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

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| **Behaviors to Notice Teach and Support – Level A/B** (Fountas and Pinnell) - DRA 1/2– - NYC ECLAS – 2  *Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell* | | | | | | | | | |
| **Behaviors to Notice, Teach and Support** | **Name:** | | | | | | | | |
| **Thinking Within the Text** | Date | Date | Date | Date | **Thinking Beyond the Text** | Date | Date | Date | Date |
| **Solving Words -** Locates known word(s) in text. |  |  |  |  | **Predicting -** Uses knowledge of language structure to anticipate text |  |  |  |  |
| Analyzes words from left to right, using knowledge of sound/letter relationships |  |  |  |  | Makes predictions based on information in pictures |  |  |  |  |
| Recognizes a few high frequency words |  |  |  |  | Predicts the ending of a story based on reading the beginning and the middle of the story |  |  |  |  |
| Locates easy high frequency words in the text |  |  |  |  | Makes predictions based on prior knowledge and experiences |  |  |  |  |
| **Searching for and Using Information -** Matches spoken word with printed word |  |  |  |  | **Making Connections -** Talks about own experiences in relation to the text |  |  |  |  |
| Moves from left to right when reading |  |  |  |  | Makes connections between similar texts/topics |  |  |  |  |
| Searches for and uses information in pictures. |  |  |  |  | Identifies recurring characters where applicable |  |  |  |  |
| Uses oral language in combination with pointing |  |  |  |  | **Synthesizing -** Identifies new information in text/pictures |  |  |  |  |
| Uses the language structure to learn about the print |  |  |  |  | Talks about what the reader already knows relative to information in the text |  |  |  |  |
| Asks questions to clarify meaning or get information |  |  |  |  | **Inferring**  Talks about characters’ feelings |  |  |  |  |
| **Monitoring and Correcting**  Uses word-by-word matching |  |  |  |  | Talks about pictures, and interprets ideas from them |  |  |  |  |
| Uses prior knowledge to self-correct and self-monitor |  |  |  |  | **Analyzing/Critiquing**  Understands how the ideas in a book are related to each other |  |  |  |  |
| Uses known words to self-monitor and self-correct |  |  |  |  | Understands how the ideas in a text are related to a title |  |  |  |  |
| Re-reads to self-correct errors or confirm meaning |  |  |  |  | Shares opinions about books and illustrations |  |  |  |  |
| Begins to crosscheck one kind of information against another to monitor and self-correct reading |  |  |  |  |  |  |  |  |  |
| **Summarizing -** Remembers what the story is about during reading |  |  |  |  |  |  |  |  |  |
| Remembers important information from the text |  |  |  |  |  |  |  |  |  |
| Remembers information to help understand the end of the story |  |  |  |  |  |  |  |  |  |
| **Maintaining Fluency**  Notices and uses end punctuation and reflects it in voice |  |  |  |  |  |  |  |  |  |
| Points to words and reads at a steady rate without long pauses |  |  |  |  |  |  |  |  |  |

