

Criteria for Leveling Books

	Level 1	Level 2
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – Large primary font, often darker type – Exaggerated spacing between words – Caption, phrase, or label – Books usually 8 pages in length – 1 line print – Consistent placement of text on page 	<ul style="list-style-type: none"> – Large primary font – Clear, well defined spacing between words – Short books (usually 8 pages) – 3-4 words per page – Consistent placement of text on the page
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – 0-1 high frequency sight word plus interest word per page – Vocabulary familiar to most children – Short phrases highly predictable to illustration – No rhyme or pattern 	<ul style="list-style-type: none"> – 1-2 sight words on page – Words familiar to children – Sight words usually repeated in a pattern – Mostly a repeated phrase or short 3-4 words sentence
Story Structure	<ul style="list-style-type: none"> – No story line - mostly labels/phrases or familiar objects and actions 	<ul style="list-style-type: none"> – No set story line – Text often based on theme – Familiar objects and actions
Illustrations	<ul style="list-style-type: none"> – Major feature of page – Provide direct support for text – Clear and simple 	<ul style="list-style-type: none"> – Very strong illustration support for text – Text provides caption support for pictures – Pictures simple and clear
Supporting Reading Strategies	<ul style="list-style-type: none"> – Differences between picture and print – Concepts of print concepts such as directionally, (front to back, left to right progression text) – Tracking print – Voice to print matching (match one spoken word with one written word) 	<ul style="list-style-type: none"> – Using pictures to predict the story and words – Noting patterns in text – Children may stop and research memory or picture for known information

Criteria for Leveling Books

	Level 3	Level 4
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – Large primary font – Clearly defined spacing between words – Punctuation - period, capital letters – Usually one line of text – Some books may be longer than 8 pages – Consistent placement of text on page – 3-5 words on page 	<ul style="list-style-type: none"> – May have variation of font within text (i.e. bold or italics for emphasis) – Still primary font used – Well defined spaces between words and lines – Usually still one line of text but sometimes text may wrap to next line – Placement of text on page still consistent
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – Predictable vocabulary – Familiar content – 2-3 sight words may be present per page – Multisyllable words begin to appear – Beginning decoding – Phrases or complete sentences – Repetitive pattern with maybe 1-2 word changes 	<ul style="list-style-type: none"> – More interest words – Increase in number of high frequency words – Rhyming words introduced – 3-4 sight words may be present per page – Contractions may be present – Beginning of sentence crapping to new line – Pattern still very repetitive but may have two or more word changes on each page – Complete sentences of about 5-8 words – Punctuation may include exclamation mark and question mark
Story Structure	<ul style="list-style-type: none"> – Familiar objects and actions – Text often based on theme set story line 	<ul style="list-style-type: none"> – Familiar story line starting to be evident
Illustrations	<ul style="list-style-type: none"> – Direct support for text 	<ul style="list-style-type: none"> – Strong support but words becoming more important
Supporting Reading Strategies	<ul style="list-style-type: none"> – Attending to graphophonic cues (particularly beginning and ending sounds) – Beginning decoding strategies – Beginning to use sentence patterns to predict 	<ul style="list-style-type: none"> – Return sweep – Introduction of phrasing as an aid to fluency – Isolated text used for expression and/or emphasis – Beginning to look through the word to the end – Use of context for prediction and meaning – Increased sight vocabulary

Criteria for Leveling Books

	Level 5	Level 6
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – Smaller standard font introduced – Spaces between words and lines less exaggerated – Longer sentences – May have two sentences per page 	<ul style="list-style-type: none"> – Larger variation in font sizes – Regular spacing between words and lines but may still be exaggerated in some books – 1-2 sentences per page – Sentences may wrap to next line or over the page – Placement still fairly consistent but may vary within the book
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – Higher level interest words – May see verb changes (tense, singular to plural) – Increased sight words – Many words phonetically regular – Longer sentences due to repetitive phrases – Speech introduced punctuation includes quotation marks and ellipses – May have completely different pattern at ending 	<ul style="list-style-type: none"> – More multi-syllable words may introduce compound words – Mostly decodable text and sight words – Longer sentences – Conjunctions may join two short sentences – Sentences may wrap to next page – Wrap-around guided by natural phrasing – Language pattern still evident – Conversation may be present – Predictability through rhyme
Story Structure	<ul style="list-style-type: none"> – Beginning a simple story line – Usually only one or two characters 	<ul style="list-style-type: none"> – Fairly predictable story line – Strong title support – May have simple sequence of events
Illustrations	<ul style="list-style-type: none"> – Strong support but beginning to get more information from text than picture 	<ul style="list-style-type: none"> – Continues good support for text but words more important to meaning than picture
Supporting Reading Strategies	<ul style="list-style-type: none"> – Tracking patterns can vary – Increasing core of high frequency sight words – Use of expression and emphasis through change of voice – Using sentence syntax for predictions – Increased need for decoding strategies beyond the first letter – Comprehension monitored through context – Beginning of self-correction/self monitoring strategies – Re-reading for clarification 	<ul style="list-style-type: none"> – Decoding strategies important - use of blends, variety in vowel patterns, onset and rime, looking at parts of words – Notices similarities/ differences in parts of words – Builds on level 5 strategies with increased reliance/focus on text – Can retell story sequence/key elements – May self-connect miscues in oral reading

