventory	Quarterly Benchmarks	Alphabits Assessment Levels	Forwards & Pinnell Levels	Scholastic.com Classroom Library Levels	Reading A-Cube Levels	CCSS Grade Level Lexile Range	Common Core State Standards Bands	
K	1-2	1 st Quarter	1	A	K-1, 1.1	A	100-150	K-1.1-1.2 100-150 Band of 1.1-1.2	
		2 nd Quarter	2	B		B	150-200		
	3-4	1 st Quarter	3	C	K-2, 1.2	C	200-250		
		2 nd Quarter	4	D		D	250-300		
1 st	5-6	1 st Quarter	5	D	K-3, 1.2	E	300-350	1-1.1-1.2 300-350 Band of 1.1-1.2	
		2 nd Quarter	6	E		F	350-400		
		3 rd Quarter	7	E	K-4, 1.3	E	400-450		
		4 th Quarter	8	F	1.4	F	450-500		
	9-10	1 st Quarter	9	G		G	500-550		1-1.1-1.2 500-550 Band of 1.1-1.2
		2 nd Quarter	10	F		F	550-600		
		3 rd Quarter	11	G		G	600-650		
		4 th Quarter	12	H	1.5, 2.1	H	650-700		
15-16	1 st Quarter	13	I		I	700-750	1-1.1-1.2 700-750 Band of 1.1-1.2		
		14	J		J	750-800			
		15	K	1.6, 2.2	K	800-850			
		16	L		L	850-900			
19-20	1 st Quarter	17	J	1.6, 2.2	J	900-950	1-1.1-1.2 900-950 Band of 1.1-1.2		
		18	K		K	950-1000			
		19	K		K	1000-1050			
		20	L	2.3, 3.1	L	1050-1100			
22-23	1 st Quarter	21	L	2.3, 3.1	L	1100-1150	1-1.1-1.2 1100-1150 Band of 1.1-1.2		
		22	M		M	1150-1200			
		23	M	2.4, 3.1, 3.2	N	1200-1250			
		24	N		N	1250-1300			
25-26	1 st Quarter	25	N	3.2, 3.3, 4.1	P	1300-1350	1-1.1-1.2 1300-1350 Band of 1.1-1.2		
		26	O	3.3, 3.4, 4.1	R	1350-1400			
		27	O	3.3, 3.4, 4.1	R	1400-1450			
		28	O-P	3.4, 4.2	S	1450-1500			
29-30	1 st Quarter	29	O-P	3.4, 4.2	T	1500-1550	1-1.1-1.2 1500-1550 Band of 1.1-1.2		
		30	P	4.2	T	1550-1600			
		31	P	4.2	T	1600-1650			
		32	Q-R	4.3	V	1650-1700			
33-34	1 st Quarter	33	Q-R	4.3	V	1700-1750	1-1.1-1.2 1700-1750 Band of 1.1-1.2		
		34	R-S	4.3, 4.4, 5.1	W	1750-1800			
		35	T-U	4.4, 5.1, 5.2	X	1800-1850			
		36	U-V	5.3	Y	1850-1900			
37-38	1 st Quarter	37	U-V	5.3	Y	1900-1950	1-1.1-1.2 1900-1950 Band of 1.1-1.2		
		38	V	5.3	Z	1950-2000			
		39	W	5.3	Z	2000-2050			
		40	X	---	Z	2050-2100			
41-42	1 st Quarter	41	X	---	Z	2100-2150	1-1.1-1.2 2100-2150 Band of 1.1-1.2		
		42	Y	---	Z	2150-2200			
		43	Y	---	Z	2200-2250			
		44	Z	---	Z	2250-2300			

