



THE SCHOOL DISTRICT OF
PHILADELPHIA

2019 – 2020

APPENDICES FOR MARKING GUIDELINES



MALIKA SAVOY-BROOKS, ED.D.

Chief

Office of Academic Supports

CHRISTOPHER SHAFFER, ED.D

Deputy Chief

Office of Curriculum, Instruction, and Assessment

DIANE CASTELBUONO

Deputy Chief

Office of Early Childhood Education

Grades

1 – 3

Promotion Policy (as applies to grades 1 – 8)

In grades 1 and 2, students must pass reading and math.

In grades 3 through 7, students must pass reading, math and science.

In grade 8, students must pass reading, math, science and social studies.

Policy Statement

The policy of the School District is to require all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

Children with disabilities will be promoted or will graduate if they satisfy the requirements of a special education program developed by an Individualized Education Program team.

Policy Procedures

Principals are required to monitor all report card grade entries made by teachers.

NOTE: This Promotion and Graduation Policy is on record as of 2004/2005. This revision reflects this policy, with the exception of the TerraNova and End of Grade (EOG) tests, which are no longer used.

Special Education: Students with Disabilities

Grading of students with disabilities should be in collaboration with the special education teacher(s) that service the student.

Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade-level standards without special services and supports.

For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.

Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The Individual Education Plan (IEP) team make decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should be about student achievement, and they should result in grades that communicate clear information to students and parents.

For all students with an IEP, a progress report must be provided with the report card that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP. *The IEP team determines how frequently progress is reported to the parent which may vary but a progress report must accompany every quarterly report card.

Progress monitoring must take place to ensure that the elementary and secondary grades are awarded, based on the students' IEP goals, as evidenced by the above reporting requirements.

Students with IEPs who are not meeting their IEP goals, the IEP team must reconvene the IEP meeting to discuss the lack of progress and any additional supports that the student requires to make progress.

Students with IEPs who are not meeting their IEP goals due to attendance/truancy concerns, the IEP team must reconvene the IEP meeting and create a Student Attendance Intervention Plan.

Guidelines for the promotion/retention of students with IEPs:

- Students must have their progress reviewed quarterly at minimum by the IEP team to determine whether they have successfully met their academic goals. Promotion and retention will be based on this review.
- Resources to consider when Grading Students with Disabilities:
 - [Model for Grading Exceptional Students](#)
 - [OCR Questions and Answers on Report Cards and Transcripts For Students with Disabilities Attending Public Elementary and Secondary Schools](#)
 - [Dear Colleague Letter](#)

English Learners (EL)

- English Learners may not be given a failing mark based on their level of English proficiency. For any failing marks, teachers (classroom and ESL) must provide documentation that instruction was scaffolded and multiple forms of assessment were utilized. In addition, parents must be notified when a student is not making sufficient progress.
- An English Learner's instructional and independent reading level(s) may be below grade level because of his/her English language proficiency level. When this is the case, a below-grade reading level is not sufficient cause to lower a student's reading grade.
- The classroom teacher must collaborate with the ESL teacher when determining the reading, writing, and oral communication grades.
- Grading in all subjects must follow the same procedures outlined in the alphanumeric Equivalency Chart. However, teachers must use the WIDA Can Do Descriptors, available in the appendices or at www.wida.us/standards/CAN_DOs/, to inform scaffolded instruction and assessments. Grades must be determined based on scaffolded instruction and assessment.
- Students that have been in the country less than 15 school days may be given a NG (No Grade). The reason code is "No grade due to late admission."
- For further information regarding assessment of students in dual language programs, see the Dual Language Program Handbook, downloadable at: <https://www.philasd.org/multilingual/wp-content/uploads/sites/118/2018/09/DL-Handbook-Revised-9-13-18.pdf>



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three- step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	Level 6 - Reaching
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<p>Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers</p>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g. context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem- solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments)

Level 6 - Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Reading

Goals for Independent Reading Levels – For Report Card Recording in Grades 1 - 3

GRADE 1	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	C and above	D and above	E and above	G and above	I and above
Strategic Intervention Needed	A, B	C	D	F	G, H
Intensive Intervention Needed	*PR	B and below	C and below	E and below	F and below

GRADE 2	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	I and above	J and above	J – K and above	K and above	L and above
Strategic Intervention Needed	H	I	I - J	J	K
Intensive Intervention Needed	G and below	H and below	H and below	I and below	J and below

GRADE 3	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	L and above	M and above	M - N and above	N and above	O and above
Strategic Intervention Needed	K	L	L - M	M	N
Intensive Intervention Needed	J and below	K and below	K and below	L and below	M and below

Shaded boxes indicate target independent level for each grade. Targets are printed on the report card.

*PR = Pre-Reading

Goals for Instructional Reading Levels – For Instructional Planning

GRADE 1	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	D and above	E and above	F and above	H and above	J and above
Strategic Intervention Needed	B, C	D	E	F, G	H, I
Intensive Intervention Needed	*PR, A	C and below	D and below	E and below	G and below

GRADE 2	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	J and above	K and above	K – L and above	L and above	M and above
Strategic Intervention Needed	I	J	J	K	L
Intensive Intervention Needed	Below I	Below J	Below J	Below K	Below L

GRADE 3	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	M and above	N and above	N – O and above	O and above	P and above
Strategic Intervention Needed	L	M	M	N	O
Intensive Intervention Needed	Below L	Below M	Below M	Below N	Below O

Shaded boxes indicate target instructional level for each grade. They are used to inform classroom instruction.

