Behaviors to No	otice	Teach	and		ort – Level A (Fountas and Pinnell)				
					Learning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach	Nam								
and Support	Dota	Dete	Dete	Dete		Dete	Dete	Dete	Date
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Recognize most					Remember information to help in				
words quickly with the support of					understanding the end of a story				
meaning and language structure									
Say a word and predict its first letter					Remember important information about				
before locating it		-	-		the topic				
Say a word slowly to hear and identify					Maintaining Fluency – Point crisply				
the first sound and connect to a letter					and read at a steady rate slow enough				
					to match voice print but without long pauses				
Recognize a few easy high-frequency					Notice and use end punctuation and				
words such as <i>the, to my, is are</i>					reflect it in voice				
Locate easy high-frequency words in a					Adjusting – Slow down to problem				
text					solve words and resume reading with				
					momentum				
Locate familiar, easy high-frequency									
words by noticing anything about the					Thinking Beyond the Text				
word Slow down speech to assist in voice-					Predicting – Use knowledge of				
print match					language structure to anticipate the				
print materi					text				
Monitoring and Correcting –					Make predictions based on information				
Reread the sentence to problem solve,					in the pictures				
self-correct, or confirm									
Reread to search for/use information					Predict the ending of a story based on				
from language or meaning					reading the beginning and middle				
Self-monitor and self-correct using					Make predictions based on personal				
language structure					experiences and knowledge				
Use voice-print match to self-monitor					Making Connections – Talk about				
and self-correct					own experiences and knowledge in				
					relation to the text				
Show evidence of close attention to					Make connections between texts on the				
print Use known words to self-monitor and		-	-		same topic or with the same content  Identify recurring characters or settings				
self-correct					when applicable				
Searching for and Using					Synthesizing – Talk about what the				
Information – Read left to right					reader already knows relative to text				
across one line of print					information				
Match one spoken word with one					Identify new information in text or				
printed word (1:1)					pictures				
Use oral language in combination with					Inferring - Talk about characters'				
pointing, matching voice with words					feelings				1
on the page (indicated by crisp									1
pointing)		1	+		Talls about the pictures was alies				-
Search for information in the print and pictures or photographs					Talk about the pictures, revealing interpretations of a problem or of				
pictures or priotographs					characters' feelings				1
Reread to search for information		+		+	Thinking About the Text				
Use language structure and meaning		+		+	Analyzing – Understand how the ideas				
to learn about print					in a book are related to each other				1
Summarizing – Remember what the					Understand how the ideas in a text are				
story is about during reading					related to the title				
					Critiquing – Share opinions about a				1
					text and illustrations				

Deliaviors to it	otice	Teach	and	Suppo	rt — Level B (Fountas and Pinnell)				
			tinuum o	f Literacy Le	arning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam	e:							
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Recognize most					Search for and use information in print				
words quickly with the support of					(letters and sounds, known words)				
meaning and language structure									
Use the first letter of a word in					Ask questions to clarify meaning or get				
connection with meaning or language					information				
syntax to solve it									
Say a word slowly to hear and identify					Search for and use information in				
the first sound and connect to a letter					pictures and language				
Recognize a few easy high-frequency					Reread to search for and use				
words such as the, to my, is are, me,					information from pictures or language				
in, it, here, look, and									
Locate high-frequency words in a text					Remember and use language patterns				
					to help in reading a text				
Locate familiar, easy high-frequency					<b>Summarizing</b> – Remember what the				
words by noticing anything about the					story is about during reading				
word					Demonstration to hole in				
Slow down speech to assist in voice-					Remember information to help in				
print match Use knowledge of syllables to help in					understanding the end of a story Discuss the text after reading,				
voice-print match					remembering important information or				
voice-print materi					details of a story				
Monitoring and Correcting –					Remember details while reading				
Reread the sentence to problem solve,					Tremember details wille redailing				
self-correct, or confirm									
Use the first letters of words (and					Maintaining Fluency – Point and				
elated sounds) to monitor and self-					read at a steady rate slow enough to				
correct					match but without long pauses				
Use prior knowledge to monitor and					Notice and use ending punctuation and				
self-correct					reflect it in the voice				
Self-monitor and self-correct using					Adjusting – Slow down too problem				
language structure					solve words and resume reading with				
Begin to cross-check one kind of					momentum				
information against another to									
monitor and self-correct reading (for									
example, meaning with visual									
information)									
Self-monitor and self-correct using					Thinking Beyond the Text				
meaning in text and pictures									
Use voice-print match to self-correct					<b>Predicting</b> - Use knowledge of				
and self-monitor					language structure to anticipate the				
					text				
Show evidence of close attention to					Make predictions based on information				
print					in the pictures				<del>                                     </del>
Use known words to self-correct and self-monitor					Predict the ending of a story based on reading the beginning and middle				
Searching for and Using					Make predictions using language		<del>                                     </del>		
Information – Read left to right					structure				
across more than one line of print					Stracture C				
Return to the left to read the next line					Make predictions based on personal				
of print					experiences and knowledge				

Match one spoken word with one printed word			
Thinking Beyond the Text	Thinking About the Text		
Making Connections – Discuss personal experiences and knowledge in relation to the text	Analyzing — Understand how the ideas in a book are related to each other		
Make connections between texts on the same topic or with the same content	Realize stories have a beginning and end		
Identify recurring characters or setting when applicable	Understand how the ideas in a book are related to each other		
Synthesizing – Identify what the reader already knows relative to information in the text, prior to reading	Understand how the ideas in a text are related to the title		
Identify new information in text or pictures or photographs	Critiquing – Share opinions about books		
Inferring – Understand characters' feelings and reveal through talk or drawing	Share opinions about illustrations		
Understand the pictures reveal interpretation of a problem or of characters' feelings			

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					Support — Level C (Fountas and Pearning Grades K-8 Fountas and Pinnell	innell)			
Behaviors to Notice, Teach	Name		шпиит ој 1	ынгасу L	earning Grades K-o Fountas and Finnett				
and Support		<b>-</b> 1							
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Recognize easy	<u> </u>			+	Summarizing -Remember				
high-frequency words and simple					information to help understand the				
regular words easily with support of					end of the story				
meaning and language structure									
Locate the first and last letters of					Understand and talk about a simple				
words in continuous text					sequence or events in the story				
Notice the beginning letter of a					Remember and use details when				
word, connect to a sound, and say					discussing a story after reading				
the first sound of a word									
Use letter-sound information in					Remember important information				
coordination with meaning and					about a topic				
language structure to solve words					-				
Say words slowly to identify first					Maintaining Fluency- Reflect				
sound, connect to letter, and locate					language syntax by putting words				
the word in a text					together in phrases				
Recognize 10 or more high					Notice and use ending punctuation				
frequency words within continuous					and reflect it in the voice				
text				1					
Make connections between words					Reflect understanding of words in				
by letters, sounds, or spelling					bold by saying the word louder (in				
patterns					fiction texts)				
Use known words to make					Notice and use quotation marks and				
connections and solve words					reflect dialogue with the voice				
Searching for and Using					Demonstrate appropriate stress on				
<b>Information -</b> Reads left to right					words in a sentence				
across more than one line of print									
and return to the left to read the									
next line of print  Integrate sources of information:					Adjusting – Slow down to problem				
making sure it makes sense, sounds					solve words and resume reading with				
right and looks right					momentum				
Processes texts with simple									
dialogue, all assigned to speakers					Thinking Beyond the Text				
Remembers and uses language					Predicting - Use knowledge of				
patterns to help in reading text					language structure to anticipate text				
Monitoring and Correcting -	1			+	Make predictions using information				
Re-read to self-correct, problem-					from pictures or photographs				
solve or confirm meaning					pictal as of priotographs				
Self-monitor and self-correct using				1	Predict the ending of a story based on				
meaning in text and pictures					reading the beginning and the middle				
Self-monitor and self-correct using	1	1		1	Make predictions based on personal				
initial letters and connections to					experience and knowledge				
sounds									
Use known words to self-monitor					Make predictions based on				
and self-correct	<u> </u>		<u>l</u>		information gained through reading			L	
Self-monitor and self-correct using					Making Connections- Make and				
language structure					discuss connections between texts				
					and reader's personal experiences or				
					knowledge				
					Make connections between texts that				
					are alike in some way (topic, ending,				
				1	characters)				ļ

Thinking Beyond the Text	
Synthesizing- Identify what the	Analyzing – Notice and point out
reader already knows relative to	connections between text and
information in the text	pictures or photographs
Identify new information in text or	Realize stories have a beginning and
	an end
pictures or photographs  Remember new information for	Understand how the ideas in a text
	are related to the title
discussion	1.0.10.0000 10.000
Talk about what the reader already	Critiquing – Share opinions about
knows about a topic or character	the text as a whole (beginning,
prior to and after reading	characters, ending)
Critiquing – Share opinions about	Share opinions about illustrations or
the text as a whole (beginning,	photographs
characters, ending)	
Share opinions about illustrations or	
photographs	
Analyzing – Notice and point out	
connections between text and	
pictures or photographs	
Realize stories have a beginning	
and an end	
Understand how the ideas in a text	
are related to the title	
Critiquing – Share opinions about	
the text as a whole (beginning,	
characters, ending)	
Share opinions about illustrations or	
photographs	
Inferring- Talk about characters'	
against another	
Show evidence in the print or	
pictures to support inference	

Rehaviore	to No	tice '			Support – Level D (Fountas and P				
					Learning Grades K-8 Fountas and Pinnell	inneii)			
Behaviors to Notice, Teach	Name				<u></u>				
and Support									
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Recognize a					Understand and talk about a simple				
large number of regular words and					sequence of events or steps				
easy high-frequency words quickly									
with the support of the meaning									
and language structure									
Locate the first and last letters of					Maintaining Fluency- Identify and				
words in continuous text					read phrases as word groups				
Say words slowly to identify first					Demonstrate appropriate stress on				
sound, connect to letter, and locate					words in a sentence				
the word in a text									
Take words apart by using the					Notice and use ending punctuation				
sounds of individual letters in words					and reflect it in the voice				
with CVC patterns									
Recognize 20 or more high-					Reflect words in bold with the voice				
frequency words within continuous									
text quickly									
Make connections between words					Notice and use quotation marks and				
by letters, sounds, or spelling					reflect dialogue with the voice				
patterns									
Searching for and Using					<b>Adjusting</b> – Slow down to problem				
Information — Notice details in					solve words and resume good reading				
pictures or photographs and use					rate				
information to understand the text									
Use text meaning and language					Anticipate and use language patterns				
structure to solve new words					when available but do not depend on				
					them				
Process text with simple dialogue									
and some pronouns, all assigned to					Thinking Beyond Text				
speakers									
Reread to search for and use					<b>Predicting -</b> Use knowledge of				
information					language structure to anticipate text				
Notice, search for, remember, and					Make predictions using picture				
discuss information that is					information				
important to understanding									
Monitoring and Correcting					Predict the ending of a story based on				
Re-read to self-correct, problem-					reading the beginning and the middle				
solve or confirm meaning		1			Mala andistina hand as some				
Self-monitor accuracy and self-					Make predictions based on personal				
correct using known words, letter- sound info, and word parts					experience and knowledge				
Cross checks one source of		-			Makes predictions based on				
information against another	1	+	+		information gained through reading	1		1	
Uses two or more sources of					Making Connections- Make and				
information (meaning, structure, visual) to self-monitor and self-					discuss connections between texts				
correct					and reader's personal experiences or knowledge				
Use known words to problem solve		1	+		Make connections between texts that	1		1	
ose known words to problem solve									
					are alike in some way (topic, ending, characters)				
Summarizing -Remember		+	+		Recognize and apply attributes of	1		1	
					recurring characters where relevant				
information to help understand the end of the story					recurring characters where relevant				
Recall and retell the important		1	+			1		1	
information in or events									
וווטווומנוטוו ווו טו פעפוונג		1				1	<u> </u>	1	<u> </u>

Thinking Beyond the Text	Thinking About the Text
<b>Synthesizing-</b> Identify what the reader already knows relative to information in the text	Analyzing — Notice how the writer has made a story funny or surprising
Identify new information in text or pictures	Identify and appreciate humor in a text
Acquire and report new information from text	Notice and comment on the connections between the print and the pictures
Talk about what the reader already knows about a topic or character prior to reading	Understand that a story has a beginning, a series of events, and an end
Show evidence in the text of new ideas or information	Understand and discuss how writers use interesting characters and situations
Inferring- Infer and talk about the characters' feelings, motives and attributes	Critiquing – Share opinions about the text as a whole (beginning, characters, ending)
Show evidence in the print or pictures to support inference	Share opinions about illustrations or photographs
	Identify the text type as fiction or informational
	Understand and discuss how writers use interesting characters and situations

A	dapted fr	om The C	ontinuum	of Literacy	Support — Level E (Fountas and Learning Grades K-8 Fountas and Pinnell	Pinnel	)					
Behaviors to Notice, Teach and Support	Nam	Name:										
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date			
Solving Words- Recognize many					Summarizing – Remember							
regular words and high frequency					information to help in understanding							
words quickly and easily					the end of a story or topic							
Use beginning and ending parts of					Recall important details while reading							
words to solve them					a text							
Use sounds related to vowels to					Notice a series of events in order to							
solve words												
					link them							
Use sounds related to consonants					Understand a simple sequence of							
and consonant clusters to solve					events or steps							
words												
Recognize and use word parts					Remember new and important							
(onsets and rimes) to solve words					information about a topic							
while reading					·							
Make connections between words					Maintaining Fluency –Demonstrate							
by letters, sounds or spelling					phrased, fluent oral reading							
patterns					principal fraction of all reading							
Use what is known about a word to					Reflect language syntax and meaning							
solve an unknown word while					through phrasing and expression							
					unrough phrasing and expression							
reading					5 6							
Take apart many new words 'on the					Reflect punctuation through							
run'					appropriate pausing and intonation							
					while reading orally							
Take apart compound words to					Demonstrate appropriate stress on							
solve them					words in a sentence							
Monitoring and Correcting					<b>Adjusting</b> – Slow down to problem							
Re-reads the sentence or phrase to					solve and resume good rate of							
problem-solve, self-correct or					reading							
confirm												
Use M, S, V to monitor and self-					Have expectations for reading fiction							
correct reading					and nonfiction texts							
Use sounds related to consonants to					Reread to solve words or think about							
monitor and self-correct reading					ideas and resume good rate of							
monitor and sen-correct reading					reading							
Uses known words to monitor and					reading							
self-correct					Thinking Beyond Text							
Constitute Constitution					Donatication of the language of							
Searching for and Using					<b>Predicting</b> – Use knowledge of							
Information — Notice details in					language structure to anticipate the							
pictures and use information to					text							
understand the text												
Process texts with simple dialogue		1			Predict the ending of a story based on							
and some pronouns, all assigned to				1	reading the beginning and middle							
speakers				1								
Reread to search for and use					Make predictions based on personal							
information from language structure				1	experiences and knowledge							
or meaning				1								
Use all sources of information		+	+		Make predictions based on			<u> </u>				
together to solve new words				1	information gained through reading							
		+	+			1		-	1			
Notice, search for, remember, and		1			Make predictions based on							
discuss information that is important to understanding				1	information gained through reading							
important to lindoretanding	1	i		1		1	1	1	1			

Thinking Beyond Text	Thinking About the Text	
Making Connections – Make and	Analyzing – Recognize how the	
discuss connections between texts	author or illustrator has created	
and reader's personal experiences	humor	
Make connections between the text	Recognize whether a text is fiction or	
and other texts that have been read	nonfiction	
or heard		
Recognize and apply attributes of	Discuss the difference between	
recurring characters where relevant	photographs and drawings	
Synthesizing – Identify what the	Recognize and discuss how print	
reader already knows relative to	layout or features are used to reflect	
information in the text	meaning (such as large or bold	
	words)	
Identify new information in text or	Understand that a story has a	
pictures	beginning, a series of events, and an	
	end	
Acquire new information while	Recognize when the writer is	
reading a text	presenting a sequence of events, a	
	set of directions, or simple factual	
	information	
Talk about what the reader already	Understand how writers use	
knows about a topic or character	interesting characters and situations	
prior to reading		
Show evidence in the text of new	Identify who is telling the story	
ideas or information		
Understand the central message in	Critiquing – Share opinions about	
a story	the text as a whole	
Inferring – Infer and talk about	Express opinions about the quality of	
characters' feelings, motives and	the illustrations or photographs	
attributes		
Infer and talk about causes for	Express opinions about the	
feelings, motives or actions	information in a text	
See changes in characters across	Make judgments about characters or	
time and articulate possible reasons	events in a text	
for development and show evidence		
Infer causes and effects as implied		
in the text and show evidence		

