

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice Teach and Support – Level A (Fountas and Pinnell)										
Adapted from <i>The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>										
Behaviors to Notice, Teach and Support	Name:									
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date	
<b>Solving Words</b> – Recognize most words quickly with the support of meaning and language structure					Remember information to help in understanding the end of a story					
Say a word and predict its first letter before locating it					Remember important information about the topic					
Say a word slowly to hear and identify the first sound and connect to a letter					<b>Maintaining Fluency</b> – Point crisply and read at a steady rate slow enough to match voice print but without long pauses					
Recognize a few easy high-frequency words such as <i>the, to my, is are</i>					Notice and use end punctuation and reflect it in voice					
Locate easy high-frequency words in a text					<b>Adjusting</b> – Slow down to problem solve words and resume reading with momentum					
Locate familiar, easy high-frequency words by noticing anything about the word					<b>Thinking Beyond the Text</b>					
Slow down speech to assist in voice-print match					<b>Predicting</b> – Use knowledge of language structure to anticipate the text					
<b>Monitoring and Correcting</b> – Reread the sentence to problem solve, self-correct, or confirm					Make predictions based on information in the pictures					
Reread to search for/use information from language or meaning					Predict the ending of a story based on reading the beginning and middle					
Self-monitor and self-correct using language structure					Make predictions based on personal experiences and knowledge					
Use voice-print match to self-monitor and self-correct					<b>Making Connections</b> – Talk about own experiences and knowledge in relation to the text					
Show evidence of close attention to print					Make connections between texts on the same topic or with the same content					
Use known words to self-monitor and self-correct					Identify recurring characters or settings when applicable					
<b>Searching for and Using Information</b> – Read left to right across one line of print					<b>Synthesizing</b> – Talk about what the reader already knows relative to text information					
Match one spoken word with one printed word (1:1)					Identify new information in text or pictures					
Use oral language in combination with pointing, matching voice with words on the page (indicated by crisp pointing)					<b>Inferring</b> - Talk about characters' feelings					
Search for information in the print and pictures or photographs					Talk about the pictures, revealing interpretations of a problem or of characters' feelings					
Reread to search for information					<b>Thinking About the Text</b>					
Use language structure and meaning to learn about print					<b>Analyzing</b> – Understand how the ideas in a book are related to each other					
<b>Summarizing</b> – Remember what the story is about during reading					Understand how the ideas in a text are related to the title					
					<b>Critiquing</b> – Share opinions about a text and illustrations					

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

### Behaviors to Notice Teach and Support – Level B (Fountas and Pinnell)

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

<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>									
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date	
<b>Solving Words</b> – Recognize most words quickly with the support of meaning and language structure					Search for and use information in print (letters and sounds, known words)					
Use the first letter of a word in connection with meaning or language syntax to solve it					Ask questions to clarify meaning or get information					
Say a word slowly to hear and identify the first sound and connect to a letter					Search for and use information in pictures and language					
Recognize a few easy high-frequency words such as <i>the, to my, is are, me, in, it, here, look, and</i>					Reread to search for and use information from pictures or language					
Locate high-frequency words in a text					Remember and use language patterns to help in reading a text					
Locate familiar, easy high-frequency words by noticing anything about the word					<b>Summarizing</b> – Remember what the story is about during reading					
Slow down speech to assist in voice-print match					Remember information to help in understanding the end of a story					
Use knowledge of syllables to help in voice-print match					Discuss the text after reading, remembering important information or details of a story					
<b>Monitoring and Correcting</b> – Reread the sentence to problem solve, self-correct, or confirm					Remember details while reading					
Use the first letters of words (and elated sounds) to monitor and self-correct					<b>Maintaining Fluency</b> – Point and read at a steady rate slow enough to match but without long pauses					
Use prior knowledge to monitor and self-correct					Notice and use ending punctuation and reflect it in the voice					
Self-monitor and self-correct using language structure					<b>Adjusting</b> – Slow down too problem solve words and resume reading with momentum					
Begin to cross-check one kind of information against another to monitor and self-correct reading (for example, meaning with visual information)										
Self-monitor and self-correct using meaning in text and pictures					<b>Thinking Beyond the Text</b>					
Use voice-print match to self-correct and self-monitor					<b>Predicting</b> - Use knowledge of language structure to anticipate the text					
Show evidence of close attention to print					Make predictions based on information in the pictures					
Use known words to self-correct and self-monitor					Predict the ending of a story based on reading the beginning and middle					
<b>Searching for and Using Information</b> – Read left to right across more than one line of print					Make predictions using language structure					
Return to the left to read the next line of print					Make predictions based on personal experiences and knowledge					









<b>Thinking Beyond the Text</b>					<b>Thinking About the Text</b>				
<b>Synthesizing-</b> Identify what the reader already knows relative to information in the text					<b>Analyzing –</b> Notice how the writer has made a story funny or surprising				
Identify new information in text or pictures					Identify and appreciate humor in a text				
Acquire and report new information from text					Notice and comment on the connections between the print and the pictures				
Talk about what the reader already knows about a topic or character prior to reading					Understand that a story has a beginning, a series of events, and an end				
Show evidence in the text of new ideas or information					Understand and discuss how writers use interesting characters and situations				
<b>Inferring-</b> Infer and talk about the characters' feelings, motives and attributes					<b>Critiquing –</b> Share opinions about the text as a whole (beginning, characters, ending)				
Show evidence in the print or pictures to support inference					Share opinions about illustrations or photographs				
					Identify the text type as fiction or informational				
					Understand and discuss how writers use interesting characters and situations				





## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Behaviors to Notice, Teach and Support – Level F</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	Name: _____								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> Recognize most words quickly					Notice a series of events in order to link				
Remove the endings from base words to solve new words					Understand a simple sequence of events or steps				
Use letter-sound analysis from left to right to read new word					Provide an oral summary with appropriate details in sequence				
Recognize and uses word parts – onset and rimes, consonant clusters to solve words while reading					Identify and talk about important information about a topic or story				
Make connections between words by letters, sounds or spelling patterns					<b>Maintaining Fluency</b> – Demonstrate phrased, fluent oral reading				
Take apart many new words such as compound words, to solve them					<b>Adjusting</b> – Slow down or repeat to think about the meaning of the text and resume normal speed				
Recognize 50 or more high frequency words					Reflect language syntax and meaning through phrasing and expression				
Use M, S, V information in a coordinated way to solve words					Reflect punctuation through appropriate pausing and intonation while reading orally				
<b>Monitoring and Correcting</b> – Self-correct closer to the point of error					Demonstrate appropriate stress on words in a sentence				
Reread a phrase to problem solve, self-correct or confirm					<b>Adjusting</b> – Slow down or repeat to think about the meaning of the text and resume normal speed				
Use letter-sound relationships and word parts to monitor and self-correct reading					Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and informational texts				
Use M, S, V information to self-monitor and self-correct					Reread to solve words or think about ideas and resume good rate of reading				
Use known words to self-monitor and self-correct					<b>Thinking Beyond the Text</b>				
<b>Searching for and Using Information</b> – Reread to search for and use information or confirm reading					<b>Predicting</b> – Use knowledge of language structure to anticipate text				
Use all sources of information together to solve words while reading					Makes predictions based on knowledge gained through reading				
Use simple organizational features (titles and headings)					Predicts the ending of a story based on reading the beginning and the middle				
Notice and use readers’ tools, such as table of contents, where applicable					Makes predictions based on prior knowledge				
Process texts with simple dialogue and some pronouns					Makes predictions based on knowledge of characters or type of story				
Search for specific facts in informational texts					<b>Making Connections</b> – Make and discuss connections between texts and reader’s personal experiences				
Notice, search for, remember, and discuss information that is important					Recognize and apply attributes of recurring characters where relevant				
<b>Summarizing</b> – Remember information to help in understanding					Make connections between the text and other texts that have been read or heard				

Thinking Beyond the Text					Thinking About the Text				
Use specific examples to support thinking					<b>Analyzing</b> – Understand what the writer has done to make a text surprising, funny or interesting				
<b>Synthesizing</b> – Discuss prior knowledge of content before reading					Recognize whether a text is fiction or nonfiction				
Identify new information in text or pictures					Recognize whether a text is realistic fiction or fantasy				
Notice and acquire new information while reading a text					Recognize an informational text by its features				
Show evidence from the text to indicate new ideas or information					Recognize and discuss how print layout or features are used to reflect meaning				
<b>Inferring</b> – Infer and discuss characters’ feelings, motives and attributes					Understand that a story has a beginning, a series of events, and an end				
Interpret causes for feelings, motives, actions					Identify chronological sequence where applicable				
Show empathy for characters and infer their feelings and motivations					Notice how the writer has selected interesting information for factual texts				
Show evidence in the print or pictures to support inferences					<b>Critiquing</b> – Share opinions about the text as a whole				
Infer causes and effects as implied in the text					Express opinions about a text and state reasons				
					Express opinions about the quality of the illustrations				
					Express opinions about the information in a text				
					Make judgments about characters or events in a text				

