

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice Teach and Support – Level A/B (Fountas and Pinnell) - DRA 1/2- - NYC ECLAS – 2 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 - Locates known word(s) in text.					Predicting - Uses knowledge of language structure to anticipate text				
Analyzes words from left to right, using knowledge of sound/letter relationships					Makes predictions based on information 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 Information - Matches spoken word with printed word					Making Connections - Talks about 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					Synthesizing - Identifies new information in text/pictures				
Uses the language structure to learn about the print					Talks about what the reader already knows relative to information in the text				
Asks questions to clarify meaning or get information					Inferring Talks about characters' feelings				
Monitoring and Correcting Uses word-by-word matching					Talks about pictures, and interprets ideas from them				
Uses prior knowledge to self-correct and self-monitor					Analyzing/Critiquing Understands how the ideas in a book are related to each other				
Uses known words to self-monitor and self-correct					Understands how the ideas in a text are related to a title				
Re-reads to self-correct errors or confirm meaning					Shares opinions about books and illustrations				
Begins to crosscheck one kind of information against another to monitor and self-correct reading									
Summarizing - Remembers what 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									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level C/D (Fountas and Pinnell) - DRA 3/4– - NYC ECLAS – 3 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 - Locates easy high frequency words in the text					Predicting - Uses knowledge of language structure to anticipate text				
Attends to beginning letter(s) and progresses to using final letter(s)					Makes predictions based on pictures				
Locates the first and last letters of words in continuous text					Predicts the ending of a story based on reading the beginning and the middle of the story				
Uses knowledge of syllables to help in word-by-word matching					Makes predictions based on prior knowledge				
Uses letter/sound information in coordination with meaning and language structure to solve words					Makes predictions based on information gained through reading				
Takes apart words by using the sounds of letters (CVC patterns)					Making Connections Talks about own experiences in relation to the text				
Recognizes 10/20 or more high frequency words					Makes connections between similar texts/topics				
Searching for and Using Information - Reads left to right and returns to the next line					Recognizes and applies attributes of recurring characters where applicable				
Integrates sources of information: making sure it makes sense, sounds right and looks right					Synthesizing Remembers information and details to understand after reading				
Processes texts with simple dialogue and some pronouns					Talks about what the reader already knows relative to information in the text				
Remembers and uses language patterns to help reading					Acquires and reports new information from text				
Asks questions to clarify meaning					Talks about what the reader already knows about a topic or a character prior to reading				
Monitoring and Correcting Re-reads to self-correct errors or confirm meaning					Shows evidence in the text of new ideas or information				
Uses prior knowledge to self-correct and self-monitor					Inferring Talks about characters' feelings				
Uses known words to self-monitor and self-correct					Talks about pictures, and interprets ideas from them				
Re-reads to search for information					Analyzing/Critiquing - Understands how the ideas in a text are related to a title				
Begins to crosscheck one kind of information against another to monitor and self-correct reading					Notifies and points out connections between text and pictures				
Uses two or more sources of information to monitor and self-correct reading					Understands how the ideas in a book are related to each other				
Summarizing Remembers information to help understand the end of the story					Shares opinions about books and illustrations				
Recalls and re-tells important information or events from the text									
Understands and talks about a simple sequence or events in the story									
Maintaining Fluency Notifies and uses punctuation through appropriate pausing and intonation									
Identifies and reads some phrases as word groups									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level E (Fountas and Pinnell) - DRA – 6-8 – ECLAS – 3 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 Recognizes many regular words and high frequency words quickly and easily					Predicting Uses knowledge of language structure to anticipate text				
Uses beginning and ending parts of words to solve them									
Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading					Predicts the ending of a story based on reading the beginning and the middle of the story				
Makes connections between words by letters, sounds or spelling patterns					Makes predictions based on prior knowledge				
Takes apart many new words such as compound words, to solve them					Makes predictions based on information and pictures gained through reading				
Searching for and Using Information Notices details in pictures and uses information to understand text					Making Connections Makes and discusses connections about own experiences in relation to the text				
Rereads to search for and use information from language structures or meaning					Makes connections between similar texts/topics				
Processes texts with simple dialogue and some pronouns					Recognizes and applies attributes of recurring characters where applicable				
Uses all sources of information to solve new words					Synthesizing Identifies new information in text/pictures				
Monitoring and Correcting Re-reads the sentence or phrase to self-correct or confirm					Talks about what the reader already knows relative to information in the text				
Re-reads the sentence to search for and use information					Acquires and reports new information from text				
Uses sounds related to consonants to monitor and self-correct reading					Talks about what the reader already knows about a topic or a character prior to reading				
Uses known words to monitor and self-correct					Shows evidence in the text of new ideas or information				
Summarizing Remembers information to help understand the end of the story					Inferring Talks about characters' feelings				
Recalls and re-tells important information or events from the text					Talks about pictures, and interprets ideas from them				
Understands and talks about a simple sequence or events in the story					Sees changes in characters over time and can cite reasons				
Provides an oral summary of a text					Shows evidence in the print or pictures to support inferences				
Maintaining Fluency - Demonstrates phrased, fluent oral reading					Analyzing/Critiquing Notices and appreciates humor				
Reflects language syntax and meaning through phrasing and expression					Recognizes whether a text is fiction or non-fiction				
Notices and uses punctuation through appropriate pausing and intonation					Discusses the differences between photographs and illustrations				
