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Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Behaviors to Notice, Teach and Support	led 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		<u> </u>	İ		Predicting						
and interesting words, records them and					Makes predictions about the solution to	i	Ì				
actively uses them in oral or written work			· ·		the problem in the story						
Connects words that mean the same or			İ		Uses text structure to predict the			1			
almost the same to help understand text					outcome of a narrative						
Demonstrates flexible ways to solve words					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			-	1	Searches for, and uses information to		1				
words using graphics and tools from the text		!			confirm or disconfirm predictions						
Solves words with 2 or 3 syllables and					Justifies predictions using evidence						
longer descriptive words				1	- Castanata promote and a				ì		
Searching for and Using Information:		<u> </u>	1		Makes predictions about the character						
Uses multiple sources of information to		ł			based on traits revealed by the writer						
solve new words	ļ			1							
Notices and uses readers tools such as	 	+	 	1	Making Connections - Uses	T					
labels, diagrams, maps, charts and					background knowledge to understand				ļ		
labels, diagrams, maps, charts and					text before, during and after reading				-		
captions		-	+	-	Makes connections between the text and			-	+		
Goes beyond the text in discussions and					other texts read	ì					
interpretations	ļ		-		Specifies the nature of connections –		-				
Sustains problem-solving and development									1		
of meaning through a longer text read over					topic, content, writer, genre						
several days			ļ <u> </u>		5 II I B I I I I I I I I I I I I I I I I	-					
Uses chapter titles to predict content					Synthesizing - Demonstrates learning new content from reading						
Processes longer sentences (over 15					Differentiates between known and new						
words) with a series of nouns verbs and					information						
adjectives								-			
Monitoring and Correcting - Self-					Demonstrates changing perspectives as						
corrects errors that cause loss of meaning					events in a story unfold						
Re-reads when necessary to search for					Inferring - Infers cause and effect by						
meaning and self-corrects			l		reading about characters and events						
Silently reads sections of the text					Demonstrates understanding of	i	!				
	1				characters using evidence from the text						
Constantly checks on understanding or					Infers characters feelings through						
searches for information while reading					reading their dialogue						
Summarizing	-	-			Infers causes of problems or outcomes in						
Reports episodes in the text in sequence					fiction and non-fiction						
Identifies important ideas in a text and					Analyzing/Critiquing						
reports them in an organized way			1		Notices aspects of genres	1					
Follows and remembers events in the story	-			1	Notices aspects of a writer's style after						
to understand the ending					reading several books by the same	1					
to dilucistand the chang	ł	.			author						
Understands the problem of a story and it's		- 	<u> </u>		Notices use of descriptive language *						
solution	i				(totages ass of descriptive language						
Summarizes ideas from the text and how	1 -	-	+		Agrees or disagrees with ideas in the text						
they are related					, greed of disagreed that ideas in the text			ļ	1		
Maintaining Fluency - Use multiple	 		 	1	Hypothesizes how characters might have	1					
sources of information to support fluency					behaved differently				-		
Demonstrates awareness of the function of	 			-	Sanaraa amaranaj	1	1	1	1		
punctuation and reads dialogue with											
expression	 	-					+	-	_		
Demonstrates phrased, fluent oral reading	1					1					
with appropriate stress on words		-	J			 					
Quickly and automatically solves most			1								
words in the text											
Reads silently at a good rate	_		1	ŀ				- [
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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		
Solving Words - Notices new and					Predicting						
interesting words, records them and					Uses text structure to predict the outcome of a narrative						
actively uses them in oral or written work			ļ	-	Makes a wide range of predictions based				 		
Understands connotative (secondary) meaning of words					on prior knowledge, content knowledge and knowledge of texts						
Demonstrates flexible ways to solve words			1		Searches for, and uses information to confirm or disconfirm predictions						
word parts, endings, prefixes Solves and understands content specific words using graphics and tools from the tout					Justifies predictions using evidence						
Solves words with 2 or 3 syllables and					Makes predictions about the character based on traits revealed by the writer	-					
longer descriptive words Solves difficult words using background					Making Connections - Uses background						
knowledge					knowledge to understand text before, during and after reading						
Searching for and Using Information Processes texts that have many lines of					Makes connections between the text and other texts read						
print of the page		 	-	ļ <u>. </u>	Makes connections between real life		-		-		
Forms implicit questions and searches for answers while reading					experiences and people who live in diverse cultures						
Goes beyond the text in discussions and		 			Interprets characters and events that are						
interpretations					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		-	-	 	Synthesizing	<u> </u>					
tools such as, illustrations, maps, charts, captions, table of contents, index, glossary,					Demonstrates learning new content from reading						