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Behaviors to Notice, Teach and Support – Level G</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> - Recognize most words quickly and easily					Understand and talks about a simple sequence or events in the story				
Remove the endings from base words to solve new words					Provide an oral summary of a text with appropriate details in sequence				
Use letter clusters (blends and diagraphs) to solve words					Follow and reflect in discussion, multiple events in a story				
Use left-to-right letter/sound analysis to read a word					<b>Maintaining Fluency</b> - Demonstrate phrased, fluent oral reading				
Use sounds related to vowels and consonants to solve words					Reflect language syntax and meaning through phrasing and expression				
Take apart many new words such as compound words, to solve them					Reflect punctuation through appropriate pausing and intonation while reading orally				
Quickly and automatically recognizes 75 or more high frequency words					Demonstrate appropriate stress on words in a sentence				
Connect words that mean the same or almost the same, to derive meaning from the text					<b>Adjusting</b> – Slow down or repeat to think about the meaning of the text and resume normal speed				
Use content and pictures to derive meaning of unfamiliar vocabulary					Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and informational texts				
<b>Searching for and Using Information</b> -Notice and uses labels for pictures					Reread to solve words or think about ideas and resume good rate of reading				
Process texts with split dialogue and some pronouns					<b>Thinking Beyond the Text</b>				
Use all sources of information to solve new words					<b>Predicting</b> – Use knowledge of language structure to anticipate text				
Use simple organizational features (titles and headings)					Predict the ending based on reading the beginning and middle				
Notice and use readers' tools such as table of contents where applicable					Make predictions based on personal experiences and knowledge				
Searches for specific facts in informational texts					Make predictions based on information gained through reading				
<b>Monitoring and Correcting</b> - Self-correct close to the point of error					Make predictions based on knowledge of characters or type of text				
Re-read to problem solve, self-correct or confirm M, S, V					Support predictions with evidence from the text or prior knowledge				
Use relationships between sounds and letters, and letter clusters to monitor accuracy					<b>Making Connections</b> - Make connections between similar texts/topics				
Use known words to monitor and self-correct					Make and discuss connections between texts and reader's experiences				
Realize when more information is needed to understand text					Recognize and apply attributes of recurring characters where applicable				
<b>Summarizing</b> - Remember information to help understand the end of the story					<b>Synthesizing</b> -Relates content of the text to what is already known				
Identify and remember the important information from a factual text					Identify new information from simple informational texts and incorporate into personal knowledge				

Identify new information from simple informational texts and incorporate into personal knowledge					<b>Thinking About the Text</b>				
<b>Inferring</b> – Infer and interpret characters’ feelings, motives, and attributes					<b>Analyzing</b> – Identify what the writer has done to make a text surprising, funny, or interesting				
Infer causes for feelings, motives, or actions					Recognize whether a text is fiction or nonfiction				
Show empathy for characters					Identify characteristics of genres				
Use and interpret information from pictures or photographs without depending on them to construct meaning					Notice how writers or illustrators use layout and print features for emphasis				
Infer causes and effects as implied in the text					Identify parts of a text				
Justify inferences with evidence from the text					Notice writer’s use of specific words to convey meaning				
					Identifies a point in the story where the problem is resolved				
					Discuss whether a story (fiction) could be true and tell why				
					<b>Critiquing</b> – Share opinions about the text as a whole				
					Express opinions about the quality of a text				
					Express opinions about the quality of illustrations or photographs				
					Agree or disagree with the ideas in a text				
					Make judgments about characters or events in a text				

# Reading Assessment Checklist – Behaviors to Notice, Teach and Support

## Behaviors to Notice, Teach and Support – Level H (Fountas and Pinnell)

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

<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within Text</b>	Date	Date	Date	Date
<b>Solving Words</b> - Use letter-sound relationships to solve more complex words					<b>Summarizing</b> - Remember information to help understand the end of the story				
Demonstrate flexible ways to solve words – taking it apart, using meaning					Demonstrate understanding of sequence when summarizing a text				
Demonstrate competent active word-solving while reading at a good pace					Identify and understand a set of related ideas in a text				
Use sounds related to vowels and consonants to solve words					Summarize narratives with multiple episodes as part of the same plot				
Recognize and uses word parts – onset and rimes, consonant clusters to solve words while reading					Provide an oral summary with appropriate details in sequence after reading				
Make connections between words by letter sounds or spelling patterns					Recount the most important information from a text				
Take apart many new words such as compound words, to solve them					<b>Maintaining Fluency</b> - Demonstrate phrased, fluent oral reading				
Quickly and automatically recognizes 100 or more high frequency words within continuous text					Reflect language syntax and meaning through phrasing and expression (including dialogue)				
Connect words that mean the same or almost the same, to derive meaning from the text					Demonstrate awareness of the function of the full range of punctuation				
Use context and pictures to derive meaning of unfamiliar vocabulary					Demonstrate appropriate stress on words to reflect meaning				
<b>Searching for and Using Information</b> – Use multiple sources of information together to solve words					Use multiple sources of information (language structure, meaning) to support fluency and phrasing				
Use some simple graphics, labeled pictures, that add information to the text					<b>Adjusting</b> – Slow down or repeat to think about the meaning of the text				
Process texts with split dialogue, all assigned to speakers					Have expectations for reading various types of text				
Use a table of contents to locate information in the text					Reread to solve and think				
Notice, search for and discuss information that is important to understanding					<b>Thinking Beyond the Text</b>				
Use a table of contents to locate information in a text					<b>Predicting</b> – Use knowledge of language structure to anticipate text				
<b>Monitoring and Correcting</b> - Self-corrects close to the point of error					Use understanding of text structure to make predictions				
Re-read (at the phrase or word) to problem solve, self-correct or confirm when needed but less frequently than in previous levels					Make predictions based on prior knowledge and information gained through reading				
Use multiple sources of information to monitor and self-correct using language structure and letter-sound information					Make predictions based on knowledge of characters or type of story				
Use known words to monitor and self-correct					Support predictions with evidence from the text or prior knowledge				
Realize when more information is needed to understand text									

<b>Thinking Beyond the Text</b>					<b>Thinking About the Text</b>				
<b>Making Connections</b> – Bring knowledge from personal experiences to the interpretation of characters or events					<b>Analyzing</b> – Understand what the writer has done to make a text surprising, funny or interesting				
Bring prior knowledge to the understanding of a text before, during and after reading					Discuss characteristics of genres				
Make connections between the text and other texts that have been read or heard					Differentiate between informational and fiction texts				
Recognize and apply attributes of recurring characters or settings where relevant					Understand, talk about, write, or draw when a writer has used description or compare and contrast				
<b>Synthesizing</b> - Differentiate between what is known and new information					Notice and discuss how writers or illustrators use layout and print features for emphasis				
Identify new information and incorporate it into present understandings					Identify parts of a text				
Demonstrate learning new content from reading					Notice writer’s use of specific words to convey meaning				
<b>Inferring</b> - Show empathy for characters and infer their feelings or motivations					Identify a point in the story when the problem is resolved				
Interpret and talk about causes for feelings, motives or actions					Discuss whether a story could be true and tell why				
Use and interpret information from pictures without depending on them to construct meaning derived from reading words									
Justify inferences with evidence from the text									

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Behaviors to Notice, Teach and Support – Level I</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> - Use letter-sound relationships to solve complex words					<b>Summarizing</b> – Follow and remember a series of events over longer text in order to understand the ending				
Demonstrate flexible ways to solve words (taking it apart, using meaning)					Report episodes in a text in the order they happened				
Demonstrate competent active word-solving while reading at a good pace					Identify and understand a set of related ideas in a text				
Use sounds related to vowels and consonants to solve words					Summarize a longer narrative text with multiple episodes				
Recognize and use word parts – onset and rimes, consonant clusters to solve words while reading					Identify important ideas in a text and report them in an organized way, either orally or in writing				
Make connections between words by letters, sounds or spelling patterns					Understand the problem of a story and its solution				
Take apart many new words such as compound words, to solve them					<b>Maintaining Fluency</b> -Demonstrate phrased, fluent oral reading				
Quickly and automatically recognizes 150 or more high frequency words within continuous text					Demonstrate awareness of the function of the full range of punctuation				
Connect words that mean the same or almost the same, to derive meaning from the text					Demonstrate appropriate stress on words to reflect meaning				
Use context and pictures to derive meaning of unfamiliar vocabulary					Use multiple sources of information (language structure, meaning) to support fluency and phrasing				
<b>Searching for and Using Information</b> Use multiple sources of information together to solve words					Quickly and automatically solves most words in the text				
Notice and use graphics such as labels and captions for pictures and diagrams					<b>Adjusting</b> – Slow down to search				
Process texts with split dialogue assigned to speakers					Demonstrate different ways of reading a variety of text				
Use a table of contents, index, glossary to locate information in the text					Reread to solve words and think about ideas				
Notice, search for and discuss information that is important to understanding					<b>Thinking Beyond the Text</b>				
Ask and answer questions about key details in a text					<b>Predicting</b> – Use knowledge of language structure to anticipate the text				
<b>Monitoring and Correcting</b> – Self-correct at point of error					Use text structure to predict outcome of a narrative				
Use multiple sources of information to monitor and self-correct using M, S, V					Make predictions based on knowledge of characters or genre				
Use known words to monitor and self-correct					Make predictions about the solution to the problem of a story				
Realize when more information is needed to understand text					Search for and use information to confirm or disconfirm predictions				
Reread to confirm word solving by					Justify predictions using evidence				

checking other sources of information									
<b>Thinking Beyond the Text</b>					<b>Thinking About the Text</b>				
<b>Synthesizing</b> - Differentiates between what is known and new information					<b>Analyzing</b> – Notice some characteristics of genre (for example, traditional language, literary language, descriptive language)				
Express changes in ideas after reading a text					Understand and talk about when a writer has used underlying structures (description, compare and contrast, temporal sequence, problem and solution)				
Demonstrate learning new content from reading					Identify and differentiate between informational and fiction texts				
Identify the message or moral of the story					Notice the relationship between illustrations and text				
<b>Inferring</b> – Infer and discuss characters' feelings and motivations through reading their dialogue					Notice how writers or illustrators use layout and print features for emphasis				
Demonstrate understandings of characters, using evidence from text to support statements					Notice and speculates why the writer has selected information to present in particular ways (photograph, caption, boxes, pictures)				
Infer cause and effect in influencing characters' feelings or underlying motives					Identifies a point in the story where a problem is resolved				
					Discuss whether a story could be true and tell why				
					<b>Critiquing</b> – Express opinions about the quality of a text or illustration				
					Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning				
					Hypothesize how characters could have behaved differently				
					Judge the text as to whether it is interesting, humorous, or exciting and specify why				
					Agree or disagree with the ideas in a text and give reasons				