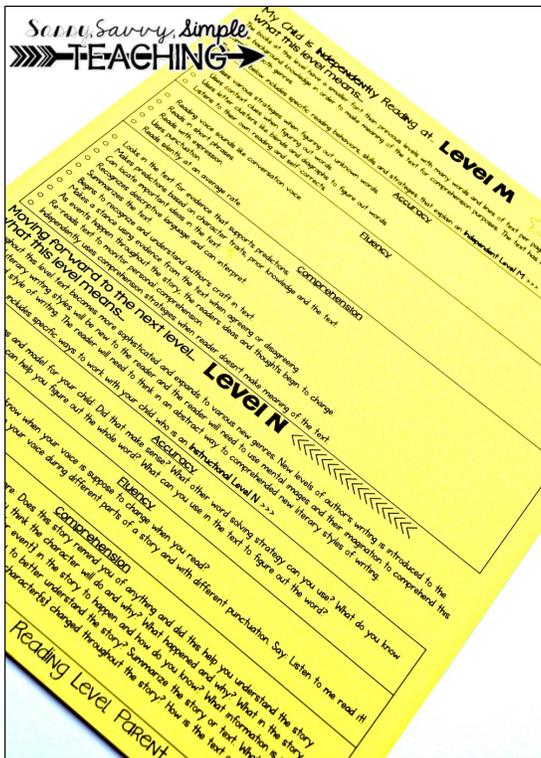
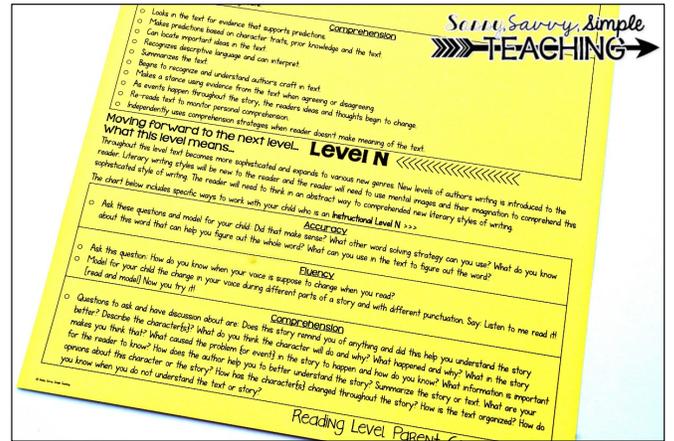
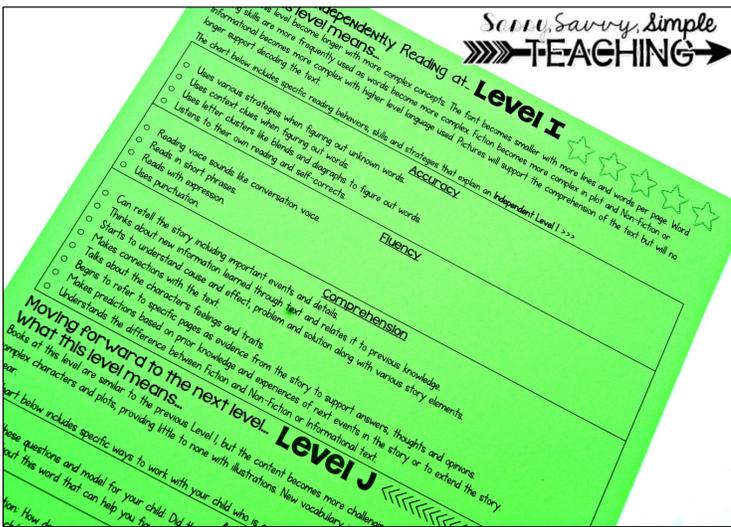
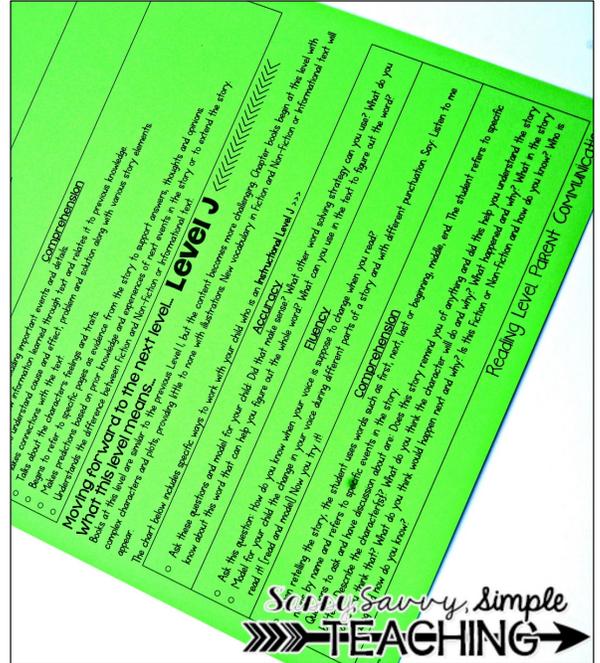
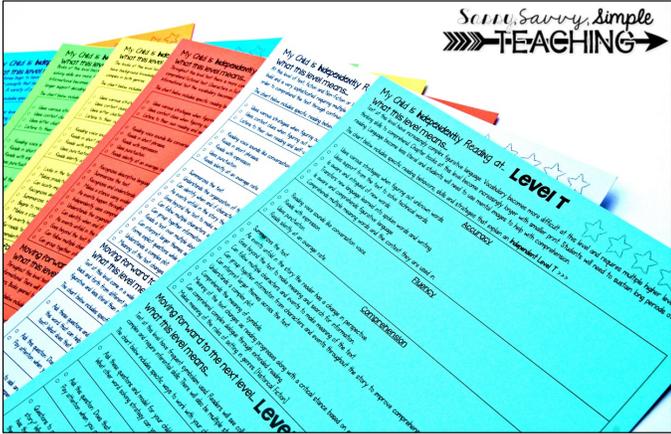
- Share reading strategies, skills and suggestions with parents. Here are two I like to use, click on the photo for a direct link >>>



