

**LEVEL
A/B**

Behaviors to Notice, Teach, and Support in Reading
Use this form to support reading. Adapted from Fountas and Pinnell, "The Continuum of Literacy Learning"



Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Locates known word(s) in text.					
Analyzes words from left to right, using knowledge of sound/letter relationships					
Recognizes a few high frequency words					
Locates easy high frequency words in the text					
Matches spoken word with printed word					
Moves from left to right when reading					
Searches for and uses information in pictures.					
Uses oral language in combination with pointing					
Uses the language structure to learn about the print					
Asks questions to clarify meaning or get information					
Uses word-by-word matching					
Uses prior knowledge to self-correct and self-monitor					
Uses known words to self-monitor and self-correct					
Re-reads to self-correct errors or confirm meaning					
Begins to crosscheck one kind of information against another to monitor and self-correct reading					
Remembers what the story is about during reading					
Remembers important information from the text					
Remembers information to help understand the end of the story					
Notices and uses end punctuation and reflects it in voice					
Points to words and reads at a steady rate without long pauses					

Thinking Beyond the Text	Date				
Uses knowledge of language structure to anticipate text					
Makes predictions based on information in pictures					
Predicts the ending of a story based on reading the beginning and the middle of the story					
Makes predictions based on prior knowledge and experiences					
Talks about own experiences in relation to the text					
Makes connections between similar texts/topics					
Identifies recurring characters where applicable					
Identifies new information in text/pictures					
Talks about what the reader already knows relative to information in the text					
Talks about characters' feelings					
Talks about pictures, and interprets ideas from them					
Understands how the ideas in a book are related to each other					
Understands how the ideas in a text are related to a title					
Shares opinions about books and illustrations					

**LEVEL
C/D**

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Locates easy high frequency words in the text					
Attends to beginning letter(s) and progresses to using final letter(s)					
Locates the first and last letters of words in continuous text					
Uses knowledge of syllables to help in word-by-word matching					
Uses letter/sound information in coordination with meaning and language structure to solve words					
Takes apart words by using the sounds of letters (CVC patterns)					
Recognizes 10/20 or more high frequency words					
Reads left to right and returns to the next line					
Integrates sources of information: making sure it makes sense, sounds right and looks right					
Processes texts with simple dialogue and some pronouns					
Remembers and uses language patterns to help reading					
Asks questions to clarify meaning					
Re-reads to self-correct errors or confirm meaning					
Uses prior knowledge to self-correct and self-monitor					
Uses known words to self-monitor and self-correct					
Re-reads to search for information					
Begins to crosscheck one kind of information against another to monitor and self-correct reading					
Uses two or more sources of information to monitor and self-correct reading					
Remembers information to help understand the end of the story					
Recalls and re-tells important information or events from the text					

Thinking Beyond the Text	Date				
Understands and talks about a simple sequence or events in the story					
Notifies and uses punctuation through appropriate pausing and intonation					
Identifies and reads some phrases as word groups					
Uses knowledge of language structure to anticipate text					
Predicts the ending of a story based on reading the beginning and the middle of the story					
Makes predictions based on prior knowledge					
Makes predictions based on information gained through reading					
Talks about own experiences in relation to the text					
Makes connections between similar texts/topics					
Recognizes and applies attributes of recurring characters where applicable					
Remembers information and details to understand after reading					
Talks about what the reader already knows relative to information in the text					
Acquires and reports new information from text					
Talks about what the reader already knows about a topic or a character prior to reading					
Shows evidence in the text of new ideas or information					
Talks about characters' feelings					
Talks about pictures, and interprets ideas from them					
Understands how the ideas in a text are related to a title					
Notifies and points out connections between text and pictures					
Understands how the ideas in a book are related to each other					
Shares opinions about books and illustrations					

LEVEL
E

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Recognizes many regular words and high frequency words quickly and easily					
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					
Makes connections between words by letters, sounds or spelling patterns					
Takes apart many new words such as compound words, to solve them					
Notices details in pictures and uses information to understand text					
Rereads to search for and use information from language structures or meaning					
Processes texts with simple dialogue and some pronouns					
Uses all sources of information to solve new words					
Re-reads the sentence or phrase to self correct or confirm					
Re-reads the sentence to search for and use information					
Uses sounds related to consonants to monitor and self-correct reading					
Uses known words to monitor and self correct					
Remembers information to help 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					
Provides an oral summary of a text					
Demonstrates phrased, fluent oral reading					
Reflects language syntax and meaning through phrasing and expression					
Notices and uses punctuation through appropriate pausing and intonation					

