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					Predicts the ending of a story based on				
words					reading the beginning and the middle of the story				
Locates easy high frequency words					Makes predictions based on prior				
in the text					knowledge and experiences				
Searching for and Using					Making Connections - Talks about				
Information - Matches spoken					own experiences in relation to the text				
word with printed word									
Moves from left to right when					Makes connections between similar				
reading					texts/topics				
Searches for and uses information					Identifies recurring characters where				
in pictures.					applicable				
Uses oral language in combination					Synthesizing - Identifies new				
with pointing		_			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 Monitoring and Correcting					Talks about characters' feelings 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				1
confirm meaning					illustrations				
Begins to crosscheck one kind of									
information against another to									
monitor and self-correct reading									
Summarizing - Remembers what						ſ	1	ſ	
the story is about during reading									
Remembers important information									
from the text									
Remembers information to help									
understand the end of the story									<u> </u>
Maintaining Fluency									
Notices and uses end punctuation and reflects it in voice									
Points to words and reads at a									
steady rate without long pauses	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 - Locates easy high					Predicting - Uses knowledge of language				
frequency words in the text					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					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 word-by-word matching					Makes predictions based on prior 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			1	1	Makes connections between similar				1
frequency words					texts/topics				
Searching for and Using					Recognizes and applies attributes of				
Information - Reads left to right and returns to the next line					recurring characters where applicable				
Integrates sources of information:					Synthesizing				
making sure it makes sense, sounds					Remembers information and details to				
right and looks right Processes texts with simple dialogue and					understand after reading Talks about what the reader already knows				
some pronouns					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					Shows evidence in the text of new ideas or information				
confirm meaning					Ta fa min a				<u> </u>
Uses prior knowledge to self-correct and self-monitor					Inferring 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					Analyzing/Critiquing - Understands how the ideas in a text are related to a title				
Begins to crosscheck one kind of					Notices and points out connections		1		1
information against another to monitor and self-correct reading					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					Shares opinions about books and illustrations				
understand the end of the story 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			+						+
Notices and uses punctuation through appropriate pausing and intonation									
Identifies and reads some phrases as						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					Predicting				
Recognizes many regular words and					Uses knowledge of language structure to				
high frequency words quickly and easily					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				
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	<u> </u>				Makes connections between similar				+
information from language structures or					texts/topics			1	1
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				
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 new information from				
use information					text				
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				
-					reading				
Uses known words to monitor and self-					Shows evidence in the text of new ideas or				
correct					information				
Summarizing	1	1	1	1	Inferring			1	
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	<u> </u>	<u> </u>	_		can cite reasons			 	
Provides an oral summary of a text					Shows evidence in the print or pictures to support inferences				
Maintaining Fluency - Demonstrates			1		Analyzing/Critiquing				
phrased, fluent oral reading					Notices and appreciates humor				
Reflects language syntax and meaning					Recognizes whether a text is fiction or				
through phrasing and expression					non-fiction				
Notices and uses punctuation through					Discusses the differences between			1	1
appropriate pausing and intonation	ļ	<u> </u>			photographs and illustrations				
Demonstrates appropriate stress on			1	1	Understands that a story has a beginning				
words in a sentence			_		middle and end				
					Recognizes and discusses how print layout			1	1
					or features are used to convey meaning			<u> </u>	
			1	1	Understands how writers use interesting				
	1	1			characters and events	1	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					Makes and discusses connections between				
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				
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					Chause an ideates in the project on gistures to				
Uses letter-sound relationships and word					Shows evidence in the print or pictures to support inferences				
parts to monitor and self-correct					Analyzing/Critiquing - Recognize whether				
Uses known words to monitor and self-									
correct Self-corrects close to the point of error					a text is fiction or non-fiction Recognizes whether a text is realistic fiction				-
Self-corrects close to the point of error									
Summarizing			+		or fantasy Recognizes an informational text by its		<u> </u>		+
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			1		Recognizes and discusses how print layout or		1		+
sequence or events in the story					features are used to convey meaning				
Provides an oral summary of a text with	ł	1	1	1	Understands how writers use interesting		1	1	1
appropriate details					characters and events				
Maintaining Fluency - Demonstrates					Identifies how the writer has selected				1
phrased, fluent oral reading					interesting information for factual texts				1
Reflects language grammar and meaning					Understands how the writer has used humor				+
through phrasing and expression									1
Identifies and reads some phrases as	ł	1	1	1			1	1	+
word groups									1
Demonstrates appropriate stress on	<u> </u>	1	+	+			<u> </u>	1	+
words in a sentence		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			1	
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					Predicts the ending of a story based on				
diagraphs) to solve words Uses left-to-right letter/sound analysis					reading beginning & middle of the story 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					texts and reader's experiences				1
from the text	ł	+	+		Deservices and evolve 10.10 to 10			+	—
Uses content and pictures to derive meaning of unfamiliar vocabulary				1	Recognizes and applies attributes of recurring characters where applicable				
Searching for and Using					Synthesizing			-	
Information					Identifies new information in text/pictures				
Notices and uses labels for pictures					ruchanes new information in text 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)					motivations and feelings			-	
Notices and uses readers' tools such as					Inferring - Infers causes for characters'				
table of contents where applicable			-	-	feelings or motives Justifies inferences with evidence from the			-	
Searches for specific facts in 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					Uses and interprets information from				
letters, and letter clusters to monitor accuracy					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					Notices writer's specific use of words to convey				
help understand the end of the story					meaning – shouted, cried				
Recalls and re-tells important information					Understands that a story has a beginning , a				1
from factual texts Understands and talks about a simple					series of events, and end Recognizes and discusses how print layout or				
sequence or events in the story					features are used to convey meaning				1
Provides and oral summary of a text with					Understands how writers use interesting				1
appropriate details in sequence					characters and events				
Follows and discusses multiple events in a story				1					
Maintaining Fluency - Demonstrates	1	1	1	1		1	1	1	1
phrased, fluent oral reading									
Reflects language grammar and meaning									
through phrasing and expression		-							
Reflects punctuation through appropriate pausing and intonation while reading orally				1					
Demonstrates appropriate stress on	1					1	1	1	1
words in a sentence	1	1				1			1