- Share book suggestions with parents that are available at the local and school library or bookstore. Here are a few I like to use, click on the titles for a direct link >>>

1. [A to Z Teacher Stuff](#)
2. [Imagination Soup Blog](#)
3. [Not Consumed Blog](#)
4. [123 Homeschool 4 Me](#)
5. [Hanover K-12](#)

Product in Use Photos:



PARENT INFORMATION PARTS:

Reading Level Description

Independent Reading Level

My Child is ~~Independently~~ Reading at... **Level J** 

What this level means...
Books at this level are similar to the previous Level I, but the content becomes more challenging. Chapter books begin at this level with complex characters and plots, providing little to none with illustrations. New vocabulary in Fiction and Non-Fiction or Informational text will appear.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level J** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Uses letter clusters like blends and digraphs to figure out words.
- Listens to their own reading and self-corrects.

Independent Accuracy Used

Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.
- Reads silently at an average rate.

Independent Fluency Sounds

Comprehension

- Can read and understand various dialogues.
- Uses dialogue to understand characters.
- Thinks about new information learned through text and relates it to previous knowledge.
- Can infer cause and effect in both genres.
- Makes connections with the text.
- Makes predictions based on character traits, prior knowledge and the text.
- Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions.
- Predicts the problem and solution before reading about it.
- Can identify the difference between Fiction and Non-Fiction or Informational text.

Independent Comprehension Abilities

Moving forward to the next level... **Level K**

What this level means...
Books at this level have multiple plots in narrative forms. There are a large range of writing styles at this level. There will be new language used and harder concepts introduced in both genres. In Non-Fiction or Informational text the concepts and vocabulary will be complex.

The chart below includes specific ways to work with your child who is an **Instructional Level K** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy do you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

Instructional Accuracy Cues

Fluency

- Ask this question: How do you know when your voice is suppose to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Instructional Fluency Cues

Comprehension

- When retelling the story, the student uses words such as first, next, last or beginning, middle, end. The student refers to specific events by name and refers to specific events in the story.
- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character(s)? What do you think the character will do and why? What happened and why? What in the story makes you think that? What do you think would happen next and why? Who is speaking and how do you know? What caused the problem {or event} in the story to happen and how do you know?

Instructional Comprehension Questions

Reading Level Parent Communication

Continue to Practice

Reading Level Description

Implement at Home for Growth

My Child is ~~Independently~~ Reading at... **Level A**



What this level means...