Thinking Beyond the Text	Date				
Demonstrates appropriate stress on words in a sentence					
Uses knowledge of language structure to anticipate text					
Predicts the ending of a story based on reading the beginning and the middle of the story					
Makes predictions based on prior knowledge					
Makes predictions based on information and pictures gained through reading					
Makes and discusses connections about own experiences in relation to the text					
Makes connections between similar texts/topics					
Recognizes and applies attributes of recurring characters where applicable					
Identifies new information in text/pictures					
Talks about what the reader already knows relative to information in the text					
Acquires and reports new information from text					
Talks about what the reader already knows about a topic or a character prior to reading					
Shows evidence in the text of new ideas or information					
Talks about characters' feelings					
Talks about pictures, and interprets ideas from them					
Sees changes in characters over time and can cite reasons					
Shows evidence in the print or pictures to support inferences					
Notices and appreciates humor					
Recognizes whether a text is fiction or non-fiction					
Discusses the differences between photographs and illustrations					
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					

LEVEL
F

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date					
Recognizes most words quickly and easily						
Removes the endings from base words to solve new words						
Uses sounds related to vowels and consonants to solve words						
Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading						
Makes connections between words by letters, sounds or spelling patterns						
Takes apart many new words such as compound words, to solve them						
Recognizes 50 or more high frequency words						
Notices details in pictures and uses information to understand text						
Rereads to search for and use information to confirm meaning						
Processes texts with simple dialogue and some pronouns						
Uses all sources of information to solve new words						
Uses simple organizational features (titles and headings)						
Notices and uses readers' tools such as table of contents where applicable						
Searches for specific facts in informational texts						
Re-read the sentence or phrase to self correct or confirm						
Uses letter-sound relationships and word parts to monitor and self-correct						
Uses known words to monitor and self correct						
Self-corrects close to the point of error						
Remembers information to help 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						
Provides an oral summary of a text with appropriate details						

Thinking Beyond the Text	Date					
Demonstrates phrased, fluent oral reading						
Reflects language grammar and meaning through phrasing and expression						
Identifies and reads some phrases as word groups						
Demonstrates appropriate stress on words in a sentence						
Makes predictions using language structure						
Makes predictions based on knowledge of characters or genre						
Predicts the ending of a story based on reading the beginning and the middle of the story						
Makes predictions based on prior knowledge						
Makes predictions based on information gained through reading						
Makes connections between similar texts/topics						
Makes and discusses connections between texts and reader's experiences						
Recognizes and applies attributes of recurring characters where applicable						
Identifies new information in text/pictures						
Identifies new information in text or pictures						
Acquires and reports new information from text						
Interprets and talks about characters' motivations and feelings						
Infers about characters' feelings and motives						
Interprets causes for feelings and motives						
Shows empathy for characters and can infer their feelings or motivations						
Shows evidence in the print or pictures to support inferences						
Recognize whether a text is fiction or non-fiction						
Recognizes whether a text is realistic fiction or fantasy						
Recognizes an informational text by its features						
Understands that a story has a beginning, a series of events, and end						
Recognizes and discusses how print layout or features are used to convey meaning						
Understands how writers use interesting characters and events						
Identifies how the writer has selected interesting information for factual texts						
Understands how the writer has used humor						