Behaviors to Notice, Teach and Support	Nam	1e:							
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				
Uses context and pictures to derive meaning of unfamiliar vocabulary					Synthesizing - Differentiates between what is 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					Inferring - Shows empathy for characters				
pronouns					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					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 meaning – shouted, cried				
Realizes when more information is needed to					Identifies parts of a story- beginning , a series				
understand text					of events, and an end				
Summarizing Remembers information to help understand the end					Recognizes and discusses how print layout or features are used to convey meaning				
of the story		1			reatures are used to convey meaning				
Identifies and understands a set of related ideas in a					Understands how writers use interesting				
text		<u> </u>			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				1				1	
phrasing and expression Demonstrates awareness of the function of the full range of punctuation									
range of punctuation Demonstrates appropriate stress on words in a		1	1	1					
sentence Uses multiple sources of information (language	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					Predicting 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 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					Making Connections - Makes connections				
high frequency words within continuous text					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				
Uses multiple sources of information to monitor and					text Analyzing/Critiquing				
self-correct using language structure and letter- sound information					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		1			Notices a writer's style				
Remembers information or a series if events to help understand the end of the story		1		1	Agrees or disagrees with the ideas in the text		1	1	
Maintaining Fluency - Demonstrates phrased, fluent oral reading		1		1			1	1	
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		1		1					
structure, meaning) to support fluency and phrasing Quickly and automatically solves most words in the									
text Reads independently at an appropriate rate									<u> </u>

Behaviors to Notice, Teach and Support	Nam	ne:							
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					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									
the text Reads silently at a good rate									-