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

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

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

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

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| **Behaviors to Notice, Teach and Support – Level H** (Fountas and Pinnell) - DRA – 14 – ECLAS – 4  *Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell* | | | | | | | | | |
| **Behaviors to Notice, Teach and Support** | **Name:** | | | | | | | | |
| **Thinking Within the Text** | Date | Date | Date | Date | **Thinking Beyond the Text** | Date | Date | Date | Date |
| **Solving Words -** Uses letter-sound relationships to solve more complex words |  |  |  |  | **Predicting -** Makes predictions based on language structure |  |  |  |  |
| Demonstrates flexible ways to solve words – taking it apart, using meaning) |  |  |  |  | Makes predictions based on knowledge of characters or genre |  |  |  |  |
| Demonstrates competent active word-solving while reading at an appropriate pace |  |  |  |  | Makes predictions based on prior knowledge and information gained through reading |  |  |  |  |
| Uses sounds related to vowels and consonants to solve words |  |  |  |  | Uses understanding of text structure to make predictions |  |  |  |  |
| Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading |  |  |  |  | Supports predictions with evidence from the text or prior knowledge |  |  |  |  |
| Makes connections between words by letter sounds or spelling patterns |  |  |  |  | **Making Connections -** Makes connections between text and other texts read |  |  |  |  |
| Takes apart many new words such as compound words, to solve them |  |  |  |  | Makes and discusses connections between texts and reader’s experiences, before, during and after reading |  |  |  |  |
| Quickly and automatically recognizes 100 or more high frequency words within continuous text |  |  |  |  | Recognizes and applies attributes of recurring characters where applicable |  |  |  |  |
| Connects words that mean the same or almost the same, to derive meaning from the text |  |  |  |  | Makes connections between characters and events based on prior knowledge |  |  |  |  |
| Uses context and pictures to derive meaning of unfamiliar vocabulary |  |  |  |  | **Synthesizing -** Differentiates between what is known and new information |  |  |  |  |
| **Searching for and Using Information**  Notices and uses labels for pictures |  |  |  |  | Identifies new information and incorporates it into present understandings |  |  |  |  |
| Uses some simple graphics, labeled pictures, that add information to the text |  |  |  |  | Demonstrates learning new content from reading |  |  |  |  |
| Processes texts with split dialogue and some pronouns |  |  |  |  | **Inferring -** Shows empathy for characters and can infer their feelings or motivations |  |  |  |  |
| Uses a table of contents to locate information in the text |  |  |  |  | Justifies interferences with evidence from the text |  |  |  |  |
| Notices, searches for and discusses information that is important to understanding |  |  |  |  | Infers causes and effects as implied in the text |  |  |  |  |
| **Monitoring and Correcting**  Self-corrects close to the point of error |  |  |  |  | Interprets information from pictures without depending on pictures to construct meaning |  |  |  |  |
| Re-reads to problem solve self-correct or confirm |  |  |  |  | **Analyzing/Critiquing -** Recognizes whether a text is fiction or non-fiction |  |  |  |  |
| Uses multiple sources of information to monitor and self-correct using language structure and letter-sound information |  |  |  |  | Identifies characteristics of genres - realistic fiction, fantasy, factual, plays |  |  |  |  |
| Uses known words to monitor and self-correct |  |  |  |  | Notices writer’s specific use of words to convey meaning – shouted, cried |  |  |  |  |
| Realizes when more information is needed to understand text |  |  |  |  | Identifies parts of a story- beginning , a series of events, and an end |  |  |  |  |
| **Summarizing**  Remembers information to help understand the end of the story |  |  |  |  | Recognizes and discusses how print layout or features are used to convey meaning |  |  |  |  |
| Identifies and understands a set of related ideas in a text |  |  |  |  | Understands how writers use interesting characters and events |  |  |  |  |
| Understands and talks about a simple sequence or events in the story |  |  |  |  | Agrees or disagrees with the ideas in the text |  |  |  |  |
| After reading provides an oral summary of a text with appropriate details |  |  |  |  |  |  |  |  |  |
| Summarizes narratives with multiple events in a story |  |  |  |  |  |  |  |  |  |
| **Maintaining Fluency -** Demonstrates phrased, fluent oral reading |  |  |  |  |  |  |  |  |  |
| Reflects language syntax and meaning through phrasing and expression |  |  |  |  |  |  |  |  |  |
| Demonstrates awareness of the function of the full range of punctuation |  |  |  |  |  |  |  |  |  |
| Demonstrates appropriate stress on words in a sentence |  |  |  |  |  |  |  |  |  |
| Uses multiple sources of information (language structure, meaning) to support fluency and phrasing |  |  |  |  |  |  |  |  |  |