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level J</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>											
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>										
<b>Thinking Within the Text</b>	Date	Date	Date	Date		Date	Date	Date	Date		
<b>Solving Words-</b> Uses multiple sources of information to solve new words					Use multiple sources of information to support fluency						
Uses multiple strategies to figure out new words while focusing on meaning					Quickly and automatically solves most words in the text						
Analyzes words from left to right, using knowledge of sound/letter relationships					Reads silently at a good rate						
Uses known words and word parts to figure out new words					<b>Adjusting</b> – Slow down to search for information and resume normal pace of reading again						
Reads fluently, slowing down to figure out new words and then resuming fluency					Demonstrate different ways of reading fiction and nonfiction texts						
Flexibly uses meaning, syntax and visual information to monitor reading					Demonstrate adjustment of reading for simple biographies						
<b>Searching for and Uses Information-</b> Processes text with varied dialogue					Reread to solve words or think about ideas and resume good rate of reading						
Notices and uses graphics such as labels, simple diagrams and captions					<b>Thinking Beyond the Text</b>						
Uses readers tools such as table of contents, index and glossary to locate information					<b>Predicting</b> – Use text structure to predict the outcome of a narrative						
Processes long sentences with 10 or more words					Make predictions about the solution to the problem of a story						
Uses chapter titles to predict content					Make predictions based on personal experiences, content knowledge, and knowledge of similar texts						
<b>Monitoring and Correcting</b> - Self-correct errors that cause loss of meaning					Search for and use information to confirm or disconfirm predictions						
Re-read when necessary to search for meaning and self-corrects					Justify predictions using specific evidence						
Use multiple sources of information to monitor and self-correct					Predict what characters will do based on the traits revealed by the writer						
<b>Summarizing</b> - Reports episodes in the text in sequence					<b>Making Connections</b> - Bring knowledge from personal experiences to the interpretation of characters and events						
Identify important ideas in a text and reports them in an organized way					Bring background knowledge to the understanding of a text before, during and after reading						
Follow and remember events in the story to understand the ending					Make connections between the text and other texts that have been read or heard						
Understands the problem of a story and it's solution					Specify the nature of connections (topic, content, type of story, writer)						
<b>Maintaining Fluency</b> - Demonstrate phrased, fluent oral reading with appropriate stress on words					<b>Synthesizing</b> – Differentiate between what is known and new information						
Demonstrate awareness of the function of punctuation					Demonstrate learning new content from reading						
					Express changes in ideas after reading text						

<b>Thinking Beyond the Text</b>					<b>Thinking About the Text</b>		
<b>Inferring</b> – Demonstrate understandings of characters, using evidence from text to support statements					<b>Analyzing</b> – Notice aspects of genres		
Infer characters' feelings and motivations through reading their dialogue					Understand when a writer has used underlying structures (description, compare/contrast, temporal sequence, problem/solution)		
Infer and discuss understanding of characters' feelings and motivations					Notice how pictures are used to communicate meaning in illustrated texts		
Infer cause and effect in influencing characters' feelings or underlying motives					Notice the way a writer assigns dialogue		
Infer and discuss what characters are like from what they say and do					Notice aspects of a writer's style after reading several texts by the author		
Infer causes of problems or of outcomes in fiction and nonfiction texts					Notice specific writing techniques (for example, question and answer format)		
					Notice descriptive language and discuss how it adds enjoyment or understanding		
					Identify a point in the story when the problem is resolved		
					Notice and discuss how the writer of a graphic novel has communicated meaning through illustrations and print		
					<b>Critiquing</b> – Express opinions about the quality of a text or illustrations		
					Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning		
					Notice the quality of illustrations or graphics		
					Agree or disagree with the information or ideas in a text		
					Hypothesize how characters could have behaved differently		
					Judge the text as to whether it is interesting, humorous, or exciting, and specify why		

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level K</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words-</b> Consistent use of multiple sources of information in solving new words					Realize when more information is needed to understand a text				
Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary					<b>Summarizing-</b> Follow and remember a series of events over a longer text in order to understand the ending				
Demonstrate flexible ways to solve words – word parts, endings, prefixes					Report episodes in a text in the order they happened				
Break down a longer word into syllables in order to decode manageable units					Summarize ideas from a text and tell how they are related				
Solve words of 2 or 3 syllables, many words with inflectional endings and complex letter-sound relationships					Summarize a longer narrative text with multiple episodes				
Solve content specific words using graphics and definitions embedded in the text					Identify important ideas in a text and report them in an organized way, either orally or in writing				
Use context to derive meaning of new words					Understand the problem of a story and its solution				
Understand longer descriptive words					Understand how to use pictures to construct meaning in graphic texts				
Demonstrate competent, active word solving while reading at a good pace-less overt problem solving					Identify the main topic of a multi-paragraph text as well as the focus of an individual paragraph				
<b>Searching for and Using Information-</b> Search for information in illustrations to support text interpretation					<b>Maintaining Fluency-</b> Demonstrate phrased, fluent oral reading with appropriate stress on words				
Search for information in graphics					Read dialogue with phrasing and expression that reflects understanding of characters and events				
Use chapter titles as to foreshadow content					Demonstrate awareness of the function of the full range of punctuation				
Use readers’ tools (table of contents, headings, captions, glossary, sidebars, electronic menus, and author’s notes)					Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing				
Process long sentences (15 or more words) with embedded clauses					Reads silently at a good rate				
Process a wide range of dialogue, some unassigned					Solve most words in the text quickly and automatically to support fluency				
<b>Monitoring and Correcting-</b> Self-correct at point of error (or before overt error)					<b>Adjusting –</b> Slow down to search for information and resume normal pace of reading				
Self-correct when errors detract from the meaning of the text					Demonstrate different ways of reading fiction and nonfiction				
Self-correct information when it does not reflect the meaning					Reread to solve words or think about ideas and resume good rate of reading				




## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level L</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>
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<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> - Notice new and interesting words, and actively adds them in oral or written work					<b>Monitoring and Correcting</b> - Self-correct when errors detract from the meaning of the text				
Connect words that mean the same or almost the same to help understand text and acquire new vocabulary					Realize when more information is needed to understand a text				
Demonstrate flexible ways to solve words – word parts, endings, prefixes					Self-correct intonation when it does not reflect the meaning when reading aloud				
Solve content specific words, using graphics and definitions embedded in the text					Use multiple sources of information to monitor and self-correct				
Solve words with 2 or 3 syllables, many words with inflectional endings and complex letter-sound relationships					<b>Summarizing-</b> Follow and remember a series of events over a longer text in order to understand the ending				
Recognize multiple meanings of words					Summarize ideas from a text and tell how they are related				
Use context to derive meaning of new words					Summarize a longer narrative text with multiple episodes, reporting events in the order they happened				
Understand longer descriptive words					Identify important ideas in a text and report them in an organized way, either orally or in writing				
Demonstrate competent, active word solving while reading at a good pace					Understand the problem and solution of a story				
Derive meaning of words from graphics					<b>Maintaining Fluency</b> Demonstrate phrased, fluent oral reading				
<b>Searching for and Using Information-</b> Use multiple sources of information to solve new words					Read dialogue with phrasing and expression that reflects understanding of characters and events				
Search for information in illustrations to support text interpretation					Demonstrate awareness of the function of the full range of punctuation				
Search for information in graphics					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation				
Use chapter titles and section headings as to foreshadow context					Use multiple sources of information to support fluency and phrasing				
Uses readers’ tools to gather information					Quickly and automatically solve most words in the text in a way that supports fluency				
Processes longer sentences (over 15 words) with embedded clauses					Read silently and orally at an appropriate rate				
Processes sentences with a series of nouns, verbs or adverbs					<b>Adjusting</b> – Slow down to search for information or think about ideas				
Process a wide range of dialogue, some unassigned					Demonstrate different ways of reading fiction and nonfiction				
Follow a sequence of actions from graphics					Reread to solve words and resume normal reading rate				
Search for and talk about important					Realize that illustrations carry a great				



## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level M</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Begin to notice new and interesting words, record them, and actively add them to speaking or writing vocabulary					<b>Monitoring and Correcting</b> - Self-correct when errors detract from the meaning of the text				
Connect words that mean the same or almost the same to help understand text and acquire new vocabulary					When reading aloud, self-correct intonation when it does not reflect the meaning				
Demonstrate flexible ways to solve words – word parts, endings, prefixes					Consistently check on understanding and search for information when meaning breaks down				
Solve content specific words, using graphics and definitions embedded in the text					Uses multiple sources of information to monitor and self-correct				
Solve words with 2 or 3 syllables, many words with inflectional endings and complex letter-sound relationships					<b>Summarizing</b> - Follow and remember a series of events over a longer text in order to understand the ending				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Summarize ideas from a text and tell how they are related				
Understand words with multiple meanings					Summarize a longer narrative text with multiple episodes, reporting events in the order they happened				
Understand longer descriptive words					Identify important ideas in a text and report them in an organized way, either orally or in writing				
Demonstrate competent, active word solving while reading at a good pace					Understand the problem and solution of a story				
Derive meaning of words from graphics					<b>Maintaining Fluency</b> Demonstrate phrased, fluent oral reading				
<b>Searching for and Using Information</b> - Use multiple sources of information to solve new words					Read dialogue with phrasing and expression that reflects understanding of characters and events				
Search for information in illustrations to support text interpretation					Demonstrate awareness of the function of the full range of punctuation				
Search for information in graphics					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation				
Use chapter titles and section headings as to foreshadow context					Use multiple sources of information to support fluency and phrasing				
Uses readers’ tools to gather information					Quickly and automatically solve most words in the text in a way that supports fluency				
Process longer sentences (over 15 words) with embedded clauses					Read silently and orally at an appropriate rate				
Process sentences with a series of nouns, verbs or adverbs					<b>Adjusting</b> – Slow down to search for information or think about ideas				
Process a wide range of dialogue, some unassigned					Demonstrate different ways of reading fiction and nonfiction				



