

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 Beyond the Text				Date	Date	Date	Date
Thinking Within the Text		Date	Date	Date	Date	Thinking Beyond the Text				Date	Date	Date	Date
Solving Words - Uses letter-sound relationships to solve complex words						Predicting Makes predictions based on language structure							
Demonstrates 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						Making Connections - Makes connections between characters and events based on prior knowledge							
Connects words that mean the same or almost the same, to derive meaning from the text						Recognizes and applies attributes of recurring characters where applicable							
Uses context and pictures to derive meaning of unfamiliar vocabulary						Makes and discusses connections between texts and reader's experiences, before, during and after reading							
Searching for and Using Information Uses multiple sources of information to solve words						Synthesizing - Differentiates between what is known and new information							
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						Inferring - 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							
Monitoring and Correcting Self-corrects close to the point of error						Justifies interferences with evidence from the text							
Uses multiple sources of information to monitor and self-correct using language structure and letter-sound information						Analyzing/Critiquing Recognize whether a text is fiction or non-fiction							
Uses known words to monitor and self-correct						Identifies characteristics of genres - realistic fiction, fantasy, factual, plays							
Realizes when more information is needed to understand text						Identifies a point in the story where the problem is resolved							
Summarizing - Summarizes narratives with multiple events in a story						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							
Maintaining Fluency - Demonstrates phrased, fluent oral reading													
Demonstrates awareness of the function of the full range of punctuation													
Demonstrates appropriate stress on words in a sentence													
Uses multiple sources of information (language structure, meaning) to support fluency and phrasing													
Quickly and automatically solves most words in the text													
Reads independently at an appropriate rate													

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level J (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
Solving Words Uses multiple sources of information to solve new words					Predicting Makes predictions about the solution to the problem in the story				
Uses multiple strategies to figure out new words while focusing on meaning					Uses text structure to predict the outcome of a narrative				
Analyzes words from left to right, using knowledge of sound/letter relationships					Searches for, and uses information to confirm or disconfirm predictions				
Uses known words and word parts to figure out new words					Justifies predictions using evidence				
Reads fluently, slowing down to figure out new words and then resuming fluency					Makes predictions about the character based on traits revealed by the writer				
Flexibly uses meaning, syntax and visual information to monitor reading					Making Connections Uses background knowledge to understand text before, during and after reading				
Searching for and Uses Information: Processes text with varied dialogue					Makes connections between the text and other texts read				
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					Synthesizing Demonstrates learning new content from reading				
Processes long sentences with 10 or more words					Differentiates between known and new information				
Uses chapter titles to predict content					Inferring Infers cause and effect by reading about characters and events				
Monitoring and Correcting Self-corrects errors that cause loss of meaning					Demonstrates understanding of characters using evidence from the text				
Re-reads when necessary to search for meaning and self-corrects					Infers characters feelings through reading their dialogue				
Uses multiple sources of information to monitor and self-correct					Infers causes of problems or outcomes in fiction and non-fiction				
Summarizing Reports episodes in the text in sequence					Analyzing/Critiquing 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				
Maintaining Fluency Demonstrates phrased, fluent oral reading with appropriate stress on words					Hypothesizes how characters might have behaved differently				
Demonstrates awareness of the function of punctuation									
Use multiple sources of information to support fluency									
Quickly and automatically solves most words in the text									
Reads silently at a good rate									

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

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

Reading Assessment Checklist – Behaviors to Notice, Teach and Support

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