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| **Behaviors to Notice, Teach and Support – Level I** (Fountas and Pinnell) - DRA – 16 – ECLAS – 5  *Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell* | | | | | | | | | |
| **Behaviors to Notice, Teach and Support** | **Name:** | | | | | | | | |
| **Thinking Within the Text** | Date | Date | Date | Date | **Thinking Beyond the Text** | Date | Date | Date | Date |
| **Solving Words -** Uses letter-sound relationships to solve complex words |  |  |  |  | **Predicting**  Makes predictions based on language structure |  |  |  |  |
| Demonstrates flexile ways to solve words – taking it apart, using meaning) |  |  |  |  | Makes predictions based on knowledge of characters or genre |  |  |  |  |
| Demonstrates competent active word-solving while reading at an appropriate pace |  |  |  |  | Predicts the solution to the problem |  |  |  |  |
| Uses sounds related to vowels and consonants to solve words |  |  |  |  | Makes predictions based on prior knowledge and information gained through reading |  |  |  |  |
| Recognizes and uses word parts – onset and rimes, consonant clusters to solve words while reading |  |  |  |  | Uses understanding of text structure to make predictions |  |  |  |  |
| Makes connections between words by letters, sounds or spelling patterns |  |  |  |  | Supports predictions with evidence from the text or prior knowledge |  |  |  |  |
| Takes apart many new words such as compound words, to solve them |  |  |  |  | Searches for and uses information to confirm or disconfirm predictions |  |  |  |  |
| Quickly and automatically recognizes 150 or more high frequency words within continuous text |  |  |  |  | **Making Connections -** Makes connections between characters and events based on prior knowledge |  |  |  |  |
| Connects words that mean the same or almost the same, to derive meaning from the text |  |  |  |  | Recognizes and applies attributes of recurring characters where applicable |  |  |  |  |
| Uses context and pictures to derive meaning of unfamiliar vocabulary |  |  |  |  | Makes and discusses connections between texts and reader’s experiences, before, during and after reading |  |  |  |  |
| **Searching for and Using Information**  Uses multiple sources of information to solve words |  |  |  |  | **Synthesizing -** Differentiates between what is known and new information |  |  |  |  |
| Notices and uses graphics, such as labels and captions for pictures, and diagrams |  |  |  |  | Expresses changes in ideas after reading a text |  |  |  |  |
| Processes texts with split dialogue assigned to speakers |  |  |  |  | Demonstrates learning new content from reading |  |  |  |  |
| Uses a table of contents, index, glossary to locate information in the text |  |  |  |  | **Inferring -** Infers causes and effects as implied in the text |  |  |  |  |
| Notices, searches for and discusses information that is important to understanding |  |  |  |  | Shows empathy for characters and can infer their feelings or motivations |  |  |  |  |
| **Monitoring and Correcting**  Self-corrects close to the point of error |  |  |  |  | Justifies interferences with evidence from the text |  |  |  |  |
| Uses multiple sources of information to monitor and self-correct using language structure and letter-sound information |  |  |  |  | **Analyzing/Critiquing**  Recognize whether a text is fiction or non-fiction |  |  |  |  |
| Uses known words to monitor and self-correct |  |  |  |  | Identifies characteristics of genres - realistic fiction, fantasy, factual, plays |  |  |  |  |
| Realizes when more information is needed to understand text |  |  |  |  | Identifies a point in the story where the problem is resolved |  |  |  |  |
| **Summarizing -** Summarizes narratives with multiple events in a story |  |  |  |  | Notices descriptive and figurative language |  |  |  |  |
| Understands problem and solution in a story |  |  |  |  | Recognizes and discusses how print layout or features are used to convey meaning |  |  |  |  |
| Understands and talks about a set of related ideas or events in the story |  |  |  |  | Notices specific writing techniques such as question/answer |  |  |  |  |
| After reading provides an oral summary of a text with appropriate details |  |  |  |  | Notices a writer’s style |  |  |  |  |
| Remembers information or a series if events to help understand the end of the story |  |  |  |  | Agrees or disagrees with the ideas in the text |  |  |  |  |
| **Maintaining Fluency -** Demonstrates phrased, fluent oral reading |  |  |  |  |  |  |  |  |  |
| Demonstrates awareness of the function of the full range of punctuation |  |  |  |  |  |  |  |  |  |
| Demonstrates appropriate stress on words in a sentence |  |  |  |  |  |  |  |  |  |
| Uses multiple sources of information (language structure, meaning) to support fluency and phrasing |  |  |  |  |  |  |  |  |  |
| Quickly and automatically solves most words in the text |  |  |  |  |  |  |  |  |  |
| Reads independently at an appropriate rate |  |  |  |  |  |  |  |  |  |