*PR = Pre-Reading

(Guidelines for the Grade 3: **3 Point Short Answer Questions**)

The PSSA open-ended items for Reading ask students to organize their thinking and statements in a short, concise manner, using patterns of development that focus on the meanings of the texts. The classroom teacher uses this rubric to score the open - ended items for Reading.

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

0 Points

- The response provides insufficient material for scoring
- The response is inaccurate in all aspects

Categories within zero reported separately:

BLK (blank) - No response or written refusal to respond or too brief to determine response

OT - Off task/topic

LOE - Response in a language other than English

IL - Illegible

NOTE: By the End of Grade 3, Students should be exposed to the Grade 4 – 8 Text Dependent Analysis Rubric (below).

PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES			
Score Point	Description	Score Point	Description
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Strong organizational structure that effectively supports the focus and ideas Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Skillful use of transitions to link ideas Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	2	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) Weak organizational structure that inconsistently supports the focus and ideas Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose Inconsistent use of transitions to link ideas Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	1	<ul style="list-style-type: none"> Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) Minimal evidence of an introduction, development, and/or conclusion Minimal evidence of an organizational structure Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions Minimal reference to the main idea(s) and/or relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Instructional Factors in Using the Developmental Writing Stages Rubric in Grade 1

- Students will develop as writers at their own pace as teachers model and provide reading and writing experiences.
- Writing in grade 1 should not be expected to move sequentially from Stage 1 to Stage 6.
- Writing samples from an individual student may move back and forth between stages depending on different writing experiences throughout the school year.
- Each writing sample is viewed as a whole and is assessed holistically.
- For assessment purposes, emphasis should be placed on message and content before control of conventions of print.
- The stage of a student's writing can be determined by identifying the pattern that most closely matches the student's writing.

Instructional Factors in Writing Grades 1-3

- Students must be given the opportunity to learn about and practice effective writing.
- As students try new genres and experiment with different literary techniques their work should not be graded. This specific collection of writing allows students to reflect on their growth as writers and provides a view of the student's development and growth over time.
- Literature that is read aloud and shared provides examples of the writing craft students should model and adapt in their writing.
- Writing may be in response to reading, to learning in the content areas (science, social studies, music, etc.), to a prompt, or on self-selected topics.
- Published pieces should be revised for content, focus, style, and organization, edited for conventions and prepared for display.
- Students may work on a single writing sample over a period of time as they revise, improve, and change their writing.
- Each report period, students should be exposed to and have opportunities with multiple modes of writing (narrative, information, opinion).
- Particular emphasis should be placed on the Writing Focus for the term as noted in the Focus Standards document.

K – 1 Developmental Writing Stages

Stage 1

- Draws a picture only
- Tells about drawing
- Uses scribbling and letter-like symbols
- Draws a picture and uses scribbling
- Imitates writing

Stage 2

- Draws a recognizable picture
- Uses own drawing to tell a story and is able to tell an adult a word, label, thought, or a complete sentences about the drawing
- Attempts written symbols (circles, shapes, squiggles, or more controlled lines) and may say a story
- Attempts to read message
- Writes own name

Stage 3

- Draws a picture and is able to tell an adult a complete sentence or a story that relates to the picture
- Begins to make the connection that written symbols convey a message
 - may use strings of numbers and letters
 - may use names or parts of names
 - may copy words from the environment
 - may spell some frequently used and/or familiar words correctly
 - may demonstrate limited knowledge of letter-sounds and is able to communicate what the letters say
- Knows the direction of print

Stage 4

- Draws a picture and labels it
- Connects letters and sounds, usually beginning and ending and some vowels, uses phonetic spelling
- Spells some frequently used words correctly
- Knows the direction of print
- Demonstrates spacing between words
- Text may contain incomplete thoughts and/or simple sentences
- Parts of text may not be understandable unless told to an adult

K – 1 Developmental Writing Stages, Continued

Stage 5 - Goal End of Kindergarten, Beginning of Grade 1

- Writes complete thoughts in sentence form (capitalization and punctuation may be absent or incorrect)
- Writes sentences that make sense (sentences may or may not be related but text has no sense of story)
- Writes sentences that may be short, simple and uses them more than once
- Represents most letters and sounds in words (phonetic spelling is evident)
- Spells many frequently used words correctly; may spell other familiar words correctly
- Text is readable without telling it to an adult

Stage 6 - Goal End of Grade 1

- Begins to develop a sense of story (may have appropriate beginning, ending and/or logical connection of events)
- Writes sentences that focus on a topic much of the time
- Composes text that contains basic ideas with some details
- Begins to vary sentence lengths and patterns
- Spells most frequently used words correctly
- Represents most sounds in words; spells some words correctly
- Begins to use some correct capitalization and punctuation
- May attempt to use talk in writing
- Begins to include colorful words to describe objects, people and events
- Begins to choose words and phrases that show evidence of literary language (writes the way authors do)
- Begins to express ideas in a creative way or writing may contain original ideas

Pennsylvania Writing Assessment Domain Scoring Guide - Grades 1 and 2

PA WRITING RUBRIC

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
	The single controlling point made with an awareness of task (mode) about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and sentence structure that create tone and voice	The use of grammar, mechanics, spelling, usage, and sentence formation.
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transitions	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling usage and sentence formation

NON-SCORABLE (NS)