LEVEL
G

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Recognizes most words quickly and easily					
Removes the endings from base words to solve new words					
Uses letter clusters (blends and digraphs) to solve words					
Uses left-to-right letter/sound analysis to read a word					
Uses sounds related to vowels and consonants to solve words					
Takes apart many new words such as compound words, to solve them					
Quickly and automatically recognizes 75 or more high frequency words					
Connects words that mean the same or almost the same, to derive meaning from the text					
Uses content and pictures to derive meaning of unfamiliar vocabulary					
Notices and uses labels for pictures					
Processes texts with split dialogue and some pronouns					
Uses all sources of information to solve new words					
Uses simple organizational features (titles and headings)					
Notices and uses readers' tools such as table of contents where applicable					
Searches for specific facts in informational texts					
Self-corrects close to the point of error					
Re-reads the sentence or phrase to self correct or confirm					
Uses relationships between sounds and letters, and letter clusters to monitor accuracy					
Uses known words to monitor and self-correct					
Realizes when more information is needed to understand text					
- Remembers information to help understand the end of the story					
Recalls and re-tells important information from factual texts					
Understands and talks about a simple sequence or events in the story					
Provides and oral summary of a text with appropriate details in sequence					
Follows and discusses multiple events in a story					

Thinking Beyond the Text	Date				
- 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					
Makes predictions using language structure					
Makes predictions based on knowledge of characters or genre					
Predicts the ending of a story based on reading beginning & middle of the story					
Makes predictions based on prior knowledge and experiences					
Makes predictions based on information gained through reading					
Supports predictions with evidence from the text or prior knowledge					
Makes connections between similar texts/topics					
Makes and discusses connections between texts and reader's experiences					
Recognizes and applies attributes of recurring characters where applicable					
Identifies new information in text/pictures					
Relates content of the text to what is already known					
Acquires and reports new information from text					
Interprets and talks about characters' motivations and feelings					
Infers causes for characters' feelings or motives					
Justifies inferences with evidence from the text					
Shows empathy for characters and can infer their feelings or motivations					
Infers causes and effects as implied in the text					
Uses and interprets information from pictures without depending on pictures to construct meaning					
- Recognize whether a text is fiction or non-fiction					
Identifies characteristics of genres - realistic fiction, fantasy, factual, plays, traditional literature					
Notices writer's specific use of words to convey meaning - shouted, cried					
Understands that a story has a beginning, a series of events, and end					
Recognizes and discusses how print layout or features are used to convey meaning					
Understands how writers use interesting characters and events					

**LEVEL
H**

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Uses letter-sound relationships to solve more complex words					
Demonstrates flexible ways to solve words – taking it apart, using meaning)					
Demonstrates competent active word-solving while reading at an appropriate pace					
Uses sounds related to vowels and consonants to solve words					
Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading					
Makes connections between words by letter sounds or spelling patterns					
Takes apart many new words such as compound words, to solve them					
Quickly and automatically recognizes 100 or more high frequency words within continuous text					
Connects words that mean the same or almost the same, to derive meaning from the text					
Uses context and pictures to derive meaning of unfamiliar vocabulary					
Notices and uses labels for pictures					
Uses some simple graphics, labeled pictures, that add information to the text					
Processes texts with split dialogue and some pronouns					
Uses a table of contents to locate information in the text					
Notices, searches for and discusses information that is important to understanding					
Self-corrects close to the point of error					
Re-reads to problem solve self-correct or confirm					
Uses multiple sources of information to monitor and self-correct using language structure and letter-sound information					
Uses known words to monitor and self-correct					
Realizes when more information is needed to understand text					
Remembers information to help understand the end of the story					
Identifies and understands a set of related ideas in a text					
Understands and talks about a simple sequence or events in the story					
After reading provides an oral summary of a text with appropriate details					
Summarizes narratives with multiple events in a story					

Thinking Beyond the Text	Date				
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					
Makes predictions based on language structure					
Makes predictions based on knowledge of characters or genre					
Makes predictions based on prior knowledge and information gained through reading					
Uses understanding of text structure to make predictions					
Supports predictions with evidence from the text or prior knowledge					
Makes connections between text and other texts read					
Makes and discusses connections between texts and reader's experiences, before, during and after reading					
Recognizes and applies attributes of recurring characters where applicable					
Makes connections between characters and events based on prior knowledge					
Differentiates between what is known and new information					
Identifies new information and incorporates it into present understandings					
Demonstrates learning new content from reading					
Shows empathy for characters and can infer their feelings or motivations					
Justifies inferences with evidence from the text					
Infers causes and effects as implied in the text					
Interprets information from pictures without depending on pictures to construct meaning					
- Recognizes whether a text is fiction or non-fiction					
Identifies characteristics of genres - realistic fiction, fantasy, factual, plays					
Notices writer's specific use of words to convey meaning – shouted, cried					
Identifies parts of a story- beginning , a series of events, and an end					
Recognizes and discusses how print layout or features are used to convey meaning					
Understands how writers use interesting characters and events					
Agrees or disagrees with the ideas in the text					

Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Uses letter-sound relationships to solve complex words					
Demonstrates flexible ways to solve words – taking it apart, using meaning)					
Demonstrates competent active word-solving while reading at an appropriate pace					
Uses sounds related to vowels and consonants to solve words					
Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading					
Makes connections between words by letters, sounds or spelling patterns					
Takes apart many new words such as compound words, to solve them					
Quickly and automatically recognizes 150 or more high frequency words within continuous text					
Connects words that mean the same or almost the same, to derive meaning from the text					
Uses context and pictures to derive meaning of unfamiliar vocabulary					
Uses multiple sources of information to solve words					
Notifies and uses graphics, such as labels and captions for pictures, and diagrams					
Processes texts with split dialogue assigned to speakers					
Uses a table of contents, index, glossary to locate information in the text					
Notifies, searches for and discusses information that is important to understanding					
Self-corrects close to the point of error					
Uses multiple sources of information to monitor and self-correct using language structure and letter sound information					
Uses known words to monitor and self-correct					
Realizes when more information is needed to understand text					
Summarizes narratives with multiple events in a story					
Understands problem and solution in a story					
Understands and talks about a set of related ideas or events in the story					
After reading provides an oral summary of a text with appropriate details					
Remembers information or a series of events to help understand the end of the story					
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					

Thinking Beyond the Text	Date				
Quickly and automatically solves most words in the text					
Reads independently at an appropriate rate					
Makes predictions based on language structure					
Makes predictions based on knowledge of characters or genre					
Predicts the solution to the problem					
Makes predictions based on prior knowledge and information gained through reading					
Uses understanding of text structure to make predictions					
Supports predictions with evidence from the text or prior knowledge					
Searches for and uses information to confirm or disconfirm predictions					
Makes connections between characters and events based on prior knowledge					
Recognizes and applies attributes of recurring characters where applicable					
Makes and discusses connections between texts and reader's experiences, before, during and after reading					
Differentiates between what is known and new information					
Expresses changes in ideas after reading a text					
Demonstrates learning new content from reading					
Infers causes and effects as implied in the text					
Shows empathy for characters and can infer their feelings or motivations					
Justifies inferences with evidence from the text					
Recognize whether a text is fiction or non-fiction					
Identifies characteristics of genres - realistic fiction, fantasy, factual, plays					
Identifies a point in the story where the problem is resolved					
Notifies descriptive and figurative language					
Recognizes and discusses how print layout or features are used to convey meaning					
Notifies specific writing techniques such as question/answer					
Notifies a writer's style					
Agrees or disagrees with the ideas in the text					

**LEVEL
K/L**

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Uses multiple sources of information to process text smoothly					
Connects words that mean the same or almost the same to help understand text					
Demonstrates flexible ways to solve words – word parts, endings, prefixes					
Solves and understands content specific words using graphics and tools from the text					
Understands longer descriptive words					
Uses multiple sources of information to solve new words					
Notices and uses graphics such as labels, diagrams, maps, charts and captions					
Goes beyond the text in discussions and interpretations					
Sustains problem-solving and development of meaning through a longer text read over several days					
Uses chapter titles to predict content					
Processes longer sentences (over 15 words)					
Self-corrects errors that cause loss of meaning					
Re-reads when necessary to search for meaning and self-corrects					
Silently reads sections of the text					
Self-corrects when errors detract from meaning					
Reports episodes in the text in sequence					
Identifies important ideas in a text and reports them in an organized way					
Follows and remembers events in the story to understand the ending					
Understands the problem of a story and it's solution					
Summarizes ideas from the text and how they are related					
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					