This level represents a starting point of reading skills and strategies. Students at this level are beginning to learn concepts of print and directionality. Student may or may not have knowledge of all the letter sounds just yet. Most books are simple picture books with labels, captions or 5 words per page or line. Print is large and spaced out. Language is repetitive.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level A** >>>

Accuracy

- Recognizes sight words such as: a, is, I, my, the, like, etc...
- Can identify two pictures or words with the same beginning sound. [ball, bag]

Fluency

- Points to individual words as they are read.

Comprehension

- Recalls story information after reading.
- Refers to pictures to figure out unknown words.

Concepts of Print

- Can count the words per page and the letters per word.
- Knows the direction of the text.
- Holds and handles a book properly.

Moving forward to the next level... **Level B**



What this level means...

Stories at this level have a simple story line and usually focus on only one big idea. There are only a few words per page. The words are organized in repeating patterns and are seen on following pages. The written words match the illustrations on each page.

The chart below includes specific ways to work with your child who is an **Instructional Level B** >>>

Accuracy

- Build sight words with magnetic letters.
- Find CVC [consonant, vowel, consonant] words in the story and practice.
- Ask these questions and model for your child: Does that sound right? Do we talk that way? Do we read that way? Did that look right? Did it match your mouth?

Fluency

- Help the child recognize the pattern.
- Touch under each word as you read it.
- Model for your child. Say: Watch me touch under the words as I read it! [read and model] Now you try it! / When practicing putting sounds together in words, Say: Watch me read this word fast! [read and model] Now you try it!

Comprehension

- Touch this picture and tell me what is happening in the story.

Concepts of Print

- Questions to ask and have discussion about are: Touch a page from the beginning. Touch a page from the middle. Touch a page from the end. Which way do we read? Touch the first word in the sentence. Touch the last word in the sentence. How many letters make this word?

My Child is **Independently** Reading at... **Level G**



What this level means...

Starting at this level repetitive patterns no longer exist. New patterns will be introduced that are more complex. Vocabulary becomes harder in Fiction texts and in Non-Fiction or Informational texts vocabulary is very challenging and requires background knowledge. The text layout and font become more challenging to readers. The illustrations will not necessarily correspond to text but give the idea or the page or section.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level G** >>>

Accuracy

- Recognizes higher level sight words.
- Recognizes and uses word parts when figuring out words.
- Uses letter clusters like blends and digraphs to figure out words.
- Understands synonyms.
- Listens to their own reading and self-corrects when the word they say does not match the printed text or sound grammatically correct.

Fluency

- Reading voice sounds like conversation voice.
- Puts groups of words together in short phrases while reading.
- Reads with expression.
- Uses punctuation.

Comprehension

- Can retell the story with included important events and details.
- Thinks about new information learned through text and relates it to previous knowledge.
- Starts to understand cause and effect, problem and solution along with various story elements.
- Makes connections with the text.
- Talks about the characters and how they feel throughout the story.
- Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions.
- Makes predictions based on prior knowledge and experiences of next events in the story or to extend the story.

Moving forward to the next level...

Level H



What this level means...

Level H books have similar characteristics to Level G books. At this level poetry and figurative language appear more often. Repetitive patterns are not common. There becomes a difference between spoken language and written language. Content and ideas push students to use higher-level thinking often. Students will need to pay close attention to word patterns.

The chart below includes specific ways to work with your child who is an **Instructional Level H** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? Do you know another word that means the same? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Comprehension

- When retelling the story, the student uses words such as first, next, last or beginning, middle, end. The student refers to specific nouns by name and refers to specific events in the story.
- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What happened and why? How do the illustrations help you understand the text? What in the story makes you think that? What do you think would happen next and why? What is the difference between a feeling and a trait?

My Child is Independently Reading at... **Level H**



What this level means...

Level H books have similar characteristics to Level G books. At this level poetry and figurative language appear more often. Repetitive patterns are not common. There becomes a difference between spoken language and written language. Content and ideas push students to use higher-level thinking often. Students will need to pay close attention to word patterns.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level H** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Begins to use context clues when figuring out words.
- Uses letter clusters like blends and digraphs to figure out words.
- Listens to their own reading and self-corrects.

Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.

