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.

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.

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.

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.

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.

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.
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.

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.
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.

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.
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.

Name ______________________________

Notes
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.

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.

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.
# 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.
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).
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.

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.
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.
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.

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.
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.

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.

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.

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.

Name ______________________________
Notes
Name ______________________________