

TABLE 4.2. Qualitative Descriptions of the Kindergarten and First-Grade Levels of the Fountas–Pinnell Levels

Level F Texts are slightly longer than the previous level, and the print is somewhat smaller. There are usually three to eight lines of text per page. Meaning is carried more by the text than the pictures. The syntax is more like written than oral language, but the pattern is mixed. The variety of frequent words expands. There are many opportunities for word analysis. Stories are characterized by more episodes, which follow chronologically. Dialogue has greater variety. Punctuation supports phrasing and meaning.

Applying criteria for Level F books

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1. Using the description above, make a list of the elements that would be used to determine that a book is Level F.
2. Look at the examples of Level F books. Do these books meet all the criteria that you listed?
3. Which criteria seem most important for specific books?
4. Which criteria seem most important for all the books?
5. Do all the books appear to be at a similar reading level?
6. Would you be able to identify a Level F book now?
7. Look at the attached table, describing books from Levels A through I. Are you able to interpret this chart?