

## Level A

### Readers at this level....

- often want to reread favorite stories. This is encouraged. It provides practice and develops the reader's confidence.
- are beginning to learn how print works.
- are just beginning to learn the alphabetic principle – the relationship between letters and sounds.
- are learning to use 1-1 matching.
- are learning to follow text from left to right.
- are differentiating between print and pictures.
- are beginning to notice each letter's distinct features.
- are learning some easy, high-frequency words.

### Level A books typically have....

- a simple story that relates to children's personal experiences.
- pictures directly matching the words on the page.
- words at the same place on every page.
- one simple sentence on every page.

### Text Examples:

- ***Do You Want To Be My Friend?*** - Eric Carle
- ***A Boy, A Dog, A Frog And A Friend*** - Mercer Mayer
- ***Truck*** - Donald Crews
- ***Good Morning, Good Night*** - Michael Grejniec
- ***Berenstain Bears in the House of Mirrors*** - Stan Berenstain
- ***Tom*** - Tomie dePaola
- ***I like Bugs*** - Margaret Wise Brown
- ***Have You Seen My Duckling?*** - Nancy Tafuri
- ***Growing Colors*** - Bruce McMillan
- ***What Can I Be?*** - Cari Meister
- ***Autumn Leaves*** - Gail Saunders-Smith

## Level B

### **Readers at this level....**

- recognize and apply repeating language patterns.
- have a stronger awareness of left-to-right directionality.
- have a stronger awareness of 1-1 matching.
- learn concept of return sweep - moving from one line of text to the next.
- are able to distinguish and identify more letters according to their distinct features.
- develop stronger understanding of letter/sound connection.
- expand their core of easy, high-frequency words.
- begin to move smoothly across the printed page.
- begin to use some expression when reading.

### **Level B books typically have....**

- Simple factual texts, animal fantasy and realistic fiction.
- simple, one-dimensional characters.
- text and concepts highly supported by pictures.
- two or more lines of text on each page.
- repeating language patterns (3-7 words per page).
- very familiar themes and ideas.
- short, predictable sentences strongly supported by pictures.
- almost all vocabulary familiar to children.

### **Text Examples:**

- ***Have You Seen My Cat?*** - Eric Carle
- ***My Big Family*** - Donna Rice
- ***How Many Fish?*** - Carson Le Cohen
- ***I Can Ski*** - Melanie Davis Jones
- ***Pig Picnic*** - Patricia Hubbell
- ***Ollie*** - Oliver Dunrea
- ***Winter*** - Janie Carr
- ***The Bus for Us*** - Suzanne Bloom
- ***A Lunch With Punch*** - Jo S. Kittinger

## Level C

### Readers at this level....

- no longer use finger tracking.
- develop phrased reading.
- notice dialogue and punctuation.
- develop a larger core of high-frequency words.
- consistently monitor reading and cross-checking.
- self-correct.

### Level C books typically have....

- between two and five lines of words on a page.
- “high frequency words” that were introduced in kindergarten.
- short, predictable sentences.
- introduction of dialogue (assigned by *said* in most cases).
- many sentences with prepositional phrases and adjectives.
- almost all vocabulary familiar to children.
- greater range of high-frequency words.
- some simple contractions and possessives (words with apostrophes).
- two to five lines of text on each page.
- some bolded words.
- some ellipses, commas, quotation and question marks, and exclamation points.

### Text Examples:

- ***I Went Walking*** – Sue Williams
- ***Silly Sally*** – Betsy Franco
- ***Raindrops*** - Sandy Gay
- ***Pancakes for Breakfast***, - Tomie dePaloa
- ***Octopus Goes to School*** - Carolyn Bordelon
- ***Mice Squeak, We Speak*** - Tomie dePaola
- ***I Love My Shadow*** - Wilhelm
- ***Bugs!*** - Patricia C. McKissack, Fredrick L.
- ***A Bath for Gus*** - Jeannette Sanderson
- ***Catch that Cat!*** - Cari Meister and David J Brooks
- ***Magic Matt and the Dinosaur*** – Grace Maccarone

## Level D

### Readers at this level....

- move away from pointing to each word as they read because their eyes are tracking the print.
- recognize many high frequency words.
- notice when their reading doesn't make sense and self-correct errors.

