Behaviors to Notice, Teach and Support	Nam	e:							
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words - Locates known					Predicting - Uses knowledge of				-
word(s) in text.					language structure to anticipate text				
Analyzes words from left to right,					Makes predictions based on information				
using knowledge of sound/letter relationships					in pictures				
Recognizes a few high frequency words					Predicts the ending of a story based on reading the beginning and the middle of the story				
Locates easy high frequency words in the text					Makes predictions based on prior knowledge and experiences				
Searching for and Using					Making Connections - Talks about				
Information - Matches spoken word with printed word					own experiences in relation to the text				
Moves from left to right when reading					Makes connections between similar texts/topics				
Searches for and uses information in pictures.					Identifies recurring characters where applicable				
Uses oral language in combination with pointing					<b>Synthesizing</b> - Identifies new information in text/pictures				
Uses the language structure to					Talks about what the reader already				
learn about the print					knows relative to information in the text				
Asks questions to clarify meaning					Inferring				
or get information					Talks about characters' feelings				
Monitoring and Correcting					Talks about pictures, and interprets				
Uses word-by-word matching					ideas from them				
Uses prior knowledge to self-					Analyzing/Critiquing				
correct and self-monitor					Understands how the ideas in a book				
					are related to each other				
Uses known words to self-monitor					Understands how the ideas in a text are				
and self-correct					related to a title				
Re-reads to self-correct errors or					Shares opinions about books and				
confirm meaning					illustrations				
Begins to crosscheck one kind of									1
information against another to									
monitor and self-correct reading		1							$\vdash$
Summarizing - Remembers what									1
the story is about during reading									
Remembers important information from the text									
Remembers information to help									
understand the end of the story									
Maintaining Fluency									
Notices and uses end punctuation and reflects it in voice									
Points to words and reads at a steady rate without long pauses									

Behaviors to Notice, Teach	Nam	e:							
and Support Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words - Locates easy high	Dute	Dute	Dute	Dute	Predicting - Uses knowledge of language	Dute	Dute	Dute	Dutt
frequency words in the text					structure to anticipate text				
Attends to beginning letter(s) and					Makes predictions based on pictures				+
progresses to using final letter(s)					riakes predictions based on pictures				
Locates the first and last letters of words					Predicts the ending of a story based on				
in continuous text					reading the beginning and the middle of				
					the story				
Uses knowledge of syllables to help in					Makes predictions based on prior				
word-by-word matching					knowledge				
Uses letter/sound information in					Makes predictions based on information				
coordination with meaning and language structure to solve words					gained through reading				
Takes apart words by using the sounds					Making Connections				
of letters (CVC patterns)					Talks about own experiences in relation to				
					the text				
Recognizes 10/20 or more high					Makes connections between similar		1	1	<u>†                                    </u>
frequency words					texts/topics				
Searching for and Using					Recognizes and applies attributes of				
Information - Reads left to right and					recurring characters where applicable				
returns to the next line									
Integrates sources of information:					Synthesizing				
making sure it makes sense, sounds					Remembers information and details to				
right and looks right					understand after reading				
Processes texts with simple dialogue and					Talks about what the reader already knows				
some pronouns Remembers and uses language patterns	-				relative to information in the text Acquires and reports new information from				
to help reading					text				
Asks questions to clarify meaning					Talks about what the reader already knows				+
is questions to early meaning					about a topic or a character prior to				
					reading				
Monitoring and Correcting					Shows evidence in the text of new ideas or				
Re-reads to self-correct errors or					information				
confirm meaning									
Uses prior knowledge to self-correct and					Inferring				
self-monitor					Talks about characters' feelings				
Uses known words to self-monitor and					Talks about pictures, and interprets ideas				
self-correct					from them				
Re-reads to search for information					<b>Analyzing/Critiquing -</b> Understands how the ideas in a text are related to a				
					title				
Begins to crosscheck one kind of					Notices and points out connections				
information against another to monitor			1	1	between text and pictures				
and self-correct reading									
Uses two or more sources of information					Understands how the ideas in a book are				
to monitor and self-correct reading					related to each other				
Summarizing					Shares opinions about books and				
Remembers information to help					illustrations				1
understand the end of the story			_						─
Recalls and re-tells important			1	1					
information or events from the text									+
Understands and talks about a simple									1
sequence or events in the story Maintaining Fluency		+						1	+
Notices and uses punctuation through									1
appropriate pausing and intonation			1	1					
Identifies and reads some phrases as		1	1	1					<u>+</u>
word groups	1	1					1		

Behaviors to Notice, Teach	Nam	e:							
and Support Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
2	Date	Date	Date	Date		Date	Date	Date	Date
Solving Words Recognizes many regular words and					Predicting				
high frequency words quickly and easily					Uses knowledge of language structure to anticipate text				
Uses beginning and ending parts of							-		
words to solve them									
Recognizes and uses word parts – onset					Predicts the ending of a story based on				
and rimes, consonant clusters to solve					reading the beginning and the middle of				
words while reading					the story				
Makes connections between words by					Makes predictions based on prior				
letters, sounds or spelling patterns					knowledge				
letterby bounds of opening patterns					Kiomedge				
Tales apart many new words such as					Makes predictions based on information				
compound words, to solve them					and pictures gained through reading				
Searching for and Using					Making Connections				
Information					Makes and discusses connections about				
Notices details in pictures and uses					own experiences in relation to the text				
information to understand text									
Rereads to search for and use					Makes connections between similar				
information from language structures or					texts/topics				
meaning									
Processes texts with simple dialogue and					Recognizes and applies attributes of				
some pronouns					recurring characters where applicable				
Uses all sources of information to solve					Synthesizing				
new words					Identifies new information in text/pictures				
					<b>T</b>				
Monitoring and Correcting					Talks about what the reader already knows				
Re-reads the sentence or phrase to self-					relative to information in the text				
correct or confirm Re-reads the sentence to search for and					Acquires and reports now information from				
use information					Acquires and reports new information from text				
					lexi				
Uses sounds related to consonants to					Talks about what the reader already knows				
monitor and self-correct reading					about a topic or a character prior to				
monitor and sen correct reading					reading				
Uses known words to monitor and self-					Shows evidence in the text of new ideas or				
correct					information				
Summarizing					Inferring				
Remembers information to help					Talks about characters' feelings				
understand the end of the story									
Recalls and re-tells important					Talks about pictures, and interprets ideas				
information or events from the text					from them				
Understands and talks about a simple					Sees changes in characters over time and				
sequence or events in the story					can cite reasons				
Provides an oral summary of a text		1			Shows evidence in the print or pictures to		1		1
					support inferences				
Maintaining Fluency - Demonstrates					Analyzing/Critiquing				
phrased, fluent oral reading		1			Notices and appreciates humor		<b> </b>		
Reflects language syntax and meaning					Recognizes whether a text is fiction or				
through phrasing and expression					non-fiction		1		
Notices and uses punctuation through					Discusses the differences between				
appropriate pausing and intonation			_	_	photographs and illustrations		<u> </u>		1
Demonstrates appropriate stress on					Understands that a story has a beginning				
words in a sentence	ł	-	+	+	middle and end		+		
		1			Recognizes and discusses how print layout		1		1
		+			or features are used to convey meaning		+		+
		1			Understands how writers use interesting		1		1
	1	1	1		characters and events	l l	1	1	1

