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		Name:									
Support Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date		
					Predicting						
olving Words - Uses letter-sound relationships to			1		Makes predictions based on language structure			├			
olve complex words			+	1	Makes predictions based on knowledge of			1	1		
emonstrates flexile ways to solve words – taking it part, using meaning)		l			characters or genre Predicts the solution to the problem						
part, using meaning) emonstrates competent active word-solving while			l	1	Predicts the solution to the problem				<u> </u>		
ding at an appropriate DACE		ļ			Makes predictions based on prior knowledge						
Ises sounds related to vowels and consonants to			1	_	and information gained through reading			-	 		
olve words Recognizes and uses word parts – onset and rimes,					Uses understanding of text structure to make		1				
words while reduiting					predictions Supports predictions with evidence from the		1				
Makes connections between words by letters, sounds			Ì		tout or prior knowledge	<u> </u>					
					Searches for and uses information to confirm or	1		l			
Takes apart many new words such as compound	1				disconfirm predictions			+	+-		
wards to solve them					Making Connections - Makes connections		1				
Quickly and automatically recognizes 150 or more high frequency words within continuous text					between characters and events based on prior		1				
					knowledge Recognizes and applies attributes of recurring	1					
Connects words that mean the same or almost the					sharactors where applicable						
came to derive meaning from the text	 				Makes and discusses connections between texts	!	- [
Uses context and pictures to derive meaning or	1				and reader's experiences, before, during and						
unfamiliar vocabulary			_		after reading Synthesizing - Differentiates between what is						
Searching for and Using Information				1	known and new information				_		
Uses multiple sources of information to solve words				_	Expresses changes in ideas after reading a text			Ì			
Notices and uses graphics, such as labels and	1										
sentions for pictures, and diagrams	+		_		Demonstrates learning new content from			1			
Processes texts with split dialogue assigned to					reading Inferring - Infers causes and effects as implied				\neg		
speakers Uses a table of contents, index, glossary to locate					Inferring - Infers causes and effects as implied in the text	1					
to Compation in the text	_				Shows empathy for characters and can infer						
Notices searches for and discusses information that		l			their feelings or motivations						
is important to understanding	+				Justifies interferences with evidence from the	- I					
Monitoring and Correcting Self-corrects close to the point of error					text				_		
Uses multiple sources of information to monitor and	_	- I			Analyzing/Critiquing Recognize whether a text is fiction or non-fiction	1		1	Ì		
self-correct using language structure and letter-	- 1	ļ		l							
cound information		_			Identifies characteristics of genres - realistic	- [
Uses known words to monitor and self-correct		!	Y		Rotion fantasy factual, plays						
Realizes when more information is needed to			$\neg \neg \neg$		Identifies a point in the story where the						
developed toyt		_			problem is resolved Notices descriptive and figurative language						
Summarizing - Summarizes narratives with multiple	e							-			
ovents in a story			-+-		Recognizes and discusses how print layout or						
Understands problem and solution in a story				1	foatures are used to convey meaning				$- \mid$		
Understands and talks about a set of related ideas o	r				Notices specific writing techniques such as						
te in the ctony					question/answer Notices a writer's style	_	$\neg \vdash$				
After reading provides an oral summary of a text									-		
La annuantiato dotalle					Agrees or disagrees with the ideas in the text			1			
Remembers information or a series if events to help		1	l	1				-+-			
understand the end of the story Maintaining Fluency - Demonstrates phrased,		-+-									
dt -unl vonding				_		\dashv					
Demonstrates awareness of the function of the full			- 1	l			_		_		
								- 1			
Demonstrates appropriate stress on words in a		1									
sentence Uses multiple sources of information (language	-+-						- [
-tweeture meaning) to support fluency and DRFdSIII	g			-							
Quickly and automatically solves most words in the								_			
tout											
Reads independently at an appropriate rate	- 1		1								

Behaviors to Notice, Teach and Support Thinking Within the Text	from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell Name:										
	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 Uses known words and word parts to figure out new words					Searches for, and uses information to confirm or disconfirm predictions Justifies predictions using evidence						
Reads fluently, slowing down to figure out new words and then resuming fluency					Makes predictions about the character based on traits revealed by the writer						
Flexibly uses meaning, syntax and visual information to monitor reading					Making Connections Uses background knowledge to understand text before, during and after reading						