- Is illegible; i.e., includes so many undecipherable words that no sense can be made of the response; or
- Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense; or
- Is insufficient; i.e., does not include enough to assess domains adequately; or
- Is a blank paper

OFF-PROMPT (OP)

- Is readable but did not respond to prompt

PSSA Grades 3 – 5 Opinion Scoring Guidelines

PSSA GRADES 3–5 OPINION SCORING GUIDELINES

Description

	Description
4	<p>Effective order and organizational structure that support reasons and evidence</p> <p>Substantial and relevant content that demonstrates a clear understanding of the purpose</p> <p>Thorough elaboration with clearly presented reasons that are consistently supported with facts and details</p> <p>Effective transitions that connect opinions and reasons</p> <p>Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Consistent control of sentence formation</p> <p>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</p> <p>Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience</p> <p>Logical order and organizational structure that support reasons and evidence</p>
3	<p>Adequate and relevant content that demonstrates an understanding of the purpose</p> <p>Sufficient elaboration with clearly presented reasons that are supported with facts and details</p> <p>Clear transitions that connect opinions and reasons</p> <p>Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Adequate control of sentence formation</p> <p>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</p> <p>Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience</p> <p>Inconsistent order and organizational structure that somewhat support reasons and evidence</p>
2	<p>Inadequate, vague content that demonstrates a weak understanding of the purpose</p> <p>Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details</p> <p>Inconsistent/limited transitions that somewhat connect opinions and reasons</p> <p>Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Inconsistent control of sentence formation</p> <p>Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</p> <p>Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience</p>
1	<p>Minimal order and organizational structure</p> <p>Minimal content that demonstrates little or no understanding of the purpose</p> <p>Undeveloped opinion with little support; may be a bare list</p> <p>Minimal transitions that may or may not connect opinions and reasons</p> <p>Ineffective formal style with little control of language*</p> <p>Minimal control of sentence formation</p> <p>Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</p>

*This bullet point does not apply at grade 3.

PSSA Grades 3 – 5 Narrative Scoring Guidelines

PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

4	<ul style="list-style-type: none"> Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters Effective narrative pattern that sequences events and provides a conclusion Thorough elaboration that effectively supports the storyline Effective use of narrative techniques to develop experiences and events Effective use of transitions Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details* Consistent control of sentence formation Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> Clearly established situation/theme that orients the reader and introduces the narrator and/or characters Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur Sufficient elaboration that supports the storyline Adequate use of narrative techniques to develop experiences and events Clear use of transitions Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details* Adequate control of sentence formation Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion Weak elaboration that somewhat supports the storyline Limited use of narrative techniques to somewhat develop experiences and events Inconsistent/limited use of transitions Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details* Inconsistent control of sentence formation Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> Minimal evidence of a situation/theme Minimal sequencing of events that may or may not establish a narrative pattern Minimal elaboration that may or may not support the storyline Minimal use of narrative techniques Minimal use of transitions Insufficient control of language (words, phrases, and sensory details)* Minimal control of sentence formation Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

PSSA Grades 3 – 5 Informative/Explanatory Scoring Guidelines

PSSA GRADES 3–5 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

4	<p>Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</p> <p>Effective order and organizational structure that develop a topic</p> <p>Substantial and relevant content that demonstrates an understanding of the purpose</p> <p>Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details</p> <p>Effective transitions that connect ideas and concepts</p> <p>Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Consistent control of sentence formation</p> <p>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</p>
3	<p>Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</p> <p>Adequate order and organizational structure that develop a topic</p> <p>Adequate and relevant content that demonstrates an understanding of the purpose</p> <p>Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details</p> <p>Clear transitions that connect ideas and concepts</p> <p>Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Adequate control of sentence formation</p> <p>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</p>
2	<p>Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</p> <p>Inconsistent order and organizational structure that somewhat develop a topic</p> <p>Inadequate, vague content that demonstrates a weak understanding of the purpose</p> <p>Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</p> <p>Inconsistent/limited transitions that somewhat connect ideas and concepts</p> <p>Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Inconsistent control of sentence formation</p> <p>Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</p>
1	<p>Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</p> <p>Minimal order and organizational structure</p> <p>Minimal content that demonstrates little or no understanding of the purpose</p> <p>Undeveloped writing with little support; may be a bare list</p> <p>Minimal transitions that may or may not connect ideas and concepts</p> <p>Ineffective formal style with little control of language*</p> <p>Minimal control of sentence formation</p> <p>Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</p>

*This bullet point does not apply at grade 3.

Digital Literacy and Computer Skills

The purpose of assessing digital literacy and computer skills is to measure introductory levels as indicated in the International Society for Technology in Education and the PA Business Computer Information Technology Standard.

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools: anecdotal records, class participation, finished projects (individual/group), homework, logs, portfolios, presentations, quizzes/tests, reports, and rubrics. **See the Curriculum Engine for additional resources.**

Scoring

At least 4-6 assessments are needed to calculate one report card grade depending upon the number of times the students receive computer lab instruction per week.