Behaviors to Notice, Teach	Name	e:							
and Support									
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words					Predicting - Makes predictions using				
Recognizes most words quickly and easily					language structure				
Removes the endings from base words to					Makes predictions based on knowledge of				
solve new words					characters or genre				
Uses sounds related to vowels and					Predicts the ending of a story based on				
consonants to solve words					reading the beginning and the middle of the story				
Recognizes and uses word parts – onset					Makes predictions based on prior knowledge				
and rimes, consonant clusters to solve									
words while reading									
Makes connections between words by					Makes predictions based on information				
letters, sounds or spelling patterns					gained through reading				
Takes apart many new words such as					Making Connections - Makes connections				
compound words, to solve them					between similar texts/topics				
Recognizes 50 or more high frequency	Ι			1	Makes and discusses connections between	I	ſ	Ι	
words					texts and reader's experiences				
Searching for and Using Information					Recognizes and applies attributes of recurring				
Notices details in pictures and uses					characters where applicable				1
information to understand text									
Rereads to search for and use					Synthesizing				
information to confirm meaning					Identifies new information in text/pictures				
Processes texts with simple dialogue and					Identifies new information in text or pictures				
some pronouns									
Uses all sources of information to solve					Acquires and reports new information from				
new words					text				
Uses simple organizational features (titles					Interprets and talks about characters"				
and headings)					motivations and feelings				
Notices and uses readers' tools such as					Inferring				
table of contents where applicable					Infers about characters' feelings and motives				
Searches for specific facts in					Interprets causes for feelings and motives				
informational texts									
Monitoring and Correcting					Shows empathy for characters and can infer				
Re-read the sentence or phrase to self-					their feelings or motivations				
correct or confirm				-					
Uses letter-sound relationships and word					Shows evidence in the print or pictures to				
parts to monitor and self-correct					support inferences				
Uses known words to monitor and self-					Analyzing/Critiquing - Recognize whether				
correct					a text is fiction or non-fiction				
Self-corrects close to the point of error					Recognizes whether a text is realistic fiction				
Summarizing	ł		+	+	or fantasy Recognizes an informational text by its			1	+
Summarizing Remembers information to help					features				
understand the end of the story									
Recalls and re-tells important information			-	+	Understands that a story has a beginning , a				
or events from the text					series of events, and end				
Understands and talks about a simple					Recognizes and discusses how print layout or			-	
sequence or events in the story					features are used to convey meaning				
Provides an oral summary of a text with	<u> </u>	1	+	1	Understands how writers use interesting		<u> </u>	1	1
appropriate details					characters and events				
Maintaining Fluency - Demonstrates				1	Identifies how the writer has selected				1
phrased, fluent oral reading					interesting information for factual texts				
Reflects language grammar and meaning	ł	1	1	1	Understands how the writer has used humor		1	1	1
through phrasing and expression									
Identifies and reads some phrases as		1	+	+			<u> </u>		
word groups									1
Demonstrates appropriate stress on								-	+
words in a sentence	1	1				1	1	1	1

Behaviors to Notice, Teach and Support	Nam	e:							
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words - Recognizes most					Predicting - Makes predictions using				
words quickly and easily					language structure				
Removes the endings from base words					Makes predictions based on knowledge of				
to solve new words		-		-	characters or genre			-	
Uses letter clusters (blends and diagraphs) to solve words					Predicts the ending of a story based on reading beginning & middle of the story				
Uses left-to-right letter/sound analysis					Makes predictions based on prior				
to read a word					knowledge and experiences				
Uses sounds related to vowels and					Makes predictions based on information				
consonants to solve words					gained through reading				
Tales apart many new words such as					Supports predictions with evidence from				
compound words, to solve them					the text or prior knowledge				
Quickly and automatically recognizes 75					Making Connections - Makes connections				
or more high frequency words			-		between similar texts/topics				-
Connects words that mean the same or		1			Makes and discusses connections between				
almost the same, to derive meaning from the text			1	1	texts and reader's experiences				
Uses content and pictures to derive			+		Recognizes and applies attributes of			+	+
meaning of unfamiliar vocabulary		1			recurring characters where applicable				1
Searching for and Using					Synthesizing				
Information					Identifies new information in text/pictures				
Notices and uses labels for pictures									
Processes texts with split dialogue and					Relates content of the text to what is				
some pronouns					already known				
Uses all sources of information to solve					Acquires and reports new information from				
new words					text				
Uses simple organizational features					Interprets and talks about characters"				
(titles and headings) Notices and uses readers' tools such as					motivations and feelings Inferring - Infers causes for characters'			-	
table of contents where applicable					feelings or motives				
Searches for specific facts in					Justifies inferences with evidence from the				
informational texts					text				
Monitoring and Correcting					Shows empathy for characters and can				
Self-corrects close to the point of error					infer their feelings or motivations				
Re-reads the sentence or phrase to self-					Infers causes and effects as implied in the				
correct or confirm					text				
Uses relationships between sounds and letters, and letter clusters to monitor accuracy					Uses and interprets information from				
					pictures without depending on pictures to				
Uses known words to monitor and self-correct					construct meaning Analyzing/Critiquing - Recognize				
					whether a text is fiction or non-fiction				
Realizes when more information is needed to					Identifies characteristics of genres - realistic				
understand text					fiction, fantasy, factual, plays, traditional				
					literature				
<b>Summarizing -</b> Remembers information to			1	1	Notices writer's specific use of words to convey meaning – shouted, cried				
help understand the end of the story Recalls and re-tells important information					Understands that a story has a beginning , a			-	-
from factual texts					series of events, and end				
Understands and talks about a simple					Recognizes and discusses how print layout or				
sequence or events in the story					features are used to convey meaning				
Provides and oral summary of a text with appropriate details in sequence			1	1	Understands how writers use interesting characters and events				
Follows and discusses multiple events in a			1			1		1	
story									
Maintaining Fluency - Demonstrates			1	1					
phrased, fluent oral reading Reflects language grammar and meaning			+						
through phrasing and expression			1	1					
Reflects punctuation through appropriate			1						
pausing and intonation while reading orally								ļ	<u> </u>
Demonstrates appropriate stress on		1							
words in a sentence	1	1	1	1		1	1	1	1