### Level D books typically have....

- amusing one-dimensional characters.
- familiar, easy content, themes, and ideas.
- simple dialogue (some split dialogue.)
- many sentences with prepositional phrases and adjectives.
- some longer sentences (some with more than six words).
- some simple contractions and possessives (words with apostrophes).
- two to six lines of text on each page.
- some sentences that turn over to the next line.
- some words with *-s* and *-ing* endings.
- fewer repetitive language patterns.

### Text Examples:

- ***The Chicken and the Duckling*** - Mirra Ginsburg
- ***Tiny Goes to the Library*** - Cari Meister
- ***Monkey See, Monkey Do*** - Marc Gave
- ***My Messy Room*** - Mary Packard

## Level E

### **Readers at this level....**

- easily solve words with regular letter-sound relationships.
- recognize many high frequency words.
- notice when their reading doesn't make sense and self-correct errors.
- read aloud smoothly.
- relate the illustrations to the text.
- focus on using all of the reading strategies, yet may need some assistance.

### **Level E books typically have....**

- anywhere from three to eight lines of print on a page.
- 10 or more words in a sentence.
- a clear beginning, series of events, and ending.
- many "high frequency words."
- a variety of words with easy spelling patterns.

### **Text Examples:**

- ***Five Little Monkeys*** – Eileen Christelow
- ***Where's Spot*** - Eric Hill
- ***Today is Monday*** - Eric Carle
- ***Five Little Monkeys Jumping on the Bed*** - Eileen Christelow

# Knowing Your Reader

## Level F

### **Readers at this level....**

- easily solve words with common letter-sound relationships (“ake” in “bake”).
- recognize many high frequency words.
- notice when their reading doesn’t make sense and self-correct errors.
- read aloud smoothly.
- relate the illustrations to the text.
- focus on using all of the reading strategies, yet may need some assistance.

### **Level F books typically have....**

- anywhere from three to eight lines of print on a page.
- 10 or more words in a sentence.
- a clear beginning, series of events, and ending.
- many “high frequency words.”
- a variety of words with easy spelling patterns.
- pictures that support and/or match the text.

### **Text Examples:**

- ***Biscuit*** - Alyssa Capucilli
- ***Itchy Itchy Chicken Pox*** – Grace Maccarone
- ***Mr. Doodle Had a Poodle*** - Jane Belk Moncure
- ***Cookie’s Week*** - Cindy Ward

# Knowing Your Reader

## Level G

### **Readers at this level....**

- easily solve words with common letter-sound relationships (“ake” in “bake”).
- automatically recognize many high frequency words.
- notice when their reading doesn’t make sense and self-correct errors.
- read aloud smoothly.
- relate the illustrations to the text.
- focus on using all of the reading strategies, yet may need some assistance.

### **Level G books typically have....**

- anywhere from three to eight lines of print on a page.
- 10 or more words in a sentence.
- a clear beginning, series of events, and ending.
- many “high frequency words.”
- easy contractions.
- pictures that support and extend meaning.
- complex sentences.

### **Text Examples:**

- ***Teddy Bear for Sale*** - Gail Herman
- ***Rabbit’s Party*** - Eve Bunting
- ***The Carrot Seed*** - Ruth Krauss
- ***David Goes to School*** - David Shannon

## Level H

### Readers at this level....

- notice when their reading doesn't make sense and self-correct errors.
- read aloud smoothly.
- relate the illustrations to the text.
- automatically use reading strategies to solve words.

### Level H books typically have....

- anywhere from three to eight lines of print on a page.
- 10 or more words in a sentence.
- a clear beginning, series of events, and ending.
- some descriptive words.
- many "high frequency words."
- easy contractions.
- pictures that are complex and extend meaning.
- ideas or themes beyond home, neighborhood, and school.
- complex sentences.