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

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| **Reading Assessment – Level J** (Fountas and Pinnell) - DRA – 18 - NYC ECLAS – 5  *Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell* | | | | | | | | | |
| **Behaviors to Notice, Teach and Support** | **Name:** | | | | | | | | |
| **Thinking Within the Text** | Date | Date | Date | Date | **Thinking Beyond the Text** | Date | Date | Date | Date |
| **Solving Words**  Uses multiple sources of information to solve new words |  |  |  |  | **Predicting**  Makes predictions about the solution to the problem in the story |  |  |  |  |
| Uses multiple strategies to figure out new words while focusing on meaning |  |  |  |  | Uses text structure to predict the outcome of a narrative |  |  |  |  |
| Analyzes words from left to right, using knowledge of sound/letter relationships |  |  |  |  | Searches for, and uses information to confirm or disconfirm predictions |  |  |  |  |
| Uses known words and word parts to figure out new words |  |  |  |  | Justifies predictions using evidence |  |  |  |  |
| Reads fluently, slowing down to figure out new words and then resuming fluency |  |  |  |  | Makes predictions about the character based on traits revealed by the writer |  |  |  |  |
| Flexibly uses meaning, syntax and visual information to monitor reading |  |  |  |  | **Making Connections**  Uses background knowledge to understand text before, during and after reading |  |  |  |  |
| **Searching for and Uses Information:**  Processes text with varied dialogue |  |  |  |  | Makes connections between the text and other texts read |  |  |  |  |
| Notices and uses graphics such as labels, simple diagrams and captions |  |  |  |  | Specifies the nature of connections – topic, content, writer, genre |  |  |  |  |
| Uses readers tools such as table of contents, index and glossary to locate information |  |  |  |  | **Synthesizing**  Demonstrates learning new content from reading |  |  |  |  |
| Processes long sentences with 10 or more words |  |  |  |  | Differentiates between known and new information |  |  |  |  |
| Uses chapter titles to predict content |  |  |  |  | **Inferring**  Infers cause and effect by reading about characters and events |  |  |  |  |
| **Monitoring and Correcting**  Self-corrects errors that cause loss of meaning |  |  |  |  | Demonstrates understanding of characters using evidence from the text |  |  |  |  |
| Re-reads when necessary to search for meaning and self-corrects |  |  |  |  | Infers characters feelings through reading their dialogue |  |  |  |  |
| Uses multiple sources of information to monitor and self-correct |  |  |  |  | Infers causes of problems or outcomes in fiction and non-fiction |  |  |  |  |
| **Summarizing**  Reports episodes in the text in sequence |  |  |  |  | **Analyzing/Critiquing**  Notices aspects of genres |  |  |  |  |
| Identifies important ideas in a text and reports them in an organized way |  |  |  |  | Notices aspects of a writer’s style after reading several books by the same author |  |  |  |  |
| Follows and remembers events in the story to understand the ending |  |  |  |  | Notices use of descriptive language |  |  |  |  |
| Understands the problem of a story and it’s solution |  |  |  |  | Agrees or disagrees with ideas in the text |  |  |  |  |
| **Maintaining Fluency**  Demonstrates phrased, fluent oral reading with appropriate stress on words |  |  |  |  | Hypothesizes how characters might have behaved differently |  |  |  |  |
| Demonstrates awareness of the function of punctuation |  |  |  |  |  |  |  |  |  |
| Use multiple sources of information to support fluency |  |  |  |  |  |  |  |  |  |
| Quickly and automatically solves most words in the text |  |  |  |  |  |  |  |  |  |
| Reads silently at a good rate |  |  |  |  |  |  |  |  |  |