Assessment for each marking period should be based on the student engagement in the following:

- Internet safety
- Computer basics
- Keyboarding
- Word processing
- Graphic organizers
- Paint/draw
- Databases
- Spreadsheets/charts
- Presentation skills

Instructional Factors in Health

The planned instruction for Health Education is based on the Scope and Sequence developed around the national, state, and local standards for Health Education. Student progress is based on the acquisition of knowledge and skills related to health concepts. Health Education **concepts** include personal health, mental health, healthy behaviors, tobacco, alcohol and other drugs, consumer health, environmental health, nutrition, physical activity, injury prevention and disease prevention. Health Education **skills** include the ability to access accurate health information, ability to practice health enhancing behaviors, ability to analyze the influences of culture, media and technology, the ability to use interpersonal communication skills, the ability to use goal-setting and decision-making skills to enhance health and the ability to advocate for personal, family and community health. **The goal of the Health Education curriculum is to promote accurate, age-appropriate health-literacy among all children.**

Scope and Sequence

The Health Education Scope and Sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess knowledge and skills. The Scope and Sequence fully supports standards-based teaching, including multiple opportunities for project-based, interactive activities that promote wellness. The Health Education Scope and Sequence can be found on the Health and Physical Education website www.philasd.org/healthphysed/. Scope and Sequence defines the concepts to be taught throughout the school year.

Physical Education

Instructional Factors in Physical Education

The School District of Philadelphia planned instruction for Physical Education is based on the Scope and Sequence that was developed around the National, State and Local standards for Physical Education. The Physical Education standards are designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthy lifestyle. By becoming and remaining physically healthy, students will increase their chances of achieving at their highest academic potential. Student progress is based on the acquisition of knowledge and skills related to physical activity and wellness. It is critical for instructors to assess student progress in the affective, cognitive and physical domains of learning. The goal of the Physical Education curriculum is to develop positive attitudes towards healthy lifestyles, lifelong participation in physical activity and wellness activities.

Scope and Sequence

The Physical Education Scope and Sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess students' knowledge and skills. The Scope and Sequence fully supports standards based teaching and serves as a vital resource for physical education teachers as they guide students toward self-directed, independent, and cooperative learning and living consistent with real-life experiences. The Physical Education Scope and Sequence can be found on the Health and Physical Education website: www.philasd.org/healthphysed/. The Scope and Sequence defines the concepts to be taught throughout the school year.

Physical Education Instructional Strands K-12
Physical Fitness
Skills Development
Self-Confidence/Self-Reliance/Social Responsibility
Movement

The Physical Education Standards stress these four main components with an added emphasis on developing leadership, critical thinking, decision-making, teamwork skills, and application of movement concepts and principles.

Physical Education Developmental Concepts and Skills Checklist

This checklist outlines the developmental concepts and skills of the Physical Education curriculum.

Term	Standard	Content	Met (4,3)	In Progress (2)
	Physical Activity	Name fitness activities		
	Physical Activity	Name activities that promote health		
	Physical Activity	Name positive effects of participation		
	Physical Activity	Identify components of fitness		
	Physical Activity	Participate in fitness activities		
	Physical Activity	Describe and explain reasons for safety rules		
	Physical Activity	Describe the role of the team leader		
	Physical Activity	Describe cooperation		
	Physical Activity	Explain why sharing is important		
	Concepts, Principles and Strategies of Movement	Demonstrates basic movement skills: <i>runs, skips, leaps, hops and jumps</i>		
	Concepts, Principles and Strategies of Movement	Demonstrates non-movement skills: <i>bend, stretch, twist, and reach</i>		
	Concepts, Principles and Strategies of Movement	Demonstrates manipulative movements: <i>throw, catch and kick</i>		
	Concepts, Principles and Strategies of Movement	Demonstrate movement relationships: <i>over, under and beside</i>		
	Concepts, Principles and Strategies of Movement	Demonstrate combination movements: <i>locomotor and non-locomotor combinations</i>		
	Concepts, Principles and Strategies of Movement	Identify principles to improve fitness: FITT		
	Concepts, Principles and Strategies of Movement	Explain game strategies: <i>faking, dodging, passing, receiving, defending and following rules of the game</i>		

Visual Arts

Instructional Factors in Visual Arts

The primary purpose of the assessment of visual arts is to measure achievement of students in artistic expression and response, acquisition of art knowledge, skills mastered and attitudes enriched through rigorous investigation of the four major disciplines of art education: art production, art history, art criticism and aesthetics.

Teachers are to use the Core Curriculum in Art Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on an orderly learning sequence of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the infusion of the visual arts across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are performance examples that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in the visual arts.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Scoring: At least 4-6 assessments are needed to calculate one report card grade depending upon the number times the students receive art instruction per week.

Assessment for each term should be based on the student engagement in the following:

Art Production	Demonstration of technical skill using variety of media, techniques and processes Understanding and application of elements and principles
Art history and cultural contexts	Responding perceptively to works of art and artifacts from diverse cultures
Art criticism	Describing, analyzing and synthesizing to making informed judgments
Aesthetics	Reflective thinking about the meaning of art and its role in society.
Class participation	

Instructional Factors in Music

“Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening, and/or playing an instrument.”

The primary purpose of the assessment of vocal and instrumental music is to measure achievement of students in a variety of music experiences that include:

1. performing, listening/responding, and creating;
2. providing multicultural and historical perspectives of music that reflect a wide diversity of peoples, styles, and times; and
3. providing appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are to use the Core Curriculum in Music Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on a sequential order of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the integration of music across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are instructional models that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: Student performances (individual/group), portfolios, journal entries, reflective writings, rubrics, quizzes/tests, anecdotal records, reports, peer reviews, oral presentations, checklists, logs, class participation and homework.