### Text Examples::

- ***Hi Fly Guy*** (series) - Tedd Arnold
- ***Berenstain Bears*** (series) - Mercer Mayer
- ***Dogs Don't Wear Sneakers*** - Laura Numeroff
- ***George Shrinks*** - William Joyce



# Knowing Your Reader

## Level I

### **Readers at this level....**

- notice when their reading doesn't make sense and self-correct errors.
- read aloud smoothly.
- read many texts silently.
- relate the illustrations to the text.
- automatically use reading strategies to solve words.

### **Level I books typically have....**

- anywhere from three to eight lines of print on a page with few pictures.
- illustrated chapter books of 50-60 pages.
- a clear beginning, series of elaborate events, and ending.
- a variety of dialogue.
- ideas or themes that may be new to most readers.
- challenging, specialized or unusual vocabulary.

### **Text Examples:**

- *The Dinosaur Who Lived in My Backyard* - B.G. Hennessy
- *Fly Guy* - Tedd Arnold
- *The Three Billy Goats Gruff* - Ellen Appleby
- *The Kissing Hand* - Audrey Penn

## Level J

### Readers at this level....

- notice when their reading doesn't make sense and self-correct errors.
- automatically recognize a large number of words.
- read aloud smoothly.
- read many texts silently.
- automatically use reading strategies to solve complex words.
- read a variety of texts (fiction, fantasy, simple biographies, informational).

### Level J books typically have....

- anywhere from three to twelve lines of print on a page with few pictures.
- chapter books of 50-60 pages with few pictures.
- a clear beginning, series of elaborate events, and ending.
- a variety of dialogue.
- ideas or themes that may be new to most readers.
- challenging, specialized or unusual vocabulary.

### Text Examples:

- ***Henry and Mudge*** - Cynthia Rylant
- ***Mr Putter and Tabby*** - Cynthia Rylant
- ***Fancy Nancy Series*** - Jane O'Connor
- ***Mouse Tales*** - Arnold Lobel
- ***Owl at Home*** - Arnold Lobel

## Level K

### **Readers at this level....**

- notice when their reading doesn't make sense and self-correct errors.
- automatically recognize a large number of words.
- read aloud smoothly and with expression.
- read many texts silently.
- automatically use reading strategies to solve complex words.
- read a variety of texts (fiction, fantasy).
- read illustrated chapter books.

### **Level K books typically have....**

- chapters and are 50-100 pages.
- chapters are connected with a longer plot.
- a variety of dialogue.
- ideas or themes that may be new to most readers.
- challenging, specialized or unusual vocabulary.

### **Text Examples:**

- ***Frog and Toad*** Series - Arnold Lobel
- ***If you Give a...***Series - Laura Numeroff
- ***Mercy Watson*** Series - Kate DiCamillo
- ***Arthur's Pet Business*** - Marc Brown

# Knowing Your Reader

## Level L

### Readers at this level....

- notice when their reading doesn't make sense and self-correct errors.
- read aloud smoothly.
- read silently most of the time.
- keep track of story events throughout longer chapter books.
- develop new vocabulary as they use problem solving skills to figure out new words.
- automatically use reading strategies to solve words with complex spelling patterns.
- relate the text to other books, personal experiences, and the world around them.

### Level L books typically have....

- a variety of genres (informational, folktales, fables, legends, poetry, historical, fantasy, biography, mystery and realistic fiction).
- complex pictures (tables, graphs), especially nonfiction.
- chapters, including some series books.
- complex and memorable characters.
- plots that take place over longer periods of time.
- a variety of dialogue.
- ideas or themes that may be new to most readers.
- challenging, specialized or unusual vocabulary, especially nonfiction.

### Text Examples:

- ***Judy Moody Series*** - Megan McDonald
- ***Miss Nelson is Missing*** - Harry G. Allard
- ***Polk Street Kids*** - Patricia Reilly Giff
- ***Pinky and Rex*** - James Howe
- ***Amelia Bedelia*** - Herman Parish

## Level M

### Readers at this level....

- notice when their reading doesn't make sense and self-correct errors.
- read aloud smoothly.
- read silently most of the time.
- keep track of story events throughout longer chapter books.
- develop new vocabulary as they use problem solving skills to figure out new words.
- automatically use reading strategies to solve words with complex spelling patterns.
- relate the text to other books, personal experiences, and the world around them.