Comprehension

- Can retell the story including important events and details.
- Thinks about new information learned through text and relates it to previous knowledge.
- Starts to understand cause and effect, problem and solution along with various story elements.
- Makes connections with the text.
- Talks about the character's feelings and traits.
- Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions.
- Makes predictions based on prior knowledge and experiences of next events in the story or to extend the story.
- Combines pictures and text for understanding.

Moving forward to the next level... **Level I**



What this level means...

Books at this level become longer with more complex concepts. The font becomes smaller with more lines and words per page. Word solving skills are more frequently used as words become more complex. Fiction becomes more complex in plot and Non-Fiction or Informational becomes more complex with higher level language used. Pictures will support the comprehension of the text but will no longer support decoding the text.

The chart below includes specific ways to work with your child who is an **Instructional Level I** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Comprehension

- When retelling the story, the student uses words such as first, next, last or beginning, middle, end. The student refers to specific nouns by name and refers to specific events in the story.
- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character(s)? What happened and why? What in the story makes you think that? What do you think would happen next and why? What is the difference between a feeling and a trait? Is this Fiction or Non-Fiction and how do you know?

My Child is **Independently Reading at... Level I**



What this level means...

Books at this level become longer with more complex concepts. The font becomes smaller with more lines and words per page. Word solving skills are more frequently used as words become more complex. Fiction becomes more complex in plot and Non-Fiction or Informational becomes more complex with higher level language used. Pictures will support the comprehension of the text but will no longer support decoding the text.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level I** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Uses letter clusters like blends and diagraphs to figure out words.
- Listens to their own reading and self-corrects.

Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.

Comprehension

- Can retell the story including important events and details.
- Thinks about new information learned through text and relates it to previous knowledge.
- Starts to understand cause and effect, problem and solution along with various story elements.
- Makes connections with the text.
- Talks about the character's feelings and traits.
- Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions.
- Makes predictions based on prior knowledge and experiences of next events in the story or to extend the story.
- Understands the difference between Fiction and Non-Fiction or Informational text.

Moving forward to the next level...

Level J



What this level means...

Books at this level are similar to the previous Level I, but the content becomes more challenging. Chapter books begin at this level with complex characters and plots, providing little to none with illustrations. New vocabulary in Fiction and Non-Fiction or Informational text will appear.

The chart below includes specific ways to work with your child who is an **Instructional Level J** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Comprehension

- When retelling the story, the student uses words such as first, next, last or beginning, middle, end. The student refers to specific nouns by name and refers to specific events in the story.
- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What do you think would happen next and why? Is this Fiction or Non-Fiction and how do you know? Who is speaking and how do you know?

My Child is **Independently Reading at... Level J**



What this level means...

Books at this level are similar to the previous Level I, but the content becomes more challenging. Chapter books begin at this level with complex characters and plots, providing little to none with illustrations. New vocabulary in Fiction and Non-Fiction or Informational text will appear.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level J >>>**

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Uses letter clusters like blends and digraphs to figure out words.
- Listens to their own reading and self-corrects.

Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.
- Reads silently at an average rate.

Comprehension

- Can read and understand various dialogues.
- Uses dialogue to understand characters.
- Thinks about new information learned through text and relates it to previous knowledge.
- Can infer cause and effect in both genres.
- Makes connections with the text.
- Makes predictions based on character traits, prior knowledge and the text.
- Begins to refer to specific pages as evidence from the story to support answers, thoughts and opinions.
- Predicts the problem and solution before reading about it.
- Understands the difference between Fiction and Non-Fiction or Informational text.

Moving forward to the next level...

Level K



What this level means...

Books at this level have multiple plots in narrative forms. There are a large range of writing styles at this level. There will be new language used and harder concepts introduced in both genres. In Non-Fiction or Informational text the concepts and vocabulary will be complex.

The chart below includes specific ways to work with your child who is an **Instructional Level K >>>**

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Comprehension

- When retelling the story, the student uses words such as first, next, last or beginning, middle, end. The student refers to specific nouns by name and refers to specific events in the story.
- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What do you think would happen next and why? Who is speaking and how do you know? What caused the problem {or event} in the story to happen and how do you know?