Support all thinking with evidence from the text									
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## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level N</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>										
Behaviors to Notice, Teach and Support	Name:									
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date	
<b>Solving Words</b> – Begin to notice new and interesting words, record them, and actively add them to speaking or writing vocabulary					<b>Monitoring and Correcting</b> - Self-correct when errors detract from the meaning of the text					
Connect words that mean the same or almost the same to help understand text and acquire new vocabulary					When reading aloud, self-correct intonation when it does not reflect the meaning					
Demonstrate flexible ways to solve words – word parts, endings, prefixes					Consistently check on understanding and search for information when meaning breaks down					
Solve content specific words, using graphics and definitions embedded in the text					Use multiple sources of information to monitor and self-correct					
Solve words with 2 or 3 syllables, many words with inflectional endings and complex letter-sound relationships					<b>Summarizing</b> - Follow and remember a series of events over a longer text in order to understand the ending					
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Summarize ideas from a text and tell how they are related					
Understand words with multiple meanings					Summarize a longer narrative text with multiple episodes, reporting events in the order they happened					
Understand longer descriptive words					Identify important ideas in a text and report them in an organized way, either orally or in writing					
Demonstrate competent, active word solving while reading at a good pace					Understand the problem and solution of a story					
Derive meaning of words from graphics					<b>Maintaining Fluency</b> Demonstrate phrased, fluent oral reading					
<b>Searching for and Using Information</b> - Use multiple sources of information to solve new words					Read dialogue with phrasing and expression that reflects understanding of characters and events					
Search for information in illustrations to support text interpretation					Demonstrate awareness of the function of the full range of punctuation					
Search for information in graphics					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation					
Use chapter titles and section headings as to foreshadow context					Use multiple sources of information to support fluency and phrasing					
Use readers’ tools to gather information					Quickly and automatically solve most words in the text in a way that supports fluency					
Process longer sentences (over 15 words) with embedded clauses					Read silently and orally at an appropriate rate					
Process sentences with a series of nouns, verbs or adverbs					<b>Adjusting</b> – Slow down to search for information or think about ideas					
Process a wide range of dialogue, some unassigned					Demonstrate different ways of reading fiction and nonfiction					



Identify significant events and tell how they are related to the problem of the story or the solution									
Support all thinking with evidence from the text									

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

### Reading Assessment – Level O (Fountas and Pinnell)

*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 Within the Text	Date	Date	Date	Date	
<b>Solving Words</b> – Understand connotative meaning of words					Process many long sentences (over 15 words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs or adverbs)					
Understand words when used figuratively					Process a wide range of dialogue, some unassigned					
Notice new and interesting words, and add them to speaking and writing vocabulary					Process texts that have many lines of print on a page					
Solve content specific words, using graphics and definitions embedded in the text					Form implicit questions and search for answers while reading					
Solve words with 2 or 3 syllables, many words with inflectional endings and complex letter-sound relationships					Respond to plot tension or suspense by reading on to seek resolutions to problems					
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered					
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within a text					Search for and use information in a sequence of illustrations in graphic texts					
Understand longer descriptive words					<b>Monitoring and Correcting</b> – Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning					
Demonstrate knowledge of flexible ways to solve words					<b>Summarizing</b> - Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending					
Solve some undefined words from background knowledge					Identify and understand sets of related ideas organized into categories					
Apply problem solving strategies to technical words or proper nouns that are challenging					Summarize longer narrative texts with multiple episodes either orally or in writing					
Notice unusual use of words in graphic text (onomatopoetic words)					Identify important ideas in a text and report them in an organized way, either orally or in writing					
Realize that words in print are partially defined by illustrations in graphic text					Summarize a text at intervals during the reading of a longer text					
Understand words with multiple meanings					<b>Maintaining Fluency</b> Demonstrate phrased, fluent oral reading					
Understand words that stand for abstract ideas					Read dialogue with phrasing and expression that reflects understanding of characters and events					
<b>Searching for and Using Information</b> - Search for information					Demonstrate appropriate stress on words, pausing, phrasing and intonation,					

in graphics					using size of font, bold, and italics as appropriate				
Use a full range of readers' tools to search for information and construct meaning					Use multiple sources of information to support fluency and phrasing				
<b>Thinking Within Text</b>					<b>Inferring</b> – Follow multiple characters in different episodes, inferring their feelings about each other				
<b>Adjusting</b> – Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction					Demonstrate understandings of characters (their traits, how and why they change) using evidence to support statements				
Adjust reading to process texts with difficult and complex layout					Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today				
Slow down or reread to solve words or think about ideas and resume good rate of reading					Generate or react to alternative understandings of a text				
Realize that meaning must be derived from illustrations in graphic texts					Infer causes of problems or of outcomes in fiction and nonfiction texts				
<b>Thinking Beyond the Text</b>					Identify significant events and tell how they are related to the problem of the story or the solution				
<b>Predicting</b> – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Infer setting, character's traits and feelings, and plot from illustrations in graphic texts				
Search for and use information to confirm or disconfirm predictions					Distinguish between fact and opinion				
Justify predictions using evidence					<b>Thinking About the Text</b>				
Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics					<b>Analyzing</b> – Notice aspects of genres				
Make predictions based on illustrations in graphic texts					Understand when a writer has used underlying organizational structures				
Draw conclusions from information					Demonstrate the ability to identify how a text is organized (diagram or talk)				
<b>Making Connections</b> – Bring knowledge from personal experiences to the interpretation of characters and events that are not within the reader's experience					Notice how the author or illustrator has used illustrations and other graphics to convey meaning				
Bring background knowledge to the understanding of a text before, during and after reading					Notice variety in layout				
Make connections between the text and other texts that have been read or heard and demonstrate in writing					Notice the way a writer assigns dialogue				
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts					Notice aspects of a writer's style after reading several texts by the same author				
Specify the nature of connections					Notice specific writing techniques				
<b>Synthesizing</b> – Differentiate between what is known and new information					Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of text				
Mentally form categories of related information and revise them as new information is acquired across the text					Notice descriptive language and discuss how it adds to enjoyment or understanding				
Demonstrate learning new content from reading					Notice how the setting is important in the story				



## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level P</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Understand connotative meaning of words					Process a wide range of complex dialogue, some unassigned				
Understand words when used figuratively					Process texts that have many lines of print on a page				
Notice new and interesting words, and add them to speaking and writing vocabulary					Form implicit questions and search for answers while reading				
Solve content specific words, using graphics and definitions embedded in the text					Respond to plot tension or suspense by reading on to seek resolutions to problems				
Solve words with 2 or 3 syllables, many words with inflectional endings and complex letter-sound relationships					Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					<b>Summarizing-</b> Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending				
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within a text					Summarize a text at intervals during the reading of a longer text				
Understand longer descriptive words					Identify and understand sets of related ideas organized into categories				
Demonstrate knowledge of flexible ways to solve words					Identify important ideas and report them in an organized way				
Solve some undefined words from background knowledge					<b>Maintaining Fluency</b> Demonstrate phrased, fluent oral reading				
Apply problem solving strategies to technical words or proper nouns that are challenging					Read dialogue with phrasing and expression that reflects understanding of characters and events				
Notice unusual use of words in graphic text (onomatopoetic words)					Demonstrate appropriate stress on words using size of font, bold, and italics as appropriate				
Realize that words in print are partially defined by illustrations in graphic text					Use multiple sources of information to support fluency and phrasing				
Understand words with multiple meanings					<b>Adjusting</b> –Demonstrate different ways of reading related to genre				
Understand words that stand for abstract ideas					Sometimes adjust reading to process texts with difficult and complex layout				
<b>Monitoring and Correcting</b> – Continue to monitor accuracy and understanding					Slow down or reread to solve words or think about ideas				
<b>Searching for and Using Information-</b> Search for information in graphics					Realize that meaning must be derived from illustrations in graphic texts				

Use a full range of readers' tools to search for information and construct meaning					Sometimes adjust reading within texts to accommodate hybrid texts that combine genres				
<b>Thinking Beyond the Text</b>					<b>Inferring</b> – Follow multiple characters in different episodes, inferring their feelings about each other				
<b>Predicting</b> – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Demonstrate understandings of characters (their traits, how and why they change) using evidence to support statements				
Search for and use information to confirm or disconfirm predictions					Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today				
Justify predictions using evidence					Generate or react to alternative understandings of a text				
Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics					Infer characters' feelings and motivations through reading their dialogue and what other characters say				
Make predictions based on illustrations in graphic texts					Identify significant events and tell how they are related to the problem of the story or the solution				
<b>Making Connections</b> – Bring background knowledge to the understanding of a text before, during and after reading					Infer setting, character's traits and feelings, and plot from illustrations in graphic texts				
Make connections between the reader's real life experiences or feelings and people who live in diverse cultures, distant places, and different times					Infer cause and effect in influencing characters' feelings or underlying motives				
Interpret characters and events that are not within the reader's experience					Infer causes of problems or of outcomes in fiction and nonfiction texts				
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts					<b>Thinking About the Text</b>				
Make connections between the text and other texts that have been read or heard					<b>Analyzing-</b> Notice combined genres in hybrid texts				
Specify the nature of connections					Identify main ideas and supporting details				
<b>Synthesizing</b> – Differentiate between what is known and new information					Identify author's explicitly stated purpose				
Mentally form categories of related information and revise them as new information is acquired across the text					Identify elements such as setting, problem, resolution, and conflict				
Demonstrate learning new content from reading					Understand when a writer has used underlying organizational structures				
Express changes in ideas or knowledge after reading a text and say why					Demonstrate the ability to identify how a text is organized				
Demonstrate changing perspective as events in a story unfold particularly applied to people and cultures different from the reader's own					Notice how the author or illustrator has used pictures and other graphics to convey meaning				
<b>Synthesizing</b> – Differentiate between what is known and new information					Notice variety in layout				
Mentally form categories of related information and revise them as new information is acquired across the text					Notice aspects of a writer's style after reading several texts by the author				
Demonstrate learning new content					Notice specific writing techniques				



## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level Q</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and interesting words, and actively add them to speaking or writing vocabulary					<b>Searching for and Using Information-</b> Search for information in graphics				
Demonstrate knowledge of flexible ways to solve words					Use a full range of readers’ tools to search for information and construct meaning				
Solve multisyllabic words using vowel patterns, phonogram patterns, affixes and other word parts					Process sentences with embedded clauses (parenthetical information, prepositional phrases, introductory clauses, series of nouns, verbs or adverbs)				
Solve content specific words, using graphics and definitions embedded in the text as well as background knowledge					Process a wide range of complex dialogue, some unassigned				
Solve some undefined words from background knowledge					Process some texts with dense print				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Process texts with a variety of complex layouts				
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within a text					Respond to plot tension or suspense by reading on to seek resolutions to problems				
Apply problem solving strategies to technical words or proper nouns that are challenging					Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered				
Notice unusual use of words in graphic text (onomatopoetic words)					Form implicit questions and search for answers while reading				
Use readers’ tools to solve words					Understand words with multiple meanings and				
Understand connotative meaning of words					Understand words that stand for abstract ideas				
Understand figurative use of words					<b>Summarizing-</b> Summarize longer narrative texts with multiple episodes either orally or in writing				
Develop deeper understanding of words that have been encountered before, but are not familiar					Identify important ideas and report them in an organized way				
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within text					Summarize a text at intervals during the reading of a longer text				
Use illustrations to derive meanings of					Remember the story problem or plot, as				

words					well as important information, over a longer text in order to continue to construct meaning				
<b>Monitoring and Correcting –</b> Continue to monitor accuracy and understanding					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text (including what happened and why) based on specific information in the text				
<b>Thinking Within Text</b>					<b>Thinking Beyond the Text</b>				
<b>Maintaining Fluency</b> Demonstrate phrased, fluent oral reading					Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives				
Read dialogue with phrasing and expression that reflects understanding of characters and events					Draw conclusions from information				
Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding					<b>Inferring</b> – Follow multiple characters in different episodes, inferring their feelings about each other				
<b>Adjusting</b> –Change style and pace of reading to reflect purpose					Demonstrate understandings of characters (their traits, how and why they change) using evidence to support statements				
Adjust reading to process texts with difficult and complex layout					Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today				
Slow down or reread to solve words or think about ideas					Speculate on alternative meanings that the text may have				
Realize that meaning must be derived from illustrations in graphic texts					Infer characters' feelings and motivations through reading their dialogue and what other characters say				
<b>Thinking Beyond the Text</b>					Identify significant events and tell how they are related to the problem of the story or the solution				
<b>Predicting</b> – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes				
Search for and use information to confirm or disconfirm predictions					Infer cause and effect in influencing characters' feelings or underlying motives				
Justify predictions using evidence					Infer causes of problems or of outcomes in fiction and nonfiction texts				
Make predictions based on graphic texts					<b>Thinking About the Text</b>				
<b>Making Connections</b> – Make connections between the reader's real life experiences or feelings and people who live in diverse cultures, distant places, and different times					<b>Analyzing-</b> Notice combined genres in hybrid texts				
Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction texts					Identify main ideas and supporting details				
Make connections between the text and other texts that have been read or heard					Identify author's implicitly stated purpose				
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts					Identify elements such as setting, problem, resolution, and conflict				
Specify the nature of connections					Demonstrate the ability to identify how a text is organized				
<b>Synthesizing</b> – Mentally form					Notice how the author or illustrator has				



## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level R</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and interesting words, and actively add them to speaking or writing vocabulary					<b>Searching for and Using Information-</b> Search for information in graphics				
Demonstrate knowledge of flexible ways to solve words					Use a full range of readers’ tools to search for information and construct meaning				
Solve multisyllabic words using vowel patterns, phonogram patterns, affixes and other word parts					Process sentences with embedded clauses (parenthetical information, adverbs, prepositional phrases, verbs introductory clauses, series of nouns,				
Solve content specific words, using graphics and definitions embedded in the text as well as prior knowledge					Process a wide range of complex dialogue, some unassigned				
Solve some undefined words from background knowledge					Remember the details of complex plots with many episodes				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Process texts with a variety of complex layouts and some dense print				
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within a text					Respond to plot tension or suspense by reading on to seek resolutions to problems				
Apply problem solving strategies to technical words or proper nouns that are challenging					Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered				
Notice unusual use of words in graphic text (onomatopoetic words)					Form implicit questions and search for answers while reading				
Use readers’ tools to solve words					Search for information in a sequence of illustrations in a graphic text				
Understand connotative meaning and figurative use of words					Process long stretches of descriptive language and remember pertinent information				
Problem-solve technical words or challenging proper nouns					<b>Summarizing-</b> Summarize longer narrative texts with multiple episodes				
Develop deeper understanding of words that have been encountered before, but are not familiar					Identify important ideas and report them in an organized way				
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within text					Summarize a text at intervals during the reading of a longer text				
Understand words with multiple meanings					Remember the story problem and significant details over a longer text in order to continue to construct meaning				
Understand words that stand for					Explain events, procedures, ideas, or				

abstract ideas					concepts in a historical, scientific or technical text based on specific information in the text				
<b>Monitoring and Correcting –</b> Continue to monitor accuracy and understanding					Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes				
<b>Thinking Within Text</b>					<b>Thinking Beyond the Text</b>				
Explain how an author supports particular points in a text					<b>Synthesizing –</b> Mentally form categories of related information and revise them as new information is acquired across the text				
<b>Maintaining Fluency</b> Demonstrate phrased, fluent oral reading					Demonstrate learning new content from reading				
Read dialogue with phrasing and expression that reflects understanding of characters and events					Demonstrate changing perspective as events in a story unfold particularly applied to people and cultures different from the reader's own				
Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding					Acquire new content and diverse perspectives through reading both fiction and nonfiction texts				
<b>Adjusting –</b> Change style and pace of reading to reflect purpose					When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read				
Adjust reading to process texts with difficult and complex layout					Integrate information from two texts on the same topic in order to discuss or write about it				
Reread to solve words or think about ideas					<b>Inferring –</b> Speculate on alternative meanings that the text may have				
Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts					Demonstrate understandings of characters using evidence to support statements				
<b>Thinking Beyond the Text</b>					Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today				
<b>Predicting –</b> Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Infer characters' feelings and motivations through reading their dialogue and what other characters say about them				
Search for and use information to confirm or disconfirm predictions					Apply inferring to multiple characters and complex plots, with some subplots				
Justify predictions using evidence					Identify significant events and tell how they are related to the plot				
Make predictions based on graphic texts					Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes				
Change predictions as new information is gathered from a text					Infer setting, characters' traits and feelings, and plot from illustrations in graphic texts				
<b>Making Connections –</b> Make connections between the reader's real life experiences or feelings and people who live in diverse cultures, distant places, and different times					Infer causes of problems or of outcomes in fiction and nonfiction texts				
Bring background (content) knowledge					<b>Thinking About the Text</b>				



## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level S (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
Behaviors to Notice, Teach and Support	Name:								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and interesting words, and actively add them to speaking or writing vocabulary					<b>Searching for and Using Information-</b> Search for information in graphics				
Demonstrate knowledge of flexible ways to solve words					Use a full range of readers’ tools to search for information and construct meaning				
Solve multisyllabic words using vowel patterns, phonogram patterns, affixes and other word parts					Process sentences with embedded clauses (parenthetical information, adverbs, prepositional phrases, verbs introductory clauses, series of nouns)				
Solve content specific words, using graphics and definitions embedded in the text as well as prior knowledge					Process a wide range of complex dialogue, some unassigned				
Solve some undefined words from background knowledge					Remember the details of complex plots with many episodes				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Process texts with a variety of complex layouts and some dense print				
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within a text					Respond to plot tension or suspense by reading on to seek resolutions to problems				
Apply problem solving strategies to technical words or proper nouns					Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered				
Notice unusual use of words in graphic text (onomatopoetic words)					Form implicit questions and search for answers while reading				
Use readers’ tools to solve words					Notice details in illustrations that provide insight into characters’ feelings or motives				
Understand connotative meaning and figurative use of words					Process long stretches of descriptive language and remember pertinent information				
Problem-solve technical words or challenging proper nouns					<b>Summarizing-</b> Summarize a text at intervals during the reading of a longer text				
Develop deeper understanding of words that have been encountered before, but are not fully known					Identify important ideas and report them in an organized way				

Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within text					Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending				
Understand words with multiple meanings					Remember information in summary form over chapters, series of short stories or sequels in order to understand larger themes				
Understand words that stand for abstract ideas					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text				
<b>Thinking Within the Text</b>					<b>Thinking Beyond the Text</b>				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					Make connections between characters in different texts				
<b>Maintaining Fluency</b> – Read dialogue with phrasing and expression that reflects understanding of characters and events					Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts				
Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding					Make connections between the text and other texts that have been read or heard and demonstrate in writing				
<b>Adjusting</b> – Change style and pace of reading to reflect purpose					<b>Synthesizing</b> – Mentally form categories of related information and revise them as new information is acquired across the text				
In graphic texts, simultaneously follow illustrations and print					Demonstrate learning new content from reading				
Adjust reading to process texts with difficult and complex layout					Express changes in ideas or perspective across the reading (as events unfold) after reading a text				
Reread to solve words or think about ideas					Acquire new content and diverse perspectives through reading both fiction and nonfiction texts				
Change purpose and aspects of processing to reflect understanding of genre					Incorporate new knowledge to better understand characters and plots from material previously read				
<b>Thinking Beyond the Text</b>					Integrate information from two texts on the same topic in order to discuss or write about it				
					Draw conclusions from information				
<b>Predicting</b> – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					<b>Inferring</b> - Infer characters' feelings and motivations through reading their dialogue and what other characters say about them				
Search for and use information to confirm or disconfirm predictions					Infer cause and effect influencing characters' feelings or emotions				
Justify predictions using evidence					Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today				
Make predictions based on illustrations in graphic texts					Follow multiple characters in different episodes, inferring their feelings about and influence on each other				
Change predictions as new information is gathered from a text					Demonstrate understanding of characters using evidence to support statements				
<b>Making Connections</b> - Specify the					Identify significant events and tell				



Identify main ideas and supporting details									
Identify elements such as setting, plot, resolution, conflict, point of view									
Compare and contrast the points of view from which different stories are narrated including the difference between first and third person narration									
Notice and interpret figurative language and discuss how it changes a text									

### Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level T</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
Behaviors to Notice, Teach and Support	Name:								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and interesting words, intentionally record and remember them to expand oral and written vocabulary					Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Process long sentences with embedded clauses Process long sentences with embedded clauses				
Use readers’ tools to solve words such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words					Process texts with a variety of complex layouts and some dense print				
Understand words with multiple meanings					Notice details in illustrations that provide insight into characters’ feelings or motives				
Solve some undefined words using background knowledge					Notice detail in illustrations that convey action in graphic texts				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Form implicit questions and search for answers while reading				
Develop deeper understanding of words that have been encountered before, but are not fully known					<b>Summarizing-</b> Identify important ideas and information				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text				
Understand words that stand for abstract ideas					Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
Understand connotative meaning and figurative use of words					<b>Maintaining Fluency</b> – Read dialogue with phrasing and expression that reflects understanding of characters and events				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation				

					while reading in a way that reflects understanding				
<b>Searching for and Using Information-</b> Search for and use information in a wide range of graphics and integrate with information from print (pictures, captions, diagrams, labels, maps, charts)					<b>Adjusting</b> – Change style and pace of reading to reflect purpose				
Use a full range of readers’ tools to search for information and construct meaning					Slow down or reread to solve words or think about ideas				
<b>Thinking Within the Text</b>					Find evidence in support of an argument				
Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts					Build meaning across several texts (fiction and nonfiction)				
Change purpose and aspects of processing to reflect understanding of genre					Integrate information from two texts on the same topic in order to discuss or write about it				
<b>Thinking Beyond the Text</b>					Acquire new content and diverse perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places				
<b>Predicting</b> – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Incorporate new knowledge to better understand the characters and plots from material previously read				
Support predictions with evidence from the text or from knowledge of genre					Use situations that focus on the problems of preadolescents to develop new perspectives on readers’ own lives				
Make predictions based on illustrations in graphic texts					<b>Inferring</b> – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them				
Change predictions as new information is gathered from a text					Infer characters’ or subjects’ thinking processes and struggles at key decision points in their lives in fiction or biography				
<b>Making Connections</b> - Specify the nature of connections					Infer the big ideas or themes of a text and discuss how they are applicable to people’s lives today				
Make connections between characters in different texts (similar setting, type of problem, type of person)					Identify significant events and tell how they are related to problem and solution				
Bring background knowledge to the understanding a text before, during and after reading					Infer setting, characters’ traits and feelings, and plot from illustrations in graphic texts				
Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents					Infer the meaning of symbols that the writer uses to convey and enhance meaning				
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts					Infer themes and ideas from illustrations in graphic texts				
Make connections between the text and other texts that have been read or					Infer causes of problems or of outcomes in fiction and nonfiction				



Identify multiple points of view									
Derive author's implicitly stated purpose									
Notice how illustrations and text work together in a graphic text									
Notice aspects of the writer/illustrator's style in graphic texts									

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level U</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
Behaviors to Notice, Teach and Support	Name:								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Form implicit questions and search for answers while reading				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Search for and use information from texts that have many new and unfamiliar concepts within a single chapter or section				
Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content-specific and technical words					<b>Summarizing-</b> Identify important ideas and information and organize them in summary form in order to remember and use them as background knowledge				
Understand multiple meanings of words					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)				
Understand words that stand for abstract ideas					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					<b>Maintaining Fluency</b> – Read dialogue with phrasing and expression that reflects thinking				
<b>Searching for and Using Information-</b> Search for and use information in a wide range of graphics and integrate with information from print (pictures, captions, diagrams, labels, maps, charts)					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding				
Use a full range of readers' tools to search for information and construct meaning					<b>Adjusting</b> – Change style and pace of reading to reflect purpose				
Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue					Slow down or reread to solve words or think about ideas				

Process long sentences with embedded clauses Process long sentences with embedded clauses					Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts				
Process texts with a variety of complex layouts and some dense print					Change purpose and aspects of processing to reflect understanding of genre				
Follow complex plots, including texts with literary devices (ex., flashbacks and stories within stories)					<b>Thinking Beyond the Text</b>				
Notice detail in illustrations that provide important information									
<b>Thinking Beyond the Text</b>					Integrate existing content knowledge with new information from a text to consciously create new understandings				
<b>Predicting</b> – Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse culture, times, and places				
Support predictions with evidence from the text or from knowledge of genre					Use situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives				
Use characteristics such as genre as a source of information to make predictions before and during reading					Incorporate new knowledge to better understand the characters and plots from material previously read				
Change predictions as new information is gathered from a text					Integrate information from two texts on the same topic in order to discuss or write about it				
Confirm or disconfirm predictions using the illustrations in graphic texts					<b>Inferring</b> – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them				
<b>Making Connections</b> - Specify the nature of connections					Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography				
Connect characters across texts by circumstances, traits, or actions					Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today				
Bring background knowledge to the understanding a text					Identify significant events and tell how they are related to problem and solution				
Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents or adolescents					Understand figurative language				
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts					Infer the meaning of symbols that the writer uses to convey and enhance meaning				
Make connections between the text and other texts that have been read or heard and demonstrate in writing					Infer themes and ideas from illustrations in graphic texts				
Connect and compare texts within genres and across genres					Infer causes of problems or of outcomes in fiction and nonfiction texts				



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## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level V</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Form implicit questions and search for answers while reading				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section				
Using word-solving strategies, background knowledge, graphics, text content, and readers’ tools to solve words, including content specific and technical words					<b>Summarizing-</b> Identify important ideas and information and organize them in summary form in order to remember and use them as background knowledge in reading.				
Understand words with multiple meanings.					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader’s purpose)				
Understand words representing abstract concepts.					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					<b>Maintaining Fluency</b> – Read dialogue with phrasing and expression that reflects understanding of characters and events				
<b>Searching for and Using Information-</b> Search for and use information in a wide range of graphics and integrate with information from print.					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding				
Use a full range of readers’ tools to search for information.					Practice some texts in order to read them aloud with expression or dramatic performance				
Gain important information from longer texts with complex plots, multiple characters and episodes, and long					<b>Adjusting</b> – Change style and pace of reading to reflect purpose				

stretches of descriptive language and dialogue									
Process long sentences with embedded clauses					Reread to solve words or think about ideas				
Process texts with a variety of complex layouts and dense print					Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts				
Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)					Adjust the reader's stance to better understand genres (complex fantasy, and special forms such as satire)				
Notice detail in illustrations that provide important information									
Gain important information from much longer texts.									
<b>Thinking Beyond the Text</b>					Integrate existing content knowledge with new information from a text to consciously create new understandings				
<b>Predicting</b> – Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse culture, times, and places				
Support predictions with evidence from the text or from knowledge of genre					Use situations that focus on the problems of preadolescents to and adolescents to develop new perspectives on readers' own lives				
Use characteristics of genre as a source of information to make predictions					Incorporate new knowledge to better understand the characters and plots from material previously read				
Change predictions as new information is gathered from a text					Integrate information from two texts on the same topic in order to discuss or write about it				
<b>Making Connections</b> - Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents and adolescents					<b>Inferring</b> – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them				
Connect characters across texts by circumstances, traits, or actions					In fiction or biography, infer characters' or subjects' thinking processes and struggles at key decision points in their lives				
Bring background knowledge to the understanding a text					Infer the big ideas or themes of a text some texts with mature themes and issues) and discuss how they are applicable to people's lives today				
Specify the nature of connections					Identify significant events and tell how they are related to problem and solution				
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts					Infer setting, themes, plots, and characters' traits from illustrations in graphic texts				
Make connections between the text and other texts that have been read or heard and demonstrate in writing					Infer the meaning of symbols that the writer uses to convey and enhance meaning				
Connect and compare texts within genres and across genres					Distinguish between information that is stated explicitly in a text and when inferences are drawn				
Build meaning across several texts					Infer causes of problems or of outcomes in fiction and nonfiction				