### Level M books typically have....

- a variety of genres (informational, folktales, fables, legends, poetry, historical, fantasy, biography, mystery and realistic fiction).
- complex pictures (tables, graphs), especially nonfiction.
- chapters, including some series books, (70-100 pages).
- complex and memorable characters.
- plots that take place over longer periods of time.
- a variety of dialogue.
- diverse themes, including issues such as respect for differences, loneliness, or seeking independence.
- challenging, specialized or unusual vocabulary, especially nonfiction.

### Text Examples:

- ***Magic Tree House*** Series - Mary Pope Osborne
- ***Junie B. Jones*** - Barbara Park
- ***Marvin Redpost*** Series - Louis Sachar
- ***Flat Stanley*** - Jeff Brown

## Level N

### **Readers at this level . . .**

- read aloud smoothly.
- read silently most of the time.
- keep track of story events throughout longer chapter books.
- develop new vocabulary as they use problem solving skills to figure out new words.
- automatically use reading strategies to solve words with complex spelling patterns.
- relate the text to other books, personal experiences, and the world around them.

### **Level N books typically have. . .**

- a variety of genres (informational, folktales, fables, legends, poetry, historical, fantasy, biography, mystery and realistic fiction).
- complex pictures (tables, graphs), especially nonfiction.
- chapters, including some series books, (100 pages).
- several complex and memorable characters that change over time.
- several points of view revealed through characters' behaviors.
- elaborate plots that take place over longer periods of time.
- diverse themes that go beyond children's own experiences, including issues such as immigration, slavery, and relationships.
- challenging, specialized or unusual vocabulary, especially nonfiction.

### **Text Examples:**

- ***A-Z Mysteries*** - Ron Roy
- ***Amber Brown*** Series - Paula Danziger
- ***Catwings Series*** - Ursula K. Le Guin
- ***Return of the Homerun Kid*** and other books featuring sports by Matt Christopher

# Knowing Your Reader

## Level O

### Readers at this level . . .

- read aloud smoothly.
- read silently most of the time.
- keep track of story events throughout longer chapter books.
- develop new vocabulary as they use problem solving skills to figure out new words.
- quickly analyze many new words while maintaining a focus on meaning.
- relate the text to other books, personal experiences, and the world around them.

### Level O books typically have. . .

- a variety of genres (informational, folktales, fables, legends, poetry, historical, fantasy, biography, mystery and realistic fiction).
- non-fiction information books include pictures, captions, charts, timelines, indexes, table of contents, and glossaries.
- chapters that include a variety of problems and issues, (50-250 pages).
- several complex and memorable characters that change over time.
- several points of view revealed through characters' behaviors.
- elaborate plots that take place over longer periods of time.
- diverse themes that go beyond children's own experiences, including issues such as immigration, slavery, and relationships.
- challenging, specialized or unusual vocabulary, especially nonfiction.

### Text Examples:

- ***Babysitters Club*** - Ann M. Martin
- ***Boxcar Children*** - Gertrude Chandler Warner
- ***Bunnicula*** series - James Howe
- ***Jake Drake*** Series - Andrew Clements

# Knowing Your Reader

## Level P

### **Readers at this level . . .**

- read aloud smoothly.
- keep track of story events throughout longer chapter books.
- develop new vocabulary as they use problem solving skills to figure out new words.
- quickly analyze many new words while maintaining a focus on meaning.
- relate the text to other books, personal experiences, and the world around them.
- understand abstract and mature themes and take on diverse perspectives and issues related to race, language, and culture.

### **Level P books typically have. . .**

- a variety of genres (informational, folktales, fables, legends, poetry, historical, fantasy, biography, mystery and realistic fiction).
- non-fiction information books include pictures, captions, charts, timelines, indexes, table of contents, and glossaries.
- chapters that include a variety of problems and issues, (50-250 pages).
- several complex and memorable characters that change over time.
- several points of view revealed through characters' behaviors.
- elaborate plots that take place over longer periods of time.
- diverse themes, including issues related to and problems of preadolescence.