My Child is ~~Independently~~ Reading at... **Level M**



What this level means...

The books at this level have a smaller font than previous levels with many words and lines of text per page. This level requires students to have background knowledge in order to make meaning of the text for comprehension purposes. The text has high vocabulary words and is complex in both genres.

The chart below includes specific reading behaviors, skills and strategies that explain an **Independent Level M** >>>

Accuracy

- Uses various strategies when figuring out unknown words.
- Uses context clues when figuring out words.
- Uses letter clusters like blends and digraphs to figure out words.
- Listens to their own reading and self-corrects.

Fluency

- Reading voice sounds like conversation voice.
- Reads in short phrases.
- Reads with expression.
- Uses punctuation.
- Reads silently at an average rate.

Comprehension

- Looks in the text for evidence that supports predictions.
- Makes predictions based on character traits, prior knowledge and the text.
- Can locate important ideas in the text.
- Recognizes descriptive language and can interpret.
- Summarizes the text.
- Begins to recognize and understand author's craft in text.
- Makes a stance using evidence from the text when agreeing or disagreeing.
- As events happen throughout the story, the readers ideas and thoughts begin to change.
- Re-reads text to monitor personal comprehension.
- Independently uses comprehension strategies when reader doesn't make meaning of the text.

Moving forward to the next level...

Level N



What this level means...

Throughout this level text becomes more sophisticated and expands to various new genres. New levels of author's writing is introduced to the reader. Literary writing styles will be new to the reader and the reader will need to use mental images and their imagination to comprehend this sophisticated style of writing. The reader will need to think in an abstract way to comprehend new literary styles of writing.

The chart below includes specific ways to work with your child who is an **Instructional Level N** >>>

Accuracy

- Ask these questions and model for your child: Did that make sense? What other word solving strategy can you use? What do you know about this word that can help you figure out the whole word? What can you use in the text to figure out the word?

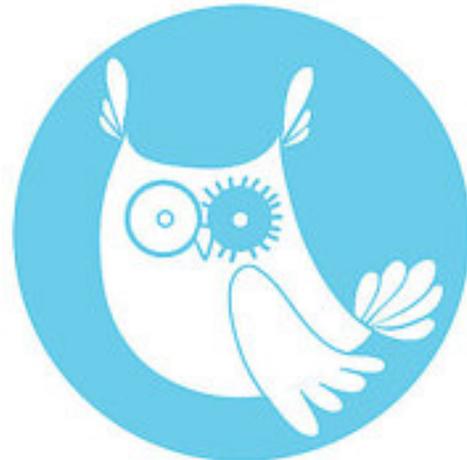
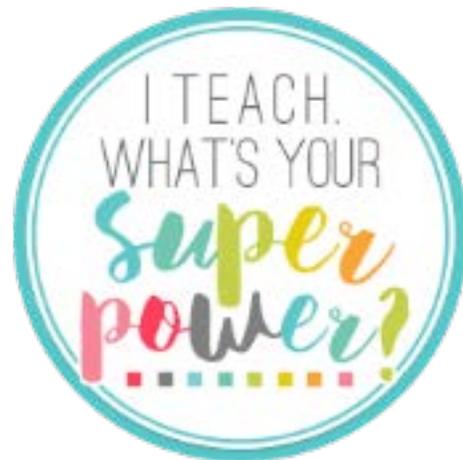
Fluency

- Ask this question: How do you know when your voice is supposed to change when you read?
- Model for your child the change in your voice during different parts of a story and with different punctuation. Say: Listen to me read it! [read and model] Now you try it!

Comprehension

- Questions to ask and have discussion about are: Does this story remind you of anything and did this help you understand the story better? Describe the character{s}? What do you think the character will do and why? What happened and why? What in the story makes you think that? What caused the problem {or event} in the story to happen and how do you know? What information is important for the reader to know? How does the author help you to better understand the story? Summarize the story or text. What are your opinions about this character or the story? How has the character{s} changed throughout the story? How is the text organized? How do you know when you do not understand the text or story?

Special THANKS
to the
Following:



Click on the button for a direct link!