

INSTRUCTIONAL READING LEVEL COMPARISON CHART: READINESS THROUGH GRADE 5 (Quantitative Measurements)					
Grade Level: Basal Level	Fountas and Pinnell Guided Reading Level: Benchmark Assessment System (BAS) Level	Rigby PM Benchmark Assessment Level	Developmental Reading Assessment (DRA Classic/DRA2) Level	Accelerated Literacy Learning (A.L.L.) Level	Common Core Text Complexity Grade Band Lexiles*
Kindergarten: Early Readiness	A	1	A, 1, 2	1	N/A Grade K-1 Band Texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-access features designed to aid early readers in acquiring written language.*
Kindergarten: Mid Readiness	B	2	3	2	
Kindergarten: Late Readiness	C	3, 4	4	3, 4	
Kindergarten: Emergent	D	5, 6	6	5, 6	
Grade 1: Pre-Primer 1	E	7, 8	8	7, 8	
Grade 1: Pre-Primer 2	F	9, 10	10	9, 10	
Grade 1: Pre-Primer 3	G	11, 12	12	11, 12	
Grade 1: Primer 1	H	13, 14	14	13, 14	
Grade 1: Primer 2	I	15, 16	16	15, 16	
Grade 1: Late	J	17, 18	18	17, 18	
Grade 2: Early	K	19	20	19	420 – 820 Grade 2-3 Band
Grade 2: Mid	L	20	24	20	
Grade 2: Late	M	21, 22	28	NA	
Grade 3: Early	N	23	30	NA	
Grade 3: Mid	O	24	34	NA	
Grade 3: Late	P	25	38	NA	
Grade 4: Early	Q	26	40	NA	740 – 1010 Grade 4-5 Band
Grade 4: Mid	R	27			
Grade 4: Late	S	28	Reader and Task	NA	
Grade 5: Early	T	29	44 – DRA Classic 50 – DRA2	NA	
Grade 5: Mid	U	30		NA	
Grade 5: Late	V	NA		NA	

*Text Complexity Grade Bands and Associated Lexile Ranges are found in Figure 1 on page 4 of the *Common Core State Standards for English Language Arts, Supplement to Appendix A* (2013). MetaMetrics has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school. The wider bands allow for more flexibility in the primary grades where students enter school with widely vast preparation levels.

The **QUANTITATIVE** dimension of text complexity refers to aspects such as word length or frequency, sentence length, text length, and text cohesion. The quantitative measurement fails to consider the **QUALITATIVE** dimension such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands. The quantitative dimension also fails to consider the **READER** (cognitive abilities, motivation, interest, knowledge, experiences) and the **TASK** (purpose, complexity, questioning level).

**Common Core State Standards for English Language Arts, Appendix A* (2010), pages 4-8.