Knowing Your Reader

**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
Knowing Your Reader

**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
Knowing Your Reader

**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 dePaola
- *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
Knowing Your Reader

**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
Knowing Your Reader

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
Knowing Your Reader

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
Knowing Your Reader

**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
Knowing Your Reader

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
Knowing Your Reader

**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
Knowing Your Reader

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. Frankenweiler* 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
Knowing Your Reader

**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 unsignaled, 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