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					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				
					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				
Searching for and Using Information:					Makes predictions about the character				
Uses multiple sources of information to solve					based on traits revealed by the writer				
new words								<u> </u>	
Notices and uses graphics such as labels,					Making Connections - Uses background				
diagrams, maps, charts and captions					knowledge to understand text before,				
	-			-	during and after reading				
Goes beyond the text in discussions and					Makes connections between the text and other texts read				
interpretations Sustains problem-solving and development									
of meaning through a longer text read over					Specifies the nature of connections –				
several days					topic, content, writer, 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				 					
Understands the problem of a story and it's					Agrees or disagrees with ideas in the text				
solution									
Summarizes ideas from the text and how					Hypothesizes how characters might have				
they are related					behaved differently			<u> </u>	
Maintaining Fluency									
Demonstrates phrased, fluent oral reading									
with appropriate stress on words				+					
Demonstrates awareness of the function of									
punctuation				1				-	
Use multiple sources of information to									
support fluency									
Quickly and automatically solves most words									
in the text				1					
Reads silently at a good rate									
Slows down reading to coarch for									
Slows down reading to search for	1	1	1			1	1	1	1

Reading Ass	SESSIT ted from 1	ient - The Conti	 Lev nuum of 	el M Literacy	(Fountas and Pinnell) - DRA – <i>Learning Grades K-8 Fountas and Pinnell</i>	28, 30			
Behaviors to Notice, Teach and Support	Nam		J	<u>/</u>	0 -				
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					confirm or disconfirm predictions				
text									
Solves words with 2 or 3 syllables and					Justifies predictions using evidence				
longer descriptive words									
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					Making Connections - Uses				
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					1, , , , , , , , , , , , , , , , , , ,				
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					Inferring - Infers cause and effect by				
meaning and self-corrects					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					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				
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 they are related					Agrees or disagrees with ideas in the text				
Maintaining Fluency - Use multiple					Hypothesizes how characters might have			1	
sources of information to support fluency					behaved differently				
Demonstrates awareness of the function of									
punctuation and reads dialogue with expression									
Demonstrates phrased, fluent oral reading		1	İ			1			1
with appropriate stress on words		1				1		1	
Quickly and automatically solves most		1	İ	1		1	Ì	1	1
words in the text								1	
Reads silently at a good rate			İ						1
		+		+		<u> </u>			1
Slows down reading to search for									

Adante	ed from I	he Conti	nuum of	Literacy	Learning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		nuun oj :	Lucrucy					
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Dat
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	intaining Fluency nonstrates phrased, fluent oral reading				Infers cause and effect by reading about characters and following their dialogues and events				
h appropriate stress on words nonstrates awareness of the function of nctuation and reads dialogue with expression			Infers causes of problems or outcomes in fiction and non-fiction						
Uses multiple sources of information to support fluency	es multiple sources of information to				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				

