

Coaching Readers:

Sample Teaching Points by Level



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Level A DRA 1 Lexile BR-100 RIT 162-187

- Readers read left to right across one line
- Readers make predictions based on pictures and prior knowledge
- Readers preview a book
- Readers reread to problem solve
- Readers use pictures to support meaning
- Readers retell the story
- Readers share opinions about text and illustrations (e.g., share favorite part of book, make a text-to-self connection)

Level A DRA 1 Lexile BR-100 RIT 162-187

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- Readers preview a book
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- Readers retell the story
- Readers share opinions about text and illustrations (e.g., share favorite part of book, make a text-to-self connection)

Level A DRA 1 Lexile BR-100 RIT 162-187

Word Study: Say, Recognize, Read, Sort, Write

- Encourage finger point memory reading of rhymes, dictations, and simple pattern books
- Sort pictures by initial/final sounds or rhyme
- Clap syllables
- Blend and segment onsets and rimes of single-syllable spoken words
- Recognize letters: match, sort, or search for letters
- Isolate and pronounce the initial, medial vowel, and final sounds in CVC words
- Read common high frequency words by sight (e.g., the, a, I, see, go, down, up, etc.)

Level A DRA 1 Lexile BR-100 RIT 162-187

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Level B DRA 1-2 Lexile BR-100 RIT 162-187

- Readers recognize when a text carries a pattern and figures out those words quickly
- Readers use both the first sound of a word and the picture to figure out an unknown word
- Readers use meaning to guess unknown words and then use the first letter sound to monitor their choice
- Readers read left to right across and then sweep back to read the next line of print
- Readers touch the words as they read to help hold their place
- Readers ask questions when they are confused
- Readers discuss the text after reading

Level B DRA 1-2 Lexile BR-100 RIT 162-187

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- Readers ask questions when they are confused
- Readers discuss the text after reading

Level B DRA 1-2 Lexile BR-100 RIT 162-187
Word Study: Say, Recognize, Read, Sort, Write

- Encourage finger point memory reading of rhymes, dictations, and simple pattern books
- Sort pictures by initial/final sounds or rhyme
- Say and clap syllables
- Isolate and pronounce the initial, medial vowel, and final sounds in CVC words
- Recognize letters: match, sort, or search for letters
- Recognize, make, or write simple CVC word families
- Read common high frequency words by sight (e.g., at, am, to, in, like, my, we, me, etc.)

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- Read common high frequency words by sight (e.g., at, am, to, in, like, my, we, me, etc.)

Level C DRA 3-4 Lexile BR-100 RIT 162-187

- Readers make connections recognizing when words start the same, end the same, or share a spelling pattern
- Readers can identify who is talking in the text (when the speakers are named)
- Readers use details when discussing text after reading
- Readers recall and retell important events (e.g., beginning, middle, and end)
- Readers notice and reflect ending punctuation in their voice as they read
- Readers consider how the text is connected to the title

Level C DRA 3-4 Lexile BR-100 RIT 162-187

- Readers make connections recognizing when words start the same, end the same, or share a spelling pattern
- Readers can identify who is talking in the text (when the speakers are named)
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Level C DRA 3-4 Lexile BR-100 RIT 162-187

Word Study: Say, Recognize, Read, Sort, Write

- Encourage finger point memory reading of rhymes, dictations, and simple pattern books
- Sort pictures by initial/final sounds or rhyme
- Count, pronounce, blend, and segment syllables in spoken words
- Recognize letters: match, sort, or search for letters
- Recognize, make, or write simple CVC word families
- Read common high frequency words by sight (e.g., can, is, look, said, for, and, on, it, etc.)