### **Text Examples:**

- ***Time Warp Trio*** Series - John Scieszka
- ***Wayside School*** Series - Louis Sachar
- ***George's Marvelous Medicine*** - Roald Dahl
- ***Encyclopedia Brown Sets the Pace*** - Donald J. Sobol



# Knowing Your Reader

## Level Q

### **Readers at this level:**

- mostly read silently, but can read aloud smoothly.
- keep track of story events throughout longer chapter books.
- are able to read longer words by using a full range of word-solving skills.
- read and understand a variety of texts written in a variety of layouts and formats.
- use illustrations and increasingly complex graphics to learn new information.
- express changes in ideas or opinions after reading, and can justify their ideas.
- demonstrate understanding of multiple characters and complex plots using evidence from the text.

### **Level Q books typically have:**

- a variety of genres (informational, folktales, fables, legends, poetry, historical, fantasy, biography, mystery and realistic fiction).
- non-fiction information books may contain a variety of complex graphics that require understanding and interpretation.
- deeper meanings relating to important human problems and social issues.
- more challenging themes (war, the environment).
- extensive use of figurative language (idioms, similes, and metaphors).
- many abstract themes that require the reader to use inferencing to understand the story.

### **Text Examples:**

- *I Survived* ... Series - Lauren Tarshis
- *If You Lived* Series - Ann McGovern
- *Goosebumps* - R.L. Stine
- *The Miraculous Journey of Edward Tulane* - Kate DiCamillo

# Knowing Your Reader

## Level R

### **Readers at this level:**

- read aloud smoothly.
- sustain interest and attention over several days as novels are quite long.
- quickly analyze many new words while maintaining a focus on meaning.
- are challenged by technical words that require using embedded definitions, background knowledge, and readers' tools, such as glossaries.
- relate the text to other books, personal experiences, and the world around them.
- understand abstract and mature themes and take on diverse perspectives and issues that are related to race, language, and culture.

### **Level R books typically have:**

- a variety of genres (informational, folktales, fables, legends, poetry, historical, fantasy, biography, mystery and realistic fiction).
- non-fiction information books include pictures, captions, charts, timelines, indexes, table of contents, and glossaries.
- chapters that include a variety of problems and issues, (50-250 pages).
- several complex and memorable characters that change over time.
- several points of view revealed through characters' behaviors.
- elaborate plots that take place over longer periods of time.
- diverse themes, including issues related to race, language, culture, family relationships, and problems of preadolescence.

### **Text Examples:**

- ***Who's Stepping on Plymouth Rock?*** and other historical books by Jean Fritz
- ***Hatchet*** and other books by Gary Paulson
- ***Indian in the Cupboard*** series by Banks
- ***Shiloh*** by Phyllis Reynolds Naylor

# Knowing Your Reader

## Level S

### Readers at this level:

- understand sophisticated vocabulary with shades of meaning.
- read rapidly, both orally and silently, with attention to meaning, expression and fluency.
- revise predictions as they learn new events in a text.
- process long stretches of descriptive language and remember pertinent information.
- read and understand a full range of genres.
- read both chapter books and shorter informational texts.
- process complex sentences, sometimes with more than 15 words.
- read and understand texts in a variety of layouts and font.

### Level S books typically have:

- narrative structure including chapters centered on a single plot.
- some collections of short stories that have interrelated themes.
- texts with multiple points of view.
- content carried largely by print rather than pictures.
- texts with deeper meanings applicable to human problems and social issues.
- themes requiring understanding of social diversity.
- content particularly appealing to preadolescents.

### Text Examples:

- ***Matilda*** by Roald Dahl and Quentin Blake
- ***The Great Gilly Hopkins*** by Katherine Paterson
- ***A Taste of Blackberries*** by Doris Buchanan Smith
- ***From the Mixed Up Files of Mrs. Basil E. Frankweiler*** by Basil E. Frankweiler
- ***In the Year of the Boar and Jackie Robinson*** by Bette Bao Lord

# Knowing Your Reader

## Level T

### Readers at this level:

- ask themselves questions while they are reading and search for the answers to make sense of what is being read.
- combine what they already know about a topic with what they are reading to form new understandings.
- are able to read longer texts and remember information and connect ideas over a long period of time (a week or two).
- read and interpret complex fantasy, myths, legends that contain symbols.
- understand perspectives different from their own.
- understand settings and people far distant in time and space.
- are challenged by many longer descriptive words and by content-specific/technical words.
- read and understand texts in a variety of layouts and formats.