Thinking Beyond the Text	Date				
Makes predictions about the solution to the problem in the story					
Uses text structure to predict the outcome of a narrative					
Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts					
Searches for, and uses information to confirm or disconfirm predictions					
Justifies predictions using evidence					
Makes predictions about the character based on traits revealed by the writer					
Uses background knowledge to understand text before, during and after reading					
Makes connections between the text and other texts read					
Specifies the nature of connections – topic, content, writer, genre					
Demonstrates learning new content from reading					
Differentiates between known and new information					
Infers cause and effect by reading about characters and events					
Demonstrates understanding of characters using evidence from the text					
Infers characters feelings through reading their dialogue					
Infers causes of problems or outcomes in fiction and non-fiction					
Notices aspects of genres					
Notices aspects of a writer's style after reading several books by the same author					
Notices use of descriptive language					
Agrees or disagrees with ideas in the text					
Hypothesizes how characters might have behaved differently					

**LEVEL
M/N**

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Begins to notice new and interesting words, records them and actively uses them in oral or written work					
Connects words that mean the same or almost the same to help understand text					
Demonstrates flexible ways to solve words – word parts, endings, prefixes					
Solves and understands content specific words using graphics and tools from the text					
Solves words with 2 or 3 syllables and longer descriptive words					
Uses multiple sources of information to solve new words					
Notices and uses readers tools such as labels, diagrams, maps, charts and captions					
Goes beyond the text in discussions and interpretations					
Sustains problem-solving and development of meaning through a longer text read over several days					
Uses chapter titles to predict content					
Processes longer sentences (over 15 words) with a series of nouns verbs and adjectives					
- Self corrects errors that cause loss of meaning					
Re-reads when necessary to search for meaning and self-corrects					
Silently reads sections of the text					
Constantly checks on understanding or searches for information while reading					
Reports episodes in the text in sequence					
Identifies important ideas in a text and reports them in an organized way					
Follows and remembers events in the story to understand the ending					
Understands the problem of a story and it's solution					
Summarizes ideas from the text and how they are related					
Use multiple sources of information to support fluency					
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					

Thinking Beyond the Text	Date				
Makes predictions about the solution to the problem in the story					
Uses text structure to predict the outcome of a narrative					
Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts					
Searches for, and uses information to confirm or disconfirm predictions					
Justifies predictions using evidence					
Makes predictions about the character based on traits revealed by the writer					
Uses background knowledge to understand text before, during and after reading					
Makes connections between the text and other texts read					
Specifies the nature of connections – topic, content, writer, genre					
Demonstrates learning new content from reading					
Differentiates between known and new information					
Demonstrates changing perspectives as events in a story unfold					
Infers cause and effect by reading about characters and events					
Demonstrates understanding of characters using evidence from the text					
Infers characters feelings through reading their dialogue					
Infers causes of problems or outcomes in fiction and non-fiction					
Notices aspects of genres					
Notices aspects of a writer's style after reading several books by the same author					
Notices use of descriptive language					
Agrees or disagrees with ideas in the text					
Hypothesizes how characters might have behaved differently					

**LEVEL
O/P**

Behaviors to Notice, Teach, and Support in Reading

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Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Notices new and interesting words, records them and actively uses them in oral or written work					
Understands connotative (secondary) meaning of words					
Demonstrates flexible ways to solve words – word parts, endings, prefixes					
Solves and understands content specific words using graphics and tools from the text					
Solves words with 2 or 3 syllables and longer descriptive words					
Solves difficult words using background knowledge					
Processes texts that have many lines of print of the page					
Forms implicit questions and searches for answers while reading					
Goes beyond the text in discussions and interpretations					
Sustains problem-solving and development of meaning through a longer text read over several days					
Searches for information using readers tools such as, illustrations, maps, charts, captions, table of contents, index, glossary, headings					
Processes many long sentences (over 15 words) with a series of nouns verbs and adjectives					
Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning					
Identifies and understands related idea organized into categories					
Summarizes longer narrative texts with multiple episodes either orally or in writing					
Follows and remembers events and the problem in the story over a longer text to understand the ending					
Understands the problem of a story and it's solution					
Demonstrates phrased, fluent oral reading with appropriate stress on words					
Demonstrates awareness of the function of punctuation and reads dialogue with expression					
Uses multiple sources of information to support fluency					