Behaviors to Notice, Teach and Support	Nam				arning Grades K-8 Fountas and Pinnell				
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words - Uses letter-sound relationships to solve more complex words					Predicting - Makes predictions based on language structure				-
Demonstrates flexible ways to solve words – taking it					Makes predictions based on knowledge of				
apart, using meaning)					characters or genre				
Demonstrates competent active word-solving while					Makes predictions based on prior knowledge				
reading at an appropriate pace Uses sounds related to vowels and consonants to					and information gained through reading Uses understanding of text structure to make				-
solve words					predictions				
Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading					Supports predictions with evidence from the text or prior knowledge				
Makes connections between words by letter sounds					Making Connections - Makes connections				
or spelling patterns					between text and other texts read				
Takes apart many new words such as compound words, to solve them					Makes and discusses connections between texts and reader's experiences, before, during				
Quickly and automatically recognizes 100 or more					and after reading Recognizes and applies attributes of recurring				+
high frequency words within continuous text					characters where applicable				
Connects words that mean the same or almost the					Makes connections between characters and				
same, to derive meaning from the text					events based on prior knowledge <b>Synthesizing -</b> Differentiates between what is				_
Uses context and pictures to derive meaning of unfamiliar vocabulary					known and new information				
Searching for and Using Information					Identifies new information and incorporates it				-
Notices and uses labels for pictures					into present understandings				
Uses some simple graphics, labeled pictures, that add information to the text					Demonstrates learning new content from reading				
Processes texts with split dialogue and some					<b>Inferring -</b> Shows empathy for characters				
pronouns Uses a table of contents to locate information in the					and can infer their feelings or motivations Justifies interferences with evidence from the				
text					text				
Notices, searches for and discusses information that is important to understanding					Infers causes and effects as implied in the text				
Monitoring and Correcting Self-corrects close to the point of error					Interprets information from pictures without depending on pictures to construct meaning				
Re-reads to problem solve self-correct or confirm					Analyzing/Critiquing - Recognizes whether a text is fiction or non-fiction				
Uses multiple sources of information to monitor and					Identifies characteristics of genres - realistic				
self-correct using language structure and letter-sound					fiction, fantasy, factual, plays				
information Uses known words to monitor and self-correct					Notices writer's specific use of words to convey				
Dealizes when more information is needed to					meaning – shouted, cried Identifies parts of a story- beginning , a series				
Realizes when more information is needed to understand text					of events, and an end				
Summarizing					Recognizes and discusses how print layout or				
Remembers information to help understand the end					features are used to convey meaning				
of the story Identifies and understands a set of related ideas in a					Understands how writers use interesting				-
text					characters and events				
Understands and talks about a simple sequence or events in the story					Agrees or disagrees with the ideas in the text				
After reading provides an oral summary of a text with appropriate details									1
Summarizes narratives with multiple events in a story									1
Maintaining Fluency - Demonstrates phrased, fluent oral reading	1	1	1	1					
Reflects language syntax and meaning through									1
phrasing and expression Demonstrates awareness of the function of the full range of punctuation									-
Demonstrates appropriate stress on words in a sentence			1						+
Uses multiple sources of information (language		1	1					1	+
structure, meaning) to support fluency and phrasing									

Behaviors to Notice, Teach and Support	Nam	ie:							
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words - Uses letter-sound relationships to solve complex words					<b>Predicting</b> Makes predictions based on language structure				
Demonstrates flexile ways to solve words – taking it					Makes predictions based on knowledge of				
apart, using meaning)					characters or genre				
Demonstrates competent active word-solving while reading at an appropriate pace					Predicts the solution to the problem				
Uses sounds related to vowels and consonants to solve words					Makes predictions based on prior knowledge and information gained through reading				
Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading					Uses understanding of text structure to make predictions				
Makes connections between words by letters, sounds					Supports predictions with evidence from the				
or spelling patterns Takes apart many new words such as compound					text or prior knowledge Searches for and uses information to confirm or				
words, to solve them					disconfirm predictions				
Quickly and automatically recognizes 150 or more high frequency words within continuous text					Making Connections - Makes connections between characters and events based on prior knowledge				
Connects words that mean the same or almost the same, to derive meaning from the text					Recognizes and applies attributes of recurring characters where applicable				
Uses context and pictures to derive meaning of unfamiliar vocabulary					Makes and discusses connections between texts and reader's experiences, before, during and after reading				
Searching for and Using Information Uses multiple sources of information to solve words					Synthesizing - Differentiates between what is known and new information				
Notices and uses graphics, such as labels and captions for pictures, and diagrams					Expresses changes in ideas after reading a text				
Processes texts with split dialogue assigned to speakers					Demonstrates learning new content from reading				
Uses a table of contents, index, glossary to locate information in the text					Inferring - Infers causes and effects as implied				
Notices, searches for and discusses information that					in the text Shows empathy for characters and can infer				
is important to understanding Monitoring and Correcting					their feelings or motivations Justifies interferences with evidence from the				
Self-corrects close to the point of error					text				
Uses multiple sources of information to monitor and self-correct using language structure and letter- sound information					Analyzing/Critiquing Recognize whether a text is fiction or non-fiction				
Uses known words to monitor and self-correct					Identifies characteristics of genres - realistic fiction, fantasy, factual, plays				
Realizes when more information is needed to understand text					Identifies a point in the story where the problem is resolved				
<b>Summarizing -</b> Summarizes narratives with multiple events in a story					Notices descriptive and figurative language				
Understands problem and solution in a story					Recognizes and discusses how print layout or features are used to convey meaning				
Understands and talks about a set of related ideas or events in the story					Notices specific writing techniques such as question/answer				
After reading provides an oral summary of a text with appropriate details		1			Notices a writer's style				
Remembers information or a series if events to help understand the end of the story					Agrees or disagrees with the ideas in the text				1
Maintaining Fluency - Demonstrates phrased,									1
fluent oral reading Demonstrates awareness of the function of the full									1
range of punctuation Demonstrates appropriate stress on words in a		1							
sentence Uses multiple sources of information (language									
structure, meaning) to support fluency and phrasing Quickly and automatically solves most words in the									
text							1	1	1

