

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

<b>Reading Assessment – Level M/N</b> (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
<b>Solving Words</b> - Begins to notice new and interesting words, records them and actively uses them in oral or written work					<b>Predicting</b> 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				
<b>Searching for and Using Information:</b> 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					<b>Making Connections</b> - 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					<b>Synthesizing</b> - 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				
<b>Monitoring and Correcting</b> - 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					<b>Inferring</b> - 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				
<b>Summarizing</b> 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					<b>Analyzing/Critiquing</b> 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				
<b>Maintaining Fluency</b> - 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									

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

## Reading Assessment – Level O/P (Fountas and Pinnell) - DRA – 34, 38

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

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

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

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