

Instructional Focus for Leveled Text From Scholastic, Spring 2005

Level A – Simple books with one line of one to six words per page, easy-to-see print, and ample space between words; children can focus on print and gradually increase their control over words; most of the books in Level A focus on topics familiar to children

Level B – Books focus on a simple story line or single idea, with direct correspondence between text and pictures; one or two lines of print per page, with a variety of punctuation; many books at the level feature repeating patterns in the text.

Level C – Books explore familiar topics in a variety of ways to offer new viewpoints to the reader; simple sentences may have introductory clauses set off by punctuation; text may be patterned but is not as predictable as in Levels A and B.

Level D – Books cover familiar topics but introduce new, more abstract ideas; illustrations support the text but more attention to print is required; text contains more compound and multisyllabic words and a full range of punctuation.

Level E – Stories have more or longer episodes; informational books present more complex ideas; books are longer than in previous levels, with more pages or more lines of text on each page; sentences carry over several pages, with more complex punctuation.

Level F – Concepts presented in books at this level are more distant from familiar topics; larger variety of frequently used words and many more new words; text reflects patterns of written, rather than oral, language.

Level G – In books at this level, the language changes on each page, rather than repeating in patterns; books offer challenges in ideas and vocabulary, with some introduction to technical language; variety of print styles and text layout require reader's close attention and flexibility.

Level H – Books are similar in difficulty to Level G, but the texts vary more widely in size of print, length of sentences, and type of language; texts are less repetitious in events and language structures, with expanded vocabulary.

Level I – Longer and more complex stories than in Levels G and H, with more highly elaborated information; multisyllabic words arranged in longer sentences and paragraphs that require complex word solving; illustrations enhance meaning but provide less support for understanding the meaning of the text.

Level J – Informational books with new concepts and beginning chapter books with complex narratives and memorable characters appear in Level J. These books require the reader to problem-solve through a longer text read over several days. Books have full pages of text with few illustrations to support the understanding of text meanings.

Level K – This level includes chapter books and short informational books with difficult concepts; readers learn about concepts and events outside their own experiences; readers need to use a variety of strategies to figure out different writing styles.

Level L – Books at this level are much longer and more complex, and include biographies; longer texts include many multisyllabic words and expand readers' vocabularies; some texts present abstract or symbolic themes.

Level M – Text includes more complex language, and requires readers to make interpretations; most books at this level have greatly expanded vocabulary; many books at this level have smaller print with narrower word spacing.

Level N – Vocabulary continues to expand and topics go beyond readers' own experiences; variety of texts offers readers a chance to interpret information and speculate on alternate meanings.

Level O – Longer books at this level present varied vocabulary that will require readers to interpret the meaning of the text; texts have more sophisticated subjects and more complex sentence structures.

Level P – Informational texts at this level include history and biography, enabling readers to learn how to gain information from a variety of structures; concepts may include issues of early adolescence.

Level Q – Selections contain themes to foster group discussion; relationship of illustrations to text also offers opportunities for exploration and discussion; texts contain difficult words, some from languages other than English.

Level R – Books in this level contain sophisticated vocabulary to challenge readers; some of the longer chapter books require a sustained reading effort over several sittings; books represent a range of times in history.

Level S – Selections challenge readers to make connections with previous reading and with historical events; words present many shades of meaning that require readers' interpretation; this level includes chapter books in a variety of genres.

Level T – At this level, readers encounter a variety of nonfiction text structures; expanded vocabulary requires readers to consider both literal and connotative meaning.

Level U – Books cover a breadth of topics and present specific, technical information; illustrations require interpretation and connection to text; text requires readers to employ a wide range of reading strategies.

Level V – Texts present complex issues and use technical language; topics are distant from students' experience in terms of time and geographic area, and may include realistic historical information and more difficult themes.

Level W – Books present complex information requiring readers to employ a wide range of content knowledge and to understand the basic organizational structures of nonfiction; topics explore the human condition and social issues; texts vary in length; print is generally in a small font.

Level X – Covers increasingly mature themes, and requires extensive prior knowledge; texts are designed to present a significant amount of new information.

Level Y – Books feature similar themes to previous levels, with more explicit detail; requires critical reading skills to evaluate the quality and objectivity of the text.

Level Z – A challenge for more widely read students requiring critical reading skills; topics include controversial social and political issues; readers experience complex examples of nonfiction organizational structure.

Reading Level Correlations

Grade	Scholastic	Fountas & Pinnell/ Houghton Mifflin	DRA	Lexile
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K	A	A	A	200
K	B	A-B	1-2	
K	C	C	3	
K	D	D	4	400

1	A	A	A	200
1	B	A-B	1-2	
1	C	C	3	
1	D	D	4	
1	E	E	6-8	
1	F	F	10	
1	G	G	12	
1	H	H	14	
1	I	I	16	400

2	E	E	6-8	300
2	F	F	10	
2	G	G	12	
2	H	H	14	
2	I	I	16	
2	J-K	J-K	18-20	
2	L-N	L-N	24-30	600

3	J-K	J-K	18-20	500
3	L-M	L-N	24-28	
3	N	N	30	
3	O-P	O-P	34-38	
3	Q	Q	40	800

4	M	L-N	24-28	600
4	N	N	30	
4	O-P	O-P	34-38	
4	Q-R	Q	40	
4	S-T	S-T	44	900

5	Q-R	Q	40	700
5	S-V	S-V	44	
5	W	W-Z	-	1000

6	T-V	S-V	44	800
6	W-Z	W-Z	-	1050