Behaviors to Notice, Teach and Support	Nam	ie:		·	×				
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words					Predicting				
Uses multiple sources of information to solve new words					Makes predictions about the solution to the problem in the story				
Uses multiple strategies to figure out new words while focusing on meaning					Uses text structure to predict the outcome of a narrative				
Analyzes words from left to right, using knowledge of sound/letter relationships					Searches for, and uses information to confirm or disconfirm predictions				
Uses known words and word parts to figure out new words					Justifies predictions using evidence				
Reads fluently, slowing down to figure out new words and then resuming fluency					Makes predictions about the character based on traits revealed by the writer				
Flexibly uses meaning, syntax and visual information to monitor reading					Making Connections Uses background knowledge to understand text before, during and after reading				
Searching for and Uses Information: Processes text with varied dialogue					Makes connections between the text and other texts read				
Notices and uses graphics such as labels, simple diagrams and captions					Specifies the nature of connections – topic, content, writer, genre				
Uses readers tools such as table of contents, index and glossary to locate information					Synthesizing Demonstrates learning new content from reading				
Processes long sentences with 10 or more words					Differentiates between known and new information				
Uses chapter titles to predict content					<b>Inferring</b> Infers cause and effect by reading about characters and events				
Monitoring and Correcting Self-corrects errors that cause loss of meaning					Demonstrates understanding of characters using evidence from the text				
Re-reads when necessary to search for meaning and self-corrects					Infers characters feelings through reading their dialogue				
Uses multiple sources of information to monitor and self-correct					Infers causes of problems or outcomes in fiction and non-fiction				
Summarizing Reports episodes in the text in sequence					Analyzing/Critiquing Notices aspects of genres				
Identifies important ideas in a text and reports them in an organized way					Notices aspects of a writer's style after reading several books by the same author				
Follows and remembers events in the story to understand the ending					Notices use of descriptive language				
Understands the problem of a story and it's solution					Agrees or disagrees with ideas in the text				
Maintaining Fluency Demonstrates phrased, fluent oral reading with appropriate stress on words					Hypothesizes how characters might have behaved differently				
Demonstrates awareness of the function of punctuation									
Use multiple sources of information to support fluency									
Quickly and automatically solves most words in the text									
Reads silently at a good rate									l

Behaviors to Notice, Teach and Support	Nam	e:							
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date
Solving Words			1	1	Predicting				
Uses multiple sources of information to					Makes predictions about the solution to				
process text smoothly					the problem in the story				
Connects words that mean the same or					Uses text structure to predict the outcome				
almost the same to help understand text					of a narrative				
Demonstrates flexible ways to solve words –					Makes a wide range of predictions based				
word parts, endings, prefixes					on prior knowledge, content knowledge				
5.77					and knowledge of texts				
Solves and understands content specific					Searches for, and uses information to				
words using graphics and tools from the text					confirm or disconfirm predictions				
Understands longer descriptive words					Justifies predictions using evidence				
Constitute for and University of the formations									
Searching for and Using Information:					Makes predictions about the character				
Uses multiple sources of information to solve new words					based on traits revealed by the writer				
Notices and uses graphics such as labels,					Making Connections Uses background				
diagrams, maps, charts and captions					Making Connections - Uses background knowledge to understand text before,				
ulayranis, maps, charts and captions					during and after reading				
Goes beyond the text in discussions and	+		+	+	Makes connections between the text and			<u> </u>	
interpretations					other texts read				
Sustains problem-solving and development					Specifies the nature of connections –				
of meaning through a longer text read over					topic, content, writer, genre				
several days					topic, content, whiter, genre				
Uses chapter titles to predict content					Synthesizing				
uses chapter titles to predict content					Demonstrates learning new content from				
					reading				
Processes longer sentences (over 15 words)					Differentiates between known and new				
Trocesses longer sentences (over 15 words)					information				
Monitoring and Correcting					Inferring				
Self-corrects errors that cause loss of					Infers cause and effect by reading about				
meaning					characters and events				
Re-reads when necessary to search for					Demonstrates understanding of characters				
meaning and self-corrects					using evidence from the text				
Silently reads sections of the text					Infers characters feelings through reading				
,					their dialogue				
Self-corrects when errors detract from					Infers causes of problems or outcomes in				
meaning					fiction and non-fiction				
Summarizing					Analyzing/Critiquing				
Reports episodes in the text in sequence					Notices aspects of genres				
Identifies important ideas in a text and					Notices aspects of a writer's style after				
reports them in an organized way					reading several books by the same author				
Follows and remembers events in the story					Notices use of descriptive language				
to understand the ending								ļ	
Understands the problem of a story and it's					Agrees or disagrees with ideas in the text				
solution			<b> </b>	<b> </b>		ļ	ļ	ļ	
Summarizes ideas from the text and how					Hypothesizes how characters might have				
they are related					behaved differently				
Maintaining Fluency									
Demonstrates phrased, fluent oral reading									
with appropriate stress on words	+	ł	+	+					
Demonstrates awareness of the function of									
punctuation									-
Use multiple sources of information to									
support fluency									
Quickly and automatically solves most words									
in the text	1		1	1				-	
Reads silently at a good rate									
Slows down reading to search for	-		-	-					
Siows down reading to search to	1	1	1	1		1	1		1