Level C DRA 3-4 Lexile BR-100 RIT 162-187

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Level D DRA 3-4 Lexile BR-100 RIT 162-187

- Readers self-monitor using known words, letter sounds, and word parts
- Readers understand text with dialogue (even when the speakers are tagged with pronouns)
- Readers recall and retell important events in sequence (e.g., beginning, middle, and end)
- Readers identify and read some phrases as word groups
- Readers change their voice to reflect the punctuation
- Readers make predictions based on information from the text
- Readers make connections between texts
- Readers infer and discuss characters' feelings and motivations
- Readers identify and appreciate the humor in stories
- Readers share what they like best about the story
- Readers share what the story makes them think of

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Level D DRA 3-4 Lexile BR-100 RIT 162-187

Word Study: Say, Recognize, Read, Sort, Write

- Sort pictures by initial/final sounds or rhyme
- Count, pronounce, blend, and segment syllables in spoken words
- Recognize letters: match, sort, or search for letters
- Recognize, make, or write simple CVC word families
- Read common high frequency words by sight (e.g., one, run, come, will, she, do, help, etc.)
- Associate the long and short sounds with common spellings for the five major vowels
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Add or substitute initial and final sounds/letters in simple, one-syllable words to make new words

Level D DRA 3-4 Lexile BR-100 RIT 162-187

Word Study: Say, Recognize, Read, Sort, Write

- Sort pictures by initial/final sounds or rhyme
- Count, pronounce, blend, and segment syllables in spoken words
- Recognize letters: match, sort, or search for letters
- Recognize, make, or write simple CVC word families
- Read common high frequency words by sight (e.g., one, run, come, will, she, do, help, etc.)
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Level E DRA 6 Lexile BR-100 RIT 162-187

- Readers reread in order to sound like they are talking when they read
- Readers recall and retell important events in sequence (e.g., beginning, middle, and end)
- Readers recognize attributes of recurring characters
- Readers talk about schema (what they know about books) prior to reading
- Readers infer cause and effect as implied in the text
- Readers identify fiction versus nonfiction
- Readers discuss how print layout and features reflect meaning
- Readers express opinions about characters and events

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- Readers express opinions about characters and events

Level E DRA 6 Lexile BR-100 RIT 162-187
Word Study: Say, Recognize, Read, Sort, Write

- Recognize features of a sentence (e.g., first word, capitalization, ending punctuation)
- Blend and segment sounds in single syllable words
- Isolate and pronounce initial, medial vowel, and final sounds in single syllable words
- Distinguish long from short vowels in spoken words (VC, CVC, CVCe)
- Read, write, or make high frequency words (e.g., an, any, but, have, him, her, ran, saw, etc.)
- Study word families that share the same vowel
- Study beginning consonant blends and digraphs
- Study plurals with –s or –es endings

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Level F DRA 8 Lexile BR-100 RIT 162-187

- Readers reread and self-correct close to the point of error
- Readers reread to search for information or confirm meaning
- Readers use text features such as titles, headings, and table of contents to grow their understanding
- Readers scan text to search for specific facts in informational text
- Readers recall and retell important events in sequence (e.g., beginning, middle, and end)
- Readers reflect meaning in the way they read a text
- Readers can differentiate between true and make believe events
- Readers retell stories

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Level F DRA 8 Lexile BR-100 RIT 162-187

Word Study: Say, Recognize, Read, Sort, Write

- Recognize features of a sentence (e.g., first word, capitalization, ending punctuation)
- Blend and segment sounds in single syllable words including consonant blends
- Isolate and pronounce initial, medial vowel, and final sounds in single syllable words
- Distinguish long from short vowels in spoken words (CVC, CVCe)
- Introduce short vowels in contrasting word families
- Read, write, or make high frequency words (e.g., its, all, your, by, has, then, don't, take, was, etc.)
- Sort words comparing short and long vowel sounds
- Sort, read, and write beginning consonant blends, digraphs, and clusters
- Study plurals with –es
- Study –ed and –ing endings

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Level G DRA 10 Lexile 200 RIT 187-193

- Readers use labels for pictures to support their understanding
- Readers understand who is speaking in texts with split dialogue
- Readers demonstrate appropriate stress on words or phrases to reflect meaning
- Readers support predictions with evidence
- Readers identify what the writer has done to make the text surprising, funny, or interesting
- Readers identify the point in a story when the problem is resolved
- Readers can differentiate between realistic fiction and fantasy
- Readers discuss whether they agree or disagree with the ideas in a text