Performance: singing, playing an instrument, movement (at least 3 performances – individual/group)
Elements & Principles: rhythm, melody, form, dynamics
Historical and Cultural Contexts
Critical Response
Aesthetic Response
Class Participation

Dance

Instructional Factors in Dance

Dance education develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication. A comprehensive education includes improvisation, technique, choreography, performance, observation and analysis.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Scoring: At least 4-6 assessments are needed to calculate one report card grade depending upon the number times the students receive art instruction per week.

Assessment for each term should be based on the student engagement in the following:

Performance	Demonstration of technical skills using variety of techniques and genres
Historical and Cultural Contexts	Identifies and interprets dance based on ancient and current cultures
Critical Response	Describing, analyzing and synthesizing to making informed judgments of dance performances
Aesthetic Response	Reflective thinking about the meaning of dance and its role in society.
Class Participation	

Theatre

Instructional Factors in Theater

“Theater Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.”

Theater encompasses all of the arts. Theater is a social art that depends on a collaborative group process, builds interpersonal collaboration skills using project-based learning.

Theater courses afford students the opportunity to present uniquely personal representations of text and ideas. It offers students complex problem-solving skills and strengthens communication and social skills. Through performing producing technical skills and script writing.

Theatre is an excellent vehicle to create school-based character education programs as well as teach students the discipline of maintaining work timelines and schedules.

Performance	Demonstration of technical skills using variety of techniques and genres
Historical and Cultural Contexts	Identifies and interprets theatre styles based on ancient and current cultural performance genres
Critical Response	Describing, analyzing and synthesizing to making informed judgments of theatrical performances
Aesthetic Response	Reflective thinking regarding the meaning of theatrical performances and its role in society.
Class Participation	

Instructional Factors in World Languages

Assessment in World Language classrooms is ongoing with teachers assessing students' communicative skills. Students are encouraged to speak in the target language whenever possible. The quality of student communication in the target language improves with consistent practice.

In World Languages, the teacher focuses on four major skill areas: Listening, Speaking, Reading, and Writing with the ultimate goal being proficiency in communication. The following assessments may be used to measure performance and achievement levels:

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice Teach and Support – Level A (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
Solving Words – 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					Maintaining Fluency – 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					Adjusting – Slow down to problem solve words and resume reading with momentum				
Locate familiar, easy high-frequency words by noticing anything about the word					Thinking Beyond the Text				
Slow down speech to assist in voice-print match					Predicting – Use knowledge of language structure to anticipate the text				
Monitoring and Correcting – 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					Making Connections – 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				
Searching for and Using Information – Read left to right across one line of print					Synthesizing – 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)					Inferring - 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					Thinking About the Text				
Use language structure and meaning to learn about print					Analyzing – Understand how the ideas in a book are related to each other				
Summarizing – Remember what the story is about during reading					Understand how the ideas in a text are related to the title				
					Critiquing – 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*

Behaviors to Notice, Teach and Support	Name: _____									
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date	
Solving Words – 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					Summarizing – 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					
Monitoring and Correcting – 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					Maintaining Fluency – 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					Adjusting – 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					Thinking Beyond the Text					
Use voice-print match to self-correct and self-monitor					Predicting - 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					
Searching for and Using Information – 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					

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level C (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
Solving Words – Recognize easy high-frequency words and simple regular words easily with support of meaning and language structure					Summarizing -Remember information to help understand the end of the story				
Locate the first and last letters of words in continuous text					Understand and talk about a simple sequence or events in the story				
Notice the beginning letter of a word, connect to a sound, and say the first sound of a word					Remember and use details when discussing a story after reading				
Use letter-sound information in coordination with meaning and language structure to solve words					Remember important information about a topic				
Say words slowly to identify first sound, connect to letter, and locate the word in a text					Maintaining Fluency- Reflect language syntax by putting words together in phrases				
Recognize 10 or more high frequency words within continuous text					Notice and use ending punctuation and reflect it in the voice				
Make connections between words by letters, sounds, or spelling patterns					Reflect understanding of words in bold by saying the word louder (in fiction texts)				
Use known words to make connections and solve words					Notice and use quotation marks and reflect dialogue with the voice				
Searching for and Using Information - Reads left to right across more than one line of print and return to the left to read the next line of print					Demonstrate appropriate stress on words in a sentence				
Integrate sources of information: making sure it makes sense, sounds right and looks right					Adjusting – Slow down to problem solve words and resume reading with momentum				
Processes texts with simple dialogue, all assigned to speakers					Thinking Beyond the Text				
Remembers and uses language patterns to help in reading text					Predicting - Use knowledge of language structure to anticipate text				
Monitoring and Correcting - Re-read to self-correct, problem-solve or confirm meaning					Make predictions using information from pictures or photographs				
Self-monitor and self-correct using meaning in text and pictures					Predict the ending of a story based on reading the beginning and the middle				
Self-monitor and self-correct using initial letters and connections to sounds					Make predictions based on personal experience and knowledge				
Use known words to self-monitor and self-correct					Make predictions based on information gained through reading				
Self-monitor and self-correct using language structure					Making Connections- Make and discuss connections between texts and reader’s personal experiences or knowledge				
					Make connections between texts that are alike in some way (topic, ending, characters)				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support – Level D (Fountas and Pinnell) <small>Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell</small>									
Behaviors to Notice, Teach and Support	Name:								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Recognize a large number of regular words and easy high-frequency words quickly with the support of the meaning and language structure					Understand and talk about a simple sequence of events or steps				
Locate the first and last letters of words in continuous text					Maintaining Fluency- Identify and read phrases as word groups				
Say words slowly to identify first sound, connect to letter, and locate the word in a text					Demonstrate appropriate stress on words in a sentence				
Take words apart by using the sounds of individual letters in words with CVC patterns					Notice and use ending punctuation and reflect it in the voice				
Recognize 20 or more high-frequency words within continuous text quickly					Reflect words in bold with the voice				
Make connections between words by letters, sounds, or spelling patterns					Notice and use quotation marks and reflect dialogue with the voice				
Searching for and Using Information – Notice details in pictures or photographs and use information to understand the text					Adjusting – Slow down to problem solve words and resume good reading rate				
Use text meaning and language structure to solve new words					Anticipate and use language patterns when available but do not depend on them				
Process text with simple dialogue and some pronouns, all assigned to speakers					Thinking Beyond Text				
Reread to search for and use information					Predicting - Use knowledge of language structure to anticipate text				
Notice, search for, remember, and discuss information that is important to understanding					Make predictions using picture information				
Monitoring and Correcting Re-read to self-correct, problem-solve or confirm meaning					Predict the ending of a story based on reading the beginning and the middle				
Self-monitor accuracy and self-correct using known words, letter-sound info, and word parts					Make predictions based on personal experience and knowledge				
Cross checks one source of information against another					Makes predictions based on information gained through reading				
Uses two or more sources of information (meaning, structure, visual) to self-monitor and self-correct					Making Connections- Make and discuss connections between texts and reader’s personal experiences or knowledge				
Use known words to problem solve					Make connections between texts that are alike in some way (topic, ending, characters)				
Summarizing -Remember information to help understand the end of the story					Recognize and apply attributes of recurring characters where relevant				
Recall and retell the important information in or events									

