

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

<b>Behaviors to Notice Teach and Support – Level A/B</b> (Fountas and Pinnell) - DRA 1/2- - NYC ECLAS – 2 <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 known word(s) in text.					<b>Predicting</b> - Uses knowledge of language structure to anticipate text				
Analyzes words from left to right, using knowledge of sound/letter relationships					Makes predictions based on information in pictures				
Recognizes a few high frequency words					Predicts the ending of a story based on reading the beginning and the middle of the story				
Locates easy high frequency words in the text					Makes predictions based on prior knowledge and experiences				
<b>Searching for and Using Information</b> - Matches spoken word with printed word					<b>Making Connections</b> - Talks about own experiences in relation to the text				
Moves from left to right when reading					Makes connections between similar texts/topics				
Searches for and uses information in pictures.					Identifies recurring characters where applicable				
Uses oral language in combination with pointing					<b>Synthesizing</b> - Identifies new information in text/pictures				
Uses the language structure to learn about the print					Talks about what the reader already knows relative to information in the text				
Asks questions to clarify meaning or get information					<b>Inferring</b> Talks about characters' feelings				
<b>Monitoring and Correcting</b> Uses word-by-word matching					Talks about pictures, and interprets ideas from them				
Uses prior knowledge to self-correct and self-monitor					<b>Analyzing/Critiquing</b> Understands how the ideas in a book are related to each other				
Uses known words to self-monitor and self-correct					Understands how the ideas in a text are related to a title				
Re-reads to self-correct errors or confirm meaning					Shares opinions about books and illustrations				
Begins to crosscheck one kind of information against another to monitor and self-correct reading									
<b>Summarizing</b> - Remembers what the story is about during reading									
Remembers important information from the text									
Remembers information to help understand the end of the story									
<b>Maintaining Fluency</b> Notifies and uses end punctuation and reflects it in voice									
Points to words and reads at a steady rate without long pauses									

## 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									