					Support — Level F (Fountas and Pire Learning Grades K-8 Fountas and Pinnell	nell)			
Behaviors to Notice, Teach	Name			,	and I mich				
and Support Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words					Notice a series of events in order to link				
Recognize most words quickly					Notice a series of events in order to link				
Remove the endings from base					Understand a simple sequence of events				
words to solve new words					Understand a simple sequence of events				
Use letter-sound analysis from left to	1				or steps Provide an oral summary with				
right to read new word					appropriate details in sequence				
Recognize and uses word parts –					Identify and talk about important				
onset and rimes, consonant clusters					information about a topic or story				
to solve words while reading					Information about a topic of story				
Make connections between words by					Maintaining Fluency – Demonstrate				
letters, sounds or spelling patterns					phrased, fluent oral reading				
Take apart many new words such as					Adjusting – Slow down or repeat to				
compound words, to solve them					think about the meaning of the text and				
compound words, to solve them					resume normal speed				
Recognize 50 or more high					Reflect language syntax and meaning				
frequency words					through phrasing and expression				
Use M, S, V information in a					Reflect punctuation through appropriate				
coordinated way to solve words					pausing and intonation while reading				
coordinated way to solve words					orally				
Monitoring and Correcting - Self-					Demonstrate appropriate stress on				
correct closer to the point of error					words in a sentence				
Reread a phrase to problem solve,					Adjusting – Slow down or repeat to				
self-correct or confirm					think about the meaning of the text and				
Self-correct of committee					resume normal speed				
Use letter-sound relationships and					Have expectations for reading realistic				
word parts to monitor and self-					fiction, simple animal fantasy, simple				
correct reading					traditional tales, and informational texts				
Use M, S, V information to self-					Reread to solve words or think about				
monitor and self-correct					ideas and resume good rate of reading				
Use known words to self-monitor and	1				Thinking Beyond the Text				
self-correct					Thinking beyond the Text				
Searching for and Using					<b>Predicting</b> – Use knowledge of				
<b>Information</b> – Reread to search for					language structure to anticipate text				
and use information or confirm					language structure to underpute text				
reading									
Use all sources of information					Makes predictions based on knowledge				
together to solve words while					gained through reading				
reading									
Use simple organizational features					Predicts the ending of a story based on				
(titles and headings)					reading the beginning and the middle				
Notice and use readers' tools, such					Makes predictions based on prior				
as table of contents, where					knowledge				
applicable									
Process texts with simple dialogue	1	1			Makes predictions based on knowledge				
and some pronouns					of characters or type of story				
Search for specific facts in	1	1	1	1	Making Connections – Make and				
informational texts					discuss connections between texts and				
					reader's personal experiences				
Notice, search for, remember, and	1	1	1	1	Recognize and apply attributes of				
discuss information that is important					recurring characters where relevant				
Summarizing – Remember	1	1			Make connections between the text and				
information to help in understanding					other texts that have been read or				
	1	1				1	•	1	1

Thinking Beyond the Text	Thinking About the Text	
Use specific examples to support	Analyzing – Understand what the	
thinking	writer has done to make a text	
Courth a status a Discuss suits	surprising, funny or interesting	
<b>Synthesizing</b> – Discuss prior knowledge of content before reading	Recognize whether a text is fiction or nonfiction	
Identify new information in text or pictures	Recognize whether a text is realistic fiction or fantasy	
Notice and acquire new information while reading a text	Recognize an informational text by its features	
Show evidence from the text to indicate new ideas or information	Recognize and discuss how print layout or features are used to reflect meaning	
Inferring – Infer and discuss characters' feelings, motives and attributes	Understand that a story has a beginning, a series of events, and an end	
Interpret causes for feelings, motives, actions	Identify chronological sequence where applicable	
Show empathy for characters and infer their feelings and motivations	Notice how the writer has selected interesting information for factual texts	
Show evidence in the print or pictures to support inferences	Critiquing – Share opinions about the text as a whole	
Infer causes and effects as implied in the text	Express opinions about a text and state reasons	
	Express opinions about the quality of the illustrations	
	Express opinions about the information in a text	
	Make judgments about characters or events in a text	

					Support — Level G (Fountas and I Learning Grades K-8 Fountas and Pinnell	Pinnell)			
Behaviors to Notice, Teach and Support	Nam		ntinuum of	Literacy	Learning Grades K-8 Fountas and Pinneli				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words - Recognize most					Understand and talks about a simple				
words quickly and easily					sequence or events in the story				
Remove the endings from base					Provide an oral summary of a text with				
words to solve new words					appropriate details in sequence				
Use letter clusters (blends and					Follow and reflect in discussion,				
diagraphs) to solve words					multiple events in a story				
Use left-to-right letter/sound					Maintaining Fluency - Demonstrate				
analysis to read a word					phrased, fluent oral reading				
Use sounds related to vowels and					Reflect language syntax and meaning				
consonants to solve words					through phrasing and expression				
Take apart many new words such as					Reflect punctuation through				
compound words, to solve them					appropriate pausing and intonation				
					while reading orally				
Quickly and automatically recognizes					Demonstrate appropriate stress on				
75 or more high frequency words					words in a sentence				
Connect words that mean the same					Adjusting – Slow down or repeat to				
or almost the same, to derive					think about the meaning of the text				
meaning from the text					and resume normal speed				
Use content and pictures to derive					Have expectations for reading realistic				
meaning of unfamiliar vocabulary					fiction, simple animal fantasy, simple				
					traditional tales, and informational texts				
Searching for and Using					Reread to solve words or think about				
Information -Notice and uses					ideas and resume good rate of reading				
labels for pictures									
Process texts with split dialogue and some pronouns					Thinking Beyond the Text				
Use all sources of information to					Predicting – Use knowledge of				
solve new words					language structure to anticipate text				
Use simple organizational features					Predict the ending based on reading				
(titles and headings)					the beginning and middle				
Notice and use readers' tools such					Make predictions based on personal				
as table of contents where					experiences and knowledge				
applicable									
Searches for specific facts in					Make predictions based on information				
informational texts					gained through reading				
Monitoring and Correcting - Self-					Make predictions based on knowledge				
correct close to the point of error					of characters or type of text				
Re-read to problem solve, self-					Support predictions with evidence from				
correct or confirm M, S, V					the text or prior knowledge	<u> </u>	<u> </u>		
Use relationships between sounds					Making Connections - Make				
and letters, and letter clusters to					connections between similar				
monitor accuracy					texts/topics		ļ	<u> </u>	1
Use known words to monitor and					Make and discuss connections between				
self-correct					texts and reader's experiences		ļ	<u> </u>	1
Realize when more information is					Recognize and apply attributes of				
needed to understand text	1			-	recurring characters where applicable	ļ	ļ	1	1
Summarizing - Remember					<b>Synthesizing</b> -Relates content of the				
information to help understand the					text to what is already known				
end of the story	1				1 1 10	ļ	ļ	1	1
Identify and remember the					Identify new information from simple				
important information from a factual					informational texts and incorporate into				
text	]			1	personal knowledge			1	

Identify new information from simple informational texts and incorporate into personal knowledge	Thinking About the Text
Inferring – Infer and interpret characters' feelings, motives, and attributes	Analyzing — Identify what the writer has done to make a text surprising, funny, or interesting
Infer causes for feelings, motives, or actions	Recognize whether a text is fiction or nonfiction
Show empathy for characters	Identify characteristics of genres
Use and interpret information from pictures or photographs without depending on them to construct meaning	Notice how writers or illustrators use layout and print features for emphasis
Infer causes and effects as implied in the text	Identify parts of a text
Justify inferences with evidence from the text	Notice writer's use of specific words to convey meaning
	Identifies a point in the story where the problem is resolved
	Discuss whether a story (fiction) could be true and tell why
	Critiquing – Share opinions about the text as a whole
	Express opinions about the quality of a text
	Express opinions about the quality of illustrations or photographs
	Agree or disagree with the ideas in a text
	Make judgments about characters or events in a text

Behaviors to Notice, Teach and Support	Nan	1e:							
Thinking Within the Text	Date	Date	Date	Date	Thinking Within Text	Date	Date	Date	Date
Solving Words - Use letter-sound					Summarizing - Remember				
relationships to solve more complex					information to help understand the				
words					end of the story				
Demonstrate flexible ways to solve words					Demonstrate understanding of				
- taking it apart, using meaning					sequence when summarizing a text				
Demonstrate competent active word-					Identify and understand a set of				
solving while reading at a good pace					related ideas in a text				
Use sounds related to vowels and					Summarize narratives with multiple				
consonants to solve words					episodes as part of the same plot				
Recognize and uses word parts – onset					Provide an oral summary with				
and rimes, consonant clusters to solve					appropriate details in sequence after				
words while reading					reading				
Make connections between words by					Recount the most important				
letter sounds or spelling patterns					information from a text				
Take apart many new words such as		1	-		Maintaining Fluency -				
compound words, to solve them					Demonstrate phrased, fluent oral				
0. inline and a described by the control of the cont		1			reading				
Quickly and automatically recognizes 100					Reflect language syntax and				
or more high frequency words within					meaning through phrasing and				
continuous text					expression (including dialogue)				
Connect words that mean the same or					Demonstrate awareness of the				
almost the same, to derive meaning from					function of the full range of				
the text					punctuation				
Use context and pictures to derive					Demonstrate appropriate stress on				
meaning of unfamiliar vocabulary					words to reflect meaning				
Searching for and Using Information					Use multiple sources of information				
<ul> <li>Use multiple sources of information</li> </ul>					(language structure, meaning) to				
together to solve words					support fluency and phrasing				
Use some simple graphics, labeled					Adjusting – Slow down or repeat to				
pictures, that add information to the text					think about the meaning of the text				
Process texts with split dialogue, all					Have expectations for reading				
assigned to speakers					various types of text				
Use a table of contents to locate					Reread to solve and think				
information in the text									
Notice, search for and discuss information					Thinking Beyond the Text				
that is important to understanding					Timiking Beyond the Text				
Use a table of contents to locate					Predicting – Use knowledge of				
information in a text					language structure to anticipate text				
Monitoring and Correcting -					Use understanding of text structure				
Self-corrects close to the point of error					to make predictions				
Re-read (at the phrase or word) to	<del>                                     </del>	+	<del>                                     </del>	<del>                                     </del>	Make predictions based on prior	<del>                                     </del>		1	+
problem solve, self-correct or confirm					knowledge and information gained				
when needed but less frequently than in					through reading				
previous levels					a nough reading				
Use multiple sources of information to		1	1		Make predictions based on			1	1
monitor and self-correct using language									
structure and letter-sound information					knowledge of characters or type of story				
	-	-	<del>                                     </del>	-		-		+	-
Use known words to monitor and self-					Support predictions with evidence				
correct	-	1	-	-	from the text or prior knowledge	-	-		1
Realize when more information is needed									
to understand text			<u> </u>						1

Thinking Beyond the Text	Thinking About the Text	
Making Connections – Bring	Analyzing – Understand what the	
knowledge from personal experiences to	writer has done to make a text	
the interpretation of characters or events	surprising, funny or interesting	
Bring prior knowledge to the	Discuss characteristics of genres	
understanding of a text before, during		
and after reading		
Make connections between the text and	Differentiate between informational	
other texts that have been read or heard	and fiction texts	
Recognize and apply attributes of	Understand, talk about, write, or	
recurring characters or settings where	draw when a writer has used	
relevant	description or compare and contrast	
Synthesizing - Differentiate between	Notice and discuss how writers or	
what is known and new information	illustrators use layout and print	
	features for emphasis	
Identify new information and incorporate	Identify parts of a text	
it into present understandings		
Demonstrate learning new content from	Notice writer's use of specific words	
reading	to convey meaning	
Inferring - Show empathy for characters	Identify a point in the story when	
and infer their feelings or motivations	the problem is resolved	
Interpret and talk about causes for	Discuss whether a story could be	
feelings, motives or actions	true and tell why	
Use and interpret information from		
pictures without depending on them to		
construct meaning derived from reading		
words		
Justify inferences with evidence from the		
text		

letters, sounds or spelling patterns  Take apart many new words such as compound words, to solve them  Quickly and automatically recognizes 150 or more high frequency words within continuous text  Connect words that mean the same or almost the same, to derive meaning from the text  Use context and pictures to derive meaning of unfamiliar vocabulary  Searching for and Using Information  Use multiple sources of information together to solve words  Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned	Date	Date	Thinking Within the Text  Summarizing — Follow and remember a series of events over longer text in order to understand the ending  Report episodes in a text in the order they happened  Identify and understand a set of related ideas in a text  Summarize a longer narrative text with multiple episodes  Identify important ideas in a text and report them in an organized way, either orally or in writing  Understand the problem of a story and its solution  Maintaining Fluency-Demonstrate phrased, fluent oral reading  Demonstrate awareness of the	Date	Date	Date	Date
Demonstrate flexible ways to solve words (taking it apart, using meaning) Demonstrate competent active word- solving while reading at a good pace Use sounds related to vowels and consonants to solve words Recognize and use word parts – onset and rimes, consonant clusters to solve words while reading Make connections between words by letters, sounds or spelling patterns Take apart many new words such as compound words, to solve them Quickly and automatically recognizes 150 or more high frequency words within continuous text Connect words that mean the same or almost the same, to derive meaning from the text Use context and pictures to derive meaning of unfamiliar vocabulary  Searching for and Using Information Use multiple sources of information together to solve words Notice and use graphics such as labels and captions for pictures and diagrams Process texts with split dialogue assigned to speakers Use a table of contents, index, glossary			Summarizing – Follow and remember a series of events over longer text in order to understand the ending Report episodes in a text in the order they happened Identify and understand a set of related ideas in a text Summarize a longer narrative text with multiple episodes Identify important ideas in a text and report them in an organized way, either orally or in writing Understand the problem of a story and its solution Maintaining Fluency-Demonstrate phrased, fluent oral reading				
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Take apart many new words such as compound words, to solve them  Quickly and automatically recognizes 150 or more high frequency words within continuous text  Connect words that mean the same or almost the same, to derive meaning from the text  Use context and pictures to derive meaning of unfamiliar vocabulary  Searching for and Using Information  Use multiple sources of information together to solve words  Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary			phrased, fluent oral reading				
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almost the same, to derive meaning from the text  Use context and pictures to derive meaning of unfamiliar vocabulary  Searching for and Using Information  Use multiple sources of information together to solve words  Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary		_	punctuation				
Use context and pictures to derive meaning of unfamiliar vocabulary  Searching for and Using Information Use multiple sources of information together to solve words  Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary			Demonstrate appropriate stress on				
Use context and pictures to derive meaning of unfamiliar vocabulary  Searching for and Using Information Use multiple sources of information together to solve words  Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary			words to reflect meaning				
Searching for and Using Information Use multiple sources of information together to solve words Notice and use graphics such as labels and captions for pictures and diagrams Process texts with split dialogue assigned to speakers Use a table of contents, index, glossary			g and a second				
Searching for and Using Information Use multiple sources of information together to solve words Notice and use graphics such as labels and captions for pictures and diagrams Process texts with split dialogue assigned to speakers Use a table of contents, index, glossary			Use multiple sources of information				
Searching for and Using Information Use multiple sources of information together to solve words Notice and use graphics such as labels and captions for pictures and diagrams Process texts with split dialogue assigned to speakers Use a table of contents, index, glossary			(language structure, meaning) to				
Use multiple sources of information together to solve words  Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary			support fluency and phrasing				
Use multiple sources of information together to solve words  Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary			Quickly and automatically solves				
Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary			most words in the text				
Notice and use graphics such as labels and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary							
and captions for pictures and diagrams  Process texts with split dialogue assigned to speakers  Use a table of contents, index, glossary			Adjusting – Slow down to search				
Process texts with split dialogue assigned to speakers Use a table of contents, index, glossary							
to speakers Use a table of contents, index, glossary			Demonstrate different ways of				
Use a table of contents, index, glossary			reading a variety of text				
			Reread to solve words and think				
			about ideas				
Notice, search for and discuss							
information that is important to			Thinking Beyond the Text				
understanding			3 1,1 1 1 1				
Ask and answer questions about key			<b>Predicting</b> – Use knowledge of				
details in a text			language structure to anticipate the				
			text				
							L
Monitoring and Correcting – Self-			Use text structure to predict outcome				
correct at point of error			of a narrative			<u>L</u>	L
Use multiple sources of information to			Make predictions based on				
monitor and self-correct using M, S, V			knowledge of characters or genre	<u></u>			
Use known words to monitor and self-			Make predictions about the solution				
correct			to the problem of a story				
Realize when more information is needed		1	Search for and use information to				
to understand text  Reread to confirm word solving by			confirm or disconfirm predictions  Justify predictions using evidence				