headings Processes many long sentences (over 15 words) with a series of nouns verbs and					Differentiates between known and new information						
adjectives — — — — — — — — — — — — — — — — — — —					Mentally forms categories of related	-			1		
Monitoring and Correcting Continues to monitor accuracy and understanding, self-correcting when errors					information and revises when new information is read						
detract from meaning Summarizing	 	-	<u> </u>		Expresses changes in ideas or opinions						
Identifies and understands related idea organized into categories				!	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					Inferring - 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						
Maintaining Fluency Demonstrates phrased, fluent oral reading					Infers cause and effect by reading about characters and following their dialogues						
with appropriate stress on words Demonstrates awareness of the function of punctuation and reads dialogue with expression		-			and events Infers causes of problems or outcomes in fiction and non-fiction		-				
Uses multiple sources of information to					Analyzing/Critiquing Notices combined genres in hybrid texts						
support fluency					Notices aspects of a writer's style after	+-			1		
					reading several books by the same author Notices use of descriptive language,						
	 				dialogue, layout Agrees or disagrees with ideas in the text		-		+		

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Behaviors to Notice, Teach	ted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell Name:										
and Support Thinking Within the Text	Date	Date	Date	Date	Thinking Beyond the Text	Date	Date	Date	Date		
	Dute	-	-		Predicting - Makes a wide range of						
Solving Words - Notices new and					predictions based on prior knowledge,						
interesting words, records them and			1		content and text knowledge				ì		
actively uses them in oral or written work		-		+	Searches for, and uses information to						
Understands connotative (secondary)					confirm or disconfirm predictions						
meaning of words		 		-	Justifies predictions using evidence	 					
Demonstrates flexible ways to solve words – word parts, endings, prefixes					,	<u> </u>					
Solves and understands content specific	!		1		Changes predictions as new information						
words using graphics & tools from the text					is gathered from reading		-		-		
Solves multi-syllable words with more than		İ			Making Connections - Uses		1		1		
3 syllables and longer descriptive words					background knowledge to understand text before, during and after reading				_		
Solves difficult and technical words using					Makes connections between the text and						
background knowledge and graphics in the text	:				other texts read						
Identifies words with multiple meanings	†				Makes connections between real life						
and discusses deeper meanings of words					experiences and people who live in diverse cultures						
Searching for and Using Information		+			Uses knowledge from one text to help						
Processes text that have many lines of					understand reading in new texts						
print of the page	<u> </u>		-		Specifies the nature of connections –						
Forms implicit questions and searches for									1		
answers while reading	ļ				topic, content, writer, genre		-	-	+-		
Goes beyond the text in discussions and	1				Synthesizing - Demonstrates learning						
interpretations					new content from reading		-		_		
Sustains problem-solving and development		İ			Incorporates new knowledge when				į		
of meaning through a longer text read				i	reading chapters or short stories						
over several days											
Searches for information using readers				İ	Mentally forms categories of related				i		
tools such as, illustrations, maps, charts,					information an revises when new		-				
captions, table of contents, index, glossary,					information is read						
headings						ļ	_				
Processes many long sentences (over 15					Expresses changes in ideas or opinions				1		
words) with a series of nouns verbs and					after reading and can justify their ideas	ļ			ı		
adjectives											
Monitoring and Correcting					Demonstrates changing perspectives as						
Continues to monitor accuracy and	İ				events in a story unfold				-		
understanding, self-correcting when errors											
detract from meaning				İ							
Summarizing	<u> </u>				Inferring - Infers cause and effect by						
Identifies and understands related ideas	1				reading about characters and following						
organized into categories					their dialogues and events						
Summarizes longer narrative texts with					Demonstrates understanding of multiple			ŀ			
multiple episodes either orally or in writing					characters and complex plots using	1					
multiple episodes ettiler ordiny of in writing			1		evidence from the text		1				
Follows and remembers events and the		-			Speculates on alternative meanings that						
problem in the story over a longer text to					the text might have				1		
understand the ending					the text magnetical						
understand the ending	-		_		Infers causes of problems or outcomes in						
Maintaining Fluency Demonstrates phrased, fluent oral reading	1				fiction and non-fiction	İ		l			
Demonstrates phrased, ment oral reading			1		Today and Horr Hoder	-	İ				
with appropriate stress on words	-	-			Analyzing/Critiquing	1					
Demonstrates awareness of the function of					Notices combined genres in hybrid texts			1			
punctuation and reads dialogue with					Houses combined genics in hybrid texts	1	1				
expression					Notices aspects of a writer's style after			-			
Uses multiple sources of information to					roading govern backs by the same						
support fluency					reading several books by the same						
					author	+	+ $-$				
					Notices use of descriptive language,				1		
					dialogue, layout		_				
					Agrees or disagrees with ideas in the tex	t			- 1		