					<b>N</b> (Fountas and Pinnell) - DRA – <i>Learning Grades K-8 Fountas and Pinnell</i>	28, 30			
Behaviors to Notice, Teach and Support	Nam			Literacy					
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Dat
Solving Words - Begins to notice new					Predicting				
and interesting words, records them and					Makes predictions about the solution to				
actively uses them in oral or written work					the problem in the story				
Connects words that mean the same or					Uses text structure to predict the				
almost the same to help understand text					outcome of a narrative				
Demonstrates flexible ways to solve words					Makes a wide range of predictions based				
- word parts, endings, prefixes					on prior knowledge, content knowledge and knowledge of texts				
Solves and understands content specific					Searches for, and uses information to				
words using graphics and tools from the text					confirm or disconfirm predictions				
Solves words with 2 or 3 syllables and					Justifies predictions using evidence				
longer descriptive words					Sustines predictions using evidence				
Searching for and Using Information:					Makes predictions about the character				
Uses multiple sources of information to					based on traits revealed by the writer			1	
solve new words								1	
Notices and uses readers tools such as	1	1	1	1	Making Connections - Uses	1	1	1	1
labels, diagrams, maps, charts and					background knowledge to understand				
captions					text before, during and after reading				
Goes beyond the text in discussions and					Makes connections between the text and				
interpretations					other texts read				
Sustains problem-solving and development					Specifies the nature of connections –				
of meaning through a longer text read over					topic, content, writer, genre				
several days									
Uses chapter titles to predict content					Synthesizing - Demonstrates learning new content from reading				
Processes longer sentences (over 15					Differentiates between known and new				
words) with a series of nouns verbs and					information				
adjectives									
Monitoring and Correcting - Self-					Demonstrates changing perspectives as				
corrects errors that cause loss of meaning					events in a story unfold				
Re-reads when necessary to search for					<b>Inferring -</b> Infers cause and effect by				
meaning and self-corrects					reading about characters and events				
Silently reads sections of the text					Demonstrates understanding of				
Sheridy reads sections of the text					characters using evidence from the text				
Constantly checks on understanding or					Infers characters feelings through				
searches for information while reading					reading their dialogue				
Summarizing					Infers causes of problems or outcomes in				
Reports episodes in the text in sequence					fiction and non-fiction				
Identifies important ideas in a text and					Analyzing/Critiquing				
reports them in an organized way					Notices aspects of genres				1
Follows and remembers events in the story					Notices aspects of a writer's style after				1
to understand the ending					reading several books by the same author				
Understands the problem of a story and it's solution					Notices use of descriptive language				
Summarizes ideas from the text and how					Agrees or disagrees with ideas in the text				1
they are related									
Maintaining Fluency - Use multiple sources of information to support fluency					Hypothesizes how characters might have behaved differently				
Demonstrates awareness of the function of									
punctuation and reads dialogue with expression									
Demonstrates phrased, fluent oral reading	<u> </u>		1	1					+
with appropriate stress on words									
Quickly and automatically solves most			+					+	+
words in the text								1	
Reads silently at a good rate				1				-	
, .									
Slows down reading to search for		1		1			1	1	

Reading Assessment Checklist – Behaviors to Notice,	Teach and Support
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<b>Sessment – Level O/P</b> (Fountas and Pinnell) - DRA – 34, 38 and from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell												
		nuum 0j .	Literacy	Learning Grades K-6 Foundas and Finnet								
Date	Date	Date	Date	Thinking Bevond the Text	Date	Date	Date	Dat				
				of a narrative								
				Makes a wide range of predictions based								
				Makes predictions about the character								
				Making Connections - Uses background								
				knowledge to understand text before,								
				Makes connections between the text and								
				other texts read								
				Makes connections between real life								
				experiences and people who live in								
				diverse cultures								
				Interprets characters and events that are								
				not in the readers experiences								
				Synthesizing								
				Demonstrates learning new content from								
				reading								
				Differentiates between known and new								
				information								
				Mentally forms categories of related								
				information and revises when new								
				information is read								
		-										
				after reading and can justify their ideas								
	-						_					
	-						_					
				astory								
				Domonstratos un devetan dia a sé sharra d			_	-				
			+				_	-				
			+				_	-				
								1				
			-				_	-				
			-					-				
		+										
1	1	1	1	ivolices use of descriptive language,		1		1				
				dialogue, layout								
	Nam	Name:	Name:	Name:	Name:         Date       Date       Date       Date       Thinking Beyond the Text         Predicting       Uses text structure to predict the outcome of a narrative       Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts         Searches for, and uses information to confirm or disconfirm predictions       Searches for, and uses information to confirm or disconfirm predictions         Makes predictions about the character based on traits revealed by the writer       Makes predictions about the character based on traits revealed by the writer         Makes connections - Uses background knowledge to understand text before, during and after reading       Makes connections between the text and other texts read         Makes connections between real life experiences and people who live in diverse cultures       Interprets characters and events that are not in the readers experiences         Specifies the nature of connections – topic, content, writer, genre       Synthesizing         Demonstrates learning new content from reading       Differentiates between known and new information	Name:         Date       Date       Date       Thinking Beyond the Text       Date         Date       Date       Date       Predicting       Uses text structure to predict the outcome of a narrative         Makes a wide range of predictions based on prior knowledge, ontent knowledge and knowledge of texts       Searches for, and uses information to confirm or disconfirm predictions         Date       Makes predictions about the character       Dased on traits revealed by the writer         Date       Makes predictions about the character       Dased on traits revealed by the writer         Date       Makes predictions about the character       Dased on traits revealed by the writer         Making Connections - Uses background knowledge to understand text before, during and after reading       Makes connections between the text and other texts read         Makes connections between real life experiences and people who live in diverse cultures       Interprets characters and events that are not in the readers experiences         Specifies the nature of connections – topic, content, writer, genre       Specifies the nature of connections – topic, content, writer, genre         Differentiates between known and new information is read       Expresses changes in ideas or opinions after reading and can justify their ideas         Demonstrates learning new content from reading and can justify their ideas       Demonstrates changing perspectives as events in a story         Demonstrates changing perspective	Name:         Date         Date         Date         Thinking Beyond the Text         Date         Date         Date           Date         Date         Date         Thinking Beyond the Text         Date         Date         Date           Predicting         Uses text structure to predict the outcome of a narrative         Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts         Searches for, and uses information to confirm or disconfirm predictions           Date         Makes predictions about the character based on traits revealed by the writer         Making Connections - Uses background knowledge to understand text before, during and after reading           Makes connections between the text and other texts read         Makes connections between real life experiences and people who live in diverse cultures           Makes connections between real life         Specifies the nature of connections - topic, content, writer, genre           Specifies the nature of connections - topic, content, writer, genre         Specifies the nature of connections - topic, content, writer, genre           Makes connections between new information         Makes are reading new content from reading         Differentiates between known and new information           Mater information         Mentally forms categories of related information and revises when new information is read         Demonstrates changing perspectives as events in a story unfold           Mater in a story unfold         Menta	Name:           Date         Date         Date         Thinking Beyond the Text         Date         Dates         Dates				