Criteria for Leveling Books

	Level 7	Level 8
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – Can be non-fiction – Increased length of book - up to 16 pages – More text with less consistency of placement 	<ul style="list-style-type: none"> – Font varies in size but still quite large – Longer stories, more text per page – Text can be both sides of the page
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – More sight words – Wore new words in each sentence – Beginning to introduce literary language – Longer, more detailed sentences – Sentence patterns can change within the story – Increased language structure paired with simpler sentence structure 	<ul style="list-style-type: none"> – Increased number of sight words per sentence – Little repetition of sight words – Still some repetition - patterns apparent but do not dominate text – Sentences become longer – Repetition may extend over two or three pages
Story Structure	<ul style="list-style-type: none"> – More detail in story line – May have two or more characters – May contain a simple sequence of events 	<ul style="list-style-type: none"> – Humor in story line – Characters more important in story line – Increase in character development – More complex story line continued throughout book – Story may develop through conversation between two or more characters – Still predictable
Illustrations	<ul style="list-style-type: none"> – Pictures more detailed – picture clues dominant but can no longer be relied upon for meaning 	<ul style="list-style-type: none"> – Usually one illustration per page – Suggest a sequence of events – Confirm and support text and inform reader – Supports story line rather than text – Get information from more than one illustration (inference) – More detail in illustrations
Supporting Reading Strategies	<ul style="list-style-type: none"> – Increase in self-monitoring strategies – Increased decoding strategies used – Uses story sense to predict story line and aid comprehension – "skip and return" strategy – Noting spelling patterns – Using meaning, structure, and graphophonic cues together 	<ul style="list-style-type: none"> – Increased self-monitoring moving towards more independent reading – Integration of all cueing systems (visual, syntactic, graphophonic) for decoding – Beginning to read with fluency – Increased fluency leads to increased reading rate – Larger sight word vocabulary base – Relies less on illustrations and more on chunks of text for comprehension

Criteria for Leveling Books

	Level 9	Level 10
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – More print on page, mostly high frequency words – Increases length of books - 8-16 pages – More print but still accompanied by illustrations every page 	<ul style="list-style-type: none"> – Font is generally smaller – May have several lines of print but usually each page has an illustration
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – New vocabulary repeated often in text – More unique words introduced per page but still dominated by high-frequency words – Patterns may extend over two or three pages – More compound and complex sentences 	<ul style="list-style-type: none"> – More new vocabulary, still repeated often through out text – Increased literary vocabulary – Few patterns – Longer sentences - at times extending over two or three lines – More complex dialogue – Predictability through rhyme – Cumulative structure
Story Structure	<ul style="list-style-type: none"> – Making more inference in story – Conflict/resolution introduced – Many episodes built around central plot – Details are important in story 	<ul style="list-style-type: none"> – Stories take place over a longer period of time – May have two different settings – Less familiar concepts – Find out more about characters through thought and speech – Abstract themes may be introduced
Illustrations	<ul style="list-style-type: none"> – Illustrations support the text but also contain ideas of their own – Extend and support the text and enhance plot 	<ul style="list-style-type: none"> – Illustrations offer some support but text generates more of the meaning
Supporting Reading Strategies	<ul style="list-style-type: none"> – Accesses more than one reading strategy; will try another one if it doesn't work – Can retell the story, recalling important details and omitting irrelevant points – Notices conversations among characters and reflects differences in oral reading – Notices and use punctuation cues – Begins to make inferences about stories 	<ul style="list-style-type: none"> – Reads with increasing fluency and phrasing – Continues to experiment with a variety of reading strategies – Demonstrates willingness to take risks – Notices and appreciates "book language" or new forms of text – Can retell figurative language in own words – Uses rhyme as a prediction strategy – Has mastery of basic sight words