checking other sources of information	
Thinking Beyond the Text	Thinking About the Text
Synthesizing - Differentiates between what is known and new information	Analyzing— Notice some characteristics of genre (for example, traditional language, literary language, descriptive language)
Express changes in ideas after reading a text	Understand and talk about when a writer has used underlying structures (description, compare and contrast, temporal sequence, problem and solution)
Demonstrate learning new content from reading	Identify and differentiate between informational and fiction texts
Identify the message or moral of the story	Notice the relationship between illustrations and text
Inferring — Infer and discuss characters' feelings and motivations through reading their dialogue	Notice how writers or illustrators use layout and print features for emphasis
Demonstrate understandings of characters, using evidence from text to support statements	Notice and speculates why the writer has selected information to present in particular ways (photograph, caption, boxes, pictures)
Infer cause and effect in influencing characters' feelings or underlying motives	Identifies a point in the story where a problem is resolved
	Discuss whether a story could be true and tell why
	Critiquing – Express opinions about the quality of a text or illustration
	Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning
	Hypothesize how characters could have behaved differently
	Judge the text as to whether it is interesting, humorous, or exciting and specify why
	Agree or disagree with the ideas in a text and give reasons

					evel J (Fountas and Pinnell) Carning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nan		un oj Lu	crucy Ex	anning Oraces K of Founds and Functi				
Thinking Within the Text	Date	Date	Date	Date	1	Date	Date	Date	Date
Solving Words- Uses multiple sources of					Lica multiple courses of information to		2000		
information to solve new words					Use multiple sources of information to				
					support fluency				
Uses multiple strategies to figure out new					Quickly and automatically solves most words in the text				
words while focusing on meaning									
Analyzes words from left to right, using					Reads silently at a good rate				
knowledge of sound/letter relationships									
Uses known words and word parts to figure out new words					<b>Adjusting</b> – Slow down to search for information and resume normal pace of reading again				
Reads fluently, slowing down to figure out new words and then resuming fluency					Demonstrate different ways of reading fiction and nonfiction texts				
Flexibly uses meaning, syntax and visual					Demonstrate adjustment of reading for				
information to monitor reading					simple biographies				
Searching for and Uses Information-					Reread to solve words or think about				
Processes text with varied dialogue					ideas and resume good rate of reading				
Notices and uses graphics such as labels, simple diagrams and captions					Thinking Beyond the Text				
Uses readers tools such as table of					<b>Predicting</b> – Use text structure to				
contents, index and glossary to locate information					predict the outcome of a narrative				
Processes long sentences with 10 or more					Make predictions about the solution to				
words					the problem of a story				
Uses chapter titles to predict content					Make predictions based on personal				
obes chapter titles to product content					experiences, content knowledge, and				
					knowledge of similar texts				
Monitoring and Correcting - Self-					Search for and use information to				
correct errors that cause loss of meaning					confirm or disconfirm predictions				
Re-read when necessary to search for					Justify predictions using specific				
meaning and self-corrects					evidence				
Use multiple sources of information to					Predict what characters will do based				
monitor and self-correct					on the traits revealed by the writer				
<b>Summarizing -</b> Reports episodes in the					Making Connections - Bring				
text in sequence					knowledge from personal experiences to the interpretation of characters and events				
Identify important ideas in a text and					Bring background knowledge to the				
reports them in an organized way					understanding of a text before, during and after reading				
Follow and remember events in the story					Make connections between the text and				
to understand the ending					other texts that have been read or heard				
Understands the problem of a story and it's solution					Specify the nature of connections (topic, content, type of story, writer)				
Maintaining Fluency - Demonstrate					Synthesizing – Differentiate between				
phrased, fluent oral reading with appropriate stress on words					what is known and new information				
Demonstrate awareness of the function of punctuation					Demonstrate learning new content from reading				
ринсивион					Express changes in ideas after reading text				

Thinking Beyond the Text	Thinking About the Text	
Inferring – Demonstrate understandings of characters, using evidence from text to support statements	Analyzing – Notice aspects of genres	
Infer characters' feelings and motivations through reading their dialogue	Understand when a writer has used underlying structures (description, compare/contrast, temporal sequence, problem/solution)	
Infer and discuss understanding of characters' feelings and motivations	Notice how pictures are used to communicate meaning in illustrated texts	
Infer cause and effect in influencing characters' feelings or underlying motives	Notice the way a writer assigns dialogue	
Infer and discuss what characters are like from what they say and do	Notice aspects of a writer's style after reading several texts by the author	
Infer causes of problems or of outcomes in fiction and nonfiction texts	Notice specific writing techniques (for example, question and answer format)	
	Notice descriptive language and discuss how it adds enjoyment or understanding	
	Identify a point in the story when the problem is resolved	
	Notice and discuss how the writer of a graphic novel has communicated meaning through illustrations and print	
	Critiquing – Express opinions about the quality of a text or illustrations	
	Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning	
	Notice the quality of illustrations or graphics	
	Agree or disagree with the information or ideas in a text	
	Hypothesize how characters could have behaved differently	
	Judge the text as to whether it is interesting, humorous, or exciting, and specify why	

					<b>evel K</b> (Fountas and Pinnell)  arning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		itim of Li	seracy <u>L</u> e					
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words- Consistent use of					Realize when more information is				
multiple sources of information in					needed to understand a text				
solving new words									
Connect words that mean the same or					Summarizing- Follow and				
almost the same to help in					remember a series of events over a				
understanding a text and acquiring new					longer text in order to understand the				
vocabulary					ending				
Demonstrate flexible ways to solve					Report episodes in a text in the order				
words – word parts, endings, prefixes					they happened				
Break down a longer word into syllables					Summarize ideas from a text and tell				
in order to decode manageable units					how they are related				
Solve words of 2 or 3 syllables, many					Summarize a longer narrative text				
words with inflectional endings and					with multiple episodes				
complex letter-sound relationships									
Solve content specific words using					Identify important ideas in a text and				
graphics and definitions embedded in					report them in an organized way,				
the text					either orally or in writing				
Use context to derive meaning of new					Understand the problem of a story				
words					and its solution				
Understand longer descriptive words					Understand how to use pictures to				
					construct meaning in graphic texts				
Demonstrate competent, active word					Identify the main topic of a multi-				
solving while reading at a good pace-					paragraph text as well as the focus of				
less overt problem solving					an individual paragraph				
Searching for and Using									
Information - Search for information in					Maintaining Fluency- Demonstrate				
illustrations to support text					phrased, fluent oral reading with				
interpretation					appropriate stress on words				
Search for information in graphics					Read dialogue with phrasing and				
					expression that reflects				
					understanding of characters and				
				1	events				
Use chapter titles as to foreshadow					Demonstrate awareness of the				
content					function of the full range of				
					punctuation				
Use readers' tools (table of contents,					Use multiple sources of information				
headings, captions, glossary, sidebars,					(language structure, meaning, fast				
electronic menus, and author's notes)					word recognition) to support fluency				
					and phrasing				
Process long sentences (15 or more					Reads silently at a good rate				
words) with embedded clauses			1	-	Color mark manda i ili i i i i i i i i				
Process a wide range of dialogue, some				1	Solve most words in the text quickly				
unassigned	1			1	and automatically to support fluency			<u> </u>	
Monitoring and Correcting- Self-					Adjusting – Slow down to search for				
correct at point of error (or before overt					information and resume normal pace				
error) Self-correct when errors detract from	-	<b> </b>	<del>                                     </del>	-	of reading		-	-	
					Demonstrate different ways of				
the meaning of the text Self-correct information when it does		-	+	-	reading fiction and nonfiction  Reread to solve words or think about		-	-	
not reflect the meaning					ideas and resume good rate of reading				

Use multiple sources of information to monitor and self-correct		
Thinking Beyond the Text	Thinking About the Text	
Predicting – Understand and use text structure to predict the outcome of a	Analyzing – Notice and discuss aspects of genres	
narrative		
Make predictions about the solution to the problem of the story	Understand and identify when a writer has used underlying	
Make predictions based on personal	organizational structures  Compare and contrast 2 or more	
experiences, content knowledge, and knowledge of similar texts	versions of the same story by different authors or from different cultures	
Search for and use information to confirm or disconfirm predictions	Notice variety in layout	
Justify predictions using evidence	Notice how pictures are used to communicate meaning in illustrated texts	
Predict what characters will do based	Notice and discuss that way an	
on the traits revealed by the writer  Making Connections – Bring	author assigns dialogue  Notice aspects of a writer's style after	
knowledge from personal experiences to the interpretation of characters and events	reading several texts by the author	
Bring background knowledge to the understanding of a text before, during and after reading	Notice specific writing techniques	
Make connections between the text and other texts that have been read or heard	Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text	
Specify the nature of connections (topic, content, type of story, writer)	Notice descriptive language and discuss how it adds to enjoyment or understanding	
<b>Synthesizing</b> – Differentiate between what is known and new information	Understand the relationship between the setting and the plot of a story	
Demonstrate learning new content from reading	Identify a point in the story when the problem is resolved	
Express changes in ideas after reading a text	Notice and discuss how the writer of a graphic novel has communicated meaning through illustrations and print	
Inferring –Demonstrate through talk or writing understandings of characters, using evidence from text to support statements	Critiquing – Express opinions about the quality of a text	
Infer and discuss characters' feelings and motivations through reading their dialogue	Discuss the quality of illustrations or graphics	
Infer and discuss what characters are like from what they say or do	Agree or disagree with the ideas in a text	
Infer cause and effect in influencing characters' feelings or underlying motives	Hypothesize how characters could have behaved differently	
Infer the big ideas or message (theme) of a text	Judge the text as to whether it is interesting, humorous or exciting and specify why	
Infer causes of problems or of outcomes in fiction and nonfiction texts		

					Level L (Fountas and Pinnell) Learning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		Time of	<u> Literatey 1</u>	Jackson Colonial and Colonial a				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words - Notice new and					Monitoring and Correcting - Self-				
interesting words, and actively adds					correct when errors detract from the				
them in oral or written work					meaning of the text				
Connect words that mean the same or					Realize when more information is				
almost the same to help understand					needed to understand a text				
text and acquire new vocabulary					Tiecaca to anacistana a text				
Demonstrate flexible ways to solve					Self-correct intonation when it does				
words – word parts, endings, prefixes					not reflect the meaning when reading				
words word parts, charigs, prefixes					aloud				
Solve content specific words, using					Use multiple sources of information to				
graphics and definitions embedded in					monitor and self-correct				
the text					monitor and sen-correct				
Solve words with 2 or 3 syllables,	<b>-</b>	1		1	Summarizing- Follow and remember		<del> </del>	1	+
many words with inflectional endings					a series of events over a longer text				
and complex letter-sound relationships					in order to understand the ending				
Recognize multiple meanings of words					Summarize ideas from a text and tell				
Recognize multiple meanings of words									
Her contact to device magning of nour					how they are related				
Use context to derive meaning of new					Summarize a longer narrative text				
words					with multiple episodes, reporting				
					events in the order they happened				
Understand longer descriptive words					Identify important ideas in a text and				
					report them in an organized way,				
					either orally or in writing				
Demonstrate competent, active word					Understand the problem and solution				
solving while reading at a good pace					of a story				
Derive meaning of words from					Maintaining Fluency Demonstrate				
graphics					phrased, fluent oral reading				
Searching for and Using					Read dialogue with phrasing and				
<b>Information-</b> Use multiple sources of					expression that reflects understanding				
information to solve new words					of characters and events				
Search for information in illustrations					Demonstrate awareness of the				
to support text interpretation					function of the full range of				
					punctuation				
Search for information in graphics					Demonstrate appropriate stress on				
					words, pausing and phrasing,				
					intonation, and use of punctuation				
Use chapter titles and section					Use multiple sources of information to				
headings as to foreshadow context					support fluency and phrasing				
Uses readers' tools to gather					Quickly and automatically solve most				
information					words in the text in a way that				
					supports fluency				
Processes longer sentences (over 15					Read silently and orally at an				
words) with embedded clauses	L		<u>L</u>		appropriate rate		<u>L</u>		L
Processes sentences with a series of					<b>Adjusting</b> – Slow down to search for				
nouns, verbs or adverbs					information or think about ideas				
Process a wide range of dialogue,					Demonstrate different ways of				
some unassigned					reading fiction and nonfiction				
Follow a sequence of actions from					Reread to solve words and resume	İ	İ		
graphics					normal reading rate				
Search for and talk about important			1		Realize that illustrations carry a great	<u> </u>			

information in pictures and graphics	deal of meaning in a graphic text	
The state of the graphics	dear of meaning in a graphic text	
Thinking Beyond the Text	Thinking About the Text	
<b>Predicting</b> –Use text structure to predict the outcome of a narrative	Analyzing – Notice and discuss aspects of genres	
Make predictions about the solution to	Understand a writer's use of	
the problem in a story	underlying organizational structures	
Make a wide range of predictions	Demonstrate the ability to identify	
based on personal experiences,	how a text is organized (diagram or	
content knowledge, and knowledge of	talk)	
similar texts		
Search for and use information to	Identify important aspects of	
confirm or disconfirm predictions	illustrations (design related to the	
Justify predictions using evidence	meaning of the text)  Notice variety in layout	
Predict what characters will do based	Notice how characters respond to	
on the traits revealed by the writer	important events and challenges and	
Making Connections – Bring	explain why  Notice the way a writer assigns	
knowledge from personal experiences	dialogue	
to the interpretation of characters and	l dialogue	
events		
Bring background knowledge to the	Notice aspects of a writer's style after	
understanding of a text before, during	reading several texts by the same	
and after reading	author	
Make connections between the text	Notice specific writing techniques	
and other texts that have been read or heard		
Specify the nature of connections	Notice and interpret figurative	
opes, and matarity of commissions	language and discuss how it adds to	
	the meaning or enjoyment of text	
Synthesizing – Differentiate between	Notice descriptive language and	
what is known and new information	discuss how it adds to enjoyment or	
	understanding	
Demonstrate learning new content	Understand the relationship between	
from reading  Express changes in ideas after reading	the setting and the plot of a story  Identify a point in the story when the	
a text	problem is resolved	
Inferring – Demonstrate understandings	Identify the author's explicitly stated	
of characters, using evidence from text	purpose	
Infer characters' feelings and motivations	Notice and discuss how the writer of a	
through reading their dialogue	graphic text has communicated	
	meaning through illustrations and	
Show understanding of characters and	print Criticaling State enining shout a	
their traits	Critiquing –State opinions about a text and provide evidence to support	
	them	
Infer cause and effect in influencing	Discuss the quality of illustrations or	
characters' feelings or underlying motives	graphics	
Infer the big ideas or message (theme) of	Hypothesize how characters could	
a text	have behaved differently	
Infer causes of problems or of outcomes in	Judge the text as to whether it is	
fiction and nonfiction texts	interesting, humorous, or exciting,	
Infer setting, character's traits and feelings,	and specify why	
and plot from illustrations in graphic texts		
Use evidence from the text to support		
thinking		

					Level M (Fountas and Pinnell) Learning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam				0 -				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Begin to notice					Monitoring and Correcting - Self-				
new and interesting words, record					correct when errors detract from the				
them, and actively add them to					meaning of the text				
speaking or writing vocabulary					j i j j i j i j i j i j i j i j i j i j				
Connect words that mean the same or					When reading aloud, self-correct				
almost the same to help understand					intonation when it does not reflect the				
text and acquire new vocabulary					meaning				
Demonstrate flexible ways to solve		1		1	Consistently check on understanding				
words – word parts, endings, prefixes					and search for information when				
moras mora paras, enamigo, prenixes					meaning breaks down				
Solve content specific words, using					Uses multiple sources of information				
graphics and definitions embedded in					to monitor and self-correct				
the text					to monitor and sen correct				
Solve words with 2 or 3 syllables,		†		†	Summarizing- Follow and remember				
many words with inflectional endings					a series of events over a longer text				
and complex letter-sound relationships					in order to understand the ending				
Use the context of a sentence,					Summarize ideas from a text and tell				
paragraph, or whole text to determine					how they are related				
the meaning of a word					now they are related				
Understand words with multiple					Summarize a longer narrative text				
meanings					with multiple episodes, reporting				
meanings					events in the order they happened				
Understand longer descriptive words					Identify important ideas in a text and				
onderstand longer descriptive words					report them in an organized way,				
					either orally or in writing				
Demonstrate competent, active word					Understand the problem and solution				
solving while reading at a good pace					of a story				
Derive meaning of words from					Maintaining Fluency Demonstrate				
graphics					phrased, fluent oral reading				
Searching for and Using					Read dialogue with phrasing and				
<b>Information-</b> Use multiple sources of					expression that reflects understanding				
information to solve new words					of characters and events				
Search for information in illustrations					Demonstrate awareness of the				
to support text interpretation					function of the full range of				
to support text interpretation					punctuation				
Search for information in graphics					Demonstrate appropriate stress on				
Scarci for information in grapines					words, pausing and phrasing,				
					intonation, and use of punctuation				
Use chapter titles and section		<u> </u>		<u> </u>	Use multiple sources of information to				
headings as to foreshadow context					support fluency and phrasing				
Uses readers' tools to gather		+	1	+	Quickly and automatically solve most			+	
information					words in the text in a way that				
mornation					supports fluency				
Process longer sentences (over 15		+	<del>                                     </del>	+	Read silently and orally at an			+	+
words) with embedded clauses					appropriate rate				
Process sentences with a series of		+	1	+	Adjusting – Slow down to search for			+	
nouns, verbs or adverbs					information or think about ideas				
Process a wide range of dialogue,	1	+	1	+	Demonstrate different ways of			1	
some unassigned					reading fiction and nonfiction				
some unassigned		1	1	1	reading fiction and fiornicuon		<u> </u>		