Searching for and Uses Information: Processes text with varied dialogue					Makes connections between the text and other texts read						
Notices and uses graphics such as labels, simple diagrams and captions					Specifies the nature of connections – topic, content, writer, genre						
Uses readers tools such as table of contents, index and glossary to locate information					Synthesizing Demonstrates learning new content from reading		-				
Processes long sentences with 10 or more words					Differentiates between known and new information						
Uses chapter titles to predict content					Inferring Infers cause and effect by reading about characters and events						
Monitoring and Correcting Self-corrects errors that cause loss of meaning					Demonstrates understanding of characters using evidence from the text						
Re-reads when necessary to search for meaning and self-corrects					Infers characters feelings through reading their dialogue						
Uses multiple sources of information to monitor and self-correct					Infers causes of problems or outcomes in fiction and non-fiction						
Summarizing Reports episodes in the text in sequence					Analyzing/Critiquing Notices aspects of genres						
Identifies important ideas in a text and reports them in an organized way Follows and remembers events in the story to					Notices aspects of a writer's style after reading several books by the same author						
understand the ending Understands the problem of a story and it's					Notices use of descriptive language						
solution Maintaining Fluency					Agrees or disagrees with ideas in the text						
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											

Support Thinking Within the Text olving Words ses multiple sources of information to rocess text smoothly connects words that mean the same or most the same to help understand text emonstrates flexible ways to solve words – rord parts, endings, prefixes olves and understands content specific rords using graphics and tools from the text inderstands longer descriptive words earching for and Using Information: ses multiple sources of information to solve ew words otices and uses graphics such as labels, lagrams, maps, charts and captions sees beyond the text in discussions and interpretations ustains problem-solving and development of meaning through a longer text read over everal days. Isses chapter titles to predict content Monitoring and Correcting self-corrects errors that cause loss of	Date	Date	Date	Date	Thinking Beyond the Text Predicting Makes predictions about the solution to	Date	Date	Date	Daka
ses multiple sources of information to rocess text smoothly connects words that mean the same or most the same to help understand text emonstrates flexible ways to solve words – rord parts, endings, prefixes colves and understands content specific rords using graphics and tools from the text inderstands longer descriptive words earching for and Using Information: ses multiple sources of information to solve ew words rotices and uses graphics such as labels, lagrams, maps, charts and captions ustains problem-solving and development for meaning through a longer text read over everal days less chapter titles to predict content forcesses longer sentences (over 15 words)					Makes predictions about the solution to				Date
ses multiple sources of information to rocess text smoothly connects words that mean the same or most the same to help understand text emonstrates flexible ways to solve words – ord parts, endings, prefixes colves and understands content specific rords using graphics and tools from the text inderstands longer descriptive words carching for and Using Information: ses multiple sources of information to solve ew words cotices and uses graphics such as labels, lagrams, maps, charts and captions coes beyond the text in discussions and interpretations ustains problem-solving and development of meaning through a longer text read over everal days considered to the predict content contents of the processes longer sentences (over 15 words).					Makes predictions about the solution to				
cocess text smoothly connects words that mean the same or most the same to help understand text emonstrates flexible ways to solve words – cord parts, endings, prefixes colves and understands content specific cords using graphics and tools from the text inderstands longer descriptive words earching for and Using Information: ses multiple sources of information to solve ew words cotices and uses graphics such as labels, lagrams, maps, charts and captions loces beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days less chapter titles to predict content frocesses longer sentences (over 15 words) 4onitoring and Correcting							l		
connects words that mean the same or most the same to help understand text emonstrates flexible ways to solve words – ord parts, endings, prefixes colves and understands content specific rords using graphics and tools from the text inderstands longer descriptive words contents and using Information: sees multiple sources of information to solve ew words cotices and uses graphics such as labels, lagrams, maps, charts and captions coes beyond the text in discussions and interpretations ustains problem-solving and development of meaning through a longer text read over everal days considered the predict content contents and correcting and Correcting					the problem in the story				1