Criteria for Leveling Books

	Level 11	Level 12
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – May have two sentences on the same line – Regular sized font – Length varies but more stories 12-16 pages – Paragraphs of print becoming more regular on a page 	<ul style="list-style-type: none"> – Print may vary from medium to small – Paragraphs are set off with some paragraphs indented – Captions in nonfiction range from single word to phrases – Variety of text placement
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – More unfamiliar words per page, less likely to be repeated – Longer sentences, little pattern – Patterns of phrases may be variable or no pattern at all – Frequent use of multiple phrases in one sentence 	<ul style="list-style-type: none"> – More challenging high frequency words introduced – Increasingly complex sentences structures for effect – Exceptions to standard punctuation and spelling – Beginning to use idioms, similes and metaphors
Story Structure	<ul style="list-style-type: none"> – More connected story line – May have “twist” at the end – Figurative or poetic language may appear – Abstract themes may be used – Details and literacy elements key to story line – Wider variety of text features 	<ul style="list-style-type: none"> – Single event continues over several pages – Conversation over many characters – Multiple characters – More inference required – Text with distinctive beginning, middle and end – Multiple episodes – Higher level concepts
Illustrations	<ul style="list-style-type: none"> – Illustrations offer some support but text generates more of the meaning – Illustrations and photographs still mostly in colour 	<ul style="list-style-type: none"> – Mix of illustrations, photos, diagrams, graphs, etc – Illustrations and photographs still mostly in color –
Supporting Reading Strategies	<ul style="list-style-type: none"> – Reads with fluency and phrasing – Demonstrates using beginning chunks/syllables and analogies to problem-solve unknown word – Stories support story mapping to aid comprehension – Reader's understanding is influence by prior knowledge 	<ul style="list-style-type: none"> – Reads with fluency and phrasing – Demonstrates using beginning chunks/syllables and analogies to problem-solve unknown word – Reader's understanding in influenced by prior knowledge

Criteria for Leveling Books

	Level 13	Level 14
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – Some early chapter books – Layout varies widely – Captions with phrases and/or sentences – Some use of graphic organizers in nonfiction text – Length varies—16+ pages 	<ul style="list-style-type: none"> – Table of contents, glossary, index may be introduced in some nonfiction texts – Length of book may be increasing – Most books 24 pages in length
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – Specialized vocabulary embedded into text – Challenging high-frequency words occur naturally in text – Prepositional phrases often at beginning of sentences – Wider use of poetic language 	<ul style="list-style-type: none"> – More detailed (technical/descriptive) form of dialogue – Formal dialogue – Varied syntax – Multiple phrases in one sentence – Literary language and text structure
Story Structure	<ul style="list-style-type: none"> – Well developed story structure – Inference required to predict story line – Comprehensive development of literary elements – Many new and unfamiliar concepts – Details found in text 	<ul style="list-style-type: none"> – Content of text moves away from familiar experiences – May be repeating episodes or events – Characters in stories tend to learn and change – Events require interpretation
Illustrations	<ul style="list-style-type: none"> – Illustrations provide low to moderate support; helps children understand and interpret the text – Color and black and white illustrations used 	<ul style="list-style-type: none"> – Pictures still appear on most pages of the texts – Enhances meaning and arouses interest – Inferring from photographs, pictures
Supporting Reading Strategies	<ul style="list-style-type: none"> – Reads with fluency and phrasing – Punctuation adds meaning – Reflecting on story helps meaning – Cross checking meaning and other cues to confirm vocabulary – Inferences to interpret illustrations – Text features (speech bubbles, illustrations are part of story, add information) 	<ul style="list-style-type: none"> – Reads with fluency and phrasing – Demonstrates using beginning chunks/syllables and analogies to problem-solve unknown word – Textual—organization features in nonfiction add information

Criteria for Leveling Books

	Level 15	Level 16
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – More difficult vocabulary, challenging content, or more complex themes – Print size varies and often smaller – Early chapter books – 24–32 pages of text – Early chapter books of approximately 32 pages 	<ul style="list-style-type: none"> – Paragraphs usually indented – Captions may e full page with illustrations/ photos – Chapter book and many longer stories and picture books
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – Variety of vocabulary continues to expand – Information books may contain technical language and harder vocabulary words – Longer, more complex sentences (added prepositional phrases) 	<ul style="list-style-type: none"> – Variety of vocabulary continues to expand – Multi-syllable and some technical words – Informational books may contain technical language and harder vocabulary words – Sentences are complex – Multi-phrasal sentences – Dialogue not always assigned
Story Structure	<ul style="list-style-type: none"> – Multiple episodes related to a single plot but may cover a longer time period – Text may contain a great deal of dialogue 	<ul style="list-style-type: none"> – Full range of genres – More sophisticated plots with characters that are developed throughout the text – Stories take place over a longer period of time – Some unusual formats
Illustrations	<ul style="list-style-type: none"> – Used to create interest, enhance meaning, and convey information Illustrations at many places in text – Beginning to see black and white illustrations – Offer additional story support – Inferencing required from photographs – Photographs dominate nonfiction but also some graphs, and diagrams 	<ul style="list-style-type: none"> – Used to create interest, enhance meaning and convey information – Illustrations at many places in text – Texts include illustrations but readers less dependent on them – Offer additional story support – Mix of photographs, illustrations, and graphic organizers