Understand how to use pictures to	Reread to solve words and resume	
construct meaning in graphic text	normal reading rate	
Search for and talk about important	Realize that meaning must be derived	
information in pictures and graphics	from illustrations in graphic texts	
Thinking Beyond the Text	Thinking About the Text	
<b>Predicting</b> –Use text structure to	Analyzing – Notice aspects of genres	
predict the outcome of a narrative		
Make predictions about the solution to	Understand when a writer has used	
the problem in a story	underlying organizational structures	
Make a wide range of predictions	Demonstrate the ability to identify	
based on personal experiences,	how a text is organized (diagram or	
content knowledge, and knowledge of similar texts	talk)	
Search for and use information to	Identify important aspects of	
confirm or disconfirm predictions	illustrations (design related to the	
committee disconnini predictions	meaning of the text)	
Justify predictions using evidence	Notice variety in layout	
Predict what characters will do based	Describe the problem of a story	
on the traits revealed by the writer	National Income and the control of t	<del>                                     </del>
Making Connections – Bring knowledge from personal experiences	Notice the way a writer assigns	
to the interpretation of characters and	dialogue	
events		
Bring background content knowledge	Notice aspects of a writer's style after	
to the understanding of a text before,	reading several texts by the same	
during and after reading	author	
Make connections between the text	Notice specific writing techniques	
and other texts that have been read or	Trouse specific writing commiques	
heard		
Specify the nature of connections	Notice and interpret figurative	
	language and discuss how it adds to	
	the meaning or enjoyment of text	
<b>Synthesizing</b> – Differentiate between	Notice descriptive language and	
what is known and new information	discuss how it adds to enjoyment or	
	understanding	
Demonstrate learning new content	Understand the relationship between	
from reading	the setting and the plot of a story	
Expresses changes in ideas after	Identify a point in the story when the	
reading a text	problem is resolved	
Inferring – Demonstrate understandings of characters, using evidence from text to	Identify the author's explicitly stated	
support statements	purpose	
Infer characters' feelings and motivations	Notice and discuss how the writer of a	
through reading their dialogue	graphic text has communicated	
	meaning through illustrations and	
	print	
Generate or react to alternative	Critiquing –State opinions about a	
understandings of text	text and provide evidence to support	
	them	
Infer cause and effect in influencing characters' feelings or underlying motives	Discuss the quality of illustrations or	
, ,	graphics	
Infer the big ideas or message (theme) of a text	Hypothesize how characters could	
Infer causes of problems or of outcomes in	have behaved differently  Judge the text as to whether it is	<del>                                     </del>
fiction and nonfiction texts	interesting, humorous, or exciting,	
	and specify why	
Infer setting, character's traits and feelings,	and specify willy	<del>                                     </del>
and plot from illustrations in graphic texts		<u> </u>
Identify significant events and tell how they		
are related to the problem of the story or		
the solution		

Support all thinking with evidence from the					
text					

					Level N (Fountas and Pinnell) Learning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		v	·	V				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Begin to notice					Monitoring and Correcting - Self-				
new and interesting words, record					correct when errors detract from the				
them, and actively add them to					meaning of the text				
speaking or writing vocabulary					Incarming of the text				
Connect words that mean the same or					When reading aloud, self-correct				
almost the same to help understand					intonation when it does not reflect the				
text and acquire new vocabulary					meaning				
Demonstrate flexible ways to solve					Consistently check on understanding				
words – word parts, endings, prefixes					and search for information when				
					meaning breaks down				
Solve content specific words, using					Use multiple sources of information to				
graphics and definitions embedded in					monitor and self-correct				
the text									
Solve words with 2 or 3 syllables,					<b>Summarizing-</b> Follow and remember				
many words with inflectional endings					a series of events over a longer text				
and complex letter-sound relationships					in order to understand the ending				
Use the context of a sentence,					Summarize ideas from a text and tell				
paragraph, or whole text to determine					how they are related				
the meaning of a word					·				
Understand words with multiple					Summarize a longer narrative text				
meanings					with multiple episodes, reporting				
3.					events in the order they happened				
Understand longer descriptive words				1	Identify important ideas in a text and				
onderstand for ger descriptive from as					report them in an organized way,				
					either orally or in writing				
Demonstrate competent, active word					Understand the problem and solution				
solving while reading at a good pace					of a story				
Derive meaning of words from					Maintaining Fluency Demonstrate				
graphics					phrased, fluent oral reading				
Searching for and Using					Read dialogue with phrasing and				
<b>Information-</b> Use multiple sources of					expression that reflects understanding				
information to solve new words					of characters and events				
		-		-					
Search for information in illustrations					Demonstrate awareness of the				
to support text interpretation					function of the full range of				
					punctuation				-
Search for information in graphics					Demonstrate appropriate stress on				
					words, pausing and phrasing,				
					intonation, and use of punctuation				
Use chapter titles and section					Use multiple sources of information to				
headings as to foreshadow context			<u> </u>		support fluency and phrasing				
Use readers' tools to gather	1	1		1	Quickly and automatically solve most		I		
information					words in the text in a way that				
	<u> </u>			<u> </u>	supports fluency				
Process longer sentences (over 15					Read silently and orally at an				
words) with embedded clauses					appropriate rate				
Process sentences with a series of					<b>Adjusting</b> – Slow down to search for				
nouns, verbs or adverbs					information or think about ideas				
Process a wide range of dialogue,			1	<b>†</b>	Demonstrate different ways of				
some unassigned					reading fiction and nonfiction	1			

Understand how to use pictures to	Reread to solve words and resume	
construct meaning in graphic text	normal reading rate	
Search for and talk about important	Realize that meaning must be derived	
information in pictures and graphics	from illustrations in graphic texts	
Thinking Beyond the Text	Thinking About the Text	
Predicting –Use text structure to	Analyzing – Notice aspects of genres	
predict the outcome of a narrative	Analyzing - Notice aspects of genres	
Make predictions about the solution to	Understand when a writer has used	
the problem in a story	underlying organizational structures	
Make a wide range of predictions	Demonstrate the ability to identify	
based on personal experiences,	how a text is organized (diagram or	
content knowledge, and knowledge of	talk)	
similar texts		
Search for and use information to	Identify important aspects of	
confirm or disconfirm predictions	illustrations (design related to the	
7 116 11 11	meaning of the text)	
Justify predictions using evidence	Notice variety in layout	
Predict what characters will do based	Describe the problem of a story	
on the traits revealed by the writer		
Making Connections – Bring	Notice the way a writer assigns	
knowledge from personal experiences	dialogue	
to the interpretation of characters and events		
Bring background content knowledge	Notice aspects of a writer's style after	
to the understanding of a text before,	reading several texts by the same	
during and after reading	author	
Make connections between the text	Notice specific writing techniques	
and other texts that have been read or	Trouse specime writing teeriniques	
heard		
Specify the nature of connections	Notice and interpret figurative	
	language and discuss how it adds to	
	the meaning or enjoyment of text	
Synthesizing – Differentiate between	Notice descriptive language and	
what is known and new information	discuss how it adds to enjoyment or	
Demonstrate learning new content	understanding Understand the relationship between	
Demonstrate learning new content from reading	the setting and the plot of a story	
Expresses changes in ideas after	Identify a point in the story when the	
reading a text	problem is resolved	
Inferring – Demonstrate	Identify the author's explicitly stated	
understandings of characters, using	purpose	
evidence from text to support		
statements		
Infer characters' feelings and	Notice and discuss how the writer of a	
motivations through reading their	graphic text has communicated	
dialogue	meaning through illustrations and	
Generate or react to alternative	print Critiquing –State opinions about a	
understandings of text	text and provide evidence to support	
Infer cause and effect in influencing	Discuss the quality of illustrations or	
characters' feelings or underlying	graphics	
motives		
Infer the big ideas or message	Hypothesize how characters could	
(theme) of a text	have behaved differently	
Infer causes of problems or of	Judge the text as to whether it is	
outcomes in fiction and nonfiction	interesting, humorous, or exciting,	
texts	and specify why	
Infer setting, character's traits and		
feelings, and plot from illustrations in graphic texts		
graphic texts		

Identify significant events and tell how they are related to the problem of the story or the solution					
Support all thinking with evidence from the text					

					Level O (Fountas and Pinnell) by Learning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		THE THE THE THE THE THE THE THE THE THE	oj Lucruc	y Learning Grades R 6 Founds and Finned				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Understand					Process many long sentences (over 15				
connotative meaning of words					words) with embedded clauses				
· ·					(parenthetical material, prepositional				
					phrases, introductory clauses, series of				
					nouns, verbs or adverbs)				
Understand words when used					Process a wide range of dialogue, some				
figuratively					unassigned				
Notice new and interesting words, and					Process texts that have many lines of				
add them to speaking and writing					print on a page				
vocabulary									
Solve content specific words, using					Form implicit questions and search for				
graphics and definitions embedded in					answers while reading				
the text						-			
Solve words with 2 or 3 syllables,					Respond to plot tension or suspense by				
many words with inflectional endings					reading on to seek resolutions to				
and complex letter-sound relationships					problems	1			
Use the context of a sentence,					Sustain attention to a text read over				
paragraph, or whole text to determine the meaning of a word					several days, remembering details and				
the meaning of a word					revising interpretations as new events are encountered				
Identify words with multiple					Search for and use information in a	1			
meanings, discuss alternative					sequence of illustrations in graphic texts				
meanings, and select the precise					sequence of illustrations in graphic texts				
meaning within a text									
Understand longer descriptive words					Monitoring and Correcting –				
					Continue to monitor accuracy and				
					understanding, self-correcting when				
					errors detract from meaning				
Demonstrate knowledge of flexible					<b>Summarizing-</b> Follow and remember a				
ways to solve words					series of events and the story problem				
					and solution over a longer text in order				
					to understand the ending				
Solve some undefined words from					Identify and understand sets of related				
background knowledge					ideas organized into categories				
Apply problem solving strategies to					Summarize longer narrative texts with				
technical words or proper nouns that					multiple episodes either orally or in				
are challenging					writing				
Notice unusual use of words in					Identify important ideas in a text and				
graphic text (onomatopoetic words)					report them in an organized way, either				
Poplize that words in print are portially					orally or in writing Summarize a text at intervals during the				
Realize that words in print are partially defined by illustrations in graphic text					reading of a longer text				
Understand words with multiple				1	Maintaining Fluency Demonstrate				
meanings					phrased, fluent oral reading				
Understand words that stand for				1	Read dialogue with phrasing and				+
abstract ideas					expression that reflects understanding of				
aboutact facus					characters and events				
Searching for and Using				1	Demonstrate appropriate stress on				
<b>Information-</b> Search for information					words, pausing, phrasing and intonation,				

in graphics		using size of font, bold, and italics as		
3. 4		appropriate		
Use a full range of readers' tools to		Use multiple sources of information to		
search for information and construct		support fluency and phrasing		
meaning				
Thinking Within Text		Inferring – Follow multiple characters		
		in different episodes, inferring their		
Adjusting Demonstrate different		feelings about each other  Demonstrate understandings of		
<b>Adjusting</b> –Demonstrate different ways of reading related to genre,		characters (their traits, how and why		
including simple biographies, fantasy,		they change) using evidence to support		
and historical fiction		statements		
Adjust reading to process texts with		Infer the big ideas or themes of a text		
difficult and complex layout		and discuss how they are applicable to		
,		people's lives today		
Slow down or reread to solve words or		Generate or react to alternative		
think about ideas and resume good		understandings of a text		
rate of reading				
Realize that meaning must be derived		Infer causes of problems or of outcomes		
from illustrations in graphic texts		in fiction and nonfiction texts		
Thinking Beyond the Text		Identify significant events and tell how		
		they are related to the problem of the		
Predicting – Make a wide range of		story or the solution Infer setting, character's traits and		+ +
predicting — Make a wide range of predictions based on personal		feelings, and plot from illustrations in		
experiences, content knowledge, and		graphic texts		
knowledge of similar texts		grapine texts		
Search for and use information to		Distinguish between fact and opinion		
confirm or disconfirm predictions		3. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.		
Justify predictions using evidence		Thinking About the Text		
Predict what characters will do based		<b>Analyzing</b> – Notice aspects of genres		
on the traits revealed by the writer as				
well as inferred characteristics				
Make predictions based on illustrations		Understand when a writer has used		
in graphic texts		underlying organizational structures		
Draw conclusions from information		Demonstrate the ability to identify how a		
Malina Connections Dring		text is organized (diagram or talk)  Notice how the author or illustrator has		
<b>Making Connections –</b> Bring knowledge from personal experiences		used illustrations and other graphics to		
to the interpretation of characters and		convey meaning		
events that are not within the reader's		convey meaning		
experience				
Bring background knowledge to the		Notice variety in layout		
understanding of a text before, during		,		
and after reading				
Make connections between the text		Notice the way a writer assigns dialogue		
and other texts that have been read				
or heard and demonstrate in writing		Notice penests of a weiter/s at its after		
Use knowledge from one text to help in understanding diverse cultures and		Notice aspects of a writer's style after reading several texts by the same author		
settings encountered in new texts		reading Several texts by the Same author		
Specify the nature of connections		Notice specific writing techniques		+ +
Synthesizing – Differentiate		Notice and interpret figurative language		
between what is known and new		and discuss how it adds to the meaning		
information		or enjoyment of text		
Mentally form categories of related		Notice descriptive language and discuss		
information and revise them as new		how it adds to enjoyment or		
information is acquired across the text		understanding		
Demonstrate learning new content		Notice how the setting is important in		
from reading	1 1 1	the story	1 1	1 1

Express changes in ideas or knowledge after reading a text	Describe the story problem and resolution		
Demonstrate changing perspective as events in a story unfold	Identify the author's explicitly stated purpose		
Synthesize information across a longer text	Identify main ideas and supporting details		
Thinking About the Text			
Notice how illustrations and text work together in graphic texts			
<b>Critiquing</b> –State opinions about a text and provide evidence to support them			
Evaluate the quality of illustrations or graphics			
Hypothesize how characters could have behaved differently			
Evaluate aspects of a text that add enjoyment			
Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, historical fiction)			

					Level P (Fountas and Pinnell)				
			um of Lit	eracy Le	arning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam	ie:							
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Understand					Process a wide range of complex				
connotative meaning of words					dialogue, some unassigned				
Understand words when used					Process texts that have many lines of				
figuratively					print on a page				
Notice new and interesting words, and					Form implicit questions and search for				
add them to speaking and writing vocabulary					answers while reading				
Solve content specific words, using					Respond to plot tension or suspense by				
graphics and definitions embedded in the text					reading on to seek resolutions to problems				
Solve words with 2 or 3 syllables, many					Sustain attention to a text read over				
words with inflectional endings and					several days, remembering details and				
complex letter-sound relationships					revising interpretations as new events				
					are encountered				
Use the context of a sentence,					<b>Summarizing-</b> Follow and remember a				
paragraph, or whole text to determine					series of events and the story problem				
the meaning of a word					and solution over a longer text in order				
					to understand the ending				
Identify words with multiple meanings,					Summarize a text at intervals during the				
discuss alternative meanings, and					reading of a longer text				
select the precise meaning within a									
text									
Understand longer descriptive words					Identify and understand sets of related				
					ideas organized into categories				
Demonstrate knowledge of flexible					Identify important ideas and report				
ways to solve words		1			them in an organized way				
Solve some undefined words from					Maintaining Fluency Demonstrate				
background knowledge		-			phrased, fluent oral reading				
Apply problem solving strategies to					Read dialogue with phrasing and				
technical words or proper nouns that					expression that reflects understanding				
are challenging					of characters and events				
Notice unusual use of words in graphic					Demonstrate appropriate stress on				
text (onomatopoetic words)					words using size of font, bold, and				
Poplize that words in print are partially		+	<del>                                     </del>		Italics as appropriate	-		-	1
Realize that words in print are partially defined by illustrations in graphic text					Use multiple sources of information to				
Understand words with multiple		+	1		support fluency and phrasing  Adjusting –Demonstrate different	-		-	1
meanings					ways of reading related to genre				
Understand words that stand for		+	<del>                                     </del>		Sometimes adjust reading to process	<b>-</b>		+	<del>                                     </del>
abstract ideas					texts with difficult and complex layout				
Monitoring and Correcting –		<u> </u>	1		Slow down or reread to solve words or			1	1
Continue to monitor accuracy and					think about ideas				
understanding					amin about racas				
Searching for and Using		1	1		Realize that meaning must be derived	<u> </u>		1	<del>                                     </del>
<b>Information-</b> Search for information					from illustrations in graphic texts				
in graphics					Tom madradono in grapine texto				