					<b>/R</b> (Fountas and Pinnell) - DRA – earning Grades K-8 Fountas and Pinnell	40						
Behaviors to Notice, Teach and Support	Nam								Date     Date     Date			
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date			
Solving Words - Notices new and					Predicting - Makes a wide range of							
interesting words, records them and					predictions based on prior knowledge,							
actively uses them in oral or written work					content and text knowledge							
Understands connotative (secondary) meaning of words					Searches for, and uses information to confirm or disconfirm predictions							
Demonstrates flexible ways to solve words					Justifies predictions using evidence			1	1			
– word parts, endings, prefixes												
Solves and understands content specific					Changes predictions as new information							
words using graphics & tools from the text					is gathered from reading							
Solves multi-syllable words with more than					Making Connections - Uses							
3 syllables and longer descriptive words					background knowledge to understand							
Colver difficult and technical words wing					text before, during and after reading							
Solves difficult and technical words using background knowledge and graphics in the					Makes connections between the text and other texts read							
text					other texts read							
Identifies words with multiple meanings					Makes connections between real life							
and discusses deeper meanings of words					experiences and people who live in							
					diverse cultures							
Searching for and Using Information					Uses knowledge from one text to help							
Processes text that have many lines of					understand reading in new texts							
print of the page	-	_					-					
Forms implicit questions and searches for					Specifies the nature of connections –							
answers while reading					topic, content, writer, genre			1	1			
Goes beyond the text in discussions and interpretations					Synthesizing - Demonstrates learning new content from reading							
Sustains problem-solving and development					Incorporates new knowledge when							
of meaning through a longer text read					reading chapters or short stories							
over several days												
Searches for information using readers					Mentally forms categories of related							
tools such as, illustrations, maps, charts,					information an revises when new							
captions, table of contents, index, glossary,					information is read							
headings	-	-		-			-	-	-			
Processes many long sentences (over 15 words) with a series of nouns verbs and					Expresses changes in ideas or opinions after reading and can justify their ideas							
adjectives					arter reduing and can justify their ideas							
Monitoring and Correcting					Demonstrates changing perspectives as				1			
Continues to monitor accuracy and					events in a story unfold							
understanding, self-correcting when errors					,							
detract from meaning												
Summarizing					Inferring - Infers cause and effect by							
Identifies and understands related ideas					reading about characters and following							
organized into categories Summarizes longer narrative texts with					their dialogues and events Demonstrates understanding of multiple							
multiple episodes either orally or in writing					characters and complex plots using							
matche chisodes clarer ordiny of in writing					evidence from the text							
Follows and remembers events and the	1	1	1	1	Speculates on alternative meanings that	1	1	1				
problem in the story over a longer text to			1	1	the text might have							
understand the ending								<u> </u>				
Maintaining Fluency					Infers causes of problems or outcomes in							
Demonstrates phrased, fluent oral reading			1	1	fiction and non-fiction							
with appropriate stress on words Demonstrates awareness of the function of					Analyzing/Critiquing							
punctuation and reads dialogue with					Notices combined genres in hybrid texts							
expression			1	1								
Uses multiple sources of information to	1	1			Notices aspects of a writer's style after	1	1	1	1			
support fluency					reading several books by the same							
			1	1	author							
					Notices use of descriptive language,							
			-		dialogue, layout	-		<b> </b>	<u> </u>			
					Agrees or disagrees with ideas in the text				1			

