# 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

**Notes**

**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

**Notes**

**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.

**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

**Notes**

## 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** _____

# Level M

**Notes**

**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

**Notes**

**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.

**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** _____