Level A

Behaviors to Notice and Support

- ☐ Reads the text softly or uses choral/echo reading.

- ☐ Understands main concepts in stories and illustrations.

- ☐ Differentiates print from pictures.

- ☐ Beginning to match word by word.

- ☐ Remembers and uses familiar language patterns.

Suggested Teaching Points

- ☐ Readers notice pictures and print.

- ☐ Readers turn pages from left to right.

- ☐ Readers read from left to right.

- ☐ Readers use their finger to point under each word as they read.

- ☐ Readers find words they know.

- ☐ Readers look for words that may be tricky.

- ☐ Readers make connections to their lives.

Notes

Name _____

Level B

Behaviors to Notice and Support

- ☐ Reads the text softly or uses choral/echo reading.

- ☐ Begins to control word by word matching across two lines of text, pointing with one finger.

- ☐ Talks about ideas in the text.

- ☐ Remembers and uses language patterns in the text.

- ☐ Pays close attention to print.

Suggested Teaching Points

- ☐ Readers read from left to right and then sweep to the next sentence.

- ☐ Readers use pictures to help them think about what is happening in the story.

- ☐ Readers use pictures to help them figure out tricky words.

- ☐ Readers use the first letter of a word to help them figure out tricky words.

- ☐ Readers read a page again to help them figure out a tricky word.

- ☐ Readers make connections to their lives.

Notes

Name _____

Level C

Behaviors to Notice and Support

- ☐ Reads the text softly or uses choral/echo reading.

- ☐ Demonstrates control of word-by-word matching across several lines of text.

- ☐ Talks about ideas in the text.

- ☐ Remembers and uses language patterns in the text.

- ☐ Solves some new words independently.

Suggested Teaching Points

- ☐ Readers use their eyes instead of their finger to help them read.

- ☐ Readers use their finger only when they come to a tricky word.

- ☐ Readers pause when they come to a period at the end of a sentence.

- ☐ Readers use pictures to help them think about what is happening in the story.

- ☐ Readers use the pictures and beginning sounds of a word to help them figure out a tricky word.

- ☐ Readers think about the story and discuss it with others.

Name _____

Level D

Behaviors to Notice and Support

☐ Reads the text softly or uses choral/echo reading.

☐ Controls word-by-word matching with eyes, using finger only at point of difficulty.

☐ Talks about ideas in the text.

☐ Remembers and uses language patterns and repeating events over longer stretches of text.

☐ Solves some new words independently.

Suggested Teaching Points

☐ Readers use their finger only when they come to a tricky word.

☐ Readers use the pictures and beginning sounds of a word to help them figure out a tricky word.

☐ Readers look for chunks they may know to help them figure out a word.

☐ Readers use the pictures and words to think about the story as they read.

☐ Readers group words together so their reading sounds smooth.

☐ Readers notice when something does not make sense. They may reread the sentence to help them.

Notes

Name _____

Level E

Behaviors to Notice and Support

- [ ] Reads the text softly.

- [ ] Tracks print with eyes, using finger only at points of difficulty.

- [ ] Talks about ideas in the text.

- [ ] Recognizes many words quickly and automatically.

- [ ] Solves some new words independently.

- [ ] Rereads to search for meaning and accuracy.

Suggested Teaching Points

- [ ] Readers notice punctuation marks. They pause when they come to a period or comma.

- [ ] Readers notice punctuation marks. Their voice changes when they see an exclamation or question mark.

- [ ] Readers group words together so their reading sounds smooth.

- [ ] Readers look for chunks they may know to help them figure out a word.

- [ ] Readers notice when something does not make sense. They may reread the sentence to help them.

- [ ] Readers think about how this book may be like another book they have read.

- [ ] Readers use text features to help them understand nonfiction.

Notes

Name _____

Level F

Behaviors to Notice and Support

- ☐ Reads the text softly.

- ☐ Tracks print with eyes, using finger only at points of difficulty.

- ☐ Uses sound/letter relationships and pictures to figure out new words.

- ☐ Recognizes most words quickly and automatically.

- ☐ Solves most new words independently.

- ☐ Rereads to figure out words, self correct, or improve expression.

- ☐ Reads fluently, paying attention to punctuation.

- ☐ Moves quickly through the text.

Suggested Teaching Points

- ☐ Readers notice punctuation marks.

- ☐ Readers group words together so their reading sounds smooth.

- ☐ Readers look for chunks they may know to help them figure out a word.

- ☐ Readers notice when something does not make sense. They may reread the sentence to help them.

- ☐ Readers think about how this book may be like another book they have read.

- ☐ Readers make connections to their own lives.

- ☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level G

Behaviors to Notice and Support

- [ ] Reads the text softly.

- [ ] Tracks print with eyes, occasionally using finger at points of difficulty.

- [ ] Uses sound/letter relationships and pictures to figure out new words.

- [ ] Recognizes most words quickly and automatically.

- [ ] Solves most new words independently.

- [ ] Rereads to figure out words, self correct, or improve expression.

- [ ] Reads fluently, paying attention to punctuation.

- [ ] Moves quickly through the text.

Suggested Teaching Points

- [ ] Readers notice punctuation marks.

- [ ] Readers group words together so their reading sounds smooth.

- [ ] Readers look for chunks they may know to help them figure out a word.

- [ ] Readers notice when something does not make sense. They may reread the sentence to help them.

- [ ] Readers think about the story and predict what may happen next.

- [ ] Readers think about the book as they are reading. They remember the details.

- [ ] Readers think about how this book may be like another book they have read.

- [ ] Readers think about connections they make to the story they are reading.

- [ ] Readers use text features to help them understand nonfiction.

Notes

Name _____

Level H

Behaviors to Notice and Support

- ☐ Reads the text softly.

- ☐ Tracks print with eyes, using finger only at points of difficulty.

- ☐ Uses sound/letter relationships and pictures to figure out new words.

- ☐ Recognizes most words quickly and automatically.

- ☐ Solves most new words independently.

- ☐ Reads fluently and rapidly, paying attention to punctuation.

- ☐ Rereads to figure out words, self correct, or improve expression.

Suggested Teaching Points

- ☐ Readers notice punctuation marks.

- ☐ Readers group words together so their reading sounds smooth.

- ☐ Readers look for chunks they may know to help them figure out a word.

- ☐ Readers notice when something does not make sense. They may reread the sentence or page to help them understand.

- ☐ Readers think about what happens in the story. They pay attention to details.

- ☐ Readers think about the story and predict what might happen next.

- ☐ Readers stop and think as they read.

- ☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level I

Behaviors to Notice and Support

- [ ] Begins to silently read some of the text.

- [ ] Follows the print with eyes.

- [ ] Begins to silently read some of the text.

- [ ] Figures out new words using a variety of strategies.

- [ ] Uses meaning, structure, and visual cues to understand the story and figure out new words.

- [ ] In oral reading, rereads some words to self-correct.

Suggested Teaching Points

- [ ] Readers read part of the story in their heads.

- [ ] Readers slow down to figure out new words.

- [ ] Readers use the pictures to figure out new words.

- [ ] Readers look for chunks they know to help figure out new words.

- [ ] Readers notice when something does not make sense. They may reread the sentence or page to help them understand.

- [ ] Readers think about what happens in the story and pay attention to details.

- [ ] Readers stop and think about the characters as they read.

- [ ] Readers stop and think about the problem in the story.

- [ ] Readers make connections as they read. (text to text, text to self)

- [ ] Readers visualize the story in their mind as they read.

- [ ] Readers use text features to help them understand nonfiction.

Notes

Name _____

Level J

Behaviors to Notice and Support

☐ Reads silently sections of the text.

☐ Follows the print with eyes.

☐ Reads fluently, slowing down to figure out new words and then resumes speed.

☐ Figures out new words using a variety of strategies.

☐ Uses meaning, structure, and visual cues to understand the story and figure out new words.

☐ In oral reading, rereads some words to self-correct.

Suggested Teaching Points

☐ Readers read part of the story in their heads.

☐ Readers slow down to figure out new words.

☐ Readers use the pictures to figure out new words.

☐ Readers look for chunks they know to help figure out new words.

☐ Readers think about what is happening in the story to help them figure out new words.

☐ Readers notice when something does not make sense. They may reread the sentence or page to help them understand.

☐ Readers think about the characters as they read.

☐ Readers predict what might happen next in the story.

☐ Readers think about (infer) the problem and the solution in the story.

☐ Readers think about (infer) what lesson the author may be trying to teach them.

☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level K

Behaviors to Notice and Support

- ☐ Reads silently much of the time.

- ☐ Reads fluently, slowing down to figure out new words and then resumes speed.

- ☐ Figures out new words using a variety of strategies.

- ☐ Uses meaning, structure, and visual cues to understand the story and figure out new words.

- ☐ Sustains attention to details of a longer text read over several days.

Suggested Teaching Points

- ☐ Readers read the entire story in their heads.

- ☐ Readers slow down to figure out new words.

- ☐ Readers use the pictures to figure out word they don't know.

- ☐ Readers look for chunks, and think about what is happening in the story to help them figure out new words.