Criteria for Leveling Books

	Level 17	Level 18
Text Layout – font – placement – number of words or sentences – Placement amount of text	<ul style="list-style-type: none"> – Lots of text in small print with narrower word spacing – Very long stories, includes many picture books – Chapter book and many longer stories and picture books – Chapter books up to 64 pages with short chapters 	<ul style="list-style-type: none"> – Lots of text in small print with narrower word spacing – Very long stories, includes many picture books – Chapter book and many longer stories and picture books (approximately 100 pages)
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – Variety of vocabulary continues to expand – Multi-syllable and some technical words – Informational books may contain technical language and harder vocabulary words – Vocabulary introduced to create feeling or mood – Sentences are complex – Complex language may require interpretation 	<ul style="list-style-type: none"> – Variety of vocabulary continues to expand – Multi-syllable and some technical words – Vocabulary support many be required – Content specific vocabulary may be unfamiliar – Words are used for a range of connotative meaning – Sentences are complex – Complex language may require interpretation – May require a cultural or historical context for interpretation
Story Structure	<ul style="list-style-type: none"> – Full range of genres – Variety of formats with many different conventions used to organize text and convey meaning – Texts may have subtle meaning that require interpretation and more background knowledge 	<ul style="list-style-type: none"> – Full range of genres – Irony and whimsy is used to created interest and convey the nature of characters
Illustrations	<ul style="list-style-type: none"> – Used to create interest, enhance meaning, and convey information – Illustrations at many places in text – Texts include illustrations but readers less dependent on them – Chapter books longer with fewer pictures 	<ul style="list-style-type: none"> – Complex picture books used for particular purposes rather than become the norm – More black and while line illustrations – More technical information include in illustrations and graphic organizers

Criteria for Leveling Books

	Level 19	Level 20
Text Layout – font – placement – number of words or sentences	<ul style="list-style-type: none"> – Increased difficulty of text – Small print with narrow word spacing – Longer chapter books between 100 pages – Chapter length increasing – Chapter books approximately 100 to 200 pages 	<ul style="list-style-type: none"> – Length not as important as difficulty of text – Very long stories and picture books – Usually a table of contents, index and may have a glossary – Most books are long
Vocabulary & Sentence Structure	<ul style="list-style-type: none"> – Vocabulary is sophisticated and varied – Many more multi-syllable words are included – Highly complex sentences require a full range of punctuation which is important to the meaning of the text – Interpretation of meaning will be required – Many compound words 	<ul style="list-style-type: none"> – Vocabulary is sophisticated and varied – Many more multi-syllable words – May have unfamiliar content- specific words – Highly complex sentences may require a full range of punctuation which is important to the meaning of text – Sophisticated language and plays on words – May require cultural or historical context for interpretation
Story Structure	<ul style="list-style-type: none"> – A lot of personification (metaphors, similes, etc.) – Subtle meanings – May require cultural or historical context for interpretation 	<ul style="list-style-type: none"> – Full range of genres – Literary and informational text where information is from a variety of structures/features – Texts must be comprehended on a literal and figurative level to really understand them.
Illustrations	<ul style="list-style-type: none"> – May include black and white line illustrations – May include technical information included in illustrations and graphic organizers in non-fiction texts – More black and white line drawings in fiction 	<ul style="list-style-type: none"> – Complex picture books used for particular purposes rather than be the norm – More black and white line drawings in fiction – More technical information included in illustrations, graphics in non fiction texts.

