Student Name:_____

Grade:_____   Teacher:_____

Level A- Expectations and Goals
Behaviors & Understandings to Notice, Teach, and Support

Expectation/Goal	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Thinking Within Texts			
Solving Words			
Recognizes most words quickly with the support of meaning and language structure			
Say a word and predict its first letter before locating it			
Say a word slowly to hear and identify the first sound and connect to a letter			
Recognize a few easy high-frequency words			
Locate familiar, easy high-frequency words by noticing anything about the word			
Locate easy high-frequency words in a text			
Slow down speech to assist in word-by-word matching			
Monitoring and Correcting			
Reread the sentence to problem solve, self-correct, or confirm			
Reread to search for and use information			
Use prior knowledge to self-monitor and self-correct			
Self-monitor and self-correct using language structure			
Use word-by-word matching to self-monitor and self-correct			
Show evidence of close attention to print			
Use known words to self-monitor and self-correct			
Searching for and Using Information			
Read left to right across a line of print			
Match one spoken word with one printed word			
Search for and use information in the print			
Use oral language in combination with pointing, matching voice with words on the page [indicated by crisp pointing]			
Search for and use information in pictures			
Reread to search for and use information			
Use the language structure to learn about the print			
Summarizing			
Remember what the story is about during reading			
Remember information to help in understanding the end of the story			
Remember important information (retell/summarize)			
Maintaining Fluency			
Point crisply and read at a steady rate (slow enough to match but without long pauses)			
Notice and use end punctuation (reflect in voice)			

Pinnell, G. & Fountas, I. (2007). *The Continuum of Literacy Learning, Grade K-8: Behaviors and Understandings to Notice, Teach, and Support.* NH: Heinemann.

Expectation/Goal	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Adjusting			
Slow down to problem solve words and resume reading with momentum			
Thinking Beyond the Text			
Predicting			
Use knowledge of language structure to anticipate the text			
Make predictions based on information in the pictures			
Predict the ending of a story based on reading the beginning and middle			
Make predictions based on personal experiences and knowledge			
Making Connections			
Talk about own experiences in relation to the text			
Make connections between texts on the same topic or with the same content			
Identify recurring characters when applicable			
Synthesizing			
Talk about what the reader already knows relative to information in the text			
Identify new information in text or pictures			
Inferring			
Talk about characters' feelings			
Talk about the pictures, revealing interpretation of a problem or of characters' feelings			
Thinking About the Text			
Analyzing			
Understand how the ideas in a book are related to each other			
Understand how the ideas in a text are related to the title			
Critiquing			
Share opinions about a text			
Share opinions about illustrations			
Word Work			
Recognize, make, and write a few easy CVC words (cat, pin, sat, hat)			
Recognize, make, and write a few easy high-frequency words (the, I, and, is, can, in, it)			
Match or sort pictures by initial sounds			
Match or sort pictures by final sounds			
Match or sort letters by a variety of letter features			
Match uppercase/lowercase letters with speed			
Clap the syllables by one and two syllable words (from pictures/words)			
Search and locate letters by name quickly			
Read the Alphabet Linking Chart by letter names, pictures, and words			

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