Thinking Beyond the Text	Date				
Uses text structure to predict the outcome of a narrative					
Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts					
Searches for, and uses information to confirm or disconfirm predictions					
Justifies predictions using evidence					
Makes predictions about the character based on traits revealed by the writer					
Uses background knowledge to understand text before, during and after reading					
Makes connections between the text and other texts read					
Makes connections between real life experiences and people who live in diverse cultures					
Interprets characters and events that are not in the readers experiences					
Specifies the nature of connections – topic, content, writer, genre					
Demonstrates learning new content from reading					
Differentiates between known and new information					
Mentally forms categories of related information and revises when new information is read					
Expresses changes in ideas or opinions after reading and can justify their ideas					
Demonstrates changing perspectives as events in a story unfold					
Follows multiple characters in a story					
Demonstrates understanding of characters using evidence from the text					
Infers cause and effect by reading about characters and following their dialogues and events					
Infers causes of problems or outcomes in fiction and non-fiction					
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					

Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Notices new and interesting words, records them and actively uses them in oral or written work					
Understands connotative (secondary) meaning of words					
Demonstrates flexible ways to solve words – word parts, endings, prefixes					
Solves and understands content specific words using graphics & tools from the text					
Solves multi-syllable words with more than 3 syllables and longer descriptive words					
Solves difficult and technical words using background knowledge and graphics in the text					
Identifies words with multiple meanings and discusses deeper meanings of words					
Processes text that have many lines of print of the page					
Forms implicit questions and searches for answers while reading					
Goes beyond the text in discussions and interpretations					
Sustains problem-solving and development of meaning through a longer text read over several days					
Searches for information using readers tools such as, illustrations, maps, charts, captions, table of contents, index, glossary, headings					
Processes many long sentences (over 15 words) with a series of nouns verbs and adjectives					
Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning					
Identifies and understands related ideas organized into categories					
Summarizes longer narrative texts with multiple episodes either orally or in writing					
Follows and remembers events and the problem in the story over a longer text to understand the ending					
Demonstrates phrased, fluent oral reading with appropriate stress on words					
Demonstrates awareness of the function of punctuation and reads dialogue with expression					
Uses multiple sources of information to support fluency					

Thinking Beyond the Text	Date				
- Makes a wide range of predictions based on prior knowledge, content and text knowledge					
Searches for, and uses information to confirm or disconfirm predictions					
Justifies predictions using evidence					
Changes predictions as new information is gathered from reading					
Uses background knowledge to understand text before, during and after reading					
Makes connections between the text and other texts read					
Makes connections between real life experiences and people who live in diverse cultures					
Uses knowledge from one text to help understand reading in new texts					
Specifies the nature of connections – topic, content, writer, genre					
Demonstrates learning new content from reading					
Incorporates new knowledge when reading chapters or short stories					
Mentally forms categories of related information an revises when new information is read					
Expresses changes in ideas or opinions after reading and can justify their ideas					
Demonstrates changing perspectives as events in a story unfold					
Infers cause and effect by reading about characters and following their dialogues and events					
Demonstrates understanding of multiple characters and complex plots using evidence from the text					
Speculates on alternative meanings that the text might have					
Infers causes of problems or outcomes in fiction and non-fiction					
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					

**LEVEL
S/T**

Behaviors to Notice, Teach, and Support in Reading

Use this form to support reading. Adapted from Fountas and Pinnell, "The Continuum of Literacy Learning"



Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Notifies new and interesting words, records them and actively adds them to speaking or writing vocabulary					
Demonstrates flexible ways to solve unfamiliar words – noticing word parts, endings and prefixes					
Solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes					
Solves content specific words and technical words using graphics and definitions embedded in the text					
Solves some undefined words using prior knowledge					
Uses readers' tools such as glossaries, dictionaries and pronunciation guides to solve difficult words					
Understands connotative (secondary) meaning of words					
Understands figurative use of words					
Uses the context to determine the meaning of a word					
Identifies words with multiple meanings, and selects the correct meaning					
Searches for information in graphics – diagrams, charts, maps, captions					
Searches for information using non-fiction features – table of contents, glossary, headings/subheadings, index					
Processes long sentences that are carried over several lines or pages					
Processes a wide range of complex dialogue and/or dense print					
Remembers the details of complex plots with many episodes or chapters					
Asks implicit questions and finds answers while reading					
Follows and remembers a series of events and the story's problem and solution					
Summarizes longer narrative texts with multiple episodes					
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					
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					

