Behaviors to Notice and Support (Level A)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level B)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level C)

- **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 (choose one)

- 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.

<u>Behaviors to Notice and Support (Level D)</u>

- **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.

<u>Suggested Teaching Points (choose one)</u>

- 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.

Behaviors to Notice and Support (Level E)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level F)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level G)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level H)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level I)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level J)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level K)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level L)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level M)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level N)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level O)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level P)

- **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 (choose one)

- 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.

<u>Behaviors to Notice and Support (Level Q)</u>

- **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.

<u>Suggested Teaching Points (choose one)</u>

- 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).

<u>Behaviors to Notice and Support (Level R)</u>

- **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.

<u>Suggested Teaching Points (choose one)</u>

- 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.

Behaviors to Notice and Support (Level S)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level T)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level U)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level V)

- **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 (choose one)

- 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.
  "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 extend the text by researching something that interests them.

Behaviors to Notice and Support (Level W)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level X)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level Y)

- **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 (choose one)

- 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.

Behaviors to Notice and Support (Level Z)

- **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 (choose one)

- 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.