| ***Grade Level*** | ***Lexile Proficiency Bands aligned to CCSD end of year SSP Benchmarks*** | ***DRA2 Developmental Reading Assessment Independent Level*** | ***Fountas/Pinnell******Independent******Guided Reading Level*** | ***Reading Fluency Rates******WCPM******(words correct / minute)*** | ***Stage of Reading Development*** | ***Developmental Description of Readers*** |
| --- | --- | --- | --- | --- | --- | --- |
| *Kindergarten* | 0 to 279L | *A, 1* | *A* |  | *Emergent* | ***Emergent****: Select familiar texts. Read familiar, patterned books. Quickly identify letter/sound relationships. Recall some events from story.* |
| *2, 3* | *B* |  |
| *4* | *C* |  | *Early* | ***Early****: Use meaning, structure, and visual information to problem- solve unknown words. Decode one-syllable words by sequentially blending letter sounds or using familiar letter sequences. Quickly recognize high frequency words. Read in 2-3 word phrases. Orally retell the story or information.* |
| *6* | *D* |  |
| *First Grade* | 190L to 534L | *6* | *D* |  |
| *8* | *E* |  |
| *10* | *F* |  |
| *12* | *G* |  |
| *14* | *H* | *40-85* | *Transitional* | ***Transitional****: Read several familiar and/or unfamiliar texts independently at one sitting. Use multiple cues to problem-solve words quickly. Read in longer phrases. Read dialogue with expression. Extract more meaning from the text; rely less on the illustrations. Monitor meaning across pages/short chapters. Retell important ideas and details sequentially or in a logical order.**Identify the most important event and tell why it is important.* |
| *16* | *I* |  |
| *Second Grade* | 420L-654L | *18* | *J* |  |
| *20* | *K* | *65-105* |
| *24* | *L* |  |
| ***Grade Level*** | ***Lexile Proficiency Bands aligned to CCSD end of year SSP Benchmarks*** | ***DRA2 Developmental Reading Assessment Independent Level*** | ***Fountas/Pinnell******Independent******Guided Reading Level*** | ***Reading Fluency Rates******WCPM******(words correct / minute)*** | ***Stage of Reading Development*** | ***Developmental Description of Readers*** |
| ***Second Grade (continued)*** |  | *28* | *M* |  | *Extending* | ***Extending****: Select texts that match their reading level, interests, and purposes. Monitor meaning and use fix-up strategies when meaning is unclear. Use familiar patterns to read two-to-three syllable words. Generate relevant questions before and during reading. Compose a written summary using own language, key ideas, and vocabulary from the text. Locate and restate information within the text to respond to literal questions.* |
| *Third Grade* | 520L to 824L | *30* | *N* | *80-125* |  |  |
| *34* | *0* |  |
| *38* | *P* |  |
| *Fourth Grade* | 740L to 944L | *40* | *P,Q,R,S* | *95-140* | *Intermediate* | ***Intermediate****: Select texts that match their reading level, interests, and purposes. Read in longer, meaningful phrases with effective expression. Interpret implied meaning and/or information.**Determine what the author is trying to say (message/theme). Support responses (e.g., inferences, connections, opinions) with information from the text and/or personal experience.* |
| *Fifth Grade* | 830L to 1014L | *50* | *S,T,U,V* | *110-150* |

| ***Grade Level*** | ***Lexile Proficiency Bands aligned to CCSD end of year SSP Benchmarks*** | ***DRA2 Developmental Reading Assessment Independent Level*** | ***Fountas/Pinnell******Independent******Guided Reading Level*** | ***Reading Fluency Rates******WCPM******(words correct / minute)*** | ***Stage of Reading Development*** | ***Developmental Description of Readers*** |
| --- | --- | --- | --- | --- | --- | --- |
| *Grades 6-8* | *925L-1185L* | *60-80* | *W, X, Y* | *125-165* | *Refining* | ***Refining****: Skim to locate and/or recheck information. Support responses (e.g., inferences, connections, opinions) with information from the text and/or personal experience. Identify the message/theme. Interpret and synthesize information presented graphically (e.g., charts, graphs, maps, diagrams).* |
| *Grades 9-10* | *1050L-1335L* |  | *Z* |  |
| *Grades 11-12* | *1185L-1385L* |  | *Z+* |  |  |