Thinking Beyond the Text					Thinking About the Text				
Synthesizing- Identify what the reader already knows relative to information in the text					Analyzing – 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				
Inferring- Infer and talk about the characters' feelings, motives and attributes					Critiquing – 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

Behaviors to Notice, Teach and Support – Level E (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	
Solving Words- Recognize many regular words and high frequency words quickly and easily					Summarizing – Remember information to help in understanding the end of a story or topic					
Use beginning and ending parts of words to solve them					Recall important details while reading a text					
Use sounds related to vowels to solve words					Notice a series of events in order to link them					
Use sounds related to consonants and consonant clusters to solve words					Understand a simple sequence of events or steps					
Recognize and use word parts (onsets and rimes) to solve words while reading					Remember new and important information about a topic					
Make connections between words by letters, sounds or spelling patterns					Maintaining Fluency –Demonstrate phrased, fluent oral reading					
Use what is known about a word to solve an unknown word while reading					Reflect language syntax and meaning through phrasing and expression					
Take apart many new words 'on the run'					Reflect punctuation through appropriate pausing and intonation while reading orally					
Take apart compound words to solve them					Demonstrate appropriate stress on words in a sentence					
Monitoring and Correcting Re-reads the sentence or phrase to problem-solve, self-correct or confirm					Adjusting – Slow down to problem solve and resume good rate of reading					
Use M, S, V to monitor and self-correct reading					Have expectations for reading fiction and nonfiction texts					
Use sounds related to consonants to monitor and self-correct reading					Reread to solve words or think about ideas and resume good rate of reading					
Uses known words to monitor and self-correct					Thinking Beyond Text					
Searching for and Using Information – Notice details in pictures and use information to understand the text					Predicting – Use knowledge of language structure to anticipate the text					
Process texts with simple dialogue and some pronouns, all assigned to speakers					Predict the ending of a story based on reading the beginning and middle					
Reread to search for and use information from language structure or meaning					Make predictions based on personal experiences and knowledge					
Use all sources of information together to solve new words					Make predictions based on information gained through reading					
Notice, search for, remember, and discuss information that is important to understanding					Make predictions based on information gained through reading					

Thinking Beyond Text					Thinking About the Text				
Making Connections – Make and discuss connections between texts and reader’s personal experiences					Analyzing – Recognize how the author or illustrator has created humor				
Make connections between the text and other texts that have been read or heard					Recognize whether a text is fiction or nonfiction				
Recognize and apply attributes of recurring characters where relevant					Discuss the difference between photographs and drawings				
Synthesizing – Identify what the reader already knows relative to information in the text					Recognize and discuss how print layout or features are used to reflect meaning (such as large or bold words)				
Identify new information in text or pictures					Understand that a story has a beginning, a series of events, and an end				
Acquire new information while reading a text					Recognize when the writer is presenting a sequence of events, a set of directions, or simple factual information				
Talk about what the reader already knows about a topic or character prior to reading					Understand how writers use interesting characters and situations				
Show evidence in the text of new ideas or information					Identify who is telling the story				
Understand the central message in a story					Critiquing – Share opinions about the text as a whole				
Inferring – Infer and talk about characters’ feelings, motives and attributes					Express opinions about the quality of the illustrations or photographs				
Infer and talk about causes for feelings, motives or actions					Express opinions about the information in a text				
See changes in characters across time and articulate possible reasons for development and show evidence					Make judgments about characters or events in a text				
Infer causes and effects as implied in the text and show evidence									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

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

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

Behaviors to Notice, Teach and Support – Level F (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
Solving Words 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					Maintaining Fluency – Demonstrate phrased, fluent oral reading				
Take apart many new words such as compound words, to solve them					Adjusting – 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				
Monitoring and Correcting – 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					Adjusting – 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					Thinking Beyond the Text				
Searching for and Using Information – Reread to search for and use information or confirm reading					Predicting – 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					Making Connections – 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				
Summarizing – 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					Analyzing – Understand what the writer has done to make a text surprising, funny or interesting				
Synthesizing – 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				
Inferring – 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					Critiquing – 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