Demonstrates appropriate stress on words in a sentence					Understands that a story has a beginning middle and end				
					Recognizes and discusses how print layout or features are used to convey meaning				
					Understands how writers use interesting characters and events				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level F (Fountas and Pinnell) - DRA 10– - NYC ECLAS – 4 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 Recognizes most words quickly and easily					Predicting - Makes predictions using language structure				
Removes the endings from base words to solve new words					Makes predictions based on knowledge of characters or genre				
Uses sounds related to vowels and consonants to solve words					Predicts the ending of a story based on reading the beginning and the middle of the story				
Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading					Makes predictions based on prior knowledge				
Makes connections between words by letters, sounds or spelling patterns					Makes predictions based on information gained through reading				
Takes apart many new words such as compound words, to solve them					Making Connections - Makes connections between similar texts/topics				
Recognizes 50 or more high frequency words					Makes and discusses connections between texts and reader’s experiences				
Searching for and Using Information Notifies details in pictures and uses information to understand text					Recognizes and applies attributes of recurring characters where applicable				
Rereads to search for and use information to confirm meaning					Synthesizing Identifies new information in text/pictures				
Processes texts with simple dialogue and some pronouns					Identifies new information in text or pictures				
Uses all sources of information to solve new words					Acquires and reports new information from text				
Uses simple organizational features (titles and headings)					Interprets and talks about characters’ motivations and feelings				
Notifies and uses readers’ tools such as table of contents where applicable					Inferring Infers about characters’ feelings and motives				
Searches for specific facts in informational texts					Interprets causes for feelings and motives				
Monitoring and Correcting Re-read the sentence or phrase to self-correct or confirm					Shows empathy for characters and can infer their feelings or motivations				
Uses letter-sound relationships and word parts to monitor and self-correct					Shows evidence in the print or pictures to support inferences				
Uses known words to monitor and self-correct					Analyzing/Critiquing - Recognize whether a text is fiction or non-fiction				
Self-corrects close to the point of error					Recognizes whether a text is realistic fiction or fantasy				
Summarizing Remembers information to help understand the end of the story					Recognizes an informational text by its features				
Recalls and re-tells important information or events from the text					Understands that a story has a beginning , a series of events, and end				
Understands and talks about a simple sequence or events in the story					Recognizes and discusses how print layout or features are used to convey meaning				
Provides an oral summary of a text with appropriate details					Understands how writers use interesting characters and events				
Maintaining Fluency - Demonstrates phrased, fluent oral reading					Identifies how the writer has selected interesting information for factual texts				
Reflects language grammar and meaning through phrasing and expression					Understands how the writer has used humor				
Identifies and reads some phrases as word groups									
Demonstrates appropriate stress on words in a sentence									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level G <small>(Fountas and Pinnell) - DRA – 12 – ECLAS - 4</small> <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 - Recognizes most words quickly and easily					Predicting - Makes predictions using language structure				
Removes the endings from base words to solve new words					Makes predictions based on knowledge of 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 to read a word					Makes predictions based on prior knowledge and experiences				
Uses sounds related to vowels and consonants to solve words					Makes predictions based on information gained through reading				
Takes apart many new words such as compound words, to solve them					Supports predictions with evidence from the text or prior knowledge				
Quickly and automatically recognizes 75 or more high frequency words					Making Connections - Makes connections between similar texts/topics				
Connects words that mean the same or almost the same, to derive meaning from the text					Makes and discusses connections between texts and reader's experiences				
Uses content and pictures to derive meaning of unfamiliar vocabulary					Recognizes and applies attributes of recurring characters where applicable				
Searching for and Using Information Notices and uses labels for pictures					Synthesizing Identifies new information in text/pictures				
Processes texts with split dialogue and some pronouns					Relates content of the text to what is already known				
Uses all sources of information to solve new words					Acquires and reports new information from text				
Uses simple organizational features (titles and headings)					Interprets and talks about characters' motivations and feelings				
Notices and uses readers' tools such as table of contents where applicable					Inferring - Infers causes for characters' feelings or motives				
Searches for specific facts in informational texts					Justifies inferences with evidence from the text				
Monitoring and Correcting Self-corrects close to the point of error					Shows empathy for characters and can infer their feelings or motivations				
Re-reads the sentence or phrase to self-correct or confirm					Infers causes and effects as implied in the text				
Uses relationships between sounds and letters, and letter clusters to monitor accuracy					Uses and interprets information from pictures without depending on pictures to construct meaning				
Uses known words to monitor and self-correct					Analyzing/Critiquing - Recognize whether a text is fiction or non-fiction				
Realizes when more information is needed to understand text					Identifies characteristics of genres - realistic fiction, fantasy, factual, plays, traditional literature				
Summarizing - Remembers information to help understand the end of the story					Notices writer's specific use of words to convey meaning – shouted, cried				
Recalls and re-tells important information from factual texts					Understands that a story has a beginning , a series of events, and end				
Understands and talks about a simple sequence or events in the story					Recognizes and discusses how print layout or features are used to convey meaning				
Provides an oral summary of a text with appropriate details in sequence					Understands how writers use interesting characters and events				
Follows and discusses multiple events in a story									
Maintaining Fluency - Demonstrates phrased, fluent oral reading									
Reflects language grammar and meaning through phrasing and expression									
Reflects punctuation through appropriate pausing and intonation while reading orally									
Demonstrates appropriate stress on words in a sentence									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level H (Fountas and Pinnell) - DRA – 14 – ECLAS – 4

Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell

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 - Uses letter-sound relationships to solve more complex words					Predicting - Makes predictions based on language structure				
Demonstrates flexible ways to solve words – taking it apart, using meaning)					Makes predictions based on knowledge of characters or genre				
Demonstrates competent active word-solving while reading at an appropriate pace					Makes predictions based on prior knowledge and information gained through reading				
Uses sounds related to vowels and consonants to solve words					Uses understanding of text structure to make 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 or spelling patterns					Making Connections - Makes connections 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 and after reading				
Quickly and automatically recognizes 100 or more high frequency words within continuous text					Recognizes and applies attributes of recurring characters where applicable				
Connects words that mean the same or almost the same, to derive meaning from the text					Makes connections between characters and events based on prior knowledge				
Uses context and pictures to derive meaning of unfamiliar vocabulary					Synthesizing - Differentiates between what is known and new information				
Searching for and Using Information Notices and uses labels for pictures					Identifies new information and incorporates it 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 pronouns					Inferring - Shows empathy for characters and can infer their feelings or motivations				
Uses a table of contents to locate information in the text					Justifies interferences with evidence from the 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 self-correct using language structure and letter-sound information					Identifies characteristics of genres - realistic fiction, fantasy, factual, plays				
Uses known words to monitor and self-correct					Notices writer’s specific use of words to convey meaning – shouted, cried				
Realizes when more information is needed to understand text					Identifies parts of a story- beginning , a series of events, and an end				
Summarizing Remembers information to help understand the end of the story					Recognizes and discusses how print layout or features are used to convey meaning				
Identifies and understands a set of related ideas in a text					Understands how writers use interesting 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									
Summarizes narratives with multiple events in a story									
Maintaining Fluency - Demonstrates phrased, fluent oral reading									
Reflects language syntax and meaning through phrasing and expression									
Demonstrates awareness of the function of the full range of punctuation									
Demonstrates appropriate stress on words in a sentence									
Uses multiple sources of information (language structure, meaning) to support fluency and phrasing									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level I (Fountas and Pinnell) - DRA – 16 – ECLAS – 5

Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell

Behaviors to Notice, Teach and Support	Name:								
Thinking Within the Text	Date	Date	Date	Date	<u>Thinking Beyond the Text</u>	Date	Date	Date	Date
Solving Words - Uses letter-sound relationships to solve complex words					Predicting Makes predictions based on language structure				
Demonstrates flexible ways to solve words – taking it apart, using meaning)					Makes predictions based on knowledge of 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 or spelling patterns					Supports predictions with evidence from the text or prior knowledge				
Takes apart many new words such as compound words, to solve them					Searches for and uses information to confirm or 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 in the text				
Notices, searches for and discusses information that is important to understanding					Shows empathy for characters and can infer their feelings or motivations				
Monitoring and Correcting Self-corrects close to the point of error					Justifies interferences with evidence from the 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				
Summarizing - 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					Notices a writer's style				
Remembers information or a series of events to help understand the end of the story					Agrees or disagrees with the ideas in the text				
Maintaining Fluency - Demonstrates phrased, fluent oral reading									
Demonstrates awareness of the function of the full range of punctuation									
Demonstrates appropriate stress on words in a sentence									
Uses multiple sources of information (language structure, meaning) to support fluency and phrasing									
Quickly and automatically solves most words in the text									
Reads independently at an appropriate rate									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level J (Fountas and Pinnell) - DRA – 18 - NYC ECLAS – 5 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 Uses multiple sources of information to solve new words					Predicting 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					Inferring 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									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level K/L (Fountas and Pinnell) - DRA – 20, 24 - NYC ECLAS – 6 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 Uses multiple sources of information to process text smoothly					Predicting Makes predictions about the solution to the problem in the story				
Connects words that mean the same or almost the same to help understand text					Uses text structure to predict the outcome of a narrative				
Demonstrates flexible ways to solve words – word parts, endings, prefixes					Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts				
Solves and understands content specific words using graphics and tools from the text					Searches for, and uses information to confirm or disconfirm predictions				
Understands longer descriptive words					Justifies predictions using evidence				
Searching for and Using Information: Uses multiple sources of information to solve new words					Makes predictions about the character based on traits revealed by the writer				
Notifies and uses graphics such as labels, diagrams, maps, charts and captions					Making Connections - Uses background knowledge to understand text before, during and after reading				
Goes beyond the text in discussions and interpretations					Makes connections between the text and other texts read				
Sustains problem-solving and development of meaning through a longer text read over several days					Specifies the nature of connections – topic, content, writer, genre				
Uses chapter titles to predict content					Synthesizing Demonstrates learning new content from reading				
Processes longer sentences (over 15 words)					Differentiates between known and new information				
Monitoring and Correcting Self-corrects errors that cause loss of meaning					Inferring Infers cause and effect by reading about characters and events				
Re-reads when necessary to search for meaning and self-corrects					Demonstrates understanding of characters using evidence from the text				
Silently reads sections of the text					Infers characters feelings through reading their dialogue				
Self-corrects when errors detract from meaning					Infers causes of problems or outcomes in fiction and non-fiction				
Summarizing Reports episodes in the text in sequence					Analyzing/Critiquing Notifies aspects of genres				
Identifies important ideas in a text and reports them in an organized way					Notifies 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					Notifies use of descriptive language				
Understands the problem of a story and it's solution					Agrees or disagrees with ideas in the text				
Summarizes ideas from the text and how they are related					Hypothesizes how characters might have behaved differently				
Maintaining Fluency Demonstrates phrased, fluent oral reading with appropriate stress on words									
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									
Slows down reading to search for									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level M/N (Fountas and Pinnell) - DRA – 28, 30

Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell

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 - Begins to notice new and interesting words, records them and actively uses them in oral or written work					Predicting Makes predictions about the solution to the problem in the story				
Connects words that mean the same or almost the same to help understand text					Uses text structure to predict the outcome of a narrative				
Demonstrates flexible ways to solve words – word parts, endings, prefixes					Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts				
Solves and understands content specific words using graphics and tools from the text					Searches for, and uses information to confirm or disconfirm predictions				
Solves words with 2 or 3 syllables and longer descriptive words					Justifies predictions using evidence				
Searching for and Using Information: Uses multiple sources of information to solve new words					Makes predictions about the character based on traits revealed by the writer				
Notices and uses readers tools such as labels, diagrams, maps, charts and captions					Making Connections - Uses background knowledge to understand text before, during and after reading				
Goes beyond the text in discussions and interpretations					Makes connections between the text and other texts read				
Sustains problem-solving and development of meaning through a longer text read over several days					Specifies the nature of connections – topic, content, writer, genre				
Uses chapter titles to predict content					Synthesizing - Demonstrates learning new content from reading				
Processes longer sentences (over 15 words) with a series of nouns verbs and adjectives					Differentiates between known and new information				
Monitoring and Correcting - Self-corrects errors that cause loss of meaning					Demonstrates changing perspectives as events in a story unfold				
Re-reads when necessary to search for meaning and self-corrects					Inferring - Infers cause and effect by reading about characters and events				
Silently reads sections of the text					Demonstrates understanding of characters using evidence from the text				
Constantly checks on understanding or searches for information while reading					Infers characters feelings through reading their dialogue				
Summarizing Reports episodes in the text in sequence					Infers causes of problems or outcomes in fiction and non-fiction				
Identifies important ideas in a text and reports them in an organized way					Analyzing/Critiquing Notices aspects of genres				
Follows and remembers events in the story to understand the ending					Notices aspects of a writer's style after 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 they are related					Agrees or disagrees with ideas in the text				
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 with appropriate stress on words									
Quickly and automatically solves most words in the text									
Reads silently at a good rate									
Slows down reading to search for									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level O/P (Fountas and Pinnell) - DRA – 34, 38
Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell

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 interesting words, records them and actively uses them in oral or written work					Predicting Uses text structure to predict the outcome of a narrative					
Understands connotative (secondary) meaning of words					Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts					
Demonstrates flexible ways to solve words – word parts, endings, prefixes					Searches for, and uses information to confirm or disconfirm predictions					
Solves and understands content specific words using graphics and tools from the text					Justifies predictions using evidence					
Solves words with 2 or 3 syllables and longer descriptive words					Makes predictions about the character based on traits revealed by the writer					
Solves difficult words using background knowledge					Making Connections - Uses background knowledge to understand text before, during and after reading					
Searching for and Using Information Processes texts that have many lines of print of the page					Makes connections between the text and other texts read					
Forms implicit questions and searches for answers while reading					Makes connections between real life experiences and people who live in diverse cultures					
Goes beyond the text in discussions and interpretations					Interprets characters and events that are not in the readers experiences					
Sustains problem-solving and development of meaning through a longer text read over several days					Specifies the nature of connections – topic, content, writer, genre					
Searches for information using readers tools such as, illustrations, maps, charts, captions, table of contents, index, glossary, headings					Synthesizing Demonstrates learning new content from reading					
Processes many long sentences (over 15 words) with a series of nouns verbs and adjectives					Differentiates between known and new information					
Monitoring and Correcting Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning					Mentally forms categories of related information and revises when new information is read					
Summarizing Identifies and understands related idea organized into categories					Expresses changes in ideas or opinions after reading and can justify their ideas					
Summarizes longer narrative texts with multiple episodes either orally or in writing					Demonstrates changing perspectives as events in a story unfold					
Follows and remembers events and the problem in the story over a longer text to understand the ending					Inferring - Follows multiple characters in a story					
Understands the problem of a story and it's solution					Demonstrates understanding of characters using evidence from the text					
Maintaining Fluency Demonstrates phrased, fluent oral reading with appropriate stress on words					Infers cause and effect by reading about characters and following their dialogues and events					
Demonstrates awareness of the function of punctuation and reads dialogue with expression					Infers causes of problems or outcomes in fiction and non-fiction					
Uses multiple sources of information to support fluency					Analyzing/Critiquing Notices combined genres in hybrid texts					
					Notices aspects of a writer's style after reading several books by the same author					
					Notices use of descriptive language, dialogue, layout					
					Agrees or disagrees with ideas in the text					