					/R (Fountas and Pinnell) - DRA – earning Grades K-8 Fountas and Pinnell	40			
Behaviors to Notice, Teach and Support	Nam			anoraey 24					
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 Understands connotative (secondary)					content and text knowledge Searches for, and uses information to				
meaning of words					confirm or disconfirm predictions				
Demonstrates flexible ways to solve words					Justifies predictions using evidence				
 word parts, endings, prefixes 					J				
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 background knowledge to understand				
3 syllables and longer descriptive words					text before, during and after reading				
Solves difficult and technical words using					Makes connections between the text and				
background knowledge and graphics in the					other texts read				
text									
Identifies words with multiple meanings					Makes connections between real life				
and discusses deeper meanings of words					experiences and people who live in				
Convolution for and Using Information					diverse cultures				
Searching for and Using Information Processes text that have many lines of					Uses knowledge from one text to help understand reading in new texts				
print of the page					understand reading in new texts				
Forms implicit questions and searches for					Specifies the nature of connections –				
answers while reading					topic, content, writer, genre				
Goes beyond the text in discussions and					Synthesizing - Demonstrates learning				
interpretations				_	new content from reading		-		
Sustains problem-solving and development					Incorporates new knowledge when				
of meaning through a longer text read over several days					reading chapters or short stories				
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					Expresses changes in ideas or opinions				
words) with a series of nouns verbs and adjectives					after reading and can justify their ideas				
Monitoring and Correcting					Demonstrates changing perspectives as				
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 organized into categories					reading about characters and following their dialogues and events				
Summarizes longer narrative texts with					Demonstrates understanding of multiple				
multiple episodes either orally or in writing					characters and complex plots using				
					evidence from the text				
Follows and remembers events and the					Speculates on alternative meanings that				
problem in the story over a longer text to					the text might have				
understand the ending Maintaining Fluency					Infers causes of problems or outcomes in				
Demonstrates phrased, fluent oral reading					fiction and non-fiction				
with appropriate stress on words		1		1					
Demonstrates awareness of the function of	1			1	Analyzing/Critiquing				1
punctuation and reads dialogue with		1		1	Notices combined genres in hybrid texts				
expression			-	-		1	 		<u> </u>
Uses multiple sources of information to		1		1	Notices aspects of a writer's style after				
support fluency					reading several books by the same author				
		1	1	1	Notices use of descriptive language,	1	1	1	1
					dialogue, layout				
					Agrees or disagrees with ideas in the text				

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Name:											
Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date			
				Predicting - Makes a wide range of							
				predictions based on personal							
				evidence and new information from							
				reading							
				Searches for, and uses information to							
				confirm or disconfirm predictions							
				Making Connections							
				Uses background knowledge to							
				understand text							
				Makes connections between real life and							
	1							1			
				Makes connections between the text and							
				other texts read				1			
				Specifies the nature of connections –							
				Infers the big ideas or themes of a text							
				Speculates on alternate meanings and							
				Speculates how characters could have							
İ	1	1	Ì		1	İ	1	1			
İ		1			1	İ	1	1			
1	1	1	1		1		1	1			
		1			1	1	1	+			
	1							1			
1	1	1	1		1	1	1	1			
	1							1			
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	1	1			1			1			
	Date Date Date Date	DateDateDateDateImage: Constraint of the sector of the sec	DateDateDateDateDateDateImage: Constraint of the sector of the secto	DateDateDateDateDateDateDateDateImage: Constraint of the sector	Predicting - Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts Justifies and changes predictions using evidence and new information from reading Searches for, and uses information to confirm or disconfirm predictions Making Connections Uses background knowledge to understand text Makes connections between real life and other diverse cultures, times and places Makes connections between the text and other texts read	Predicting - Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts Justifies and changes predictions using evidence and new information from reading Searches for, and uses information to confirm or disconfirm predictions Making Connections Uses background knowledge to understand text Makes connections between real life and other diverse cultures, times and places Makes connections between the text and other texts read Specifies the nature of connections – topic, content, writer, genre Synthesizing - Demonstrates learning new content from reading Mentally forms categories of related information is acquired Inferring - Infers cause and effect by reading about characters and events Demonstrates understanding of characters using evidence from the text Speculates on alternate meanings and the meaning of symbols in the text Speculates on alternate meanings and the meaning of symbols in the text Speculates how characters could have behaved differently Analyzing/Critiquing Notices combined genres in hybrid texts Understands the role of setting in realistic, historical fictio and fantasy	Predicting - Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts Justifies and changes predictions using evidence and new information from reading Searches for, and uses information to confirm or disconfirm predictions Making Connections Uses background knowledge to understand text Makes connections between real life and other diverse cultures, times and places Makes connections between real life and other diverse cultures, times and places Specifies the nature of connections – topic, content, writer, genre Synthesizing - Demonstrates learning new content from reading Mentally forms categories of related information and revises as new information is acquired Inferring - Infers cause and effect by reading about characters and events Demonstrates understanding of characters using evidence from the text Inferring - Infers cause and effect by reading about characters and events Demonstrates understanding of characters using evidence from the text Inferring of symbols in the text Speculates on alternate meanings and the meaning of symbols in the text Speculates on wither builds suspense across a story after reading of symbols in the text Speculates how the writer builds suspense across a story after reading several texts by the same author	Predicting - Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts Justifies and changes predictions using evidence and new information from reading Searches for, and uses information to confirm or disconfirm predictions Waking Connections Uses background knowledge to understand text Makes connections between real life and other diverse cultures, times and places Makes connections between the text and other texts read Specifies the nature of connections – topic, content, writer, genre Synthesizing - Demonstrates learning new content from reading Mentally forms categories of related information is acquired Information is acquired Information is acquired Infers the big ideas or themes of a text Speculates no alternate meanings and the meaning of symbols in the text Speculates no alternate meanings and the meaning of symbols in the text Speculates on alternate meanings and the meaning of symbols in the text Speculates on alternate meanings and the meaning of symbols in the text Notices combined genres in hybrid texts Notices combined genres in hybrid texts			