### Level T books typically have:

- informational texts, fantasy, realistic fiction, biographies, autobiographies, memoirs, mysteries, historical fiction, short stories.
- themes focusing on the problems of preadolescents.
- some more complex fantasy elements, some showing conflict between good and evil.
- many longer words that are challenging to sound out.
- no or only minimal illustrations.

### Text Examples:

- ***Abel's Island*** by William Steig
- ***The Lion, the Witch and The Wardrobe*** by C.S. Lewis
- ***Sign of the Beaver*** by Elizabeth George Speare
- ***Bridge to Terabithia*** by Katherine Paterson

## Level U

### Readers at this level:

- automatically read and understand a full range of genres.
- are able to read longer texts, remember information, and connect ideas over several days.
- read and interpret complex fantasy, myths, legends that contain symbolism.
- understand perspectives different from their own.
- understand settings and people far distant in time and space.
- most reading is silent, but fluency and phrasing in oral reading are well-established.
- are able to take apart multisyllable words and use a full range of word-solving skills.
- read and understand texts in a variety of layouts and formats.

### Level U books typically have:

- variety of underlying structures often combined in complex ways (description, comparison and contrast, temporal sequence, problem and solution, etc.).
- topics that go well beyond readers' personal experiences and content knowledge.
- many themes presenting mature issues and the problems of society (racism, war).
- themes that evoke alternative interpretations.
- texts requiring inference to understand characters and why they change.
- many complex narratives that are highly literary.
- some literary devices (symbolism, and figurative language).
- long, multisyllable words requiring attention to roots to read and understand.
- a wide variety of complex text features that require interpretation (diagrams, labels, maps).

### Text Examples:

- ***The BFG*** by Roald Dahl
- ***Loser*** by Jerry Spinelli
- ***Warriors*** (series) by Erin Hunter,
- ***Princess Diaries*** (series) by Meg Cabot
- ***39 Clues*** (series) by Rick Roardan

# Knowing Your Reader

## Level V

### Readers at this level:

- read and understand characteristics of most genres, including biographies on new topics, fantasies, chapter books, shorter informational texts, mysteries, series, books with sequels, short stories, diaries, logs, fantasies, myths & legends.
- read texts that are longer and involve remembering pertinent information.
- read silently most of the time.
- can break words into syllables.
- search for & use information in a text.
- look for information in pictures, photographs, maps, charts, etc.

### Level V books typically have:

- biographies that go beyond simple narratives to provide significant amount of historical information and focus on harsh themes and difficult periods of history.
- science fiction that presents sophisticated ideas and concepts.
- texts that require readers to think critically.
- texts that require readers to notice aspects of the writer's craft.
- texts with print in a small font.
- novels with two hundred to three hundred pages.

### Text Examples:

- ***Chasing Redbird*** by Sharon Creech
- ***Crash*** by Jerry Spinelli
- ***Dragonsong*** by Anne McCaffrey
- ***Rascal*** by Sterling North
- ***Tom's Midnight Garden*** by Philippa Pearce and Susan Einzig
- ***Yolanda's Genius*** by Carol Fenner
- ***The Cay*** by Theodore Taylor
- ***Esperanza Rising*** by Pam Munoz Ryan
- ***Island of Blue Dolphins*** by Scott O'Dell
- ***Old Yeller*** by Fred Gipson
- ***Pictures of Hollis Woods*** by Patricia Reilly Giff
- ***Tuck Everlasting*** by Natalie Babbitt

# Knowing Your Reader

## Level W

### **Readers at this level:**

- are able to read longer texts, remember information and connect ideas over longer periods of time.
- read and interpret complex fantasy, myths, legends that contain symbolism.
- read and understand texts in a variety of layouts and formats.
- apply background knowledge of historical events and political issues.
- encounter mature themes that expand their knowledge of social issues.
- are able to read and interpret more abstract forms of literature (satire) and literary devices such as irony.
- understand multidimensional themes on several different levels.