most the same to help understand text emonstrates flexible ways to solve words – ord parts, endings, prefixes olves and understands content specific ords using graphics and tools from the text inderstands longer descriptive words earching for and Using Information: ses multiple sources of information to solve ew words otices and uses graphics such as labels, lagrams, maps, charts and captions loses beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days less chapter titles to predict content frocesses longer sentences (over 15 words) 4onitoring and Correcting				1	Uses text structure to predict the outcome				T
emonstrates flexible ways to solve words— ord parts, endings, prefixes olves and understands content specific rords using graphics and tools from the text inderstands longer descriptive words earching for and Using Information: ses multiple sources of information to solve ew words otices and uses graphics such as labels, lagrams, maps, charts and captions loses beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days less chapter titles to predict content roccesses longer sentences (over 15 words) 4onitoring and Correcting					of a narrative				
ord parts, endings, prefixes olves and understands content specific rords using graphics and tools from the text nderstands longer descriptive words earching for and Using Information: sees multiple sources of information to solve ew words otices and uses graphics such as labels, lagrams, maps, charts and captions loses beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days lsees chapter titles to predict content roccesses longer sentences (over 15 words) 4onitoring and Correcting					Makes a wide range of predictions based				
earching for and Using Information: ses multiple sources of information to solve ew words iotices and uses graphics such as labels, lagrams, maps, charts and captions loses beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days less chapter titles to predict content roccesses longer sentences (over 15 words) 40nitoring and Correcting			1		on prior knowledge, content knowledge and knowledge of texts				
earching for and Using Information: ses multiple sources of information to solve ew words iotices and uses graphics such as labels, lagrams, maps, charts and captions loses beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days less chapter titles to predict content roccesses longer sentences (over 15 words) 40nitoring and Correcting					Searches for, and uses information to			1	
earching for and Using Information: ses multiple sources of information to solve ew words otices and uses graphics such as labels, lagrams, maps, charts and captions lines beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days less chapter titles to predict content roccesses longer sentences (over 15 words) 4onitoring and Correcting					confirm or disconfirm predictions	ł	ļ	i	1
earching for and Using Information: ses multiple sources of information to solve ew words iotices and uses graphics such as labels, lagrams, maps, charts and captions lices beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days less chapter titles to predict content roccesses longer sentences (over 15 words) 4onitoring and Correcting		-	 		Justifies predictions using evidence	ļ · · · · ·		1	<u> </u>
ses multiple sources of information to solve ew words iotices and uses graphics such as labels, lagrams, maps, charts and captions loes beyond the text in discussions and interpretations ustains problem-solving and development if meaning through a longer text read over everal days lses chapter titles to predict content roccesses longer sentences (over 15 words) 40nitoring and Correcting			_						<u> </u>
otices and uses graphics such as labels, lagrams, maps, charts and captions loes beyond the text in discussions and interpretations ustains problem-solving and development of meaning through a longer text read over everal days less chapter titles to predict content processes longer sentences (over 15 words)					Makes predictions about the character based on traits revealed by the writer				
iagrams, maps, charts and captions ioes beyond the text in discussions and interpretations ustains problem-solving and development f meaning through a longer text read over everal days lses chapter titles to predict content rocesses longer sentences (over 15 words) 40nitoring and Correcting					Making Connections - Uses background				1
nterpretations ustains problem-solving and development f meaning through a longer text read over everal days lses chapter titles to predict content processes longer sentences (over 15 words)					knowledge to understand text before, during and after reading				_
nterpretations ustains problem-solving and development f meaning through a longer text read over everal days lses chapter titles to predict content processes longer sentences (over 15 words)					Makes connections between the text and		1		
ustains problem-solving and development f meaning through a longer text read over everal days lses chapter titles to predict content rocesses longer sentences (over 15 words)		ļ			other texts read				ļ