Use a full range of readers' tools to	Sometimes adjust reading within texts
search for information and construct	to accommodate hybrid texts that
meaning	combine genres
meaning	Combine genres
	Inferring – Follow multiple characters in
Thinking Beyond the Text	different episodes, inferring their feelings
	about each other
Predicting – Make a wide range of	Demonstrate understandings of characters
predictions based on personal	(their traits, how and why they change)
experiences, content knowledge, and	using evidence to support statements
knowledge of similar texts	
Search for and use information to	Infer the big ideas or themes of a text and
confirm or disconfirm predictions	discuss how they are applicable to people's
р. салоно	lives today
Justify predictions using evidence	Generate or react to alternative
	understandings of a text
Predict what characters will do based	Infer characters' feelings and
on the traits revealed by the writer as	motivations through reading their
well as inferred characteristics	dialogue and what other characters say
Make predictions based on illustrations	Identify significant events and tell how they
in graphic texts	are related to the problem of the story or the
Making Connections Dring	solution Infer setting, character's traits and feelings,
Making Connections – Bring	and plot from illustrations in graphic texts
background knowledge to the	and plot from illustrations in graphic texts
understanding of a text before, during	
and after reading	Information and effect in influencing
Make connections between the reader's	Infer cause and effect in influencing characters' feelings or underlying motives
real life experiences or feelings and	Characters recinings of underlying motives
people who live in diverse cultures,	
distant places, and different times	Tofan annual of multimas and automas in
Interpret characters and events that	Infer causes of problems or of outcomes in fiction and nonfiction texts
are not within the reader's experience	inction and noninction texts
Use knowledge from one text to help in	
understanding diverse cultures and	Thinking About the Text
settings encountered in new texts	
Make connections between the text	Analyzing- Notice combined genres in
and other texts that have been read or	hybrid texts
heard	
Specify the nature of connections	Identify main ideas and supporting
	details
Synthesizing – Differentiate between	Identify author's explicitly stated
what is known and new information	purpose
Mentally form categories of related	Identify elements such as setting,
information and revise them as new	problem, resolution, and conflict
information is acquired across the text	
Demonstrate learning new content	Understand when a writer has used
from reading	underlying organizational structures
Express changes in ideas or knowledge	Demonstrate the ability to identify how
after reading a text and say why	a text is organized
Demonstrate changing perspective as	Notice how the author or illustrator has
events in a story unfold particularly	used pictures and other graphics to
applied to people and cultures different	convey meaning
from the reader's own	
Synthesizing – Differentiate between	Notice variety in layout
what is known and new information	
Mentally form categories of related	Notice aspects of a writer's style after
	reading several texts by the author
information and revise them as new	reading several texts by the duties
information and revise them as new information is acquired across the text  Demonstrate learning new content	Notice specific writing techniques

from reading				
Express changes in ideas or knowledge	Notice the way a writer assigns dialogue			
after reading a text and say why	Trouce the way a writer assigns alarague			
Demonstrate changing perspective as	Notice descriptive language and			
events in a story unfold particularly	discusses how it adds to enjoyment or			
applied to people and cultures different	understanding			
from the reader's own				
Thinking About the Text				
Notice and interpret figurative				
language and discusses how it adds to				
the meaning or enjoyment of text				
Notice how the setting is important in				
the story				
Understand how the writer built				
interest and suspense across a story				
Notice elements of fantasy (motifs,				
symbolism, magic)				
Notice how illustrations and text work				
together in graphic texts				
Compare and contrast the points of				
view from which different stories are				
narrated including the difference				
between first and third person				
narration  Critiquing – State opinions about a				
text and show evidence to support				
them				
Evaluate the quality of illustrations and				
graphics				
Assess how graphics add to the quality				
of the text or provide additional				
information				
Notice the author's qualifications to				
write an informational text				
Hypothesize how characters could have				
behaved differently				
Evaluate aspect of a text that add			Ţ	
enjoyment (for example, a humorous				
character) or interest (plot or				
information)				
Assess whether a text is authentic and				
consistent with life experience or prior				
knowledge				

<b>Reading Assessment — Level Q</b> (Fountas and Pinnell)  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 Within the Text	Date	Date	Date	Date	
<b>Solving Words</b> – Notice new and interesting words, and actively add them to speaking or writing vocabulary					Searching for and Using Information- Search for information in graphics					
Demonstrate knowledge of flexible ways to solve words					Use a full range of readers' tools to search for information and construct meaning					
Solve multisyllabic words using vowel patterns, phonogram patterns, affixes and other word parts					Process sentences with embedded clauses (parenthetical information, prepositional phrases, introductory clauses, series of nouns, verbs or adverbs)					
Solve content specific words, using graphics and definitions embedded in the text as well as background knowledge					Process a wide range of complex dialogue, some unassigned					
Solve some undefined words from background knowledge					Process some texts with dense print					
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Process texts with a variety of complex layouts					
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within a text					Respond to plot tension or suspense by reading on to seek resolutions to problems					
Apply problem solving strategies to technical words or proper nouns that are challenging					Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered					
Notice unusual use of words in graphic text (onomatopoetic words)					Form implicit questions and search for answers while reading					
Use readers' tools to solve words					Understand words with multiple meanings and					
Understand connotative meaning of words					Understand words that stand for abstract ideas					
Understand figurative use of words					<b>Summarizing-</b> Summarize longer narrative texts with multiple episodes either orally or in writing					
Develop deeper understanding of words that have been encountered before, but are not familiar					Identify important ideas and report them in an organized way					
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within text					Summarize a text at intervals during the reading of a longer text					
Use illustrations to derive meanings of					Remember the story problem or plot, as					

words	well as important information, over a longer text in order to continue to
	construct meaning
Monitoring and Correcting — Continue to monitor accuracy and understanding	Explain events, procedures, ideas, or concepts in a historical, scientific or technical text (including what happened
	and why) based on specific information in the text
Thinking Within Text	Thinking Beyond the Text
Maintaining Fluency Demonstrate phrased, fluent oral reading	Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives
Read dialogue with phrasing and expression that reflects understanding of characters and events	Draw conclusions from information
Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding	Inferring – Follow multiple characters in different episodes, inferring their feelings about each other
Adjusting –Change style and pace of reading to reflect purpose	Demonstrate understandings of characters (their traits, how and why they change) using evidence to support statements
Adjust reading to process texts with difficult and complex layout	Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today
Slow down or reread to solve words or think about ideas	Speculate on alternative meanings that the text may have
Realize that meaning must be derived from illustrations in graphic texts	Infer characters' feelings and motivations through reading their dialogue and what other characters say
Thinking Beyond the Text	Identify significant events and tell how they are related to the problem of the story or the solution
Predicting – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts	Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes
Search for and use information to confirm or disconfirm predictions	Infer cause and effect in influencing characters' feelings or underlying motives
Justify predictions using evidence	Infer causes of problems or of outcomes in fiction and nonfiction texts
Make predictions based on graphic texts	Thinking About the Text
Making Connections – Make connections between the reader's real life experiences or feelings and people who live in diverse cultures, distant places, and different times	Analyzing- Notice combined genres in hybrid texts
Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction texts	Identify main ideas and supporting details
Make connections between the text and other texts that have been read or heard	Identify author's implicitly stated purpose
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts	Identify elements such as setting, problem, resolution, and conflict
Specify the nature of connections	Demonstrate the ability to identify how a text is organized
Synthesizing – Mentally form	Notice how the author or illustrator has

categories of related information and	used pictures and other graphics to	
revise them as new information is	convey meaning or create mood	
acquired across the text		
Demonstrate learning new content	Notice how illustrations and text work	
from reading	together in graphic texts	
Demonstrate changing perspective as	Notice aspects of a writer's craft (style,	
events in a story unfold particularly	language, perspective, themes) after	
applied to people and cultures different	reading several texts by the author	
from the reader's own		
Thinking About the Text		
Notice descriptive language and	Critiquing – State opinions about a	
discusses how it adds to enjoyment or	text and show evidence to support	
understanding	them	
Notice and interpret figurative	Evaluate the quality of illustrations and	
language and discusses how it adds to	graphics	
the meaning or enjoyment of text		
Recognize the use of figurative or	Assess how graphics add to the quality	
descriptive language (or special types	of the text or provide additional	
of language such as irony) and talk	information	
about how it adds to the quality of a		
text		
Talk about how the writer built interest	Notice and talk about the author's	
and suspense across a story	qualifications to write an informational	
	text	
Compare and contrast the points of	Hypothesize how characters could have	
view from which different stories are	behaved differently	
narrated including the difference		
between first and third person		
narration		
Notice aspects of genres (realistic and	Evaluate aspect of a text that add	
historical fiction, fantasy, biography,	enjoyment (for example, a humorous	
autobiography, memoir and diaries,	character) or interest (plot or	
and other nonfiction)	information)	
Understand and talk about the overall	Assess whether a text is authentic and	
text structure and underlying	consistent with life experience or prior	
organizational structures	knowledge	
Identify and evaluate arguments and	Express tastes and preferences in	
conclusions in persuasive text	reading and support choices with	
	specific descriptions of text features	
Understand and talk about the role of		
the setting in realistic and historical		
fiction as well as fantasy		
Identify similarities and differences		
across texts		
Identify point of view		
Tables, point of their		

					<b>Level R</b> (Fountas and Pinnell)  urning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Notice, Teach and Name:								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words – Notice new and					Searching for and Using				
interesting words, and actively add					<b>Information-</b> Search for information in				
them to speaking or writing vocabulary					graphics				
Demonstrate knowledge of flexible					Use a full range of readers' tools to				
ways to solve words					search for information and construct meaning				
Solve multisyllabic words using vowel					Process sentences with embedded				
patterns, phonogram patterns, affixes					clauses (parenthetical information,				
and other word parts					adverbs, prepositional phrases, verbs				
·					introductory clauses, series of nouns,				
Solve content specific words, using					Process a wide range of complex				
graphics and definitions embedded in					dialogue, some unassigned				
the text as well as prior knowledge									
Solve some undefined words from					Remember the details of complex plots				
background knowledge					with many episodes				
Use the context of a sentence,					Process texts with a variety of complex				
paragraph, or whole text to determine					layouts and some dense print				
the meaning of a word									
Identify words with multiple meanings,					Respond to plot tension or suspense by				
discuss alternative meanings, and					reading on to seek resolutions to				
select the precise meaning within a text					problems				
Apply problem solving strategies to					Sustain attention to a text read over				
technical words or proper nouns that					several days, remembering details and				
are challenging					revising interpretations as new events				
		-			are encountered				
Notice unusual use of words in graphic					Form implicit questions and search for				
text (onomatopoetic words)		-			answers while reading				
Use readers' tools to solve words					Search for information in a sequence of				
		-			illustrations in a graphic text				
Understand connotative meaning and					Process long stretches of descriptive				
figurative use of words					language and remember pertinent				
Dualitana ashira ta shuitashira suuda au		-			information				
Problem-solve technical words or					<b>Summarizing-</b> Summarize longer narrative texts with multiple episodes			1	
challenging proper nouns	-	+		-	· · · · · · · · · · · · · · · · · · ·	-	-	+	
Develop deeper understanding of words that have been encountered					Identify important ideas and report			1	
before, but are not familiar					them in an organized way			1	
Identify words with multiple meanings,	1	1		-	Summarize a text at intervals during the	-	<del>                                     </del>	+	
discuss alternative meanings, and					reading of a longer text				
select the precise meaning within text					reading of a longer text			1	
Understand words with multiple	-	+	+	1	Remember the story problem and	<b> </b>	<del>                                     </del>	+	
meanings					significant details over a longer text in			1	
meanings					order to continue to construct meaning			1	
Understand words that stand for	<del>                                     </del>	+	1	+	Explain events, procedures, ideas, or	1	<del>                                     </del>	+	+

abatus at ideas	anneath in a historical extentific on
abstract ideas	concepts in a historical, scientific or
	technical text based on specific
	information in the text
Monitoring and Correcting –	Remember information in summary
Continue to monitor accuracy and	form over chapters, a series of short
understanding	stories, or sequels in order to
	understand larger themes
Thinking Within Tool	Thinking Poyend the Toyt
Thinking Within Text	Thinking Beyond the Text
Explain how an author supports	Synthesizing – Mentally form
particular points in a text	categories of related information and
	revise them as new information is
	acquired across the text
Maintaining Fluency Demonstrate	Demonstrate learning new content from
phrased, fluent oral reading	reading
Read dialogue with phrasing and	Demonstrate changing perspective as
expression that reflects understanding	events in a story unfold particularly
of characters and events	applied to people and cultures different
Daniel de la constante de la c	from the reader's own
Demonstrate appropriate stress on	Acquire new content and diverse
words, pausing and phrasing,	perspectives through reading both fiction and nonfiction texts
intonation, and use of punctuation	liction and nonliction texts
while reading in a way that reflects	
understanding	When you dive shoutous connected short
Adjusting –Change style and pace of	When reading chapters, connected short
reading to reflect purpose	stories, or sequels, incorporate new
	knowledge to better understand
	charcters and plots from material previously read
Adjust reading to process texts with	Integrate information from two texts on the
difficult and complex layout	same topic in order to discuss or write about
difficult and complex layout	it
Reread to solve words or think about	Inferring -Speculate on alternative
ideas	meanings that the text may have
Simultaneously follow illustrations and	Demonstrate understandings of
print in an orchestrated way when	characters using evidence to support
reading graphic texts	statements
	Infer the big ideas or themes of a text
Thinking Beyond the Text	and discuss how they are applicable to
	people's lives today
Predicting – Make a wide range of	Infer characters' feelings and
predictions based on personal	motivations through reading their
experiences, content knowledge, and	dialogue and what other characters say
knowledge of similar texts	about them
Search for and use information to	Apply inferring to multiple characters
confirm or disconfirm predictions	and complex plots, with some subplots
Justify predictions using evidence	Identify significant events and tell how
Mala modistions has also markle	they are related to the plot
Make predictions based on graphic	Take perspectives that may be
texts	unfamiliar in interpreting characters'
Change predictions as now information	motives, causes for action, or themes  Infer setting, characters' traits and
Change predictions as new information is gathered from a text	feelings, and plot from illustrations in
is gauncieu noin a text	graphic texts
Making Connections – Make	Infer causes of problems or of outcomes
connections between the reader's real	in fiction and nonfiction texts
life experiences or feelings and people	III rector and nonfiction texts
who live in diverse cultures, distant	
places, and different times	
Bring background (content) knowledge	Thinking About the Text
bring background (content) knowledge	Tilliking About the Text

		1 1	-	-
to understanding a wide variety of				
fiction and nonfiction texts	And beginning Making and Standard and Standard			
Make connections between the text and	Analyzing- Notice combined genres in			
other texts that have been read or	hybrid texts			
heard				
Use knowledge from one text to help in	Understand and talk about the overall			
understanding diverse cultures and	text structure and underlying			
settings encountered in new texts	organizational structures			
Make connections between characters	Notice aspects of genre			
in different texts				
Thinking About the Text				
Demonstrate the ability to identify the	Critiquing – State opinions about a			
plot or how a text is organized	text and show evidence to support them			
Compare and contrast a firsthand and	Evaluate the quality of illustrations and			
secondhand account of the same event	graphics			
or topic including the focus and				
information included				
Identify and evaluate arguments and	Assess how graphics add to the quality			
conclusions in persuasive text	of the text or provide additional			
	information			
Notice and discuss how the author or	Notice the author's qualifications to			
illustrator has used illustrations and	write an informational text			
other graphics to convey meaning or				
create mood				
Understand and talk about the role of	Hypothesize how characters could have			
the setting in realistic and historical	behaved differently			
fiction as well as fantasy	behaved differency			
Talk about how the writer built interest	Evaluate aspect of a text that add			
and suspense across a story	enjoyment (for example, a humorous			
and suspense across a story	character) or interest (plot or			
	information)			
Notice and interpret figurative language	Assess whether a text is authentic and			
and discusses how it adds to the	consistent with life experience or prior			
meaning or enjoyment of text	knowledge			
Recognize the use of figurative or	Express tastes and preferences in			
descriptive language (or special types	reading and support choices with			
of language such as irony) and talk				
	specific descriptions of text features			
about how it adds to the quality of a				
Notice aspects of a writer's craft (style,				
language, perspective, themes) after				
reading several texts by the author  Identify similarities and differences				
,				
across texts  Notice how illustrations and text work				
together in graphic texts		-		
Identify author's implicitly stated				
purpose			1	
Identify main ideas and supporting details				
Identify elements such as setting, plot,				
resolution, conflict, point of view			1	
Compare and contrast the points of				
view from which different stories are				
narrated including the difference				
between first and third person				
narration				

					evel S (Fountas and Pinnell) earning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and interesting words, and actively add them to speaking or writing vocabulary					Searching for and Using Information- Search for information in graphics				
Demonstrate knowledge of flexible ways to solve words					Use a full range of readers' tools to search for information and construct meaning				
Solve multisyllabic words using vowel patterns, phonogram patterns, affixes and other word parts					Process sentences with embedded clauses (parenthetical information, adverbs, prepositional phrases, verbs introductory clauses, series of nouns)				
Solve content specific words, using graphics and definitions embedded in the text as well as prior knowledge					Process a wide range of complex dialogue, some unassigned				
Solve some undefined words from background knowledge					Remember the details of complex plots with many episodes				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Process texts with a variety of complex layouts and some dense print				
Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within a text					Respond to plot tension or suspense by reading on to seek resolutions to problems				
Apply problem solving strategies to technical words or proper nouns					Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered				
Notice unusual use of words in graphic text (onomatopoetic words)					Form implicit questions and search for answers while reading				
Use readers' tools to solve words					Notice details in illustrations that provide insight into characters' feelings or motives				
Understand connotative meaning and figurative use of words					Process long stretches of descriptive language and remember pertinent information				
Problem-solve technical words or challenging proper nouns					<b>Summarizing-</b> Summarize a text at intervals during the reading of a longer text				
Develop deeper understanding of words that have been encountered before, but are not fully known					Identify important ideas and report them in an organized way				

