

Reading Levels

| Fountas & Pinnell Reading Level | Grade Level Equivalent |
|------------------------------------|------------------------|
| A | Kindergarten |
| B | |
| C | |
| D | Grade One |
| E | |
| F | |
| G | |
| H | |
| I | Grade Two |
| J | |
| K | |
| L | Grade Three |
| M | |
| N | |
| O | |
| P | Grade Four |
| Q | |
| R | |
| S | Grade Five |
| T | |
| U | |
| V | |
| W | |
| X | Grade Six |
| Y | |
| Z | |
| | Grades Seven & Eight |

Parent Information on the Reading Levels

Assessments will be given to determine your child's independent reading level. Initially, students will work with teachers on reading readiness (RR) skills such as print concepts, rhyming words, letter recognition, and sounds. As children develop these skills, they will transition into guided reading groups.

Guided reading is a teaching approach that helps individual students learn how to process a variety of increasingly challenging texts **with understanding** and fluency. Guided reading occurs in a small group context because the small group allows for interactions and individual attention.

The books your child reads are leveled from easier to harder in the order of the alphabet. **Levels are only an approximation, and within each level some books may be easier or harder. Levels are related to approximate grades, but it is more important that the reader progresses through the levels. The central goal is to determine the level that is appropriate for children to read independently and for instruction.** "Grade level" means the kinds of texts that students at that grade are *typically* reading. If children fall below the levels associated with a certain grade, they will require extra instruction or intervention to help them extend their reading ability. However, it is important that they begin instruction at their reading level and that children understand what they are reading. Notice there is no rigid division between grade levels.