Behaviors to Notice, Teach	Nam	פי			earning Grades K-8 Fountas and Pinnell								
and Support													
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date				
Solving Words					Predicting - Makes a wide range of								
Notices new and interesting words, records					predictions based on personal								
them and actively adds them to speaking					experiences, content knowledge, and								
or writing vocabulary					knowledge of similar texts								
Demonstrates flexible ways to solve					Justifies and changes predictions using								
unfamiliar words – noticing word parts,					evidence and new information from								
endings and prefixes					reading								
Solves multi-syllable words using vowel					Searches for, and uses information to								
patterns, phonogram patterns, prefixes and suffixes					confirm or disconfirm predictions								
Solves content specific words and technical					Making Connections								
words using graphics and definitions					Uses background knowledge to								
embedded in the text					understand text								
Solves some undefined words using prior					Makes connections between real life and								
knowledge		1			other diverse cultures, times and places				1				
Uses readers' tools such as glossaries,	l	1			Makes connections between the text and	1	İ	1	1				
dictionaries and pronunciation guides to					other texts read				1				
solve difficult words		1							1				
Understands connotative (secondary)					Specifies the nature of connections –								
meaning of words					topic, content, writer, genre								
Understands figurative use of words					Synthesizing - Demonstrates learning								
					new content from reading								
Uses the context to determine the meaning					Mentally forms categories of related								
of a word					information and revises as new								
					information is acquired								
Identifies words with multiple meanings,					<b>Inferring -</b> Infers cause and effect by								
and selects the correct meaning					reading about characters and events								
Searching for and Using Information					Demonstrates understanding of				-				
Searches for information in graphics –					characters using evidence from the text								
diagrams, charts, maps, captions					characters using evidence from the text								
Searches for information using non-fiction					Infers the big ideas or themes of a text								
features – table of contents, glossary,					There are big faces of themes of a text								
headings/subheadings, index													
Processes long sentences that are carried					Speculates on alternate meanings and								
over several lines or pages					the meaning of symbols in the text								
Processes a wide range of complex					Speculates how characters could have				-				
dialogue and/or dense print					behaved differently								
Remembers the details of complex plots					Analyzing/Critiquing								
with many episodes or chapters					Notices combined genres in hybrid texts								
Asks implicit questions and finds answers					Understands the role of setting in				-				
while reading		1			realistic, historical fiction and fantasy								
Summarizing	1		1	1	Notices how the writer builds suspense	1		1	1				
Follows and remembers a series of events		1			across a story after reading several texts				1				
and the story's problem and solution		1			by the same author				1				
Summarizes longer narrative texts with	1	1	1	1	Notices aspects of the writer's craft	1	1	1	1				
multiple episodes													
Remembers information in summary form	1	1	1	1		1	1	1	1				
over chapters or sequels													
Identifies important ideas in a text and	1		1	1		1		1	1				
reports them in an organized way – orally or in writing													
Maintaining Fluency - Changes style and	<u> </u>		1	1		1	1	+	+				
pace of reading to reflect purpose													
Reads dialogue with phrasing, intonation,		1				1	-	1	+				
use of punctuation and expression that									1				
reflects understanding of characters and									1				
events									1				
Adjusts reading to process texts with						+		+	+				
difficult and complex layout													
unneur and complex idyout	1		1	1		1	1		1				

					U/V (Fountas and Pinnell) - DRA - 50											
Behaviors to Notice, Teach and	d from The Nam		uum of Lit	eracy Le	arning Grades K-8 Fountas and Pinnell		Date Date Date Date									
Support Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date							
Solving Words - Notices new and					Predicting - Makes a wide range of											
interesting words, records them and actively					predictions based on personal											
adds them to speaking or writing vocabulary					experiences, content and text knowledge											
Demonstrates flexible ways to automatically					Searches for, and justifies predictions to											
solve unfamiliar words – noticing word					continually confirm or disconfirm using											
parts, endings, syllables and prefixes					evidence from reading											
Automatically solves multi-syllable words					Making Connections											
using vowel patterns, phonogram patterns,					Uses background knowledge to											
prefixes and suffixes					understand text											
Solves content specific words and technical					Makes connections between real life and											
words using graphics and definitions embedded in the text					other diverse cultures, times and places											
Solves some undefined words using prior					Makes connections between the text and											
knowledge, graphics and text context					other texts read or heard											
Uses readers' tools such as glossaries,		-	-		Connects and compares text within genres											
dictionaries and pronunciation guides to					and across genres											
solve difficult words					and across genres											
Understands connotative (secondary)					Specifies the nature of connections –											
meaning of words					topic, content, writer, genre											
Derives the meaning of words that reflect					Synthesizing - Demonstrates learning											
regional or historical dialects as well as					new content from reading											
words other than English					5											
Uses the context to determine the meaning					Mentally forms categories of related											
of a word					information and revises as new											
					information is acquired											
Identifies words with multiple meanings,					Expresses changes in ideas or											
and selects the correct meaning					perspectives across reading and as events											
					change											
Searching for and Using Information					Inferring											
Searches for information in graphics – diagrams, charts, maps, captions, pictures, labels					Infers cause and effect by reading about											
Searches for information using non-fiction fiction –					characters and events Infers from reading about character traits,											
table of contents, glossary, headings/subheadings,					motivations, changes in what the											
index					characters do or say											
Processes long sentences (over 20 words), with					Infers the big ideas or themes of a text											
embedded clauses and nouns, verbs and																
adjectives																
Processes a wide range of complex dialogue					Infers the meaning of symbols the writer											
and/or dense print		-			uses to enhance meaning											
Remembers the details of complex plots with many episodes or chapters					Infers the causes of problems or											
Asks implicit questions and finds answers while					outcomes in texts Analyzing/Critiquing - Notices aspects											
reading					of all genres and hybrid texts											
Summarizing - Selectively summarizes					Identifies the selection of genre in relation											
most important information in a text					to inferred writer's purpose											
depending on reading purpose																
Identifies important ideas in a text and reports		1	1		Notices aspects of genres and the writer's											
them in an organized way					craft											
Uses important ideas as background knowledge in																
reading or for further discussion – orally or in																
writing Constructs summaries that are concise and	1	1	-	+		1	ł									
reflective of the important overarching ideas																
in the text																
Maintaining Fluency - Changes style and	1	1				1	1									
pace of reading to reflect purpose																
Reads dialogue with phrasing, intonation, use of		1	1													
punctuation and expression that reflects																
understanding of characters and events																
Slows down and adjusts reading to process texts with difficult and complex layout and/or																
vocabulary	1															