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- Blend and segment sounds in single syllable words
- Isolate and pronounce initial, medial vowel, and final sounds in single syllable words
- Distinguish long from short vowels in spoken words
- Introduce short vowels in contrasting word families
- Read, write, or make high frequency words (e.g., how, were, because, many, give, ride, keep, over, etc.)
- Compare short and long vowel sounds
- Study beginning consonant blends, digraphs, and clusters
- Study plurals with –es

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Level H DRA 12 300 Lexile RIT 194-198

- Readers read fast by not following along with their finger
- Readers use context to figure out word meaning
- Readers realize when more information is needed to understand a text
- Readers use graphics, table of contents, and pictures to gain meaning
- Readers summarize narratives
- Readers demonstrate awareness of the function of all punctuation

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- Blend and segment sounds in single syllable words
- Isolate and pronounce initial, medial vowel, and final sounds in single syllable words
- Distinguish long from short vowels in spoken words
- Read, write, or make high frequency words (e.g., about, around, every, found, your, small, sing etc.)
- Study words comparing short and long vowel sounds (CVC, CVCe)
- Study words which contrast single consonant sounds with consonant blends and digraphs in initial and final position.
- Study plurals with –es
- Study –ed and –ing endings
- Read contractions

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Level I DRA 14 Lexile 300 RIT 194-198

- Readers change the pace of their reading based on the ease or difficulty of the text
- Readers make predictions based on genre or type of story
- Readers recognize and apply attributes of recurring characters
- Readers use new information to confirm or refute predictions
- Readers acknowledge changes in ideas after reading
- Readers infer causes of problems or possible solutions
- Readers agree or disagree with ideas in a text and give reasons
- Readers understand and discuss text structure (description, compare/contrast, etc.)
- Readers notice how layout and print features are used for emphasis
- Readers identify the genre of the book they are reading and change their reading to reflect that genre

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- Isolate and pronounce initial, medial vowel, and final sounds in single syllable words
- Distinguish long from short vowels in spoken words
- Study high frequency words (e.g., again, first, show, those, soon, much, ask, once, etc.)
- Study words comparing short and long vowel sounds (CVC, CVCe)
- Study words which contrast single consonant sounds with consonant blends, and digraphs in initial position
- Study plurals with –es
- Study –ed and –ing endings
- Decode two syllable words following basic patterns by breaking the word into syllables

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Level J DRA 16 Lexile 300 RIT 194-198

- Readers use chapter titles to predict content
- Readers recognize chapters as logical places to pause and resume reading
- Readers notice and use graphics and diagrams
- Readers read silently to increase fluency and comprehension
- Readers can identify the problem and solution
- Readers can identify traits of their characters in their book (and across books) and provide evidence for those traits
- Readers infer cause and effect in influencing a character's feelings and motives
- Readers notice the way the writer assigns dialogue
- Readers hypothesize about how a text could have gone differently
- Readers understand the central message or lesson

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Word Study: Say, Recognize, Read, Sort, Write

- Isolate and pronounce initial, medial vowel, and final sounds in single syllable words
- Study high frequency words (e.g., always, been, before, done, cold, wish, live, upon, wish, etc.)
- Study words comparing long and short vowel sounds and common long vowel patterns (CVC, CVCe, CVVC-ai, oa, ee, ea)
- Study words which contrast single consonant sounds with consonant blends and digraphs in initial and final position.
- Study word endings –ed or –ing
- Study plurals –es and change *y* to *i* and add *es*
- Decode two syllable words following basic patterns by breaking the word into syllables

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Level K DRA 18 Lexile 300 RIT 194-198

- Readers search for clarifying or additional information in graphics that accompany text
- Readers process long sentences using surrounding sentences to support meaning
- Readers understand a wide range of dialogue, including some unassigned
- Readers infer characters' feeling and motivations through their dialogue
- Readers can discuss possible big ideas or themes of the book
- Readers notice writing techniques or craft of the author
- Readers understand the relationship between setting and plot
- Readers understand the central message or lesson