Identify words with multiple	Follow and remember a series of		
meanings, discuss alternative	events and the story problem and		
meanings, and select the precise	solution over a longer text in order		
meaning within text	to understand the ending		
Understand words with multiple	Remember information in summery		
meanings	form over chapters, series of short		
	stories or sequels in order to		
	understand larger themes		
Understand words that stand for	Explain events, procedures, ideas,		
abstract ideas	or concepts in a historical, scientific		
	or technical text based on specific		
	information in the text		
Thinking Within the Text	Thinking Beyond the Text		
Monitoring and Correcting –	Make connections between		
Continue to monitor for accuracy and understanding.	characters in different texts		
Maintaining Fluency – Read	Use knowledge from one text to		
dialogue with phrasing and expression	help in understanding diverse		
that reflects understanding of	cultures and settings encountered in		
	I -		
characters and events	new texts		
Demonstrate appropriate stress on	Make connections between the text		
words, pausing and phrasing,	and other texts that have been read		
intonation, and use of punctuation	or heard and demonstrate in writing		
while reading in a way that reflects			
understanding			
Adjusting – Change style and pace	Synthesizing – Mentally form		
of reading to reflect purpose	categories of related information		
	and revise them as new information		
	is acquired across the text		
In graphic texts, simultaneously follow	Demonstrate learning new content		
illustrations and print	from reading		
Adjust reading to process texts with	Express changes in ideas or		
difficult and complex layout	perspective across the reading (as		
difficult and complex layout	events unfold) after reading a text		
Reread to solve words or think about			
	Acquire new content and diverse		
ideas	perspectives through reading both		
	fiction and nonfiction texts		
Change purpose and aspects of	Incorporate new knowledge to		
processing to reflect understanding of	better understand characters and		
genre	plots from material previously read		
	Integrate information from two texts on		
Thinking Beyond the Text	the same topic in order to discuss or		
Timining Deyond the Text	write about it		
	Draw conclusions from information		
<b>Predicting</b> – Make a wide range of	Inferring - Infer characters'		
predictions based on personal	feelings and motivations through		
experiences, content knowledge, and	reading their dialogue and what		
knowledge of similar texts	other characters say about them		
Search for and use information to	Infer cause and effect influencing		
confirm or disconfirm predictions	characters' feelings or emotions		
Justify predictions using evidence	Infer the big ideas or themes of a		<u> </u>
sasary predictions using evidence	text and discuss how they are		
Make predictions based as illustrations	applicable to people's lives today	<del>                                     </del>	
Make predictions based on illustrations	Follow multiple characters in		
in graphic texts	different episodes, inferring their		
	feelings about and influence on each		
	other		
	Demonstrate understanding of		
Change predictions as new			
Change predictions as new information is gathered from a text	characters using evidence to support		
	characters using evidence to support statements		

mak wa af aamaakiana	have the or one related to the wist
nature of connections	how they are related to the plot
Make connections between the	Take perspectives that may be
reader's real life experiences or	unfamiliar in interpreting characters'
feelings and people who live in diverse	motives, causes for action, or
cultures, distant places, and different	themes
times	
Bring background (content)	Infer setting, characters' traits and
knowledge to understanding a wide	feelings, and plot from illustrations
variety of fiction and nonfiction texts	in graphic texts
Infer causes of problems or of	Notice descriptive language and how
outcomes in fiction and nonfiction	it adds to enjoyment or
texts	understanding
texts	understanding
Apply informing to multiple characters	
Apply inferring to multiple characters	Nieties the confront of control line
and complex plots, with some	Notice the writer's use of symbolism
subplots	
Speculate on alternative meanings	Identify multiple points of view
that the text may have	
Infer the meaning of symbols that the	Notice aspects of the writer or
writer is using	illustrator's style in graphic texts
Thinking About the Text	Critiquing – Evaluate the text in
Tilliking About the Text	
	terms of readers' own experience as
	preadolescents
Analyzing- Notice combined genres	Assess how graphics add to the
in hybrid texts	quality of the text or provide
	additional information
Demonstrate the ability to identify	Notice and talk about the author's
how an informational text is organized	qualifications to write nonfiction
	qualifications to write normetion
(categories, sequence, etc.)	
Understand and talk about the overall	Hypothesize how characters could
text structure and underlying	have behaved differently
organizational structures	
Identify and evaluate arguments and	Assess whether a text is authentic
conclusions in persuasive text	and consistent with life experience
process of the second	or prior knowledge
Notice and discuss how the author or	Express tastes and preferences in
	reading and support choices with
illustrator has used graphics to convey	
meaning or create mood	specific descriptions of text features
Understand the role of setting in	
realistic and historical fiction as well as	
fantasy	
Notice how the writer built interest	
and suspense across a story	
Notice and discuss aspects of genres	
Recognize the use of figurative or	
descriptive language (or special types	
of language such as irony) and talk	
about how it adds to the quality of a	
text	
Notice aspects of a writer's craft	
(style, language, perspective, themes)	
after reading several texts by him/her	
Identify similarities and differences	
across texts	
Notice how illustrations and text work	
together in graphic texts	
Identify author's implicitly stated	
purpose	

Identify main ideas and supporting details					
Identify elements such as setting,					
plot, resolution, conflict, point of view					
Compare and contrast the points of view from which different stories are narrated including the difference between first and third person narration					
Notice and interpret figurative language and discuss how it changes a text					

					Level <b>T</b> (Fountas and Pinnell)				
Behaviors to Notice, Teach and Support	Nam		иит of L	iteracy Le	arning Grades K-8 Fountas and Pinnell				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and interesting words, intentionally record and remember them to expand oral and written vocabulary					Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies Use readers' tools to solve words such					Process long sentences with embedded clauses Process long sentences with embedded clauses Process texts with a variety of				
as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words					complex layouts and some dense print				
Understand words with multiple meanings					Notice details in illustrations that provide insight into characters' feelings or motives				
Solve some undefined words using background knowledge					Notice detail in illustrations that convey action in graphic texts				
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word					Form implicit questions and search for answers while reading				
Develop deeper understanding of words that have been encountered before, but are not fully known					<b>Summarizing-</b> Identify important ideas and information				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text				
Understand words that stand for abstract ideas					Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
Understand connotative meaning and figurative use of words					Maintaining Fluency – Read dialogue with phrasing and expression that reflects understanding of characters and events				
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation				

	while reading in a way that reflects
	understanding
Searching for and Using Information- Search for and use information in a wide range of graphics and integrate with information from print (pictures, captions, diagrams, labels, maps,	Adjusting – Change style and pace of reading to reflect purpose
charts)	Slow down or reread to solve words
Use a full range of readers' tools to search for information and construct meaning	or think about ideas
Thinking Within the Text	Find evidence in support of an argument
Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts	Build meaning across several texts (fiction and nonfiction)
Change purpose and aspects of processing to reflect understanding of genre	Integrate information from two texts on the same topic in order to discuss or write about it
Thinking Beyond the Text	Acquire new content and diverse perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places
Predicting – Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts	Incorporate new knowledge to better understand the characters and plots from material previously read
Support predictions with evidence from the text or from knowledge of genre	Use situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives
Make predictions based on illustrations in graphic texts	Inferring – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them
Change predictions as new information is gathered from a text	Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography
Making Connections - Specify the nature of connections	Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today
Make connections between characters in different texts (similar setting, type of problem, type of person)	Identify significant events and tell how they are related to problem and solution
Bring background knowledge to the understanding a text before, during and after reading	Infer setting, characters' traits and feelings, and plot from illustrations in graphic texts
Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents	Infer the meaning of symbols that the writer uses to convey and enhance meaning
Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts	Infer themes and ideas from illustrations in graphic texts
Make connections between the text and other texts that have been read or	Infer causes of problems or of outcomes in fiction and nonfiction

heard and demonstrate in writing	texts	
Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the text	Thinking About the Text	
Draw conclusions from information	Analyzing – Notice aspects of genres	
Express changes in ideas or perspective across the reading (as events unfold) after reading a text	Notice combined genres in hybrid texts	
	Understand when a writer has used underlying organizational structures	
Thinking About the Text		
Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood	Critiquing – Evaluate the text in terms of readers' own experience as preadolescents	
Notice descriptive language and discuss how it adds to enjoyment or understanding	Critique a text as an example of a genre	
Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text	Evaluate author's qualifications to write and informational text	
Understand the role of the setting in realistic and historical fiction and fantasy	Evaluate author's use of characterization, plot (e.g., believability or depth)	
Understand and discuss how the writer built interest and suspense across a story	Assess whether a text is authentic and consistent with life experience or prior knowledge	
Understand the structure of complex plots in fiction and the organization of the text in nonfiction	Evaluate aspects of a text that add to enjoyment or interest	
Notice aspects of a writer's craft after reading several texts by the same author	Use other sources of information to check the authenticity of a text when questions arise	
Notice as well as discuss a writer's use of symbolism	Assess whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text	
Understand and discuss alternative interpretations of symbolism	Support choices with specific descriptions of text features	
Understand the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil	Evaluate the quality of illustrations and text in graphic texts	
Notice the author's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning		
Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters  Identify similarities across texts		
Find the topic sentence or main idea of a paragraph		
Identify main ideas and supporting details		
Locate textually explicit information such as setting plot, resolution, and character development		

Identify multiple points of view					
Derive author's implicitly stated					
purpose					ĺ
Notice how illustrations and text work					
together in a graphic text					
Notice aspects of the					
writer/illustrator's style in graphic texts					

					Level <b>U</b> (Fountas and Pinnell)  arning Grades K-8 Fountas and Pinnell					
Behaviors to Notice, Teach and Support		Name:								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date	
Solving Words — Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Form implicit questions and search for answers while reading					
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Search for and use information from texts that have many new and unfamiliar concepts within a single chapter or section					
Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content-specific and technical words Understand multiple meanings of					Summarizing- Identify important ideas and information and organize them in summary form in order to remember and use them as background knowledge  Explain events, procedures, ideas, or					
words					concepts in a historical, scientific or technical text based on specific information in the text					
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)					
Understand words that stand for abstract ideas					Construct summaries that are concise and reflect the important and overarching ideas and information in texts					
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Maintaining Fluency – Read dialogue with phrasing and expression that reflects thinking					
Searching for and Using Information- Search for and use information in a wide range of graphics and integrate with information from print (pictures, captions, diagrams, labels, maps, charts)					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding					
Use a full range of readers' tools to search for information and construct meaning					Adjusting – Change style and pace of reading to reflect purpose					
Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue					Slow down or reread to solve words or think about ideas					

December of the second	C'andra and Call and the Land
Process long sentences with embedded	Simultaneously follow illustrations
clauses Process long sentences with	and print in an orchestrated way
embedded clauses	when reading graphic texts
Process texts with a variety of complex	Change purpose and aspects of
layouts and some dense print	processing to reflect understanding of
	genre
Follow complex plots, including texts	gene
with literary devices (ex., flashbacks	Thinking Beyond the Text
and stories within stories)	
Notice detail in illustrations that	
provide important information	
	Integrate existing content knowledge
Thinking Beyond the Text	with new information from a text to
Thinking Deyond the Text	consciously create new
	understandings
Predicting – Make and continually	
	Acquire new perspectives and content
revise a wide range of predictions	through reading both fiction and
based on personal experiences, content	nonfiction texts about diverse culture,
knowledge, and knowledge of similar	times, and places
texts	
Support predictions with evidence from	Use situations that focus on the
the text or from knowledge of genre	problems of preadolescents to
13.13 C C C C	develop new perspectives on readers'
	own lives
Hardward Stranger	
Use characteristics such as genre as a	Incorporate new knowledge to better
source of information to make	understand the characters and plots
predictions before and during reading	from material previously read
Change predictions as new information	Integrate information from two texts
is gathered from a text	on the same topic in order to discuss
	or write about it
Confirm or disconfirm predictions using	Inferring – In texts with multiple
the illustrations in graphic texts	complex characters, infer traits,
the mustrations in graphic texts	
	motivations, and changes through
	examining how the writer describes
	them, what they do, what they say
	and think, and what the other
	characters say about them
Making Connections - Specify the	Infer characters' or subjects' thinking
nature of connections	processes and struggles at key
	decision points in their lives in fiction
	or biography
Connect characters across texts by	Infer the big ideas or themes of a
circumstances, traits, or actions	text and discuss how they are
B.	applicable to people's lives today
Bring background knowledge to the	Identify significant events and tell
understanding a text	how they are related to problem and
	solution
Bring knowledge from personal	Understand figurative language
experiences to the interpretation of	
characters and events, particularly	
content and situations related to	
preadolescents or adolescents	
	Infor the meaning of symbols that
Use knowledge from one text to help in	Infer the meaning of symbols that
understanding diverse cultures and	the writer uses to convey and
settings encountered in new texts	enhance meaning
Make connections between the text	Infer themes and ideas from
and other texts that have been read or	illustrations in graphic texts
heard and demonstrate in writing	
Connect and compare texts within	Infer causes of problems or of
genres and across genres	outcomes in fiction and nonfiction
gamas and across gamas	texts
	LEALS

