

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

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

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

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

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

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

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

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

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

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

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

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

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

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