- ☐ Readers notice when something does not make sense. They may reread the sentence or page to help them understand.

- ☐ Readers think about the characters as they read.

- ☐ Readers predict what might happen next in the story.

- ☐ Readers think about (infer) the problem and the solution in the story.

- ☐ Readers think about (infer) what lesson the author may be trying to teach them.

- ☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level L

Behaviors to Notice and Support

- ☐ Reads silently most of the time.

- ☐ Reads fluently, slowing down to figure out new words and then resumes speed.

- ☐ Figures out new words using a variety of strategies.

- ☐ Uses meaning, structure, and visual cues to understand the story and figure out new words.

- ☐ Demonstrates an understanding of the text after silent reading.

- ☐ Sustains attention to details and interpretation of a longer text read over several days.

Suggested Teaching Points

- ☐ Readers read part of the story in their heads.

- ☐ Readers slow down to figure out new words.

- ☐ Readers use the pictures to figure out words they don't know.

- ☐ Readers look for chunks, and think about what is happening in the story to help them figure out new words.

- ☐ Readers notice when something does not make sense. They may reread the sentence or page to help them understand.

- ☐ Readers think about the characters as they read.

- ☐ Readers predict what might happen next in the story.

- ☐ Readers think about (infer) the problem and the solution in the story.

- ☐ Readers think about (infer) what lesson the author may be trying to teach them.

- ☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level M

Behaviors to Notice and Support

- ☐ Reads silently, except during fluency assessment or to demonstrate text interpretation.

- ☐ Uses meaning, structure, and visual cues to understand the story and figure out new words.

- ☐ Reads with high accuracy, not stopping to correct all errors in interest of fluency.

- ☐ Demonstrates an understanding of the text after silent reading.

Suggested Teaching Points

- ☐ Readers predict what might happen next in the story.

- ☐ Readers think about (infer) the problem and the solution in the story.

- ☐ Readers think about (infer) what lesson the author may be trying to teach them.

- ☐ Readers think about how a character changes throughout the story.

- ☐ Readers make connections. (text to self, text to text, text to world)

- ☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level N

Behaviors to Notice and Support

- ☐ Reads silently, except during fluency assessment or to demonstrate text interpretation.

- ☐ Uses meaning, structure, and visual cues to understand the story and figure out new words.

- ☐ Reads with high accuracy, fluency, and phrasing.

- ☐ Demonstrates an understanding of the text after silent reading.

Suggested Teaching Points

- ☐ Readers remember details throughout the story.

- ☐ Readers change their predictions as they learn new information in the text.

- ☐ Readers use the illustrations to help them understand the text.

- ☐ Readers think about the plot of the story. (setting, characters, problem, solution)

- ☐ Readers make connections. (text to self, text to text, text to world)

- ☐ Readers infer the theme of the story. (author's message)

- ☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level O

Behaviors to Notice and Support

- ☐ Reads silently, except during fluency assessment or to demonstrate text interpretation.

- ☐ Solves words quickly and automatically.

- ☐ Reads with high accuracy, not stopping to correct all errors in interest of fluency.

- ☐ Demonstrates an understanding of the text after silent reading.

Suggested Teaching Points

- ☐ Readers pay attention to details as they read over several days.

- ☐ Readers revise predictions as they learn about new events.

- ☐ Readers summarize the text in writing.

- ☐ Readers think about the plot of the story. (setting, characters, problem, solution)

- ☐ Readers make connections. (text to self, text to text, text to world)

- ☐ Readers infer the theme of the story. (author's message)

- ☐ Readers use text features to help them understand nonfiction.

Notes

Name _____

Level P

Behaviors to Notice and Support

- ☐ Reads silently, except during fluency assessment or to demonstrate text interpretation.

- ☐ Reads fluently with expression.

- ☐ Reads rapidly with attention to meaning and solves words quickly.

- ☐ Reads an extended text over a longer time period.

Suggested Teaching Points

- ☐ Readers revise predictions as they learn about new events in the text.

- ☐ Readers use context clues to help them figure out the meaning of a word.

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers think about the plot of the story. (setting, characters, conflict, resolution)

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- ☐ Readers infer the theme of the story and support their thinking with evidence from the text.

- ☐ Readers summarize the text and share their thinking in writing.

- ☐ Readers make text-to-text connections.

Notes

Name _____

Level Q

Behaviors to Notice and Support

- ☐ Reads silently with attention to meaning. Solves words quickly.

- ☐ Demonstrates interest in reading short and longer texts.

- ☐ Reads an extended text over a longer time period.

- ☐ Reads with expression and fluency.

Suggested Teaching Points

- ☐ Readers revise predictions as they learn about new events in the text.