Behaviors to Notice, Teach and Support – Level G (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
Solving Words - 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					Maintaining Fluency - 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					Adjusting – 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				
Searching for and Using Information -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					Thinking Beyond the Text				
Use all sources of information to solve new words					Predicting – 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				
Monitoring and Correcting - 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					Making Connections - 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				
Summarizing - Remember information to help understand the end of the story					Synthesizing -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					Thinking About the Text				
Inferring – Infer and interpret characters’ feelings, motives, and attributes					Analyzing – 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				
					Critiquing – 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) <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 Text	Date	Date	Date	Date
Solving Words - Use letter-sound relationships to solve more complex words					Summarizing - 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					Maintaining Fluency - 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				
Searching for and Using Information – 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					Adjusting – 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					Thinking Beyond the Text				
Use a table of contents to locate information in a text					Predicting – Use knowledge of language structure to anticipate text				
Monitoring and Correcting - 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									

Thinking Beyond the Text					Thinking About the Text				
Making Connections – Bring knowledge from personal experiences to the interpretation of characters or events					Analyzing – 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				
Synthesizing - 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				
Inferring - 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

Behaviors to Notice, Teach and Support – Level I (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
Solving Words - Use letter-sound relationships to solve complex words					Summarizing – 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					Maintaining Fluency -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				
Searching for and Using Information 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					Adjusting – 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					Thinking Beyond the Text				
Ask and answer questions about key details in a text					Predicting – Use knowledge of language structure to anticipate the text				
Monitoring and Correcting – 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									
Thinking Beyond the Text					Thinking About the Text				
Synthesizing - Differentiates between what is known and new information					Analyzing – 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				
Inferring – 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				
					Critiquing – 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

Reading Assessment – Level J (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		Date	Date	Date	Date
Solving Words- 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					Adjusting – 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				
Searching for and Uses Information- 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					Thinking Beyond the Text				
Uses readers tools such as table of contents, index and glossary to locate information					Predicting – 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				
Monitoring and Correcting - 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				
Summarizing - Reports episodes in the text in sequence					Making Connections - 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)				
Maintaining Fluency - Demonstrate phrased, fluent oral reading with appropriate stress on words					Synthesizing – 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				

Thinking Beyond the Text		Thinking About the Text	
Inferring – Demonstrate understandings of characters, using evidence from text to support statements		Analyzing – 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	
		Critiquing – 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

Reading Assessment – Level K (Fountas and Pinnell)

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

Reading Assessment – Level K (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
Solving Words- 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					Summarizing- 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				
Searching for and Using Information- Search for information in illustrations to support text interpretation					Maintaining Fluency- 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				
Monitoring and Correcting- Self-correct at point of error (or before overt error)					Adjusting – 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

Reading Assessment – Level L (Fountas and Pinnell)

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

Reading Assessment – Level L (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	
Solving Words - Notice new and interesting words, and actively adds them in oral or written work					Monitoring and Correcting - 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					Summarizing - 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					Maintaining Fluency Demonstrate phrased, fluent oral reading					
Searching for and Using Information - 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					Adjusting – 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

Reading Assessment – Level M (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
Solving Words – Begin to notice new and interesting words, record them, and actively add them to speaking or writing vocabulary					Monitoring and Correcting - 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					Summarizing - 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					Maintaining Fluency Demonstrate phrased, fluent oral reading				
Searching for and Using Information - 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					Adjusting – 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				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level N (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	
Solving Words – Begin to notice new and interesting words, record them, and actively add them to speaking or writing vocabulary					Monitoring and Correcting - 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					Summarizing - 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					Maintaining Fluency Demonstrate phrased, fluent oral reading					
Searching for and Using Information - 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					Adjusting – 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					
Understand how to use pictures to construct meaning in graphic text					Reread to solve words and resume normal reading rate					
Search for and talk about important information in pictures and graphics					Realize that meaning must be derived from illustrations in graphic texts					

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	
Solving Words – 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					Monitoring and Correcting – Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning					
Demonstrate knowledge of flexible ways to solve words					Summarizing - 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					Maintaining Fluency 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					
Searching for and Using Information - 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				
Thinking Within Text					Inferring – Follow multiple characters in different episodes, inferring their feelings about each other				
Adjusting –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				
Thinking Beyond the Text					Identify significant events and tell how they are related to the problem of the story or the solution				
Predicting – 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					Thinking About the Text				
Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics					Analyzing – 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)				
Making Connections – 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				
Synthesizing – 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

Reading Assessment – Level P (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
Solving Words – 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					Summarizing- 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					Maintaining Fluency 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					Adjusting –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				
Monitoring and Correcting – Continue to monitor accuracy and understanding					Slow down or reread to solve words or think about ideas				
Searching for and Using Information- 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				
Thinking Beyond the Text					Inferring – Follow multiple characters in different episodes, inferring their feelings about each other				
Predicting – 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				
Making Connections – 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					Thinking About the Text				
Make connections between the text and other texts that have been read or heard					Analyzing- Notice combined genres in hybrid texts				
Specify the nature of connections					Identify main ideas and supporting details				
Synthesizing – 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				
Synthesizing – 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

