

THANK YOU for downloading *Texts by Fountas & Pinnell*
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Have you ever wondered how the level of a book is determined? Well, different companies use different criteria. This chart will help you see how **Fountas & Pinnell** decide. By knowing the characteristics of each level, you will know what to teach and what characteristics are supported by a specific leveled book.

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*Sincerely,
Karen Haag*

Characteristics of Texts by Fountas and Pinnell

Source: *Guided Reading: Good First Reading For All*

Emergent/Early Readers Levels A-E; 1-8

Level	Book	Teacher Observes That Child...
Levels A and B	<ul style="list-style-type: none"> • Single idea and simple story line • Direct correspondence between picture and text • Children can relate to topics • Includes naturally occurring oral structures • Word-by-word matching • Format is consistent with print appearing in the same place on every page • Print is regular, clear and easy to see • Full range of punctuation • Plenty of space between words • Repetition • One to four lines of text per page or illustration 	<ul style="list-style-type: none"> • Notices how the child handles the book • Reads left to right • Notices and interprets pictures • Matches word to word • Locates familiar words • Remembers and uses language patterns • Uses oral language and/or pointing • Predicts what makes sense • Self monitors
Level C	<ul style="list-style-type: none"> • Simple story line • Pictures are still important • Direct matching between illustration and print • Print appears on left and right pages • Language structures are repeated • Phrasing is supported by print placement • More high frequency words • Full range of punctuation • Patterns and repetitions common • More variation in language patterns • Sentences are a little longer • Longer texts 	<ul style="list-style-type: none"> • Uses knowledge of the English language • Uses visual cues to predict and confirm • Predicts from events what will come next • Reads known words • Moves fluently through the text • Reads for meaning • Solves some unfamiliar words independently
Level D	<ul style="list-style-type: none"> • Stories more complex but easy to understand • Concepts are within child's experience • Illustrations are supportive • More attention to print is required • Clear print; spacing is obvious • Two to 6 lines of print per page • Longer texts • Full range of punctuation • Words encountered have been used many times • More inflectional endings -ing; -s; -ed 	<ul style="list-style-type: none"> • Controlling word-by-word matching and directional movement • Moves away from finger pointing • Uses pattern and language structure • Reads with phrasing • Monitors for knowledge of letter-sound relationship, words, and parts of words • Rereads to confirm meaning • Checks one source of information against the others • Moves fluently through the text
Level E	<ul style="list-style-type: none"> • Length of text increasing • 3-8 lines of text on page • Text placement varies • Stories more complex • Repeated patterns vary within one text • Ideas require more interpretation • Pictures strongly support the story but contain several ideas. The text carries the story line • Figure out unfamiliar words using strategies • Vocabulary requires word analysis • Requires taking words apart • Words are longer and have inflectional endings • Full range of punctuation • New vocabulary • Texts may look easy but ideas are more difficult to understand and interpret 	<ul style="list-style-type: none"> • Tracking print with eyes • Use knowledge of English language • Reads fluently • Solves new words • Focuses on meaning • Cross checks • Self corrects using a variety of cues • Predicts what will happen and reads to confirm or disconfirm • Uses known words to figure out unknown words • Relates on idea to another • Uses print almost solely to construct the meaning of the text

Source: *Guided Reading: Good First Reading For All* By Irene Fountas and Gay Su Pinnell