- ☐ Readers use context clues to help them figure out the meaning of a word.

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers think about the plot of the story. (setting, characters, conflict, resolution)

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- ☐ Readers infer the theme of the story and support their thinking with evidence from the text.

- ☐ Readers summarize the text and share their thinking in writing.

- ☐ Readers make connections (text-self, text-text, text-world).

Notes

Name _____

Level R

Behaviors to Notice and Support

- ☐ Reads silently with attention to meaning. Solves words quickly.

- ☐ Demonstrates interest in reading short and longer texts.

- ☐ Reads an extended text over a longer time period.

- ☐ Reads with expression and fluency.

Suggested Teaching Points

- ☐ Readers revise predictions as they learn about new events in the text.

- ☐ Readers use context clues to help them figure out the meaning of a word.

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers think about the plot of the story. (setting, characters, conflict, resolution)

- ☐ Readers use illustrations to help analyze the meaning of the text.

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- ☐ Readers make text-to-text connections to help them interpret the text.

- ☐ Readers infer the theme of the story and support their thinking with evidence from the text.

- ☐ Readers respond to the text in writing and use evidence from the text to support thinking.

- ☐ Readers extend the text by researching something that interests them.

Notes

Name _____

Level S

Behaviors to Notice and Support

☐ Reads silently with attention to meaning. Solves words quickly.

☐ After reading silently, demonstrates understanding.

☐ Demonstrates flexibility in reading many different kinds of text.

☐ Reads with expression and fluency.

Suggested Teaching Points

☐ Readers revise predictions as they learn about new events in the text.

☐ Readers use context clues to help them figure out the meaning of a word.

☐ Readers use text features to help them understand nonfiction.

☐ Readers use text structure to help them understand nonfiction.

☐ Readers think about the plot of the story. (setting, characters, conflict, resolution)

☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

☐ Readers go beyond the text to interpret characters' thoughts and feelings.

☐ Readers infer the theme of the story and support their thinking with evidence from the text.

☐ Readers respond to the text in writing and use evidence from the text to support thinking.

☐ Readers extend the text by researching something that interests them.

Notes

Name _____

Level T

Behaviors to Notice and Support

- [ ] Reads silently with attention to meaning. Solves words quickly.

- [ ] After reading silently, demonstrates understanding.

- [ ] Demonstrates flexibility in reading many different kinds of text.

- [ ] Reads with expression and fluency.

Suggested Teaching Points

- [ ] Readers revise predictions as they learn about new events in the text.

- [ ] Readers use text features to help them understand nonfiction.

- [ ] Readers use text structure to help them understand nonfiction.

- [ ] Readers use context clues to help them figure out the meaning of a word.

- [ ] Readers analyze the plot of the story. (setting, characters, conflict, resolution)

- [ ] Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- [ ] Readers go beyond the text to interpret characters' thoughts and feelings.

- [ ] Readers respond to the text in writing and use evidence from the text to support thinking.

- [ ] Readers extend the text by researching something that interests them.

Notes

Name _____

Level U

Behaviors to Notice and Support

- ☐ After reading silently, engages in critical thinking about the text.

- ☐ Employ a wide range of sophisticated reading strategies in difficult texts.

- ☐ Keep up with several different themes and characters.

- ☐ Read more nonfiction than before.

Suggested Teaching Points

- ☐ Readers notice illustrations and gain important information from them.

- ☐ Readers interpret illustrations and their connections to the text.

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers learn technical words from reading.

- ☐ Readers find, understand, and appreciate literacy language.

- ☐ Readers notice a full range of punctuation including more rarely used forms such as dashes.

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- ☐ Readers respond to the text in writing and use evidence from the text to support thinking.

- ☐ Readers go beyond the text to interpret characters' thoughts and feelings.

- ☐ Readers extend the text by researching something that interests them.

Notes

Name _____

Level V

Behaviors to Notice and Support

- [ ] After reading silently, engages in critical thinking about the text.

- [ ] Employ a wide range of sophisticated reading strategies in difficult texts.

- [ ] More background knowledge is required to understand the text.

- [ ] Keep up with several different themes and characters.

- [ ] More nonfiction is read.

Suggested Teaching Points

- [ ] Readers notice illustrations and gain important information from them.

- [ ] Readers interpret illustrations and their connections to the text.

- [ ] Readers use text features to help them understand nonfiction.

- [ ] Readers use text structure to help them understand nonfiction.

- [ ] Readers learn technical language and concepts through reading.

- [ ] Readers understand and analyze complex themes and apply them to their own lives.

- [ ] Readers think about symbols in the text and what they represent.

