

# Reading Level Correlation Chart

	Fountas & Pinnell	PM Benchmarks	Reading a-z	DRA Level
Kindergarten	A	1	aa- A	1-2
	B	2	B	1-2
First Grade	C	3-4	C	3-4
	D	5-6	D	5
First Grade	E	7-8	E	6-8
	F	9-10	F	10
First Grade	G	11-12	G	12
	H	13 -14	H	14
Second Grade	I	15 -16	I - J	16
	J	17-18	K	18-20
Second Grade	K	19 - 20	L	18-20
	L	21	M	24-28
Second Grade	M	22	N - O	24-28
	N	23	P - Q	30
Third Grade	O	24	R - S	34-38
	P	25	T	34-38
Third Grade	Q	26	U	40
	R	27	V	40
Fourth Grade	Q	26	U	40
	R	27	V	40
Fourth Grade	S	28	W	44/50
	T	29	X	44/50
Fifth Grade	S	28	W	44/50
	T	29	X	44/50
Fifth Grade	U	30	Y	44/50
	V	30	Z	44/50
Sixth Grade	W			60
	W			60
Sixth Grade	X			60

# Accelerated Reader Leveling Correlation Guide

**McGraw Hill**

## Accelerated Reader Leveling Correlation Guide:

**Correlations Between Selected Measures of Maximum Repetitive Movements and Normal and Accelerated Reading Rates** Eugene James Kreul, 1952    *Radical Cataloging* K.R. Roberto, 2008-05-03 This collection of critical and scholarly essays addresses the state of cataloging in the world of librarianship. The contributors, including Sanford Berman, Thomas Mann, and numerous front line library workers, address topics ranging from criticisms of the state of the profession and traditional Library of Congress cataloging to methods of making cataloging more inclusive and helpful to library users. Other essay topics include historical overviews of cataloging practices and the literature they generate, first person discussions of library workers' experiences with cataloging or metadata work, and the implications behind what materials get cataloged, who catalogs them, and how. Several essays provide a critical overview of innovative cataloging practices and the ways that such practices have been successfully integrated in many of the nation's leading libraries. Instructors considering this book for use in a course may request an examination copy here.    *Reading Mastery Classic Grades Pre-K-2, Series Guide* McGraw Hill, 2002-07-11 For more than thirty five years Reading Mastery Classic has been helping young learners become smarter, learn to read faster, and develop effective strategies for understanding. Long recognized for its phonemically explicit, intensive approach for teaching beginning reading, Reading Mastery Classic has proven superior in research studies that measure outcomes with at-risk children. With Reading Mastery Classic, you will provide high quality instruction that has proven to reduce the prevalence of reading problems. Demonstrated the strongest impact on the reading growth of children at risk. Elevated reading skills of at-risk children well into the average range.    *Metadata and Organizing Educational Resources on the Internet* Jane Greenberg, 2026-02-02 Adapt traditional library techniques to the task of indexing and cataloging, and metadata creation for Internet resources. The rapid shift toward digital resources in K-6, higher education, adult education, and other learning communities has greatly increased the demand on the information professionals to manage this new technology. Metadata and Organizing Educational Resources on the Internet, the first book of its kind, helps clarify the process of cataloging and indexing the vast quantities of data available in digital form so that users can readily access the information they need. This comprehensive volume documents the experiences of metadata creators, both catalogers and indexers, library administrators, and educators who are actively engaged in projects that organize Internet resources for educational purposes. Metadata and Organizing Educational Resources on the Internet shares the problems the authors encountered in the far-reaching project of creating metadata for a new class of resource, as well as the solutions and options they found. Tackling the salient issues of cataloging and indexing, Metadata and Organizing Educational Resources on the Internet examines the status quo of cataloging Internet resources, explores the relationship between traditional cataloging practices and Internet cataloging, introduces a number of educationally focused metadata schemes, including ARIADNE, GEM, and IMS, examines theoretical and practice aspects of metadata in relation to today's evolving Internet-based educational terrain, and discusses

specific projects including ALADIN PEN DOR the Schomburg Research Library and a catalog of Greek sculpture fragments for the Perseus Project offers charts figures screen shots and Web addresses for initiatives using metadata to facilitate access This is an exciting time to be involved with information services Metadata and Organizing Educational Resources on the Internet presents the ideas and experiences of the pioneering librarians who are mapping the intricacies of the World Wide Web Catalogers indexers content creators librarians and educators will profit from the information in this fascinating volume *Learning and Leading with Technology*, 2002 *Resources in Education*, 2001-04 *THE Journal*, 2001

**Fluency and Reading Comprehension in Typical Readers and Dyslexics Readers** Simone A. Capellini, Giseli D. Germano, 2018-02-22 Reading involves decoding and comprehension components and to become efficient it requires a large number of cognitive and linguistic processes Among those the phonological awareness the alphabetic principle the decoding the fluency the lexical development and the text comprehension development The reading comprehension is strongly related with the development of vocabulary oral language linguistic skills memory skills and ability to make inferences and the world experiences of each individual These processes become important only when the professional needs to deal with students presenting difficulties in learning how to read The difficulty using the knowledge of conversion rules between grapheme and phoneme to the word reading construction characterizes the dyslexia which is a specific learning disorder with a neurological source These difficulties presented by students with dyslexia interfere in their learning process impairing the learning development Knowing and following the reading development and its processes as well as obtaining the punctuation of fluency abilities and students comprehension allow us to understand what happens when the student presents difficulties to read This could help in the identification of learning disabilities and in the development of intervention programs *Index & Curriculum Briefs* Curriculum materials clearinghouse, 1974 **School Library Journal**, 2006 *Linguistics and Language Behavior Abstracts*, 1998 *University of Kansas Publications* University of Kansas, 1966 *Current Index to Journals in Education*, 1998 *A Student's Guide to Psychological Testing* Ronald Jay Cohen, 1988 *Kansas Studies in Education*, 1962 **Evaluating College Reading Programs** Southwest Reading Conference for Colleges and Universities. Meeting, 1954 *New Primary Manual* Cincinnati Public Schools, 1953 **Manual for Interpreting Metropolitan Achievement Tests ...** Walter Nelson Durost, 1962 **Writing and Grammar: Ruby level (11)**, 2001 State adopted textbook 2001 2007 grade 11 **Clinical Diagnosis; a Manual of Laboratory Methods** Benjamin Baxter Wells, 1962 A working manual of clinical pathology

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