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

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

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level S/T (Fountas and Pinnell) - DRA – 40 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 interesting words, records them and actively adds them to speaking or writing vocabulary					Predicting - Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts				
Demonstrates flexible ways to solve unfamiliar words – noticing word parts, endings and prefixes					Justifies and changes predictions using evidence and new information from reading				
Solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes					Searches for, and uses information to confirm or disconfirm predictions				
Solves content specific words and technical words using graphics and definitions embedded in the text					Making Connections Uses background knowledge to understand text				
Solves some undefined words using prior knowledge					Makes connections between real life and other diverse cultures, times and places				
Uses readers’ tools such as glossaries, dictionaries and pronunciation guides to solve difficult words					Makes connections between the text and other texts read				
Understands connotative (secondary) meaning of words					Specifies the nature of connections – topic, content, writer, genre				
Understands figurative use of words					Synthesizing - Demonstrates learning new content from reading				
Uses the context to determine the meaning of a word					Mentally forms categories of related information and revises as new information is acquired				
Identifies words with multiple meanings, and selects the correct meaning					Inferring - Infers cause and effect by reading about characters and events				
Searching for and Using Information Searches for information in graphics – diagrams, charts, maps, captions					Demonstrates understanding of characters using evidence from the text				
Searches for information using non-fiction features – table of contents, glossary, headings/subheadings, index					Infers the big ideas or themes of a text				
Processes long sentences that are carried over several lines or pages					Speculates on alternate meanings and the meaning of symbols in the text				
Processes a wide range of complex dialogue and/or dense print					Speculates how characters could have behaved differently				
Remembers the details of complex plots with many episodes or chapters					Analyzing/Critiquing Notices combined genres in hybrid texts				
Asks implicit questions and finds answers while reading					Understands the role of setting in realistic, historical fiction and fantasy				
Summarizing Follows and remembers a series of events and the story’s problem and solution					Notices how the writer builds suspense across a story after reading several texts by the same author				
Summarizes longer narrative texts with multiple episodes					Notices aspects of the writer’s craft				
Remembers information in summary form over chapters or sequels									
Identifies important ideas in a text and reports them in an organized way – orally or in writing									
Maintaining Fluency - Changes style and pace of reading to reflect purpose									
Reads dialogue with phrasing, intonation, use of punctuation and expression that reflects understanding of characters and events									
Adjusts reading to process texts with difficult and complex layout									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level U/V (Fountas and Pinnell) – DRA – 50

Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell

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 interesting words, records them and actively adds them to speaking or writing vocabulary					Predicting - Makes a wide range of predictions based on personal experiences, content and text knowledge				
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					Making Connections Uses background knowledge to understand text				
Solves content specific words and technical words using graphics and definitions embedded in the text					Makes connections between real life and other diverse cultures, times and places				
Solves some undefined words using prior knowledge, graphics and text context					Makes connections between the text and other texts read or heard				
Uses readers’ tools such as glossaries, dictionaries and pronunciation guides to solve difficult words					Connects and compares text within genres and across genres				
Understands connotative (secondary) meaning of words					Specifies the nature of connections – topic, content, writer, genre				
Derives the meaning of words that reflect regional or historical dialects as well as words other than English					Synthesizing - Demonstrates learning new content from reading				
Uses the context to determine the meaning of a word					Mentally forms categories of related information and revises as new information is acquired				
Identifies words with multiple meanings, and selects the correct meaning					Expresses changes in ideas or perspectives across reading and as events change				
Searching for and Using Information Searches for information in graphics – diagrams, charts, maps, captions, pictures, labels					Inferring Infers cause and effect by reading about characters and events				
Searches for information using non-fiction – table of contents, glossary, headings/subheadings, index					Infers from reading about character traits, motivations, changes in what the characters do or say				
Processes long sentences (over 20 words), with embedded clauses and nouns, verbs and adjectives					Infers the big ideas or themes of a text				
Processes a wide range of complex dialogue and/or dense print					Infers the meaning of symbols the writer uses to enhance meaning				
Remembers the details of complex plots with many episodes or chapters					Infers the causes of problems or outcomes in texts				
Asks implicit questions and finds answers while reading					Analyzing/Critiquing - Notices aspects of all genres and hybrid texts				
Summarizing - Selectively summarizes most important information in a text depending on reading purpose					Identifies the selection of genre in relation to inferred writer’s purpose				
Identifies important ideas in a text and reports them in an organized way					Notices aspects of genres and the writer’s craft				
Uses important ideas as background knowledge in reading or for further discussion – orally or in writing									
Constructs summaries that are concise and reflective of the important overarching ideas in the text									
Maintaining Fluency - Changes style and pace of reading to reflect 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									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level W/X (Fountas and Pinnell) – DRA – 50/60 <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
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 interesting words, records them and actively adds them to speaking or writing vocabulary					Predicting - Makes a wide range of predictions based on personal experiences, content & text knowledge				
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				
Understands connotative (secondary) meaning of words					Connects and compares text within genres and across genres				
Searching for and Using Information Searches for information in graphics – diagrams, charts, maps, captions, pictures, labels					Specifies the nature of connections – topic, content, writer, genre				
Searches for information using non-fiction features – table of contents, glossary, headings/subheadings, index					Synthesizing Demonstrates learning new content from reading				
Processes long sentences (over 20 words), with embedded clauses and nouns, verbs and adjectives					Mentally forms categories of related information and revises as new information is acquired				
Processes a wide range of complex dialogue and/or dense print					Expresses changes in ideas or perspectives across reading and as events change				
Remembers the details of complex plots with many episodes or chapters					Inferring - Infers cause and effect by reading about characters and events				
Asks implicit questions and finds answers while reading					Infers the big ideas or themes of a text				
Follows complex plots, including texts with literary devices – flashbacks and stories within stories					Infers from reading about character traits, motivations, and changes in what they do or say				
Processes sentences with the syntax of colloquial language					Infers the meaning of symbols the writer uses to enhance meaning				
Summarizing - Selectively summarizes most important information in a text depending on reading purpose					Infers the causes of problems or outcomes in 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					Analyzing/Critiquing Notice aspects of all genres and hybrid texts				
Constructs summaries that are concise and reflective of the important overarching ideas in the text					Identifies the selection of genre in relation to inferred writer's purpose				
Maintaining Fluency Changes style and pace of reading to reflect purpose					Notifies aspects of genres and the writer's craft				
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									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level Y, Z (Fountas and Pinnell) – DRA – 60

Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell

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 Notifies new and interesting words, records them and actively adds them to expand speaking or writing vocabulary					Predicting Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts				
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				
Searching for and Using Information 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					Synthesizing - 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					Mentally forms categories of related information and revises as new information is acquired				
Asks implicit questions and finds answers while reading					Expresses changes in ideas or perspectives across reading and as events change				
Processes texts with a variety of complex layouts, dialogue and some pages with dense print or columns					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				
Summarizing - 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					Notifies 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				
Maintaining Fluency 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				