### **Level W books typically have:**

- sophisticated writing with complex sentences and symbolism.
- small font print.
- informational text may present complex graphic information.
- mature societal issues, and wide range of challenging themes.
- themes that evoke alternative interpretations.
- some switching from setting to setting, including time change (often un signaled, or signaled only by dialogue).
- full range of literary devices :ashback, stories within stories, symbolism, figurative language.
- archaic words or words from languages other than English that do not follow conventional pronunciation patterns.

### **Text Examples:**

- ***Maniac Magee*** by Jerry Spinelli
- ***Roll of Thunder, Hear My Cry*** by Mildred D. Taylor
- ***How I Spent My Summer Vacation*** by Mark Teague
- ***Harry Potter*** Series by JK Rowling

# Knowing Your Reader

## Level X

### **Readers at this Level:**

- are able to process and understand a wide range of texts of all genres.
- are expected to understand and respond to mature themes (abuse, poverty, war, etc...).
- read texts including complex fantasy, myths, and legends.
- identify moral issues and quests.
- read and understand texts with multidimensional characters, texts that can be interpreted on several levels, and that are developed in complex ways.
- are able to read biographies who may not be previously to readers and may not be admirable, requiring critical thinking on the part of readers.
- will read long texts with long sentences and paragraphs.
- read texts with many characters that change in the story.
- read silently for the most part.
- use what they know to understand a text.
- search for and use information in a text.
- look for information in pictures, photographs, maps, charts, etc.
- apply prior understanding in a critical way when reading both fiction and nonfiction texts.
- read texts that require knowing about history and science.

### **Level X books typically have:**

- varied space between lines, with some texts having dense print.
- use of words in italics, bold, or all capitals to indicate emphasis, level of importance, or signal other meaning.
- full range of readers' tools (table of contents, headings and subheadings, call-outs, pronunciation guides, index, references).
- elaborated plots and subplots.
- content particularly appealing to adolescents.
- long series of varied picture and print combinations.
- most texts with no illustrations other than cover jacket or symbolic decoration on margins or at chapter headings.
- many new vocabulary words that readers must derive meaning from context or use glossaries or dictionaries.
- multidimensional characters that develop over time.

### **Text Examples:**

- ***Gathering Blue*** by Lois Lowry
- ***The Five Within*** by Chris d'Lacey
- ***Disasters*** by Kieron Connolly



# Knowing Your Reader

## Level Y/Z

### **Readers at this level:**

- are required to understand underlying lessons and deal with controversial social concepts and political issues.
- learn new ways of finding technical information.
- will explore fiction texts with a wide range of mature themes relative to the human condition.
- will read informational text with content particularly appealing to adolescents.
- need to read critically to judge authenticity of informational text, historical fiction, and biography.
- need to have an understand of multiple characters that develop over time and is necessary to understand the theme.
- are challenged by the heavy load of content specific and technical words that require using embedded definitions and background knowledge as well as glossaries.
- apply prior understandings in a critical way when reading fiction and nonfiction texts.

### **Level Y/Z books typically have:**

- words used figuratively or with unusual or hard-to-understand connotations.
- many technical and archaic words.
- words that represent abstract concepts or are used in a satirical way that change the surface meaning.
- more difficult layout of informational text and some fiction with denser format.
- long stretches of descriptive language that are important to understanding setting and characters.
- some long strings of unassigned dialogue from which story action must be inferred.
- full range of literary devices (flashback, symbolism stories within stories and figurative language).

### **Text Examples:**

- ***The Hunger Games*** series by Suzanne Collins
- ***Alex Rider*** series by Anthony Horowitz
- ***The Hobbit*** by JRR Tolkien
- ***Treasure Island*** by Robert Louis Stevenson
- ***The Adventures of Tom Sawyer*** by Mark Twain