Thinking Beyond the Text	Date				
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					
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					
Demonstrates learning new content from reading					
Mentally forms categories of related information and revises as new information is acquired					
Infers cause and effect by reading about characters and events					
Demonstrates understanding of characters using evidence from the text					
Infers the big ideas or themes of a text					
Speculates on alternate meanings and the meaning of symbols in the text					
Speculates how characters could have behaved differently					
Notifies combined genres in hybrid texts					
Understands the role of setting in realistic, historical fiction and fantasy					
Notifies how the writer builds suspense across a story after reading several texts by the same author					
Notifies aspects of the writer's craft					

**LEVEL
U/V**

Behaviors to Notice, Teach, and Support in Reading

Use this form to support reading. Adapted from Fountas and Pinnell, "The Continuum of Literacy Learning"



Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Notifies new and interesting words, records them and actively adds them to speaking or writing vocabulary					
Demonstrates flexible ways to automatically solve unfamiliar words – noticing word parts, endings, syllables and prefixes					
Automatically solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes					
Solves content specific words and technical words using graphics and definitions embedded in the text					
Solves some undefined words using prior knowledge, graphics and text context					
Uses readers' tools such as glossaries, dictionaries and pronunciation guides to solve difficult words					
Understands connotative (secondary) meaning of words					
Derives the meaning of words that reflect regional or historical dialects as well as words other than English					
Uses the context to determine the meaning of a word					
Identifies words with multiple meanings, and selects the correct meaning					
Searches for information in graphics – diagrams, charts, maps, captions, pictures, labels					
Searches for information using non-fiction – table of contents, glossary, headings/subheadings, index					
Processes long sentences (over 20 words), with embedded clauses and nouns, verbs and adjectives					
Processes a wide range of complex dialogue and/or dense print					
Remembers the details of complex plots with many episodes or chapters					
Asks implicit questions and finds answers while reading					
Selectively summarizes most important information in a text depending on reading purpose					
Identifies important ideas in a text and reports them in an organized way					
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					
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					

Thinking Beyond the Text	Date				
Makes a wide range of predictions based on personal experiences, content and text knowledge					
Searches for, and justifies predictions to continually confirm or disconfirm using evidence from reading					
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 or heard					
Connects and compares text within genres and across genres					
Specifies the nature of connections – topic, content, writer, genre					
Demonstrates learning new content from reading					
Mentally forms categories of related information and revises as new information is acquired					
Expresses changes in ideas or perspectives across reading and as events change					
Infers cause and effect by reading about characters and events					
Infers from reading about character traits, motivations, changes in what the characters do or say					
Infers the big ideas or themes of a text					
Infers the meaning of symbols the writer uses to enhance meaning					
Infers the causes of problems or outcomes in texts					
Notices aspects of all genres and hybrid texts					
Identifies the selection of genre in relation to inferred writer's purpose					
Notices aspects of genres and the writer's craft					

**LEVEL
W/X**

Behaviors to Notice, Teach, and Support in Reading

Use this form to support reading. Adapted from Fountas and Pinnell, "The Continuum of Literacy Learning"



Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Notices new and interesting words, records them and actively adds them to speaking or writing vocabulary					
Demonstrates flexible ways to automatically solve unfamiliar words – noticing word parts, endings, syllables and prefixes					
Automatically solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes					
Begins to use word roots and origins to understand meaning of words					
Uses readers' tools such as glossaries, dictionaries and pronunciation guides to solve difficult words					
Derives the meaning of words that reflect regional or historical dialects as well as words other than English					
Understands connotative (secondary) meaning of words					
Searches for information in graphics – diagrams, charts, maps, captions, pictures, labels					
Searches for information using non-fiction features – table of contents, glossary, headings/subheadings, index					
Processes long sentences (over 20 words), with embedded clauses and nouns, verbs and adjectives					
Processes a wide range of complex dialogue and/or dense print					
Remembers the details of complex plots with many episodes or chapters					
Asks implicit questions and finds answers while reading					
Follows complex plots, including texts with literary devices – flashbacks and stories within stories					
Processes sentences with the syntax of colloquial language					
Selectively summarizes most important information in a text depending on reading purpose					
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					
Constructs summaries that are concise and reflective of the important overarching ideas in the text					
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					

