

A Parents Guide to Guided Reading Levels: Grades 2-6

Grade Level	Guided Reading Level
Grade K	A
	B
	C
Grade 1	C
	D
	E
	F
	G
	H
	I
	J
	K
Grade 2	K
	L
	M
Grade 3	M
	N
	O
	P
Grade 4	P
	Q
	R
Grade 5	S
	T
	U
Grade 6	V
	W
	X
Grade 7 & 8	Y
	Z

(Days)

1

2

3-4

3-4

5-6

7-8

9-10

11-12

13-14

15-16

17-18

19-20

Reading Level Behaviors	
Text Levels K-M	
<ul style="list-style-type: none"> • Reads silently most of the time • Large number of known words that are recognized automatically • Sustains reading over longer texts including chapter books • Does not rely on pictures, but notices them to gain additional meaning • Reads familiar and unfamiliar texts with phrasing and fluency • Self-corrects when errors detract from the meaning of the text • Uses multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information) • Makes connections between texts that have been read or heard • Makes predictions and uses information in text to confirm them • Infers the big idea or theme of a text • Makes judgments if the text is interesting, humorous, or exciting and explains why 	
Text Levels N-R	
<ul style="list-style-type: none"> • Reads Silently • Reads fluently when reading aloud • Reads texts with many pages that require reading over several days or weeks • Enjoys illustrations and gains additional meaning from them • Uses many ways to solve words (noticing word parts, endings, and prefixes) • Uses context of a sentence, paragraph, or whole text to determine the meaning of a word • Self-corrects when errors detract from meaning of the text • Rereads to solve words or think about ideas and then resumes a good rate of reading • Interprets and uses information from a wide variety of visual aids (i.e. charts & graphs) when reading non-fiction text • Begins to identify with characters in books (feelings, traits, and how a character changes through a story) and sees themselves in the events of the stories • Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts • Refers/looks back in text to support answers 	
Text Levels S-Z	
<ul style="list-style-type: none"> • Reads silently • Reads fluently when reading aloud • Effectively uses their understanding of how words work to decode new and unknown words • Acquires new vocabulary through reading • Uses reading as a tool for learning in content areas • Constantly develops new strategies and new knowledge of texts as they read a greater variety • Develops favorite topics and authors that form the basis of life-long reading preferences • Consistently goes beyond the text to form their own interpretations and apply understandings in other areas of learning • Sustains interest and understanding over long texts and read over extended periods of time • Notice and comment on aspects of the writer's craft 	

Your Child's Reading Level

September	January	May
Level ____	Level ____	Level ____

Reading Level Correlation Chart

Stage	Grade Level	GRL (F&P)	Reading Recovery	DRA
Emergent	Kindergarten	A	A, B, 1	A, 1
		B	2	2
		C	3-4	3
Early	Grade 1	D	5-6	4
		E	7-8	6-8
		F	9-10	10
		G	11-12	12
Transitional	Grade 1	H	13-14	14
		I	15-16	16
		J	17-18	18
Fluent	Grade 2	K	19-20	20
		L		24
		M		28
	Grade 3	N		30
		O		34
	Grade 4	P		38
		Q		40
		R		
	Grade 5	S		50
		T		
U				
Grade 6	V		60	
	W			
	X			
Grade 7 & 8	Y		70	
	Z			