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Level K DRA 18 Lexile 300 RIT 194-198
Word Study: Say, Recognize, Read, Sort, Write

- Study many high frequency words
- Study words by long and short vowel sounds and common long vowel teams (CVC, CVCe, CVVC: ai, oa, ee, ea)
- Study words which contrast single consonant sounds with consonant blends and digraphs in initial and final position.
- Study word endings –ed or –ing
- Study plurals –es and change *y* to *i* and add -es
- Decode two syllable words following basic patterns by breaking the word into syllables
- Study contractions

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- Study word endings –ed or –ing
- Study plurals –es and change *y* to *i* and add -es
- Decode two syllable words following basic patterns by breaking the word into syllables
- Study contractions

Level L DRA 20 Lexile 400-499 RIT 199-204

- Readers notice new words and actively add them to their speaking vocabulary
- Readers infer the meaning of content specific words using text features and graphics
- Readers report important ideas in a text orally or in writing
- Readers infer possible themes
- Readers notice underlying organizational structures in informational texts
- Readers notice variety in layout (chapter length, format, etc.)
- Readers judge the text quality and explain
- Readers notice and discuss descriptive and figurative language
- Readers find connections between books in a series

Level L DRA 20 Lexile 400-499 RIT 199-204

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- Readers report important ideas in a text orally or in writing
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Level L DRA 20 Lexile 400-499 RIT 199-204

Word Study: Say, Recognize, Read, Sort, Write

- Study many high frequency words
- Study words by long and short vowel sounds and common long vowel teams (CVC, CVCe, CVVC: ai, oa, ee, ea)
- Study less common long vowel patterns (ai/ay, oa/ow, ew/ue, igh/y)
- Decode words with common prefixes and suffixes
- Study word endings –ed or –ing
- Study plurals –es and change *y* to *i* and add -es
- Study contractions
- Study common prefixes and suffixes

Level L DRA 20 Lexile 400-499 RIT 199-204

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- Decode words with common prefixes and suffixes
- Study word endings –ed or –ing
- Study plurals –es and change *y* to *i* and add -es
- Study contractions
- Study common prefixes and suffixes

Level M DRA 24 Lexile 400-499 RIT 199-204

- Readers prepare themselves to encounter vocabulary words specific to the topic of the text
- Readers use the back of the book and the chapter titles to support their understanding of the main plot line
- Readers notice when things start to appear over and over again in text and consider possible reasons for this repetition
- Readers self-correct oral intonation when it does not reflect meaning
- Readers search for and use information to confirm or refute predictions
- Readers generate or react to alternative understandings of the text
- Readers identify how significant events relate to the problem or solution
- Readers ask and answer questions (e.g., who, what, when, where, why, how)

Level M DRA 24 Lexile 400-499 RIT 199-204

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- Study words by long and short vowel sounds and common long vowel teams (CVC, CVCe, CVVC: ai, oa, ee, ea)
- Study less common long vowel patterns (ai/ay, oa/ow, ew/ue, igh/y)
- Study r-influenced vowels (ar, er, ir, or, ur)
- Read and take apart two syllable words with long vowels
- Decode words with common prefixes (e.g., un, re, in)
- Decode words with common suffixes (e.g., -ies, -ied, -ed, -ing, -ly, -y)
- Study contractions

Level M DRA 24 Lexile 400-499 RIT 199-204

Word Study: Say, Recognize, Read, Sort, Write

- Study many high frequency words
- Study words by long and short vowel sounds and common long vowel teams (CVC, CVCe, CVVC: ai, oa, ee, ea)
- Study less common long vowel patterns (ai/ay, oa/ow, ew/ue, igh/y)
- Study r-influenced vowels (ar, er, ir, or, ur)
- Read and take apart two syllable words with long vowels
- Decode words with common prefixes (e.g., un, re, in)
- Decode words with common suffixes (e.g., -ies, -ied, -ed, -ing, -ly, -y)
- Study contractions

