



# Conversion Guide for Leveled Texts

| DEVELOPMENTAL CATEGORY     | GRADE LEVEL | LETTER LEVEL | NUMBER LEVEL  | LEXILE LEVEL     |                |
|----------------------------|-------------|--------------|---------------|------------------|----------------|
| <b>EMERGENT</b>            | <b>K</b>    | <b>A</b>     | <b>1</b>      |                  |                |
|                            |             | <b>B</b>     | <b>2</b>      |                  |                |
|                            |             | <b>C</b>     | <b>3, 4</b>   |                  |                |
| <b>EMERGENT/<br/>EARLY</b> | <b>K/1</b>  | <b>D</b>     | <b>5, 6</b>   | <b>200–400</b>   |                |
|                            |             | <b>E</b>     | <b>7, 8</b>   |                  |                |
| <b>EARLY</b>               | <b>1</b>    | <b>F</b>     | <b>9, 10</b>  |                  |                |
|                            |             | <b>G</b>     | <b>11, 12</b> |                  |                |
|                            |             | <b>H</b>     | <b>13, 14</b> |                  |                |
|                            |             | <b>I</b>     | <b>15, 16</b> |                  |                |
| <b>EARLY/<br/>FLUENT</b>   | <b>2</b>    | <b>J</b>     | <b>18</b>     |                  | <b>300–600</b> |
|                            |             | <b>K</b>     | <b>20</b>     |                  |                |
|                            |             | <b>L</b>     | <b>24</b>     |                  |                |
|                            |             | <b>M</b>     | <b>28</b>     |                  |                |
| <b>FLUENT</b>              | <b>3</b>    | <b>N</b>     | <b>30</b>     | <b>500–800</b>   |                |
|                            |             | <b>O</b>     | <b>34</b>     |                  |                |
|                            |             | <b>P</b>     | <b>38</b>     |                  |                |
|                            | <b>4</b>    | <b>Q</b>     | <b>40</b>     | <b>600–900</b>   |                |
|                            |             | <b>R</b>     | <b>40</b>     |                  |                |
|                            | <b>5</b>    | <b>S</b>     | <b>44</b>     | <b>700–1000</b>  |                |
|                            |             | <b>T</b>     | <b>44</b>     |                  |                |
|                            |             | <b>U</b>     | <b>50</b>     |                  |                |
|                            | <b>6</b>    | <b>V</b>     | <b>60</b>     | <b>800–1050</b>  |                |
| <b>W</b>                   |             | <b>60</b>    |               |                  |                |
| <b>X</b>                   |             | <b>60</b>    |               |                  |                |
| <b>ADVANCED</b>            | <b>7</b>    | <b>Y</b>     | <b>70</b>     | <b>850–1100</b>  |                |
|                            | <b>8</b>    | <b>Z</b>     | <b>80</b>     | <b>900–1150</b>  |                |
|                            | <b>9</b>    | <b>Z+</b>    | <b>90</b>     | <b>1000–1200</b> |                |

Toll-Free 1-877-236-2465

[www.benchmarkeducation.com](http://www.benchmarkeducation.com)



## QUICK TIPS:

### Matching Texts to Readers

**Select texts you feel students can read successfully, with an accuracy rate of 90-95%, for small-group reading instruction.**

**Select texts based on students' interests, prior knowledge, and competencies.**

---

**Consider each book's features, supports, and challenges:**

- text layout, placement, font size
- picture support
- text features and graphic aids
- concept load
- book language and vocabulary
- structural language patterns
- use of columns
- how high-frequency words and line breaks are placed to promote fluency

**Consider the readers' strengths and needs:**

- oral language abilities
- identified needs from assessment data
- strategies and competencies for problem solving at difficult points in a chosen text

**Pay special attention to factors that increase the challenge for ELLs:**

- possessives and contractions
- difficult content vocabulary
- complex sentence structures
- multiple-meaning words
- multiple verb tenses
- pronouns
- prepositional phrases
- punctuation
- passive voice
- idioms
- abbreviations