Criteria for Leveling Books

	Level 21	Level 22
Content/Themes/Ideas	<ul style="list-style-type: none"> - Critical thinking required to judge authenticity of texts - Content supported/extended by illustrations in most information texts - Multiple themes may be understood in many layers 	<ul style="list-style-type: none"> - Critical thinking required to judge authenticity of texts - content load in many texts, fiction and nonfiction requiring study - Some texts with settings distant in time space from students' experiences - Multiple characters revealed by what they think, say, do and what others say/think about them
Text Structure	<ul style="list-style-type: none"> - <u>Fiction</u> - complex plots, beginning to have multiple story lines - Usual text organizations such as flashbacks - Plots with detailed episodes - <u>Non-fiction</u> - underlying structure— description, compare/contrast, temporal sequence, problem solution, cause/effect - Variety in organization and topic - Some texts with several topics organized categorically - Shorter texts (approximately 24–48 pages of print) on single topics (usually non-fiction) - Large variation of print styles and font size (related to genre) - Many texts with small font - Use of bold, larger font, or italics for emphasis or to indicate importance or level of information 	<ul style="list-style-type: none"> - <u>Fiction</u> - complex plots, many with multiple story lines - Usual text organizations such as flashbacks - Plots with detailed episodes - Plots with subplots - Some short stories with plots intertwining - <u>Non-fiction</u> - underlying structure— description, compare/contrast, temporal sequence, problem solution, cause/effect - Variety in organization and topic - Many texts with small font - Use of bold, larger font, or italics for emphasis or to indicate importance or level of information - Variety in layout of nonfiction formats (question/answer, paragraph boxes, legends..)
Vocabulary Words Sentence Complexity	<ul style="list-style-type: none"> - Full range of genres - Longer sentences, with dialogue and embedded phrases - Sentences with nouns, verbs, or adjectives in series, divided by commas - Increased variety/range of textual features/ structures give information - Texts must be comprehended on a literal and figurative level to really understand them 	<ul style="list-style-type: none"> - Many sentences continuing over several lines or to next page - Some texts in columns - Some parenthetical material - Range of declarative, imperative, and interrogative sentences

Criteria for Leveling Books

	Level 23	Level 24
Content Themes/Ideas	<ul style="list-style-type: none"> - Critical thinking required to judge authenticity of texts - Heavier content load in many texts, fiction and nonfiction requiring study - Content requiring reader to begin to take on diverse perspectives (race, language, culture) - Multiple themes may be understood in many layers 	<ul style="list-style-type: none"> - Content requiring reader to begin to take on diverse perspectives (race, language, culture) - Wide range of challenging themes that build social awareness and reveal insights into the human condition - Some texts with "heroic" or "larger than life" characters that represent the symbolic struggle of good and evil - Multiple characters revealed by what they think, say, do and what others say/think about them - Some texts with settings distant in time space from students' experiences
Text Structure	<ul style="list-style-type: none"> - <u>Fiction</u> - complex plots, many with multiple story lines - Unusual text organizations such as flashbacks - Some short stories with plots intertwining - <u>Non-fiction</u> - underlying structure—description, compare/contrast, temporal sequence, problem solution, cause/effect - Variety in organization and topic - Some texts with several topics organized categorically - Chapter books 100 -300 pages - Large variation of print styles and font size (related to genre) - Use of bold, larger font, or italics for emphasis or to indicate importance or level of information 	<ul style="list-style-type: none"> - <u>Fiction</u> - complex plots, many with multiple story lines - Unusual text organizations such as flashbacks - Some short stories with plots intertwining - <u>Non-fiction</u> - underlying structure—description, compare/contrast, temporal sequence, problem solution, cause/effect - Structures often combined in complex way - Variety in organization and topic - Some texts with several topics organized categorically
Placement and Amount of Text	<ul style="list-style-type: none"> - Shorter texts (approximately 24—48 pages of print) on single topics (usually non-fiction) - Chapter books 100 -300 pages - 5—40 lines of print per page/more for fiction - Large variation among print styles and font size - Many texts with small font - Use of bold, larger font, or italics for emphasis or to indicate importance or level of information - Some text have dense print, difficult layout - Variety in layout of nonfiction formats 	<ul style="list-style-type: none"> - Print and illustrations integrated in most texts, with print wrapping around picture - Some texts in columns - Full range of punctuation - Variety in print colour and background colour - Many sentences continuing over several lines or to next page - Some texts in columns - Variety in layout of nonfiction formats (question/answer, paragraph boxes, legends..)
Vocabulary Words Sentence Complexity	<ul style="list-style-type: none"> - Many new vocabulary words that readers must derive from context or use glossaries or dictionaries - Many technical words - Many longer descriptive words - Words used figuratively or with unusual connotations - Words with multiple meanings within the text - Words used in regional or historical dialects - May be some archaic words 	<ul style="list-style-type: none"> - Many new vocabulary words that readers must derive from context or use glossaries or dictionaries - Many technical words - Many longer descriptive words—adjectives and adverbs - Words used figuratively or with unusual connotations - Words with multiple meanings within the text - Words used in regional or historical dialects - May be many archaic words