					U/V (Fountas and Pinnell) – DRA – 50							
Behaviors to Notice, Teach and Support	Date Date Date Date Date Date Date Date											
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					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 Solves content specific words and technical					understand text Makes connections between real life and							
words using graphics and definitions					other diverse cultures, times and places							
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												
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					-							
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							
Convolution for and Union Information					change							
Searching for and Using Information Searches for information in graphics – diagrams,					Inferring Infers cause and effect by reading about							
charts, maps, captions, pictures, labels					characters and events							
Searches for information using non-fiction fiction –					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					5							
adjectives												
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					Analyzing/Critiquing - Notices aspects							
reading					of all genres and hybrid texts							
Summarizing - Selectively summarizes		1			Identifies the selection of genre in relation	1		1				
most important information in a text					to inferred writer's purpose							
depending on reading purpose												
Identifies important ideas in a text and reports					Notices aspects of genres and the writer's	İ						
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	ł				
reflective of the important overarching ideas												
in the text												
Maintaining Fluency - Changes style and		1				1		1				
pace of reading to reflect purpose												
Reads dialogue with phrasing, intonation, use of	1	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			1									
vocabulary			1									

Reading Assessment – Level W/X (Fountas and Pinnell) – DRA – 50/60												
Behaviors to Notice, Teach and Support	ed from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell Name: Date											
Thinking Within the Text	Date	Date	Date	Date	Thinking Bevond 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												
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							
					text							
Uses readers' tools such as glossaries,					Makes connections between real life and							
dictionaries and pronunciation guides to solve difficult words					other diverse cultures, times 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					other texts read of heard							
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, milely 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				-	Tafaus fusus use ding a baut about show the ite							
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					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		1					
depending on reading purpose									L			
Identifies important ideas in a text and reports					Analyzing/Critiquing							
them in an organized way to use as background					Notice aspects of all genres and hybrid							
knowledge in reading or for further discussion – orally or in writing					texts		1					
Constructs summaries that are concise and		1			Identifies the selection of genre in relation		1	1				
reflective of the important overarching ideas in					to inferred writer's purpose		1					
the text							<u> </u>					
Maintaining Fluency					Notices aspects of genres and the writer's							
Changes style and pace of reading to reflect					craft							
purpose							<u> </u>					
Reads dialogue with phrasing, intonation, use of punctuation and expression that reflects							1					
understanding of characters and events							1					
Slows down and adjusts reading to process texts	1	1	1	1		1	1	1				
with difficult and complex layout and/or												
vocabulary								I				

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	Dat e	Dat e	Dat e	Dat e		
Solving Words Notices 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 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						
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					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						
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						