Synthesizing — Mentally form categories of related information and revise them as new information and revise them as new information is acquired across the text Draw conclusions and find evidence to support ideas a prespective across the reading after reading a text Thinking About the Text In the Interest of Peads Thinking Th	Infer characters' traits and		
categories of related information is acquired across the text  Draw conclusions and find evidence to support ideas  Express changes in ideas or perspective across the reading after reading a text  Thinking About the Text  Express changes in ideas or perspective across the reading after reading a text  Thinking About the Text  Analyzing – Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir, diaries, and hybrid texts)  Lidentify the selection of genre in relation to inferred writer's purpose  Understand when a writer has combined underlying organizational structures  Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)  Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)  Notice and and talk about the role of setting in realistic and historical fiction and fantasy from the writer built interest and suspense across a story, providing examples  Notice and interpret figurative  Linderstand how the writer built interest and suspense across a story, providing examples  Notice and interpret figurative in the provided of the setting and fantasy from the text exist when questions arise and fantasy from the text exist of the setting and ference to the setting and ference to the setting and ference to the setting and ference to the setting and reporting of events against knowledge from other sources of information to check the authenticity of a text when questions arise in a fiction or nonfiction text  Understand how the writer built interest and suspense across a story, providing examples  Notice the writers and the meaning of symbolism when used by a writer to create texts.  Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text.  Notice the		graphic	
revise them as new information is acquired across the text  Draw conclusions and find evidence to support ideas  Express changes in ideas or perspective across the reading after reading a text  Thinking About the Text  Thinking About the Text  Analyzing – Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir, diaries, and hybrid texts)  Cirtiquing – Evaluate the text in terms of readers' own experience as preadolescents  Critiquing – Evaluate the text in terms of readers' own experience as preadolescents  Inferrity the selection of genre in relation to inferred writer's purpose  Understand when a writer has combined underlying organizational structures  Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice and inferred figurative language and discuss how it adds to enjoyment or understanding. Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)  Notice descriptive language and discuss how the with role of setting in realistic and historical fiction and fantasy  Understand who we writer built interest and suspense across a story, roviding examples  Notice and instorical fiction and fantasy  Understand how the writer built interest and suspense across a story, roviding examples  Notice and instorical fiction and fantasy  Notice the writer built interest and suspense across a story, roviding examples  Notice the writer suster of complex plots in fiction and the organization of the text in terms of readers and plot the view of preaddescents or adolescents with the setting and reporting of events against knowledge from others sources  Levaluate the quality of illustrations and text feels the lives of preaddescents or adolescents or ado			
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Express changes in ideas or perspective across the reading after reading a text  Thinking About the Text  Analyzing – Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir, diaries, and hybrid texts).  Identify the selection of genre in relation to inferred writer's purpose Understand when a writer has combined underlying organizational structures  Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice and interpret figurative language and discuss how it adds to enjoyment or understanding beyond the literal meaning) whose heavy (to imply something beyond the literal meaning) Understand and talk about the role of setting in realistic and historical fiction and fantasy  Understand how the writer built interest and suspense across a story, providing examples  Understand how the writer built interest and suspense across a story, providing examples  Notice and understanding the provided of the structure of complex plots in fiction and fantasy  Understand how the writer built interest and suspense across a story, providing examples  Notice the warness of the success of the structure of complex plots in fiction and the organization of the text in nonfiction when used by a writer to reason for these choices and how the writer to the erasons for these choices and how the writers to create texts  Notice and understand the meaning of symbolism when used by a writer to create texts  Notice on understand and plots of the text in terms of readerescents or adolescents or a	micrenees are drawn		
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Analyzing – Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir, diaries, and hybrid texts)  Identify the selection of genre in relation to inferred writer's purpose  Understand when a writer has combined underlying organizational structures  Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice and office or understanding  Notice how an author uses words in a comnotative way (to imply something) beyond the literal meaning)  Notice descriptive language and discuss how it adds enjoyment or understanding  Notice descriptive language and discuss how it high the value of the authority of a text when questions arise understanding  Understand and talk about the role of setting in relation to write roll the structure of complex plots in fiction and fantasy  Understand how the writer built interest and suspense across a story, providing examples  Notice and understand the meaning of stext when suggestions and print to convey big ideas reasons for the setting in realistic and historical fiction and fantasy  Notice the structure of complex plots in fiction and reflect on the results in research and the organization of the text in nonfiction  Notice and understand the meaning of symbolism when used by a writer to create texts  Notice and understand the meaning of a text when see regional			
terms of readers' own experience as preadolescents			
myths and legends, biography, autobiography, memoir, diaries, and hybrid texts)  Identify the selection of genre in relation to inferred writer's purpose  Understand when a writer has combined underlying organizational structures  Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice and interpret figurative language and discuss how it adds to enjoyment or understanding  Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)  Notice descriptive language and discuss how it adds to enjoyment or interest enjoyment or interest of the authority of a text when questions and constant with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents or adolescents or adolescents or understanding  Understand and talk about the role of setting in realistic and historical fiction and fantasy  Understand how the writer built interest and suspense across a story, providing examples  Understand how the writer built interest and suspense across a story, providing examples  Notice the structure of complex plots in fiction and fantasy  Notice aspects of a writer's craft across texts  Interest and understand the meaning of symbolism when used by a writer to create texts  Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text  Notice the way writers use regional			
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Indestand when a writer has combined underlying organizational structures  Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice and interpret figurative language and discuss how it adds to enjoyment or understanding  Notice descriptive language and discuss how the literal meaning)  Notice descriptive language and discuss how the understanding  Notice descriptive language and discuss how it adds to enjoyment or understanding  Notice descriptive language and discuss how it adds enjoyment or understanding  Understand and talk about the role of setting in realistic and historical fiction and fantasy  Understand how the writer built interest and suspense across a story, providing examples  Notice the structure of complex plots in fiction and the organization of the text in nonfiction  Notice and understand the meaning of symbolism when used by a writer to create texts  Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text  Notice the way vriters use regional	Critique a tout as an evenu	24 of 2	
Understand when a writer has combined underlying organizational structures  Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice and interpret figurative language and discuss how it adds to enjoyment or understanding  Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)  Understand and talk about the role of setting and fantasy  Understand how the writer built interest and suspense across a story, providing examples  Notice the structure of complex plots in fiction and the organization of the text in nonfiction and the organization of the text in nonfiction and the organization of the text in nonfiction and the organization of the extent in the reasons for these done in the reasons for these done is a fext when eventse and by a writer to create texts  Notice en writers use regional		ar or a	
Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood  Notice and interpret figurative language and discuss how it adds to enjoyment or understanding  Notice has a new illustration and plot  Evaluate aspects of a text that add to enjoyment or interest enjoyment or understanding  Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents beyond the literal meaning)  Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)  Notice descriptive language and discuss how it adds enjoyment or understanding  Understand and talk about the role of setting in realistic and historical fiction and fantasy  Understand how the writer built interest and suspense across a story, providing examples  Understand how the writer built interest and suspense across a story, providing examples  Notice the structure of complex plots in fiction and the organization of the text interest and the organization of the text in nonfiction and the organization of the text in nonfiction moderated the meaning of symbolism when used by a writer to create texts  Notice and understand the meaning of symbolism when used by a writer to create texts  Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text  Notice the way writers use regional	Assess the author's qualification	s to write	
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symbolism when used by a writer to create texts  Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text  Notice the way writers use regional	text in graphic texts		
Create texts  Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text  Notice the way writers use regional	, , , , , , , , , , , , , , , , , , , ,		
Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text  Notice the way writers use regional	illustrations and print to conve	Dig ideas	
reasons for these choices and how those words add to the meaning of a text  Notice the way writers use regional	hat		
those words add to the meaning of a text  Notice the way writers use regional			
text Solution	a		

					Level <b>V</b> (Fountas and Pinnell)  earning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		iuum of I	Literacy L	earning Grades K-8 Fountas and Pinnell				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Form implicit questions and search for answers while reading				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section				
Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content specific and technical words					Summarizing- Identify important ideas and information and organize them in summary form in order to remember and use them as background knowledge in reading.				
Understand words with multiple meanings.					Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)				
Understand words representing abstract concepts.					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
Monitoring and Correcting – Continue to monitor for accuracy and understanding.					Maintaining Fluency – Read dialogue with phrasing and expression that reflects understanding of characters and events				
<b>Searching for and Using Information-</b> Search for and use information in a wide range of graphics and integrate with information from print.					Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding				
Use a full range of readers' tools to search for information.					Practice some texts in order to read them aloud with expression or dramatic performance				
Gain important information from longer texts with complex plots, multiple characters and episodes, and long					Adjusting – Change style and pace of reading to reflect purpose				

stretches of descriptive language and	
dialogue	
Process long sentences with embedded	Reread to solve words or think about
clauses	ideas
Process texts with a variety of complex	Simultaneously follow illustrations and
layouts and dense print	print in an orchestrated way when
layouts and derise print	reading graphic texts
Follow complex plots, including texts	Adjust the reader's stance to better
with literary devices (ex. flashbacks	understand genres (complex fantasy,
and stories within stories)	and special forms such as satire)
Notice detail in illustrations that	dna special forms such as saure)
provide important information	
Gain important information from much	
longer texts.	Tetamete suistina santont lucuulodas
Thinking Days and the Tout	Integrate existing content knowledge
Thinking Beyond the Text	with new information from a text to
Duadiating Make and continually	consciously create new understandings
Predicting – Make and continually	Acquire new perspectives and content
revise a wide range of predictions	through reading both fiction and
based on personal experiences, content knowledge, and knowledge of	nonfiction texts about diverse culture,
	times, and places
similar texts	Lico cituations that facus on the
Support predictions with evidence from	Use situations that focus on the
the text or from knowledge of genre	problems of preadolescents to and
	adolescents to develop new
Her described the of seconds	perspectives on readers' own lives
Use characteristics of genre as a	Incorporate new knowledge to better
source of information to make	understand the characters and plots
predictions	from material previously read
Change predictions as new information	Integrate information from two texts
is gathered from a text	on the same topic in order to discuss
	or write about it
Making Connections - Bring	Inferring – In texts with multiple
knowledge from personal experiences	complex characters, infer traits,
to the interpretation of characters and	motivations, and changes through
events, particularly content and	examining how the writer describes
situations related to preadolescents	them, what they do, what they say
and adolescents	and think, and what the other
	characters say about them
Connect characters across texts by	In fiction or biography, infer
circumstances, traits, or actions	characters' or subjects' thinking
	processes and struggles at key
Duing has also used by souls done to the	decision points in their lives
Bring background knowledge to the	Infer the big ideas or themes of a text
understanding a text	some texts with mature themes and
	issues) and discuss how they are
Constitution actions of	applicable to people's lives today
Specify the nature of connections	Identify significant events and tell how
	they are related to problem and
Has be souled as from the late of the late	solution
Use knowledge from one text to help	Infer setting, themes, plots, and
in understanding diverse cultures and	characters' traits from illustrations in
settings encountered in new texts	graphic texts
Make connections between the text	Infer the meaning of symbols that the
and other texts that have been read or	writer uses to convey and enhance
heard and demonstrate in writing	meaning
Connect and compare texts within	Distinguish between information that
genres and across genres	is stated explicitly in a text and when
	inferences are drawn
Build meaning across several texts	Infer causes of problems or of
	outcomes in fiction and nonfiction

	texts	
Synthesizing – Mentally form		
categories of related information and	Thinking About the Text	
revise them as new information is		
acquired across the text		
Draw conclusions and find evidence to	Analyzing – Begin to recognize satire	
support ideas	and its purposes and characteristics	
Express changes in ideas or		
perspective across the reading after		
reading a text	Discuss the selection of genre in	
	relation to inferred writer's purpose	
When reading chapters, connected	Understand when a writer has	
short stories or sequels, incorporate	combined underlying organizational	
new knowledge to better understand	structures	
texts previously read		
	Derive author's implicitly stated	
Thinking About the Text	purpose	
Analyze multiple accounts of the same	Identify the mood of a piece of writing	
event or topic noting important		
similarities and differences in the		
points of view they represent		
Notice how the author or illustrator has	Notice how illustrations and text work	
used illustrations and other graphics to	together in graphic texts	
convey meaning or create mood	Nation considered the	
Notice and understand figurative and	Notice aspects of the	
descriptive language and the role it	writer/illustrator's style in graphic texts	
plays in enhancing a text (providing examples)		
Notice how an author uses words in a	Identify multiple points of view and	
connotative way (to imply something	cite specific evidence	
beyond the literal meaning)	cité spécifié évidence	
Notice and reflect on an author's use	Critiquing – Evaluate the text in	
of idiom	terms of readers' own experience as	
	preadolescents	
Notice and understand a writer's use of	Critique a text as an example of a	
language to convey irony or to satirize	genre	
a person or event (providing examples)		
Understand and talk about the role of	Assess the author's qualifications to	
setting in realistic and historical fiction	write an informational text	
as well as fantasy		
Talk about how the writer built interest	Evaluate the author's use of	
and suspense across a story	characterization and plot	
Understand the structure of complex	Assess whether a text is authentic and	
plots in fiction and the organization of	consistent with reality	
the text in nonfiction		
Notice aspects of a writer's craft across	Use other sources of information to	
texts	check the authenticity of a text when	
Notice and discuss the meaning of	questions arise	
Notice and discuss the meaning of symbolism when used by a writer to	For historical fiction, evaluate the authenticity of the details of the	
create texts, including complex fantasy	setting and reporting of events against	
with good and evil	knowledge from other sources	
Notice the writers choice of words that	Discuss whether social issues and	
are not English and reflect on the	different cultural groups are accurately	
reasons for these choices and how	represented in a fiction or nonfiction	
those words add to the meaning of a	text	
text		
Notice the way writers use regional	Express tastes and preferences in	
dialect and discuss how it adds to the	reading and support choices with	
authenticity of the text or characters	specific descriptions of text features	
Examine character traits in a complex	Derive the author's purpose even	
<u> </u>		l

way, recognizing that they are multidimensional and change over time	when not explicitly stated
Identify similarities and differences	Distinguish between fact and opinion
across texts	
Find the topic sentence or main idea of a paragraph and explain how the sentences relate to it	Identify contradiction
Identify main ideas and supporting details	Critique the integration of illustrations and print in graphic texts
Locate textually explicit information such as setting, plot, resolution, and character development	Evaluate how the writer has used illustrations and print to convey big ideas

	_				Level <b>W</b> (Fountas and Pinnell) earning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam								
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words — Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section				
Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content specific and technical words					Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)				
Understand words with multiple meanings.					Notice detail in illustrations that provide important information				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Gain important information from much longer texts most with no illustrations				
Understand words representing abstract concepts.					Process sentences with the syntax of archaic or regional dialects				
Begin to use word roots and origins to understand meaning of words					<b>Summarizing-</b> Identify important ideas and information and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
Understand the meaning of words when an author uses satire					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
Monitor understanding closely, searching for information within and outside text when needed					<b>Maintaining Fluency</b> – Read dialogue with phrasing and expression that reflects understanding of characters and events				
Searching for and Using Information- Search for and use					Demonstrate appropriate stress on words, pausing and phrasing,				

information in a wide range of graphics and integrate with information from print.	intonation, and use of punctuation while reading in a way that reflects
	understanding
Use a full range of readers' tools to search for information.	With rehearsal, read texts orally with dramatic expression that reflects interpretation of the deeper meaning of text
Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue	Adjusting – Change style and pace of reading to reflect purpose
Process long sentences with embedded clauses	Change style, pace and processing to reflect understanding of genre
Thinking Within the Text	Integrate existing content knowledge with new information from a text to consciously create new understandings
Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts	Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives
Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire	Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places
Thinking Beyond the Text	Find evidence to support an argument
Predicting — Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts	When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from texts previously read
Support predictions with evidence from the text or from knowledge of genre	Inferring – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them
Use characteristics of genre as a source of information to make predictions	In fiction or biography, infer characters' or subjects' thinking processes and struggles at key decision points in their lives
Change predictions as new information is gathered from a text	Infer the big ideas or themes of a text some texts with mature themes and issues) and discuss how they are applicable to people's lives today
Making Connections - Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to adolescents	Infer setting, characters' traits and feelings, and plot from illustrations in graphic texts
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy	Infer the meaning of symbols that the writer uses to convey and enhance meaning
Make connections between satirical literature and the social issues they represent	Distinguish between information that is stated explicitly in a text and when inferences are drawn
Specify the nature of connections	Infer causes of problems or of outcomes in fiction and nonfiction texts

Connect characters across texts by	Infer themes and ideas from	
circumstances, traits, or actions	illustrations in graphic texts	
Mala aggregations between the task and	Trianglify significant avorte and tall how	
Make connections between the text and	Identify significant events and tell how	
other texts that have been read or heard	they are related to the problem of the	
and demonstrate in writing	story or the solution	
Build meaning across several texts	Thinking About the Text	
Synthesizing – Mentally form categories	Analyzing – Begin to recognize and	
of related information and revise them as	understand satire and its purposes and	
new information is acquired across the	characteristics	
text	Characteristics	
Draw conclusions from information	Identify the selection of genre in	
Draw Conclusions from information	relation to inferred writer's purpose for	
	a range of texts	
	Locate textually explicit information	
Thinking About the Tout		
Thinking About the Text	such as setting, plot, resolution, and	
	character development	
Notice and understand aspects of genres	Identify multiple points of view	
Understand when a writer has combined	Derive author's implicitly stated purpose	+ + -
underlying organizational structures and	Derive additor 3 implicitly stated purpose	
be able to represent in diagrams or		
graphic organizers		
Notice how the illustrator has used	<del>                                     </del>	
	Distinguish between fact and fistion	
illustrations and other graphics to convey	Distinguish between fact and fiction	
meaning or create mood		
Recognize the use of figurative or	Identify the mood of a piece of writing	
descriptive language and talk about how it		
adds to the quality of a ext		
Notice how the author uses words in a	Notice how illustrations and text work	
connotative way	together in graphic texts	
Understand the role of setting in realistic	Notice aspects of the writer/illustrator's	
and historical fiction as well as fantasy	style in graphic texts	
Explain how an author develops the point	Critiquing – Evaluate the text in terms	
of view of the narrator or speaker in a	of readers' own experience as	
text	adolescents	
Determine the author's point of view or	Critique the text as an example of genre	
purpose in a text and explain how it is		
conveyed		
Cite textual evidence to support what the	Assess the author's qualifications to	
text says explicitly as well as inferences	write an informational text	
drawn from the text		
Represent the structure of complex plots	Assess whether a text is authentic and	
in fiction and the organization of the text	consistent with life experience or prior	
in nonfiction in diagrams or graphic	knowledge, including how the text	
organizers	reflects the lives of preadolescents or	
0.94	adolescents	
Analyze works of fantasy to notice	Use other sources of information to	
classical motifs such as "the quest", "the	check the authenticity of a text when	
hero", and symbolism representing good	questions arise	
and evil	questions arise	
Notice aspects of a writer's craft after	Evaluate the authenticity of the details	
reading several texts by the same author	of the setting and reporting of events	
reading several texts by the same dutilor	against knowledge from other sources	
	for historical fiction	
Notice and discuss the meaning of		+ +
Notice and discuss the meaning of	Express tastes and preferences in	
symbolism when used by a writer to	reading and support choices with	
create texts, including complex fantasy	specific descriptions of text features	
representing good and evil	December 1981 1981 1981	
Notice the writer's choice of words that	Become critical of the subjects of	
are not English and reflect on the reasons	biography (decisions, motivations,	

for these choices and how those words	accomplishments)
add to the meaning of a text	
Notice the way writers use regional dialect	Critique the biographers presentation of
and discuss how it adds to the authenticity of the text or characters	a subject, noticing bias
Examine character traits in a complex way, recognizing that they are multidimensional and change over time	Critique the integration of illustrations and print in graphic texts
Identify similarities across texts (concepts, theme, style)	Evaluate how the writer has used illustrations and print to convey big ideas
Find the topic sentence or main idea of a paragraph	
Identify main ideas and supporting details	