Reading Assessment – Level Q (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
Solving Words – Notice new and interesting words, and actively add them to speaking or writing vocabulary					Searching for and Using Information- 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					Summarizing- 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 words					Remember the story problem or plot, as well as important information, over a longer text in order to continue to construct meaning				

Monitoring and Correcting – 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				
Thinking Within Text					Thinking Beyond the Text				
Maintaining Fluency 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					Inferring – Follow multiple characters in different episodes, inferring their feelings about each other				
Adjusting –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				
Thinking Beyond the Text					Identify significant events and tell how they are related to the problem of the story or the solution				
Predicting – 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					Thinking About the Text				
Making Connections – Make connections between the reader’s real life experiences or feelings and people who live in diverse cultures, distant places, and different times					Analyzing- 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				
Synthesizing – Mentally form					Notice how the author or illustrator has				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level R (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
Solving Words – Notice new and interesting words, and actively add them to speaking or writing vocabulary					Searching for and Using Information- 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					Summarizing- 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 abstract ideas					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text				

Monitoring and Correcting – 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				
Thinking Within Text					Thinking Beyond the Text				
Explain how an author supports particular points in a text					Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the text				
Maintaining Fluency 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				
Adjusting –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					Inferring -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				
Thinking Beyond the Text					Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today				
Predicting – 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				
Making Connections – 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					Thinking About the Text				

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
Solving Words – Notice new and interesting words, and actively add them to speaking or writing vocabulary					Searching for and Using Information- 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					Summarizing- 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				
Thinking Within the Text					Thinking Beyond the Text				
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Make connections between characters in different texts				
Maintaining Fluency – 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				
Adjusting – Change style and pace of reading to reflect purpose					Synthesizing – 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				
Thinking Beyond the Text					Integrate information from two texts on the same topic in order to discuss or write about it				
					Draw conclusions from information				
Predicting – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts					Inferring - 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				
Making Connections - Specify the					Identify significant events and tell				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level T (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
Solving Words – 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					Summarizing- 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					Maintaining Fluency – Read dialogue with phrasing and expression that reflects understanding of characters and events				
Monitoring and Correcting – 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				
Searching for and Using Information- Search for and use information in a wide range of graphics and integrate with information from print (pictures, captions, diagrams, labels, maps, charts)					Adjusting – 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				
Thinking Within the Text					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				
Thinking Beyond the Text					Acquire new content and diverse perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places				
Predicting – 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					Inferring – 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				
Making Connections - 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				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level U (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	
Solving Words – 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					Summarizing- 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					
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Maintaining Fluency – Read dialogue with phrasing and expression that reflects thinking					
Searching for and Using Information- 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					Adjusting – 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)					Thinking Beyond the Text				
Notice detail in illustrations that provide important information									
Thinking Beyond the Text					Integrate existing content knowledge with new information from a text to consciously create new understandings				
Predicting – 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					Inferring – 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				
Making Connections - 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				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level V (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
Solving Words – 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					Summarizing- 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				
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Maintaining Fluency – Read dialogue with phrasing and expression that reflects understanding of characters and events				
Searching for and Using Information- 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					Adjusting – 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.									
Thinking Beyond the Text					Integrate existing content knowledge with new information from a text to consciously create new understandings				
Predicting – 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				
Making Connections - Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents and adolescents					Inferring – 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				
Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the text					Thinking About the Text				
Draw conclusions and find evidence to support ideas					Analyzing – 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				
Thinking About the Text					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					Critiquing – 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

Reading Assessment – Level W (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
Solving Words – 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					Summarizing- 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)				
Monitoring and Correcting – 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					Maintaining Fluency – Read dialogue with phrasing and expression that reflects understanding of characters and events				
Searching for and Using Information- 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					Adjusting – 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				
Thinking Within the Text					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				
Thinking Beyond the Text					Find evidence to support an argument				
Predicting – 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					Inferring – 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				
Making Connections - 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					Thinking About the Text				
Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the text					Analyzing – 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				
Thinking About the Text					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					Critiquing – 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,				

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level X (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		
Solving Words – 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					Summarizing- 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						
Monitoring and Correcting – 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						
Searching for and Using Information- Search for and use					Maintaining Fluency – 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)					Adjusting – Change style and pace of reading to reflect purpose				
Thinking Within the Text									
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				
Thinking Beyond the Text					Find evidence to support an argument				
Predicting – 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					Inferring – 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				
Making Connections - 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					Thinking About the Text				
Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the text					Analyzing – 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					Critiquing – 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

Reading Assessment – Level Y (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	
Solving Words – 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					Summarizing- 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					
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Maintaining Fluency – 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									
Searching for and Using Information- Search for and use information in a wide range of graphics and integrate with information from print.					Adjusting -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)					Thinking Beyond the Text				
Process long very complex sentences					Predicting - 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					Inferring – 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				
Making Connections - 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					Thinking About the Text				
Build meaning across a larger number of varied texts					Analyzing – Recognize and understand satire, parody, allegory and monologue, and their purposes and characteristics				
Synthesizing – 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					Critiquing – 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

Reading Assessment – Level Z (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	
Solving Words – 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					Summarizing- 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					
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Maintaining Fluency – 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				
Searching for and Using Information- Search for and use information in a wide range of graphics and integrate with information from print.					Adjusting -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)					Thinking Beyond the Text				
Process long very complex sentences					Predicting - 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					Inferring – 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				
Making Connections - 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)					Thinking About the Text				
Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the					Analyzing – 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					Critiquing – 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				

