



**Fountas and Pinnell Reading Level Characteristics**

Instructional Level: With teaching and support, the child can read the text.  
 Independent Level: Text the child can easily read and understand on his/her own.

<p>A</p> <p>Parent Tips:</p>	<p>Readers are beginning to learn how print works and to notice the relationship between sounds and letters. They are learning to look at print from left to right, match the written word with the spoken word in print, read text with one line of print with simple words and on familiar topics, and use illustrations to match the print.</p> <p><i>Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.</i></p>
<p>B</p> <p>Parent Tips:</p>	<p>Readers are learning how print works, developing left to right directionality, firming up word-by-word matching with two lines of print, self-monitoring and attempting to self-correct and use illustrations to match the print.</p> <p><i>Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word. Provide both fiction and nonfiction texts with familiar topic</i></p>
<p>C</p> <p>Parent Tips:</p>	<p>Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. They smoothly and automatically read from left to right. Pointing is smooth, and the eyes are taking over the process to match the spoken word to the printed word, with less picture support. Readers are consistently monitoring their reading.</p> <p><i>Praise children for self-correcting and assist the use of dialogue with the voice.</i></p>
<p>D</p> <p>Parent Tips:</p>	<p>Readers track print with their eyes and process texts with fewer repeating language patterns. They use a range of punctuation and read dialogue. Word by word matching is smooth and automatic.</p> <p><i>Children should drop pointing to each word. Attention should be given to word endings.</i></p>
<p>E</p> <p>Parent Tips:</p>	<p>Readers encounter texts with 3-8 lines of print per page. Texts have more complex stories and require more attention to understand. Readers read more on print with less supportive pictures. Oral reading demonstrates fluency and phrasing with appropriate stress on words. They solve words with regular letter-sound relationships as well as a few irregular words.</p> <p><i>Choose text with familiar vocabulary to your child which is likely used in their oral language.</i></p>
<p>F</p> <p>Parent Tips:</p>	<p>Readers are beginning to build knowledge of the characteristics of different genre of texts. They can read both simple and split dialogue. In fiction they are beginning to meet characters that are more developed. Children are reading without pointing and use appropriate rate, phrasing, intonation and word stress.</p> <p><i>Texts may include familiar content that expands beyond home, neighborhood, and school.</i></p>
<p>G</p> <p>Parent Tips:</p>	<p>Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. They are able to give attention to slightly more complex story lines and ideas. They are also able to use a range of word solving strategies as they read while making meaning. Illustrations are generally on every other page and depict multiple ideas. Texts have a few challenging vocabulary words.</p> <p><i>Children should be reading for understanding. Encourage self-correcting and rereading.</i></p>
<p>H</p> <p>Parent Tips:</p>	<p>Readers encounter same challenges as Level G; but the language and vocabulary are more complex. The stories are longer and there is less repetition.</p> <p><i>Children will begin to read more new texts silently in order to achieve efficient and smooth processing. When reading orally they should be using appropriate rate, phrasing, intonation and word stress.</i></p>
<p>I</p> <p>Parent Tips:</p>	<p>Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time. They can effectively process complex sentences and follow text with their eyes without pointing.</p> <p><i>Find short chapter books with a single point of view and illustrations to help support the text. Nonfiction text focuses on a single idea/topic.</i></p>
<p>J</p> <p>Parent Tips:</p>	<p>Readers are able to process a variety of texts such as: short informational text, short fiction texts with simple plots, short chapter books and simple biographies.</p> <p><i>Children read silently during independent reading. Choose humorous stories typical of childhood experiences.</i></p>

### Reading Level Correlation Chart

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivilant	Lexile Levels
<b>Kindergarten</b>	A, B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
	3	C	3		
4	4		PrePrimer 2		
5	D	6			
6					
<b>Grade 1</b>	7	E	8	PrePrimer 3	
	8				
	9	F	10	Primer	
	10				
	11	G	12		
	12				
	13	H	14	Grade 1	200-299
	14				
	15	I	16		
	16				
<b>Grade 2</b>	18	J, K	20	Grade 2	300-399
	20	L, M	28		400-499
<b>Grade 3</b>	22	N	30	Grade 3	500-599
			34		
	24	O, P	38		600-699
<b>Grade 4</b>	26	Q, R, S	40	Grade 4	700-799
<b>Grade 5</b>	28	T, U, V	44	Grade 5	800-899
<b>Grade 6</b>	30	W, X, Y		Grade 6	900-999
<b>Grade 7</b>	32	Z		Grade 7	1000-1100
<b>Grade 8</b>	34	Z		Grade 8	