- [ ] Readers discuss mature topics such as war, death, prejudice, or courage.

- [ ] Readers notice aspects of the writer's craft and discuss them.

- [ ] Readers make connections across texts to notice an author's style or craft.

- [ ] Readers use the comprehension strategies as they read.

- [ ] Readers respond to the text in writing and use evidence from the text to support thinking.

- [ ] Readers extend the text by researching something that interests them.

Notes

Name _____

Level W

Behaviors to Notice and Support

- ☐ After reading silently, engages in critical thinking about the text.

- ☐ Employ a wide range of sophisticated reading strategies in difficult texts.

- ☐ More background knowledge is required to understand the text.

- ☐ Keep up with several different themes and characters.

- ☐ More nonfiction is read.

Suggested Teaching Points

- ☐ Readers notice illustrations and gain important information from them.

- ☐ Readers learn technical language and concepts through reading.

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers think about symbols in the text and what they represent.

- ☐ Readers understand and analyze complex themes and apply them to their own lives.

- ☐ Readers notice aspects of the writer's craft and discuss them.

- ☐ Readers discuss mature topics such as war, death, prejudice, or courage.

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- ☐ Readers think about the characters and how they develop and change.

- ☐ Readers develop a point of view toward the characters.

- ☐ Readers respond to the text in writing and use evidence from the text to support thinking.

Notes

Name _____

Level X

Behaviors to Notice and Support

- ☐ After reading silently, engages in critical thinking about the text.

- ☐ Employ a wide range of sophisticated reading strategies in difficult texts.

- ☐ More background knowledge is required to understand the text.

- ☐ Sustains attention to texts with more complex themes.

- ☐ More nonfiction is read.

Suggested Teaching Points

- ☐ Readers learn technical language and concepts through reading.

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers understand and analyze complex themes and apply them to their own lives.

- ☐ Readers discuss mature topics such as war, death, prejudice, or courage.

- ☐ Readers think about symbols in the text and what they represent.

- ☐ Readers notice aspects of the writer's craft and discuss them.

- ☐ Readers how the author used craft to present characters as "real."

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- ☐ Readers think about the characters and how they develop and change.

- ☐ Readers develop a point of view toward the characters.

- ☐ Readers respond to the text in writing and use evidence from the text to support thinking.

Notes

Name _____

Level Y

Behaviors to Notice and Support

- ☐ After reading silently, engages in critical thinking about the text.

- ☐ Employ a wide range of sophisticated reading strategies in difficult texts.

- ☐ More background knowledge is required to understand the text.

- ☐ Sustains attention to texts with more complex themes.

- ☐ More nonfiction and fantasy is read.

Suggested Teaching Points

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers evaluate nonfiction texts for accuracy and presentation of information.

- ☐ Readers understand and analyze complex themes and apply them to their own lives.

- ☐ Readers discuss mature topics such as war, death, prejudice, or courage.

- ☐ Readers think about symbols in the text and what they represent.

- ☐ Readers notice aspects of the writer's craft and discuss them.

- ☐ Readers notice how the author used craft to present characters as "real."

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you
- ☐ understand the text."

- ☐ Readers think about the genre of fantasy. They think about and discuss whole new worlds and their concepts.

- ☐ Readers respond to the text in writing and use evidence from the text to support thinking.

Notes

Name _____

Level Z

Behaviors to Notice and Support

- ☐ After reading silently, engages in critical thinking about the text.

- ☐ Employ a wide range of sophisticated reading strategies in difficult texts.

- ☐ More background knowledge is required to understand the text.

- ☐ Sustains attention to texts with more complex themes.

- ☐ More nonfiction and fantasy is read.

Suggested Teaching Points

- ☐ Readers use text features to help them understand nonfiction.

- ☐ Readers use text structure to help them understand nonfiction.

- ☐ Readers evaluate nonfiction texts for accuracy and presentation of information.

- ☐ Readers understand and analyze complex themes and apply them to their own lives.

- ☐ Readers discuss mature topics such as war, death, prejudice, or courage.

- ☐ Readers think about symbols in the text and what they represent.

- ☐ Readers notice aspects of the writer's craft and discuss them.

- ☐ Readers notice how the author used craft to present characters as "real."

- ☐ Readers use the comprehension strategies as they read. "Today as you read, mark a place where you used a strategy to help you understand the text."

- ☐ Readers think about the genre of fantasy. They think about and discuss whole new worlds and their concepts.

- ☐ Readers respond to the text in writing and use evidence from the text to support thinking.

- ☐ Readers understand and appreciate literary devices.

Notes

Name _____

Name _____