Level N/O/P/Q DRA 28 L500-700 RIT 205-215

- Readers identify important ideas in the text and recall them in an organized way
- Readers form theories about characters based on the actions of those characters
- Readers follow multiple characters in different episodes inferring their feelings about each other
- Readers ask and answer questions (e.g., who, what, when, where, why, how)
- Readers use text features to locate important information
- Readers compare and contrast the most important points in two texts on the same topic

Level N/O/P/Q DRA 28 L500-700 RIT 205-215

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Level N/O/P/Q DRA 28 L500-700 RIT 205-215

Word Study: Say, Recognize, Read, Sort, Write

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Level N/O/P/Q DRA 30 L500-700 RIT 205-215

- Readers notice aspects of genres (realistic and historical fiction, biography and other nonfiction, and fantasy) and adjust their reading accordingly
- Readers demonstrate understanding of characters (their traits, motivations, and feelings) using evidence to support their statements
- Readers describe relationships between a series of events
- Readers offer opinions about a text and use evidence to support them
- Readers differentiate between the minor problems in a story and can identify the central problem
- Readers keep track of new learning as they read a text
- Readers recount key details and tell how they support the main idea
- Readers compare and contrast ideas between two texts

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Level N/O/P/Q DRA 30 L500-700 RIT 205-215

Word Study: Say, Recognize, Read, Sort, Write

- Decode words with common prefixes (e.g., in/income, im/impossible) to derive meaning
- Decode words with common suffixes (e.g., -ies, -ied, -ed, -ing, -ly, -y) to derive meaning
- Decode roots (e.g. bio/biology, graph/telegraph, phone/telephone) to derive meaning
- Study diphthongs and ambiguous vowel sounds (-o/-oi/-oy)
- Use three useful principles for chunking words into syllables:
 1. VC-CV (e.g. pen-ny)
 2. V-CV (e.g. e-ven) or VC-V (e.g. riv-er)
 3. Consonant blends stick together (e.g. se-**q**uin, spec-**t**rum)
- Homophones: same sound (e.g., main/mane, pail/pale)
- Compound words

Level N/O/P/Q DRA 30 L500-700 RIT 205-215

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Level N/O/P/Q DRA 34/38 L500-700 RIT 205-215

- Readers notice and interpret figurative language passages
- Readers pay attention to the ways an author builds interest or suspense
- Readers notice the author’s qualifications to write informational text and form an opinion about the author’s credibility
- Readers use text features to demonstrate understanding of a text
- Readers assess whether a text is authentic or consistent with life experiences or prior knowledge
- Readers use knowledge from one text to help in understanding diversity of cultures and settings in new text
- Readers recount key details and tell how they support the main idea
- Readers compare and contrast ideas between two texts

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Word Study: Say, Recognize, Read, Sort, Write

- Decode words with common prefixes (e.g., in/income, im/impossible, dis/dislike, pre/pretest, tele/telephone) to derive meaning
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- Compound words

Level R/S/T DRA 40 Lexile 700-800 RIT 206-220

- Readers bring background content knowledge to understanding a wide range of nonfiction and fiction
- Readers determine meanings of words or phrases as they are used in the text
- Readers use evidence from the text to support their connections
- Readers use details and examples in a text to draw inferences
- Readers determine a theme or main idea and summarize the text
- Readers describe in depth the characters, setting, and events in a story
- Readers determine author's point of view
- Readers determine differences in text structures
- Readers compare and contrast themes and topics
- Readers integrate information from two texts in order to write or speak about a topic

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Level R/S/T DRA 40 Lexile 700-800 RIT 206-220

Word Study: Say, Recognize, Read, Sort, Write

- Decode words with common prefixes (e.g., non/nonfat, over/overhead, mis/misread, de/defeat, under/underfed) to derive meaning
- Decode words with common suffixes (e.g., er/baker, tion/attention, ial/colonial, ness/fairness, ment, replacement) to derive meaning
- Decode roots (e.g., rupt/bankrupt/to break, terra/terrain/land, geo/geography/earth, photo/photograph/light, tract/tractor/pull) to derive meaning
- Use combined knowledge of all letter-sound correspondences
- Use syllabication patterns to read and take apart words (e.g. open and closed syllables: VCV/super, VCCV/supper, VCCCV/tumble, VVCV/reason, and VV/create)
- Use three useful principles for chunking words into syllables:
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- Homophones: same sound (e.g., throne/thrown)
- Homographs: look same, sound different (e.g., **contract/contract**)