					W/X (Fountas and Pinnell) – DRA – 50/ Cearning Grades K-8 Fountas and Pinnell	60						
Behaviors to Notice, Teach and Support	Name:											
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date			
Solving Words - Notices new and					Predicting - Makes a wide range of							
interesting words, records them and					predictions based on personal experiences,							
actively adds them to speaking or writing					content& text knowledge							
vocabulary					contenter text knowledge							
Demonstrates flexible ways to automatically					Searches for, and justifies predictions to							
solve unfamiliar words – noticing word					continually confirm or disconfirm using							
parts, endings, syllables and prefixes					evidence from reading							
Automatically solves multi-syllable words					Uses characteristics of a genre as a source							
using vowel patterns, phonogram patterns,					of information to make predictions before							
prefixes and suffixes					and during reading							
Begins to use word roots and origins to					Making Connections							
understand meaning of words					Uses background knowledge to understand							
anderetand meaning of mende					text							
Uses readers' tools such as glossaries,					Makes connections between real life and							
dictionaries and pronunciation guides to					other diverse cultures, times and places							
solve difficult words					ounce anverse calcules, ames and places							
Derives the meaning of words that reflect					Makes connections between the text and							
regional or historical dialects as well as					other texts read or heard							
words other than English												
Understands connotative (secondary)					Connects and compares text within genres							
meaning of words					and across genres							
Searching for and Using Information					Specifies the nature of connections – topic,							
Searches for information in graphics –					content, writer, genre							
diagrams, charts, maps, captions, pictures,					content, which genie							
labels												
Searches for information using non-fiction					Synthesizing							
features – table of contents, glossary,					Demonstrates learning new content from							
headings/subheadings, index					reading							
Processes long sentences (over 20 words),					Mentally forms categories of related							
with embedded clauses and nouns, verbs					information and revises as new information							
and adjectives					is acquired							
Processes a wide range of complex dialogue					Expresses changes in ideas or perspectives							
and/or dense print					across reading and as events change							
Remembers the details of complex plots					Inferring - Infers cause and effect by							
with many episodes or chapters					reading about characters and events							
Asks implicit questions and finds answers					Infers the big ideas or themes of a text							
while reading					5							
Follows complex plots, including texts with literary					Infers from reading about character traits,							
devices – flashbacks and stories within stories					motivations, and changes in what they do or say							
Processes sentences with the syntax of					Infers the meaning of symbols the writer							
colloquial language					uses to enhance meaning							
Summarizing - Selectively summarizes					Infers the causes of problems or outcomes							
most important information in a text					in texts							
depending on reading purpose												
Identifies important ideas in a text and reports					Analyzing/Critiquing							
them in an organized way to use as background knowledge in reading or for further discussion –					Notice aspects of all genres and hybrid							
orally or in writing					texts							
Constructs summaries that are concise and	1				Identifies the selection of genre in relation	1	1	1				
reflective of the important overarching ideas in					to inferred writer's purpose							
the text												
Maintaining Fluency					Notices aspects of genres and the writer's							
Changes style and pace of reading to reflect					craft							
purpose												
Reads dialogue with phrasing, intonation, use of												
punctuation and expression that reflects												
understanding of characters and events Slows down and adjusts reading to process texts												
with difficult and complex layout and/or												
vocabulary						1	1					

Keading As Adapted fr	SESS om The I	Continuu	um of Lit	eracy Le	<b>Y</b> , <b>Z</b> (Fountas and Pinnell) – DRA – 60 arning Grades K-8 Fountas and Pinnell										
Behaviors to Notice, Teach and Support	Nan		in of Li	eracy Le	anning Grades it of bandes and I when	Dat Dat Dat Dat e e e e									
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text										
<b>Solving Words</b> Notices new and interesting words, records them and actively adds them to expand speaking or writing vocabulary					<b>Predicting</b> Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts	e	e	e	U						
Demonstrates flexible ways to automatically solve unfamiliar words – noticing word parts, endings, syllables and prefixes					Searches for, and justifies predictions to continually confirm or disconfirm using evidence from reading										
Automatically solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes					Uses characteristics of a genre as a source of information to make predictions before and during reading										
Begins to use word roots and origins to understand meaning of words					Making Connections Uses background knowledge to understand text										
Uses readers' tools such as glossaries, dictionaries and pronunciation guides to solve difficult words					Makes connections between real life and other diverse cultures, times and places										
Derives the meaning of words that reflect regional or historical dialects as well as words other than English					Makes connections between the text and other texts read or heard and demonstrates in writing										
Understands connotative (secondary) meaning of words					Connects and compares text within genres and across genres, by circumstances, traits or actions										
<b>Searching for and Using Information</b> Searches for and uses information in graphics – diagrams, charts, maps, captions, pictures, labels					Specifies the nature of connections – topic, content, writer, genre										
Searches for and uses information from full range of non-fiction features – table of contents, glossary, headings/subheadings, index, appendices					<b>Synthesizing</b> - Integrates existing content knowledge with new information from a text to create new understandings										
Processes long sentences (over 30 words), with embedded clauses and nouns, verbs and adjectives Asks implicit questions and finds answers while					Mentally forms categories of related information and revises as new information is acquired Expresses changes in ideas or perspectives across										
reading Processes texts with a variety of complex layouts, dialogue and some pages with dense print or columns					reading and as events change Inferring - Infers character traits, motivations and changes through examining how the writer describes them										
Remembers the details of complex plots with many episodes or chapters, flashbacks and stories within stories					Identifies significant events and tells how they are related to the problem/solution of the story										
Processes sentences with the syntax (grammar), of colloquial language					Infers the big ideas or themes of a text and causes of problems or outcomes in texts										
Gains important information from texts with complex plots, multiple characters and episodes, and long passages of descriptive language and dialogue					Infers the meaning of symbols the writer uses to enhance meaning										
<b>Summarizing -</b> Selectively summarizes most important information in a text depending on reading purpose					Analyzing/Critiquing Notice aspects of all genres and hybrid texts										
Identifies important ideas in a text and reports them in an organized way to use as background knowledge in reading or for further discussion – orally or in writing					Notices aspects of genres and the writer's craft Assesses whether a text is authentic and consistent with life experience and prior knowledge										
Constructs summaries that are concise and reflective of the important overarching ideas in the text					Expresses tastes and preferences in reading										
<b>Maintaining Fluency</b> Demonstrates phrased fluent oral reading with expression that reflects interpretation of the text					Identifies the selection of genre in relation to inferred writer's purpose										
Reads dialogue with phrasing, intonation, use of punctuation and expression that reflects understanding of characters and events					Understands the meaning of symbolism when used by a writer										
Adjusts reading to process texts with difficult and complex layout and/or vocabulary					Can identify the writer's bias or use of exaggeration										