Student Name:_____

Grade:_____   Teacher:_____

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

Expectation/Goal	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Thinking Within Texts			
Solving Words			
Recognize a large number of regular words and easy high-frequency words quickly with support of meaning and language structures			
Locate the first and last letters of words in continuous text			
Say words slowly to identify first sound, connect to a letter, and locate the word in a text			
Take apart words by using the sounds of individual letters in words with CVC patterns			
Recognize twenty or more high-frequency words within continuous text			
Make connections between words by letters, sounds, or spelling patterns			
Monitoring and Correcting			
Reread the sentence to problem solve, self-correct, or confirm			
Reread to search for and use information			
Self-monitor accuracy and self-correct using known words, letter-sound information, and word parts			
Cross-check one kind of information against another to monitor and self-correct reading (i.e. meaning with visual information)			
Use two or more sources of information (meaning, language structure, visual information) to self-monitor and self-correct reading			
Use known words to self-monitor and self-correct			
Searching for and Using Information			
Notice details in pictures and use information to understand the text			
Process texts with simple dialogue and some pronouns, all assigned to speakers			
Reread to search for and use information			
Notice, search for, remember, and discuss information that is important to understanding			
Use text meaning and language structure to solve new words			
Summarizing			
Remember information to help in understanding the end of the story			
Recall and retell the important information in or events from the text			
Understand and talk about a simple sequence or events or steps			

Expectation/Goal	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Maintaining Fluency			
Identify and read some phrases as word groups			
Reflect words in bold with use of voice			
Reflect punctuation through appropriate pausing and intonation while reading orally			
Demonstrate appropriate stress on words in a sentence			
Adjusting			
Slow down to problem solve words and resume good rate of reading			
Anticipate and use language patterns when available but do not depend on them			
Thinking Beyond the Text			
Predicting			
Use knowledge of language structure to anticipate the text			
Make predictions using picture information			
Predict the ending of a story based on reading the beginning and middle			
Make predictions based on personal experiences and knowledge			
Make predictions based on information gained through reading			
Making Connections			
Make and discuss connections between texts and reader's personal experiences			
Make connections between texts that are alike in some way (topic, ending, characters)			
Recognize and apply attributes of recurring characters when applicable			
Synthesizing			
Identify what the reader already knows relative to information in the text			
Identify new information in text or pictures			
Acquire and report new information from text			
Talk about what the reader already knows about a topic or character prior to reading			
Show evidence in the text of new ideas or information			
Inferring			
Infer and talk about characters' feelings, motives, and attributes			
Show evidence in the print or pictures to support inference			
Thinking About the Text			
Analyzing			
Notice how the writer has made a story funny or surprising			
Identify and appreciate humor in a text			
Notice and comment on the connections between the print and the pictures			
Understand that a story has a beginning, a series of events, and an end			
Understand/discuss how writers use interesting characters & situations			

Expectation/Goal	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Critiquing			
Share opinions about a text as a whole (beginning, characters, ending)			
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 (me, my, do, go, to, up, we, no)			
Add –s to words to make a plural and read them (cat/cats)			
Match pictures with letters using beginning sounds			
Match or sort letters quickly by a variety of letter features			
Match or sort words/pictures with rhyming sounds			
Change the beginning/ending letter to make a new one-syllable word (man/can -or- cat/can)			
Say and clap the syllables in words by one, two, three, or four parts (from pictures/words)			
Read the Alphabet Linking Chart in a variety of ways			

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