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Level U/V/W DRA 50 800-900 Lexile RIT 221-226

- Readers quote the text when drawing inferences
- Readers determine the theme based on how characters respond to challenges and summarize text
- Readers determine main ideas from a text and support with details
- Readers notice aspects of a writer's craft across texts (e.g., word choice, use of similes and metaphors, and sentence structure)
- Readers compare and contrast text structures in two or more texts
- Readers integrate information from two texts in order to write or speak about a topic
- Readers understand how the author uses details and evidence to support points

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Level U/V/W DRA 50 800-900 Lexile RIT 221-226

Word Study: Say, Recognize, Read, Sort, Write

- Decode words with common prefixes (e.g., en/encounter/, sub/subway, fore/foreword, semi/semicircle) to derive meaning
- Decode words with common suffixes (e.g., ion/tension, able/enjoyable, ive/festive, ology/biology) to derive meaning
- Decode roots (e.g., ject/eject/to throw, struct/construct/to build, jur/jury/to judge, log/dialogue/word or study) to derive meaning
- Use combined knowledge of all letter-sound correspondences
- Use syllabication patterns to read and take apart words (e.g. open and closed syllables: VCV/super, VCCV/supper, VCCCV/tumble, VVCV/reason, and VV/create)
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 3. Consonant blends stick together (e.g. se-**quin**, spec-**trum**)
- Homophones: same sound (e.g., cellar/sellar)

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BOOK LEVEL COMPARISON CHART

APPROX. GRADE EQUIV.	BASAL LEVEL	FOUNTAS & PINELL	DRA	LEXILE*
Kdg / Grade One	Readiness	A	A	-
		B	1,2	-
		C	3,4	100
		PP1		
Grade One	Primer	D	6	-
		E	8	-
		F	10,12	200
		G	14	300
Grade One (late)	Grade 1-1	H		-
		I	16	-
		J	18,20	400
		K		-
Grade Two (early)	Grade 2-1	L,M	24,28	500
		N	30,34,38	600
		O,P		-
		Q		700
Grade Two	Grade 2-2	R	40	-
		S,T		-
		U	44	800
		V,W	50	900
Grade Three Grade 3	Grade 3	X,Y,Z		1000
		A		
		B		
		C		
Grade Four (early)	Grade 4	D		
		E		
		F		
		G		
Grade Four (late)	Grade 4	H		
		I		
		J		
		K		
Grade Five	Grade 5	L		
		M		
		N		
		O		
Grade Six	Grade 6	P		
		Q		
		R		
		S		

APPROX. GRADE EQUIV.	BASAL LEVEL	FOUNTAS & PINELL	DRA	LEXILE*
Kdg / Grade One	Readiness	A	A	-
		B	1,2	-
		C	3,4	100
		PP1		
Grade One	Primer	D	6	-
		E	8	-
		F	10,12	200
		G	14	300
Grade One (late)	Grade 1-1	H		-
		I	16	-
		J	18,20	400
		K		-
Grade Two (early)	Grade 2-1	L,M	24,28	500
		N	30,34,38	600
		O,P		-
		Q		700
Grade Two	Grade 2-2	R	40	-
		S,T		-
		U	44	800
		V,W	50	900
Grade Three Grade 3	Grade 3	X,Y,Z		1000
		A		
		B		
		C		
Grade Four (early)	Grade 4	D		
		E		
		F		
		G		
Grade Four (late)	Grade 4	H		
		I		
		J		
		K		
Grade Five	Grade 5	L		
		M		
		N		
		O		
Grade Six	Grade 6	P		
		Q		
		R		
		S		

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