Description of Book Levels
Using Fountas & Pinnell (F/P) System
(The following chart describes each level of F/P. Texts become increasingly more difficult. The descriptions are cumulative in that those in earlier levels are also contained in books in subsequent levels.)

Book Level	Description of Book
AA	• Simple illustration on each book • One or two word label • Large font
A	• One 3-or 4-word sentence on every other page • Print in large font at same place on every other page • Simple illustrations on every other page • Easy high frequency words • Simple story line that is familiar to children
B	• Two lines of print on every other page • Each new sentence starting on the left margin • Repeating sentence patterns
C	• Two to five lines of print on each page • Print can be on both right and left pages • Punctuation is used in text. • More than one character talking in story; signaled by *said* and quotation marks • Story has a distinct beginning, middle, and end.
D	• Varying number of lines of print • Pictures are supportive, but reader required to pay more attention to text for understanding the meaning.
E	• Most pages have 3 to 8 lines of print. • Minimal repeating language structure • Reader required to use problem solving strategies to figure out new words & to relate the illustrations to text. • In nonfiction text, the information is in categories
F	• Print font is smaller than previous levels. • Story lines contain more actions or events. • Story contains a problem, events, & solution. • Language structure is not repetitive

G	• Some sentences are continued onto next page. • More challenging ideas and vocabulary.
H	• Language and vocabulary are even more complex. • Less repetition in the action of the story.
I	• Specialized, unusual, & challenging vocabulary • Texts include many words that will be unfamiliar to most children.
J	• Paragraphs indicated by space between lines • New sentences starting after ending punctuation within lines • A variety of texts genres – folktales, mystery, realistic fiction • Longer books – 30 – 60 pages – chapter books • Nonfiction text has headings to show categories of information
K	• Paragraphs indicated by indentation • Nonfiction text has headings and subheadings to show categories of information, and table of contents • Some full pages of print
L	• Longer chapter books with only a few illustrations • Words to show passage of time (ie. "the next day") • Different genres of text (ie. Letter, parts of a book) embedded within the text • Nonfiction text could have headings, subheadings, diagrams and pictures with captions, table of contents, glossary
M	• Most pages have between five to thirteen lines of print • Text uses smaller print and narrower word spacing.
N	• Smaller print font than previous book levels • Some technical vocabulary in nonfiction text
O	• Complex sentences (ie. Containing strings of adjectives, or prepositional clauses) • Many 2-syllable words & some 3 – 4 syllable words • Dialogue between 3 – 4 characters • Character development (ie. Character learns a lesson, character changes from beginning to end of story) • Reader must make inferences using story clues to understand setting, characters, and problem • Some use of parenthesis
P	• Some sentences have 15 to 20 words • Many complex sentences (ie. Containing strings of adjectives, or prepositional clauses)

Q	• Story structure includes a turning point in the action • May contain foreshadowing of a future event • A lot of technical vocabulary in nonfiction text • Nonfiction text could include drawings with cutaways
R	• Reader needs to understand how the setting affects the characters • Text may include description of main characters' internal feelings and thoughts • Full range of punctuation including dash and ellipses
S	• Text could be told in first-person or third-person narrative • Several sentences more than 20 words long • Use of symbolism in text (ie. Flag represents patriotism) • Text requires reader to understand character's motives
T	• Text requires reader to use text clues to infer characters' attitudes and feelings • Uncommon vocabulary words used in text
U	• Some distortion of words in print for dramatic effect (ie. "Where aaaare you?") • Text requires reader to connect first paragraph with the last in the last chapter/section to predict what may come next • Text may include pronunciation guide in parentheses for technical words
V	• Nonfiction text may be a persuasive essay which requires reader to find examples in the text • Varied sentence length with some more than 25 words • Smaller print font than previous levels
W	• Sophisticated subject matter • Varied sentence length with some sentences more than 30 words
X	• Text requires reader to recognize internal conflict in a character • Extensive use of figurative language (ie. Head as *block of cement, wrestling with the Grim Reaper)* • Long sentences, many more than 30 words
Y	• Text includes verb tense changes (ie. From past to present to future) • Technical vocabulary and many difficult multisyllabic words
Z	• Many long sentences, some 40 or more words • May contain foreign language words in italics