Early Fluency/Transitional Readers Levels F-I, 9-15

Level	Book	Teacher Observes That Child...
Level F	<ul style="list-style-type: none"> • Texts are slightly longer than E • Print is somewhat smaller • 3-8 lines of words per page • Pictures support meaning • Text carries line of meaning • Literary language is mixed with oral language • English language structures are more peculiar • More high frequency words • Episodes appear in stories • Some characters are more fully developed • Text has a distinct beginning, middle, end • Greater variety in use of dialogue • Punctuation supports meaning • Word analysis necessary 	<ul style="list-style-type: none"> • Uses punctuation to show understanding of meaning • Searches visual cues to figure out words • Uses English language to predict and then confirms prediction • Analyzes new words and cross checks • Reads fluently and expressively • Moves quickly through the text • Uses known words and parts of words and letter-sound relationships to figure out new words and then cross checks
Levels G and H	<ul style="list-style-type: none"> • Contains more challenging words and ideas • 4-8 lines of text per page • Sentences are longer • Literary language is integrated • Greater range of content may be new to children • Vocabulary continues to expand • New vocabulary is introduced • Stories have more events • Less repetition 	<ul style="list-style-type: none"> • Integrate picture and text clues • Solves new words by analysis and cross checking • Monitors meaning and self corrects • Rereads • Discusses ideas from the story in a way that shows child understands meaning • Discusses characters in a way that shows child interprets and understands • Handles fiction and nonfiction texts
Level I	<ul style="list-style-type: none"> • Variety of texts - fiction and nonfiction • Story structure is more complex • Events are more elaborate • Themes are varied and sophisticated • Low support from pictures • Readers expected to understand different points of view • Texts offer content, which can result in varying opinions and discussion • Texts are longer than previous levels • Specialized, unusual vocabulary present • Large number of words that are familiar • Problem solving needed for new words • Characters are memorable • Many possibilities for comparisons with other texts 	<ul style="list-style-type: none"> • Fluent and phrased reading • Competent problem solving of new words of initial reading • Flexibly checks reading against meaning • Integrates cueing systems • Makes connections between texts in discussion, art, or writing • Empathizes with characters • Easy, fluent reading even of new texts • Less overt problem solving • Self corrects • Copes with unfamiliar concepts • Gains momentum while moving through text • Meaning is constructed as moves through text

Fluent Independent/Self-Extending Readers Levels I-P, 16-24

Level	Book	Teacher Observes That Child...
Level J Beginning Of 2 nd Grade	<ul style="list-style-type: none"> • Stories longer and more complex: 30-36 pages • Most concepts and themes familiar from personal experience or experience with books • Variety of genres • Beginning chapter books • Give children chance to sustain reading • Shorter sentences and familiar vocabulary • Readers can move through them quickly • Children sustain interest and meaning • Literary language present • Need to figure out new styles - the way characters reveal their personality • Dialogue reveals traits of characters 	<ul style="list-style-type: none"> • Uses skills and strategies effectively • Sustains interest and fluency • Comes back to a text - more than one sitting • Solves unfamiliar words or concepts "on the run" without detracting from meaning • Self corrects to support meaning, but less overt • Reads silently most of the time • Doesn't need to vocalize words • Demonstrates understanding through art, writing, or discussion • Moves between fiction and nonfiction easily • Connect ideas from multiple texts • Summarizes or extends texts
Level K	<ul style="list-style-type: none"> • Variety of texts • Long stretches of easy text so that children can strengthen their ability to sustain reading • Pictures on every or every other page • Some pages have text only and some have pictures and text • Print is laid out with clear spaces between words and lines • Illustrations support and extent text • Multiple episodes related to single plot • Literary picture books that can be read in one sitting also fall in level K • Picture books have large illustrations and 10-15 lines of print on a page • Children read what was read aloud to them in kindergarten independently now • Silent reading mostly 	<ul style="list-style-type: none"> • Integrated cues • Read silently much of the time • Analyze words effectively and efficiently • Use a variety of word analysis strategies • Reading in phrased, fluent way for long stretches • Demonstrates understanding of text through discussion, writing or other media • Interprets stories from different perspectives • Empathizes with characters • Uses narrative text structure and logic to predict likely sequence of events • Critiques the text
Level L	<ul style="list-style-type: none"> • Big shift in material • Longer chapter books with just a few pictures • Much less support from pictures • More characters • More sophisticated language; challenging vocabulary • More detail and description • Stories more involved • Text size smaller and word spacing narrower • Much more inferring to understand subtleties of plot and character development • Reading must be sustained over several days • Reading is supported by discussion • Primarily independent reading and mostly silent 	<ul style="list-style-type: none"> • Reads longer stretches of text • Reads more difficult vocabulary • Understands more complex ideas and language structures • Understands topic • Understands structures of many more genres
Level M	<ul style="list-style-type: none"> • Long books and lots of text per page • Narrower word spacing • Complex language structures • Sophisticated vocabulary • Wide variety of texts • Highly detailed and descriptive • Present more abstract concepts and themes • Require more background knowledge • Many characters involved • Character development is predominant feature • Expanded plots 	<ul style="list-style-type: none"> • Reads longer stretches of time • Manage more difficult vocabulary, ideas, and language structures • Understands more complex ideas and topics • Reads a wider range of genres • Can use texts as references • Can search for and find information in text • Interprets text from a variety of perspectives • Understands humor and subtle plot twists • Reflects on personal response in relation to how others see the text

Level N, O, P, Q, R - 3rd and 4th grades