					Level <b>X</b> (Fountas and Pinnell)  earning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		um oj Li	ieracy L	earning Grades K-o Fountas and Finnen				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember them to expand oral and written vocabulary					Process long sentences with embedded phrases and clauses				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns				
Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content specific and technical words					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)				
Understand a variety of words that represent big ideas and abstract concepts					Gain important information from much longer texts, most with no illustrations (fiction)				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Notice detail in illustrations that provide important information comprehending text				
Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning					Process sentences with the syntax of archaic or regional dialects				
Use word roots and origins to understand meaning of words					Summarizing- Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)				
Monitor understanding closely, searching for information within and outside text when needed					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
Searching for and Using Information- Search for and use					Maintaining Fluency – Demonstrate all aspects of phrased, fluent, and				

information in a wide range of graphics and integrate with information from print.	expressive reading
Use a full range of readers' tools to search for information.	Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading to reflect meaning
Gain important information from texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue	After rehearsal, present expressive oral reading that reflects interpretation of the theme, characters, or message of the text
Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)	Adjusting – Change style and pace of reading to reflect purpose
Thinking Within the Text	
Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire, parody or allegory	Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives
Automatically adjust to process illustrations and print in an orchestrated way when reading graphic texts	Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places
Thinking Beyond the Text	Find evidence to support an argument
Predicting — Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts	When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from texts previously read
Support predictions with evidence from the text or from knowledge of genre	Express changes in ideas or perspective across the reading after reading a text
Use characteristics of genre as a source of information to make predictions before, during and after reading	Inferring – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them
Making Connections - Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to adolescents	In fiction or biography, infer characters' or subjects' thinking processes and struggles at key decision points in their lives
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy	Infer the big ideas or themes of a text some texts with mature themes and issues) and discuss how they are applicable to people's lives today
Make connections between satirical literature and the social issues they represent	Infer the meaning of symbols that the writer uses to convey and enhance meaning
Specify the nature of connections	Infer causes of problems or of outcomes in fiction and nonfiction texts
Connect characters within and across texts and genres by circumstances, traits, or actions	Infer themes and ideas from illustrations in graphic texts
Make connections between the text and other texts that have been read or heard	Identify significant events and tell how they are related to the problem of the

and demonstrate in writing	story or the solution	
Build meaning across a larger number of texts	Thinking About the Text	
Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the text	Analyzing – Recognize and understand satire, parody, and allegory and purposes and characteristics	
Integrate existing content knowledge with new information from a text to consciously create new understandings	Analyze the selection of genre in relation to inferred writer's purpose for a range of texts	
Draw conclusions from information	Notice and understand aspects of genres	
	Locate textually explicit information such as setting, plot, resolution, and character development	
Understand when a writer has combined underlying organizational structures and be able to represent in diagrams or graphic organizers	Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda	
Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning	Derive author's implicitly stated purpose	
Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text	Identify author's use of literary devices such as exaggeration, imagery, and personification	
Notice how the author uses words in a connotative way	Identify the mood of a piece of writing	
Understand and talk about the role of setting in realistic and historical fiction as well as fantasy	Notice and compare the traits and development of characters within and across genres	
Explain how an author develops the point of view of the narrator or speaker in a text	Notice aspects of the writer/illustrator's style in graphic texts	
Determine the author's point of view or purpose in a text and explain how it is conveyed	Critiquing – Evaluate the text in terms of readers' own experience as adolescents	
Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text	Critique the text as an example of genre	
Understand the structure of complex plots in fiction and the organization of the text in nonfiction in diagrams or graphic organizers	Assess the author's qualifications to write an informational text	
Analyze works of fantasy to notice classical motifs such as "the quest", "the hero", and symbolism representing good and evil	Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents	
Notice aspects of a writer's craft after reading several texts by the same author	Use other sources of information to check the authenticity of a text when questions arise	
Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy representing good and evil	Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction	
Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text	Express tastes and preferences in reading and support choices with specific descriptions of text features	

Marking the constraint of the	December 1997 of the continue of	
Notice the way writers use regional dialect	Become critical of the subjects of	
and discuss how it adds to the	biography (decisions, motivations,	
authenticity of the text or characters	accomplishments)	
Discuss alternative interpretations of	Critique the biographers presentation of	
symbolism	a subject, noticing bias	
Identify multiple points of view	Critique the integration of illustrations	
	and print in graphic texts	
Identify similarities across texts (concepts,	Evaluate how the writer has used	
theme, style, organization)	illustrations and print to convey big	
anomo, copie, organization,	ideas	
Find the topic sentence or main idea of a	Evaluate the author's use of	
paragraph	characterization and plot (believability	
paragraph	or depth)	
The MC and the state and a second state details		
Identify main ideas and supporting details	Identify contradiction	
Discuss whether social issues and		
different cultural groups are accurately		
represented in fiction or nonfiction text		
Critique texts in terms of the writer's bias		
or the use of exaggeration and subtle		
misinformation (as in propaganda)		
Derive the author's purpose even when		
not explicitly stated		
Distinguish between fact and opinion		

					Level <b>Y</b> (Fountas and Pinnell) earning Grades K-8 Fountas and Pinnell				
Behaviors to Notice, Teach and Support	Nam		um og Ei	ieracy E	earning Ordaes R 0 Founds and Finner				
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
Solving Words — Notice new and useful words, intentionally record and remember to expand oral and written vocabulary  Demonstrate ability to use automatically and flexibly a wide range of word solving					Gain important information from much longer texts, most with no illustrations (fiction)  Process texts with a variety of complex layouts and with some pages of dense				
strategies Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content specific and technical words					print and some printed in columns  Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)				
Understand a variety of words that represent big ideas and abstract concepts					Process sentences with the syntax of archaic or regional dialects				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Summarizing- Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)				
Use word roots and origins to understand meaning of words					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					Maintaining Fluency – Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading to reflect meaning				
Monitor understanding closely, searching for information within and outside text					After rehearsal, perform interpretive oral reading in an expressive way				

when needed		
Searching for and Using Information- Search for and use information in a wide range of graphics and integrate with information from print.	Adjusting -Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire, parody, allegory or monologue	
Use a full range of readers' tools to search for information.	Automatically adjust to process illustrations and print in an orchestrated way when reading graphic texts	
Gain important information from texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue	Change style and pace to reflect purpose	
Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)	Thinking Beyond the Text	
Process long very complex sentences	Predicting - Support predictions with evidence from the text or from knowledge of genre	
Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts	Inferring – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them	
Use characteristics of genre as a source of information to make predictions before, during and after reading	Infer the big ideas or themes of a text some texts with mature themes and issues) and discuss how they are applicable to people's lives today	
Making Connections - Bring knowledge from personal experiences to the interpretation of characters and events, particularly of interest to adolescents	Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning	
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy	Infer causes of problems or of outcomes in fiction and nonfiction texts	
Make connections between satirical literature and the social issues they represent	Infer themes and ideas from illustrations in graphic texts	
Specify the nature of connections (topic, content, type of story, writer)	Identify significant events and tell how they are related to the problem of the story or the solution	
Connect characters within and across texts and genres by circumstances, traits, or actions	Infer characters' or subjects' thinking processes and struggles at key decision points in their lives	
Make connections between the text and other texts that have been read or heard and demonstrate in writing	Thinking About the Text	
Build meaning across a larger number of varied texts	Analyzing – Recognize and understand satire, parody, allegory and monologue, and their purposes and characteristics	
Synthesizing – Mentally form categories of related information and revise them as new information is acquired across the text	Analyze the selection of genre in relation to inferred writer's purpose for a range of texts	
Draw conclusions from information	Understand when a writer has combined	_

	underlying organizational structures	
Integrate existing content knowledge with new information from a text to consciously create new understandings	Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning	
Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives	Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text	
Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places	Understand and talk about the role of setting in realistic, historical fiction and fantasy	
Find evidence to support an argument	Identify the mood of a piece of writing	
When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from previous texts	Explain how an author develops the point of view of the narrator or speaker in a text	
Express changes in ideas or perspective across the reading after reading a text	Determine the author's point of view or purpose in a text and explain how it is conveyed	
Notice how the author uses words in a connotative way	Differentiate between internal and external conflict	
Determine the author's point of view or purpose in a text and explain how it is conveyed	Notice aspects of the writer/illustrator's style in graphic texts	
Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text	Notice aspects of the writer/illustrator's style in graphic texts	
Understand the structure of complex plots in fiction and the organization of the text in nonfiction and represent in a diagram or graphic organizer	Critiquing – Evaluate the text in terms of readers' own experience as adolescents	
Analyze works of fantasy to notice classical motifs such as "the quest", "the hero", and symbolism representing good and evil	Critique the text as an example of genre	
Notice aspects of a writer's craft after reading several texts by the same author	Assess the author's qualifications to write an informational text	
Understand the meaning of symbolism when used by a writer to create texts, including complex fantasy representing good and evil	Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents	
Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text	Use other sources of information to check the authenticity of a text when questions arise	
Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters	Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction	
Compare and contrast multiple points of view	Express tastes and preferences in reading and support choices with specific descriptions of text features	
Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda	Become critical of the subjects of biography (decisions, motivations, accomplishments)	
Identify similarities across texts (concepts, theme, style, organization)	Critique the biographers presentation of a subject, noticing bias	

Engage in critical thinking across a writer's	Critique the integration of illustrations	
body of work or across works on the same	and print in graphic texts	
content and discuss findings or produce a		
literary essay		
Locate textually explicit information such	Evaluate how the writer has used	
as setting, plot, resolution, and character	illustrations and print to convey big	
development	ideas	
Identify author's use of literary devices	Evaluate the author's use of	
such as exaggeration, imagery, and	characterization and plot (believability	
personification	or depth)	
Notice and compare the traits and	Become critical of the subjects of	
development of characters within and	biography (decisions, motivations,	
across genres	accomplishments)	
Recognize differentiation of plot and		
structures for different purposes and	Evaluate whether social issues and	
audiences	different cultural groups are accurately	
dudichees	represented in fiction or nonfiction text	
Analyze how 2 or more authors writing	Critique texts in terms of the writer's	
about the same topic shape the	bias or the use of exaggeration and	
presentations of key information by	subtle misinformation (as in	
emphasizing different evidence or	propaganda)	
advancing different interpretations of facts	propaganady	
Derive the author's purpose and beliefs		
even when not explicitly stated		
Distinguish between fact and opinion		
Distinguish between fact and opinion		
Identify contradiction		
Evaluate the effectiveness of the author's		
use of literary devices such as		
exaggeration, imagery, and		
personification		

Reading Assessment — Level <b>Z</b> (Fountas and Pinnell)  Adapted from The Continuum of Literacy Learning Grades K-8 Fountas and Pinnell									
Behaviors to Notice, Teach and	Nan		,		0 -				
Support									
Thinking Within the Text	Date	Date	Date	Date	Thinking Within the Text	Date	Date	Date	Date
<b>Solving Words</b> – Notice new and useful words, intentionally record and remember to expand oral and written vocabulary					Gain important information from much longer texts, most with no illustrations (fiction)				
Demonstrate ability to use automatically and flexibly a wide range of word solving strategies					Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns				
Using word-solving strategies, background knowledge, graphics, text content, and readers' tools to solve words, including content specific and technical words					Search for and use information from texts that have many new and unfamiliar concepts and ideas within a single chapter or section				
Understand a variety of words that represent big ideas and abstract concepts					Process sentences with the syntax of archaic or regional dialects				
Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English					Summarizing- Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing				
Understand meaning changes when words are used satirically, ironically, or symbolically					Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused the reader's purpose)				
Use word roots and origins to understand meaning of words					Construct summaries that are concise and reflect the important and overarching ideas and information in texts				
<b>Monitoring and Correcting</b> – Continue to monitor for accuracy and understanding.					<b>Maintaining Fluency</b> – Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of				

	punctuation while reading to reflect
	meaning
Monitor understanding closely, searching for information within and outside text when needed	After rehearsal, perform interpretive oral reading in an expressive way
Searching for and Using Information- Search for and use information in a wide range of graphics and integrate with information from print.	Adjusting -Adjust the reader's stance to better understand genres such as complex fantasy, and special forms such as satire, parody, allegory or monologue
Use a full range of readers' tools to search for information.	Automatically adjust to process illustrations and print in an orchestrated way when reading graphic texts
Gain important information from texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue	Change style and pace to reflect purpose
Follow complex plots, including texts with literary devices (ex. flashbacks and stories within stories)	Thinking Beyond the Text
Process long very complex sentences	Predicting - Support predictions with evidence from the text or from knowledge of genre
Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts	Inferring – In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them
Use characteristics of genre as a source of information to make predictions before, during and after reading	Infer the big ideas or themes of a text some texts with mature themes and issues) and discuss how they are applicable to people's lives today
Making Connections - Bring knowledge from personal experiences to the interpretation of characters and events, particularly of interest to adolescents	Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning
Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy	Infer causes of problems or of outcomes in fiction and nonfiction texts
Make connections between satirical literature and the social issues they represent	Infer themes and ideas from illustrations in graphic texts
Specify the nature of connections (topic, content, type of story, writer)	Identify significant events and tell how they are related to the problem of the story or the solution
Connect and compare all aspects of texts within and across genres	Infer characters' or subjects' thinking processes and struggles at key decision points in their lives
Make connections between the text and other texts that have been read or heard and demonstrate in writing	Infer the feelings of characters who have severe problems, with some texts explicitly presenting mature issues
Build meaning and develop abstract concepts across a large number of varied texts (genres	Thinking About the Text
<b>Synthesizing</b> – Mentally form categories of related information and revise them as new information is acquired across the	Analyzing – Recognize and understand satire, parody, allegory and monologue, and their purposes and characteristics

text		
Draw conclusions from information	Analyze the selection of genre in relation to inferred writer's purpose for a range of texts	
Integrate existing content knowledge with new information from a text to consciously create new understandings	Understand when a writer has combined underlying organizational structures	
Use situations that focus on the problems of adolescents to develop new perspectives on readers' own lives	Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning	
Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places	Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text	
Find evidence to support an argument	Analyze the role of setting in realistic, historical fiction and fantasy	
When reading chapters, connected short stories or sequels, incorporate new knowledge to better understand characters and plots from previous texts	Recognize and interpret a writer's use of language to convey irony	
Express changes in ideas or perspective across the reading after reading a text	Identify the mood of a piece of writing	
Notice how the author uses words in a connotative way	Differentiate between internal and external conflict	
Notice aspects of genres	Notice aspects of the writer/illustrator's style in graphic texts	
Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text	Notice aspects of the writer/illustrator's style in graphic texts	
Analyze the structure of complex plots in fiction and the organization of the text in nonfiction	Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood	
Analyze works of fantasy to notice classical motifs such as "the quest", "the hero", and symbolism representing good and evil	Notice how illustrations and text work together in graphic texts	
Analyze aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author	Critiquing – Evaluate the text in terms of readers' own experience as adolescents	
Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy representing good and evil	Critique the text as an example of genre	
Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text	Assess the author's qualifications to write an informational text	
Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters	Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents	
Compare and contrast multiple points of view	Use other sources of information to check the authenticity of a text when questions arise	
Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda	Evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction	

Identify similarities across texts (concepts,	Express tastes and preferences in	
theme, style, organization)	reading and support choices with	
	specific descriptions of text features	
Engage in critical thinking across a writer's	Become critical of the subjects of	
body of work or across works on the same	biography (decisions, motivations,	
content and discuss findings or produce a	accomplishments)	
1 · · · · · · · · · · · · · · · · · · ·	accomplishments)	
literary essay	Citizen the bis weathers are sentation of	
Locate textually explicit information such	Critique the biographers presentation of	
as setting, plot, resolution, and character	a subject, noticing bias	
development		
Identify author's use of literary devices	Critique the integration of illustrations	
such as exaggeration, imagery, and	and print in graphic texts	
personification		
Notice and compare the traits and	Evaluate how the writer has used	
development of characters within and	illustrations and print to convey big	
across genres	ideas	
Recognize differentiation of plot and	Evaluate the author's use of	
structures for different purposes and	characterization and plot (believability	
audiences		
	or depth)	
Analyze how 2 or more authors writing	Become critical of the subjects of	
about the same topic shape the	biography (decisions, motivations,	
presentations of key information by	accomplishments)	
emphasizing different evidence or		
advancing different interpretations of facts		
Evaluate whether social issues and		
different cultural groups are accurately		
represented in fiction or nonfiction text		
Distinguish between fact and opinion		
Identify contradiction		
Evaluate the effectiveness of the author's		
use of literary devices such as		
exaggeration, imagery, and		
personification		
Critique texts in terms of the writer's bias		
or the use of exaggeration and subtle		
misinformation (as in propaganda)		
momormacon (ao in propaganaa)		