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

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

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

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

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

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| **Reading Assessment – Level O/P** (Fountas and Pinnell) - DRA – 34, 38  *Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell* | | | | | | | | | |
| **Behaviors to Notice, Teach and Support** | **Name:** | | | | | | | | |
| **Thinking Within the Text** | Date | Date | Date | Date | **Thinking Beyond the Text** | Date | Date | Date | Date |
| **Solving Words -** Notices new and interesting words, records them and actively uses them in oral or written work |  |  |  |  | **Predicting**  Uses text structure to predict the outcome of a narrative |  |  |  |  |
| Understands connotative (secondary) meaning of words |  |  |  |  | Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts |  |  |  |  |
| Demonstrates flexible ways to solve words – word parts, endings, prefixes |  |  |  |  | Searches for, and uses information to confirm or disconfirm predictions |  |  |  |  |
| Solves and understands content specific words using graphics and tools from the text |  |  |  |  | Justifies predictions using evidence |  |  |  |  |
| Solves words with 2 or 3 syllables and longer descriptive words |  |  |  |  | Makes predictions about the character based on traits revealed by the writer |  |  |  |  |
| Solves difficult words using background knowledge |  |  |  |  | **Making Connections -** Uses background knowledge to understand text before, during and after reading |  |  |  |  |
| **Searching for and Using Information**  Processes texts that have many lines of print of the page |  |  |  |  | Makes connections between the text and other texts read |  |  |  |  |
| Forms implicit questions and searches for answers while reading |  |  |  |  | Makes connections between real life experiences and people who live in diverse cultures |  |  |  |  |
| Goes beyond the text in discussions and interpretations |  |  |  |  | Interprets characters and events that are not in the readers experiences |  |  |  |  |
| Sustains problem-solving and development of meaning through a longer text read over several days |  |  |  |  | Specifies the nature of connections – topic, content, writer, genre |  |  |  |  |
| Searches for information using readers tools such as, illustrations, maps, charts, captions, table of contents, index, glossary, headings |  |  |  |  | **Synthesizing**  Demonstrates learning new content from reading |  |  |  |  |
| Processes many long sentences (over 15 words) with a series of nouns verbs and adjectives |  |  |  |  | Differentiates between known and new information |  |  |  |  |
| **Monitoring and Correcting**  Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning |  |  |  |  | Mentally forms categories of related information and revises when new information is read |  |  |  |  |
| **Summarizing**  Identifies and understands related idea organized into categories |  |  |  |  | Expresses changes in ideas or opinions after reading and can justify their ideas |  |  |  |  |
| Summarizes longer narrative texts with multiple episodes either orally or in writing |  |  |  |  | Demonstrates changing perspectives as events in a story unfold |  |  |  |  |
| Follows and remembers events and the problem in the story over a longer text to understand the ending |  |  |  |  | **Inferring -** Follows multiple characters in a story |  |  |  |  |
| Understands the problem of a story and it’s solution |  |  |  |  | Demonstrates understanding of characters using evidence from the text |  |  |  |  |
| **Maintaining Fluency**  Demonstrates phrased, fluent oral reading with appropriate stress on words |  |  |  |  | Infers cause and effect by reading about characters and following their dialogues and events |  |  |  |  |
| Demonstrates awareness of the function of punctuation and reads dialogue with expression |  |  |  |  | Infers causes of problems or outcomes in fiction and non-fiction |  |  |  |  |
| Uses multiple sources of information to support fluency |  |  |  |  | **Analyzing/Critiquing**  Notices combined genres in hybrid texts |  |  |  |  |
|  |  |  |  |  | Notices aspects of a writer’s style after reading several books by the same author |  |  |  |  |
|  |  |  |  |  | Notices use of descriptive language, dialogue, layout |  |  |  |  |
|  |  |  |  |  | Agrees or disagrees with ideas in the text |  |  |  |  |

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

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

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

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

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

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

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

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

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

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

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