Thinking Beyond the Text	Date				
Makes a wide range of predictions based on personal experiences, content & text knowledge					
Searches for, and justifies predictions to continually confirm or disconfirm using evidence from reading					
Uses characteristics of a genre as a source of information to make predictions before and during reading					
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 or heard					
Connects and compares text within genres and across genres					
Specifies the nature of connections – topic, content, writer, genre					
Demonstrates learning new content from reading					
Mentally forms categories of related information and revises as new information is acquired					
Expresses changes in ideas or perspectives across reading and as events change					
Infers cause and effect by reading about characters and events					
Infers the big ideas or themes of a text					
Infers from reading about character traits, motivations, and changes in what they do or say					
Infers the meaning of symbols the writer uses to enhance meaning					
Infers the causes of problems or outcomes in texts					
Notice aspects of all genres and hybrid texts					
Identifies the selection of genre in relation to inferred writer's purpose					
Notices aspects of genres and the writer's craft					

**LEVEL
Y/Z**

Behaviors to Notice, Teach, and Support in Reading

Use this form to support reading. Adapted from Fountas and Pinnell, "The Continuum of Literacy Learning"



Generally exhibits behavior	+
Sometimes exhibits behavior	✓
Rarely exhibits behavior	-

Student Name

Grade

Level

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Thinking within the text	Date				
Notifies new and interesting words, records them and actively adds them to expand speaking or writing vocabulary					
Demonstrates flexible ways to automatically solve unfamiliar words – noticing word parts, endings, syllables and prefixes					
Automatically solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes					
Begins to use word roots and origins to understand meaning of words					
Uses readers' tools such as glossaries, dictionaries and pronunciation guides to solve difficult words					
Derives the meaning of words that reflect regional or historical dialects as well as words other than English					
Understands connotative (secondary) meaning of words					
Searches for and uses information in graphics – diagrams, charts, maps, captions, pictures, labels					
Searches for and uses information from full range of non-fiction features – table of contents, glossary, headings/subheadings, index, appendices					
Processes long sentences (over 30 words), with embedded clauses and nouns, verbs and adjectives					
Asks implicit questions and finds answers while reading					
Processes texts with a variety of complex layouts, dialogue and some pages with dense print or columns					
Remembers the details of complex plots with many episodes or chapters, flashbacks and stories within stories					
Processes sentences with the syntax (grammar), of colloquial language					
Gains important information from texts with complex plots, multiple characters and episodes, and long passages of descriptive language and dialogue					
Selectively summarizes most important information in a text depending on reading purpose					
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					
Constructs summaries that are concise and reflective of the important overarching ideas in the text					
Demonstrates phrased fluent oral reading with expression that reflects interpretation of the text					
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 and/or vocabulary					

Thinking Beyond the Text	Date				
Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					
Searches for, and justifies predictions to continually confirm or disconfirm using evidence from reading					
Uses characteristics of a genre as a source of information to make predictions before and during reading					
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 or heard and demonstrates in writing					
Connects and compares text within genres and across genres, by circumstances, traits or actions					
Specifies the nature of connections – topic, content, writer, genre					
Integrates existing content knowledge with new information from a text to create new understandings					
Mentally forms categories of related information and revises as new information is acquired					
Expresses changes in ideas or perspectives across reading and as events change					
Infers character traits, motivations and changes through examining how the writer describes them					
Identifies significant events and tells how they are related to the problem/solution of the story					
Infers the big ideas or themes of a text and causes of problems or outcomes in texts					
Infers the meaning of symbols the writer uses to enhance meaning					
Notice aspects of all genres and hybrid texts					
Notices aspects of genres and the writer's craft Assesses whether a text is authentic and consistent with life experience and prior knowledge					
Expresses tastes and preferences in reading					
Identifies the selection of genre in relation to inferred writer's purpose					
Understands the meaning of symbolism when used by a writer					
Can identify the writer's bias or use of exaggeration					