Ises chapter titles to predict content Processes longer sentences (over 15 words)					Specifies the nature of connections – topic, content, writer, genre				
rocesses longer sentences (over 15 words)				 	Cunthodizing	-		1	+
Monitoring and Correcting					Synthesizing Demonstrates learning new content from reading				
Monitoring and Correcting self-corrects errors that cause loss of					Differentiates between known and new information				
self-corrects errors that cause loss of					Inferring				l
neaning					Infers cause and effect by reading about characters and events				
Re-reads when necessary to search for					Demonstrates understanding of characters	į			
neaning and self-corrects					using evidence from the text				<u> </u>
Silently reads sections of the text					Infers characters feelings through reading their dialogue				
Self-corrects when errors detract from					Infers causes of problems or outcomes in		1		
neaning		ì	-		fiction and non-fiction				
Summarizing					Analyzing/Critiquing				
Reports episodes in the text in sequence		İ			Notices aspects of genres				
dentifies important ideas in a text and					Notices aspects of a writer's style after				1
eports them in an organized way				ļ	reading several books by the same author				
Follows and remembers events in the story ounderstand the ending					Notices use of descriptive language				
Understands the problem of a story and it's solution					Agrees or disagrees with ideas in the text				
Summarizes ideas from the text and how					Hypothesizes how characters might have behaved differently				
hey are related Maintaining Fluency		+	+ -						
Demonstrates phrased, fluent oral reading									
with appropriate stress on words Demonstrates awareness of the function of				 					
ounctuation Use multiple sources of information to			 						
support fluency Quickly and automatically solves most words									
n the text Reads silently at a good rate	 		-						

information

Behaviors to Notice, Teach and Support	ted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell Name:										
Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date		
Solving Words - Begins to notice new				-	Predicting						
and interesting words, records them and					Makes predictions about the solution to			!	İ		
actively uses them in oral or written work			· ·		the problem in the story						
Connects words that mean the same or					Uses text structure to predict the						
almost the same to help understand text					outcome of a narrative				1		
Demonstrates flexible ways to solve words			ļ		Makes a wide range of predictions based						
- word parts, endings, prefixes					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:		1		1	Makes predictions about the character						
Uses multiple sources of information to solve new words					based on traits revealed by the writer						
Notices and uses readers tools such as			T	1	Making Connections - Uses						
labels, diagrams, maps, charts and captions					background knowledge to understand text before, during and after reading						
Goes beyond the text in discussions and					Makes connections between the text and						
interpretations				İ	other texts read						
Sustains problem-solving and development					Specifies the nature of connections –						
of meaning through a longer text read over several days					topic, content, writer, genre						
Uses chapter titles to predict content					Synthesizing - Demonstrates learning new content from reading						
Processes longer sentences (over 15					Differentiates between known and new		ŀ				
words) with a series of nouns verbs and adjectives					information						
Monitoring and Correcting - Self-		İ			Demonstrates changing perspectives as						
corrects errors that cause loss of meaning					events in a story unfold						
Re-reads when necessary to search for	T				Inferring - Infers cause and effect by				Ì		
meaning and self-corrects		1	1		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					Infers characters feelings through						
searches for information while reading				İ	reading their dialogue						
Summarizing					Infers causes of problems or outcomes in			Ì			
Reports episodes in the text in sequence			1		fiction and non-fiction	ļ			4		
Identifies important ideas in a text and					Analyzing/Critiquing				1		
reports them in an organized way					Notices aspects of genres		_				
Follows and remembers events in the story					Notices aspects of a writer's style after						
to understand the ending	-				reading several books by the same author						
Understands the problem of a story and it's solution					Notices use of descriptive language						
Summarizes ideas from the text and how they are related					Agrees or disagrees with ideas in the text						
Maintaining Fluency - Use multiple sources of information to support fluency					Hypothesizes how characters might have behaved differently						
Demonstrates awareness of the function of punctuation and reads dialogue with											
expression Demonstrates phrased, fluent oral reading	-	-					-	<u> </u>	-		
with appropriate stress on words Quickly and automatically solves most	-		1	<u> </u>					-		
words in the text						-			_		
Reads silently at a good rate		1		1		1					
Slows down reading to search for	 	1		1							