					texts				
<b>Synthesizing</b> – Mentally form categories of related information and revise them as new information is acquired across the text					<b>Thinking About the Text</b>				
Draw conclusions and find evidence to support ideas					<b>Analyzing</b> – Begin to recognize satire and its purposes and characteristics				
Express changes in ideas or perspective across the reading after reading a text					Discuss the selection of genre in relation to inferred writer’s purpose				
When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand texts previously read					Understand when a writer has combined underlying organizational structures				
<b>Thinking About the Text</b>					Derive author’s implicitly stated purpose				
Analyze multiple accounts of the same event or topic noting important similarities and differences in the points of view they represent					Identify the mood of a piece of writing				
Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood					Notice how illustrations and text work together in graphic texts				
Notice and understand figurative and descriptive language and the role it plays in enhancing a text (providing examples)					Notice aspects of the writer/illustrator’s style in graphic texts				
Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)					Identify multiple points of view and cite specific evidence				
Notice and reflect on an author’s use of idiom					<b>Critiquing</b> – Evaluate the text in terms of readers’ own experience as preadolescents				
Notice and understand a writer’s use of language to convey irony or to satirize a person or event (providing examples)					Critique a text as an example of a genre				
Understand and talk about the role of setting in realistic and historical fiction as well as fantasy					Assess the author’s qualifications to write an informational text				
Talk about how the writer built interest and suspense across a story					Evaluate the author’s use of characterization and plot				
Understand the structure of complex plots in fiction and the organization of the text in nonfiction					Assess whether a text is authentic and consistent with reality				
Notice aspects of a writer’s craft across texts					Use other sources of information to check the authenticity of a text when questions arise				
Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy with good and evil					For historical fiction, evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources				
Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text					Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text				
Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters					Express tastes and preferences in reading and support choices with specific descriptions of text features				
Examine character traits in a complex					Derive the author’s purpose even				

way, recognizing that they are multidimensional and change over time					when not explicitly stated				
Identify similarities and differences across texts					Distinguish between fact and opinion				
Find the topic sentence or main idea of a paragraph and explain how the sentences relate to it					Identify contradiction				
Identify main ideas and supporting details					Critique the integration of illustrations and print in graphic texts				
Locate textually explicit information such as setting, plot, resolution, and character development					Evaluate how the writer has used illustrations and print to convey big ideas				

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level W</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section				
Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content specific and technical words					Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)				
Understand words with multiple meanings.					Notice detail in illustrations that provide important information				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Gain important information from much longer texts most with no illustrations				
Understand words representing abstract concepts.					Process sentences with the syntax of archaic or regional dialects				
Begin to use word roots and origins to understand meaning of words					<b>Summarizing-</b> Identify important ideas and information and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
Understand the meaning of words when an author uses satire					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
Monitor understanding closely, searching for information within and outside text when needed					<b>Maintaining Fluency</b> – Read dialogue with phrasing and expression that reflects understanding of characters and events				
<b>Searching for and Using Information-</b> Search for and use					Demonstrate appropriate stress on words, pausing and phrasing,				

information in a wide range of graphics and integrate with information from print.					intonation, and use of punctuation while reading in a way that reflects understanding				
Use a full range of readers' tools to search for information.					With rehearsal, read texts orally with dramatic expression that reflects interpretation of the deeper meaning of text				
Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue					<b>Adjusting</b> – Change style and pace of reading to reflect purpose				
Process long sentences with embedded clauses					Change style, pace and processing to reflect understanding of genre				
<b>Thinking Within the Text</b>					Integrate existing content knowledge with new information from a text to consciously create new understandings				
Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts					Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives				
Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire					Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places				
<b>Thinking Beyond the Text</b>					Find evidence to support an argument				
<b>Predicting</b> – Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from texts previously read				
Support predictions with evidence from the text or from knowledge of genre					<b>Inferring</b> – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them				
Use characteristics of genre as a source of information to make predictions					In fiction or biography, infer characters' or subjects' thinking processes and struggles at key decision points in their lives				
Change predictions as new information is gathered from a text					Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today				
<b>Making Connections</b> - Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to adolescents					Infer setting, characters' traits and feelings, and plot from illustrations in graphic texts				
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy					Infer the meaning of symbols that the writer uses to convey and enhance meaning				
Make connections between satirical literature and the social issues they represent					Distinguish between information that is stated explicitly in a text and when inferences are drawn				
Specify the nature of connections					Infer causes of problems or of outcomes in fiction and nonfiction texts				

Connect characters across texts by circumstances, traits, or actions					Infer themes and ideas from illustrations in graphic texts				
Make connections between the text and other texts that have been read or heard and demonstrate in writing					Identify significant events and tell how they are related to the problem of the story or the solution				
Build meaning across several texts					<b>Thinking About the Text</b>				
<b>Synthesizing</b> – Mentally form categories of related information and revise them as new information is acquired across the text					<b>Analyzing</b> – Begin to recognize and understand satire and its purposes and characteristics				
Draw conclusions from information					Identify the selection of genre in relation to inferred writer’s purpose for a range of texts				
<b>Thinking About the Text</b>					Locate textually explicit information such as setting, plot, resolution, and character development				
Notice and understand aspects of genres					Identify multiple points of view				
Understand when a writer has combined underlying organizational structures and be able to represent in diagrams or graphic organizers					Derive author’s implicitly stated purpose				
Notice how the illustrator has used illustrations and other graphics to convey meaning or create mood					Distinguish between fact and fiction				
Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a ext					Identify the mood of a piece of writing				
Notice how the author uses words in a connotative way					Notice how illustrations and text work together in graphic texts				
Understand the role of setting in realistic and historical fiction as well as fantasy					Notice aspects of the writer/illustrator’s style in graphic texts				
Explain how an author develops the point of view of the narrator or speaker in a text					<b>Critiquing</b> – Evaluate the text in terms of readers’ own experience as adolescents				
Determine the author’s point of view or purpose in a text and explain how it is conveyed					Critique the text as an example of genre				
Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text					Assess the author’s qualifications to write an informational text				
Represent the structure of complex plots in fiction and the organization of the text in nonfiction in diagrams or graphic organizers					Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents				
Analyze works of fantasy to notice classical motifs such as “the quest”, “the hero”, and symbolism representing good and evil					Use other sources of information to check the authenticity of a text when questions arise				
Notice aspects of a writer’s craft after reading several texts by the same author					Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction				
Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy representing good and evil					Express tastes and preferences in reading and support choices with specific descriptions of text features				
Notice the writer’s choice of words that are not English and reflect on the reasons					Become critical of the subjects of biography (decisions, motivations,				

for these choices and how those words add to the meaning of a text					accomplishments)				
Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters					Critique the biographers presentation of a subject, noticing bias				
Examine character traits in a complex way, recognizing that they are multidimensional and change over time					Critique the integration of illustrations and print in graphic texts				
Identify similarities across texts (concepts, theme, style)					Evaluate how the writer has used illustrations and print to convey big ideas				
Find the topic sentence or main idea of a paragraph									
Identify main ideas and supporting details									

## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level X</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Process long sentences with embedded phrases and clauses				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns				
Using word-solving strategies, background knowledge, graphics, text content, and readers’ tools to solve words, including content specific and technical words					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)				
Understand a variety of words that represent big ideas and abstract concepts					Gain important information from much longer texts, most with no illustrations (fiction)				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Notice detail in illustrations that provide important information comprehending text				
Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning					Process sentences with the syntax of archaic or regional dialects				
Use word roots and origins to understand meaning of words					<b>Summarizing-</b> Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader’s purpose)				
Monitor understanding closely, searching for information within and outside text when needed					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
<b>Searching for and Using Information-</b> Search for and use					<b>Maintaining Fluency</b> – Demonstrate all aspects of phrased, fluent, and				

information in a wide range of graphics and integrate with information from print.					expressive reading				
Use a full range of readers' tools to search for information.					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading to reflect meaning				
Gain important information from texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue					After rehearsal, present expressive oral reading that reflects interpretation of the theme, characters, or message of the text				
Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)					<b>Adjusting</b> – Change style and pace of reading to reflect purpose				
<b>Thinking Within the Text</b>									
Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire, parody or allegory					Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives				
Automatically adjust to process illustrations and print in an orchestrated way when reading graphic texts					Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places				
<b>Thinking Beyond the Text</b>					Find evidence to support an argument				
<b>Predicting</b> – Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from texts previously read				
Support predictions with evidence from the text or from knowledge of genre					Express changes in ideas or perspective across the reading after reading a text				
Use characteristics of genre as a source of information to make predictions before, during and after reading					<b>Inferring</b> – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them				
<b>Making Connections</b> - Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to adolescents					In fiction or biography, infer characters' or subjects' thinking processes and struggles at key decision points in their lives				
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy					Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today				
Make connections between satirical literature and the social issues they represent					Infer the meaning of symbols that the writer uses to convey and enhance meaning				
Specify the nature of connections					Infer causes of problems or of outcomes in fiction and nonfiction texts				
Connect characters within and across texts and genres by circumstances, traits, or actions					Infer themes and ideas from illustrations in graphic texts				
Make connections between the text and other texts that have been read or heard					Identify significant events and tell how they are related to the problem of the				

and demonstrate in writing					story or the solution				
Build meaning across a larger number of texts					<b>Thinking About the Text</b>				
<b>Synthesizing</b> – Mentally form categories of related information and revise them as new information is acquired across the text					<b>Analyzing</b> – Recognize and understand satire, parody, and allegory and purposes and characteristics				
Integrate existing content knowledge with new information from a text to consciously create new understandings					Analyze the selection of genre in relation to inferred writer’s purpose for a range of texts				
Draw conclusions from information					Notice and understand aspects of genres				
					Locate textually explicit information such as setting, plot, resolution, and character development				
Understand when a writer has combined underlying organizational structures and be able to represent in diagrams or graphic organizers					Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda				
Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning					Derive author’s implicitly stated purpose				
Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text					Identify author’s use of literary devices such as exaggeration, imagery, and personification				
Notice how the author uses words in a connotative way					Identify the mood of a piece of writing				
Understand and talk about the role of setting in realistic and historical fiction as well as fantasy					Notice and compare the traits and development of characters within and across genres				
Explain how an author develops the point of view of the narrator or speaker in a text					Notice aspects of the writer/illustrator’s style in graphic texts				
Determine the author’s point of view or purpose in a text and explain how it is conveyed					<b>Critiquing</b> – Evaluate the text in terms of readers’ own experience as adolescents				
Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text					Critique the text as an example of genre				
Understand the structure of complex plots in fiction and the organization of the text in nonfiction in diagrams or graphic organizers					Assess the author’s qualifications to write an informational text				
Analyze works of fantasy to notice classical motifs such as “the quest”, “the hero”, and symbolism representing good and evil					Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents				
Notice aspects of a writer’s craft after reading several texts by the same author					Use other sources of information to check the authenticity of a text when questions arise				
Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy representing good and evil					Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction				
Notice the writer’s choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text					Express tastes and preferences in reading and support choices with specific descriptions of text features				



## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level Y</b> (Fountas and Pinnell) <i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>									
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>								
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember to expand oral and written vocabulary					Gain important information from much longer texts, most with no illustrations (fiction)				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns				
Using word-solving strategies, background knowledge, graphics, text content, and readers’ tools to solve words, including content specific and technical words					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)				
Understand a variety of words that represent big ideas and abstract concepts					Process sentences with the syntax of archaic or regional dialects				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					<b>Summarizing-</b> Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader’s purpose)				
Use word roots and origins to understand meaning of words					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					<b>Maintaining Fluency</b> – Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading to reflect meaning				
Monitor understanding closely, searching for information within and outside text					After rehearsal, perform interpretive oral reading in an expressive way				

when needed									
<b>Searching for and Using Information-</b> Search for and use information in a wide range of graphics and integrate with information from print.					<b>Adjusting</b> -Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire, parody, allegory or monologue				
Use a full range of readers' tools to search for information.					Automatically adjust to process illustrations and print in an orchestrated way when reading graphic texts				
Gain important information from texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue					Change style and pace to reflect purpose				
Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)					<b>Thinking Beyond the Text</b>				
Process long very complex sentences					<b>Predicting</b> - Support predictions with evidence from the text or from knowledge of genre				
Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					<b>Inferring</b> – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them				
Use characteristics of genre as a source of information to make predictions before, during and after reading					Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today				
<b>Making Connections</b> - Bring knowledge from personal experiences to the interpretation of characters and events, particularly of interest to adolescents					Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning				
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy					Infer causes of problems or of outcomes in fiction and nonfiction texts				
Make connections between satirical literature and the social issues they represent					Infer themes and ideas from illustrations in graphic texts				
Specify the nature of connections (topic, content, type of story, writer)					Identify significant events and tell how they are related to the problem of the story or the solution				
Connect characters within and across texts and genres by circumstances, traits, or actions					Infer characters' or subjects' thinking processes and struggles at key decision points in their lives				
Make connections between the text and other texts that have been read or heard and demonstrate in writing					<b>Thinking About the Text</b>				
Build meaning across a larger number of varied texts					<b>Analyzing</b> – Recognize and understand satire, parody, allegory and monologue, and their purposes and characteristics				
<b>Synthesizing</b> – Mentally form categories of related information and revise them as new information is acquired across the text					Analyze the selection of genre in relation to inferred writer's purpose for a range of texts				
Draw conclusions from information					Understand when a writer has combined				

					underlying organizational structures				
Integrate existing content knowledge with new information from a text to consciously create new understandings					Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning				
Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives					Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text				
Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places					Understand and talk about the role of setting in realistic, historical fiction and fantasy				
Find evidence to support an argument					Identify the mood of a piece of writing				
When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from previous texts					Explain how an author develops the point of view of the narrator or speaker in a text				
Express changes in ideas or perspective across the reading after reading a text					Determine the author's point of view or purpose in a text and explain how it is conveyed				
Notice how the author uses words in a connotative way					Differentiate between internal and external conflict				
Determine the author's point of view or purpose in a text and explain how it is conveyed					Notice aspects of the writer/illustrator's style in graphic texts				
Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text					Notice aspects of the writer/illustrator's style in graphic texts				
Understand the structure of complex plots in fiction and the organization of the text in nonfiction and represent in a diagram or graphic organizer					<b>Critiquing</b> – Evaluate the text in terms of readers' own experience as adolescents				
Analyze works of fantasy to notice classical motifs such as "the quest", "the hero", and symbolism representing good and evil					Critique the text as an example of genre				
Notice aspects of a writer's craft after reading several texts by the same author					Assess the author's qualifications to write an informational text				
Understand the meaning of symbolism when used by a writer to create texts, including complex fantasy representing good and evil					Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents				
Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text					Use other sources of information to check the authenticity of a text when questions arise				
Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters					Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction				
Compare and contrast multiple points of view					Express tastes and preferences in reading and support choices with specific descriptions of text features				
Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda					Become critical of the subjects of biography (decisions, motivations, accomplishments)				
Identify similarities across texts (concepts, theme, style, organization)					Critique the biographers presentation of a subject, noticing bias				



## Reading Assessment Checklist – Behaviors to Notice, Teach and Support

<b>Reading Assessment – Level Z</b> (Fountas and Pinnell)											
<i>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</i>											
<b>Behaviors to Notice, Teach and Support</b>	<b>Name:</b>										
<b>Thinking Within the Text</b>	Date	Date	Date	Date	<b>Thinking Within the Text</b>	Date	Date	Date	Date		
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember to expand oral and written vocabulary					Gain important information from much longer texts, most with no illustrations (fiction)						
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns						
Using word-solving strategies, background knowledge, graphics, text content, and readers’ tools to solve words, including content specific and technical words					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section						
Understand a variety of words that represent big ideas and abstract concepts					Process sentences with the syntax of archaic or regional dialects						
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					<b>Summarizing-</b> Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing						
Understand meaning changes when words are used satirically, ironically, or symbolically					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader’s purpose)						
Use word roots and origins to understand meaning of words					Construct summaries that are concise and reflect the important and overarching ideas and information in texts						
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					<b>Maintaining Fluency</b> – Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of						

					punctuation while reading to reflect meaning				
Monitor understanding closely, searching for information within and outside text when needed					After rehearsal, perform interpretive oral reading in an expressive way				
<b>Searching for and Using Information-</b> Search for and use information in a wide range of graphics and integrate with information from print.					<b>Adjusting</b> -Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire, parody, allegory or monologue				
Use a full range of readers' tools to search for information.					Automatically adjust to process illustrations and print in an orchestrated way when reading graphic texts				
Gain important information from texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue					Change style and pace to reflect purpose				
Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)					<b>Thinking Beyond the Text</b>				
Process long very complex sentences					<b>Predicting</b> - Support predictions with evidence from the text or from knowledge of genre				
Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					<b>Inferring</b> – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them				
Use characteristics of genre as a source of information to make predictions before, during and after reading					Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today				
<b>Making Connections</b> - Bring knowledge from personal experiences to the interpretation of characters and events, particularly of interest to adolescents					Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning				
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy					Infer causes of problems or of outcomes in fiction and nonfiction texts				
Make connections between satirical literature and the social issues they represent					Infer themes and ideas from illustrations in graphic texts				
Specify the nature of connections (topic, content, type of story, writer)					Identify significant events and tell how they are related to the problem of the story or the solution				
Connect and compare all aspects of texts within and across genres					Infer characters' or subjects' thinking processes and struggles at key decision points in their lives				
Make connections between the text and other texts that have been read or heard and demonstrate in writing					Infer the feelings of characters who have severe problems, with some texts explicitly presenting mature issues				
Build meaning and develop abstract concepts across a large number of varied texts (genres)					<b>Thinking About the Text</b>				
<b>Synthesizing</b> – Mentally form categories of related information and revise them as new information is acquired across the					<b>Analyzing</b> – Recognize and understand satire, parody, allegory and monologue, and their purposes and characteristics				

text									
Draw conclusions from information					Analyze the selection of genre in relation to inferred writer's purpose for a range of texts				
Integrate existing content knowledge with new information from a text to consciously create new understandings					Understand when a writer has combined underlying organizational structures				
Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives					Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning				
Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places					Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text				
Find evidence to support an argument					Analyze the role of setting in realistic, historical fiction and fantasy				
When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from previous texts					Recognize and interpret a writer's use of language to convey irony				
Express changes in ideas or perspective across the reading after reading a text					Identify the mood of a piece of writing				
Notice how the author uses words in a connotative way					Differentiate between internal and external conflict				
Notice aspects of genres					Notice aspects of the writer/illustrator's style in graphic texts				
Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text					Notice aspects of the writer/illustrator's style in graphic texts				
Analyze the structure of complex plots in fiction and the organization of the text in nonfiction					Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood				
Analyze works of fantasy to notice classical motifs such as "the quest", "the hero", and symbolism representing good and evil					Notice how illustrations and text work together in graphic texts				
Analyze aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author					<b>Critiquing</b> – Evaluate the text in terms of readers' own experience as adolescents				
Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy representing good and evil					Critique the text as an example of genre				
Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text					Assess the author's qualifications to write an informational text				
Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters					Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents				
Compare and contrast multiple points of view					Use other sources of information to check the authenticity of a text when questions arise				
Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda					Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction				

