



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of the Chief Academic Officer

# List of Reading Behaviors: A Tool for Guided Reading

## Guidance for Using this Document

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This document was designed to provide information about each reading level so that teachers can make informed decisions about what to teach their students and what to observe for and assess. As this document represents a continuum of reading behaviors, not discrete steps, you will see that many reading behaviors can be found in multiple levels. Students should practice those reading behaviors repeatedly, but with increasingly complex texts. You will also find suggested readinga-z.com texts that can be used to progress monitor students throughout the school year to determine if they are ready to move to the next level. Please keep in mind that some readinga-z.com levels do not exactly correlate to TRC/Fountas and Pinnell levels. We have listed books that align to the TRC/Fountas and Pinnell levels for consistency and have included a correlation chart for your reference.

### Two suggestions for using this document

- **Lesson Planning Tool:** Primarily, this document serves as a planning guide, as it lists the reading behaviors students should exhibit at each reading level. For example, students reading on a Level F should “use multiple sources of information while reading to self-correct.” Teachers can use this list to craft objectives for each leveled group. During the lesson, teachers should model the reading behavior they want students to try, students should have an opportunity during guided reading to apply the behavior, and students should receive “just in time” feedback regarding their application.
- **Observation and Assessment Tool:** Teachers can use the checklists during guided reading lessons as a tool on which to record the behaviors each child is demonstrating. This enables teachers to monitor student progress and provide more targeted instruction. During the lesson, the teacher should listen to as many students read as possible. While listening in, some teachers will choose to take informal running records while others may find it helpful to record their observations on these checklists.

The checklists that follow have been adapted from the following sources:

- Fountas, I.C. & Pinnell, G.S. (2011). *The continuum of literacy learning: Grades preK-8*. Portsmouth, NH: Heinemann.
- Fountas, I.C. & Pinnell, G.S. (2011). *Scholastic guided reading program: Teacher’s guide*. NY, NY: Scholastic.

## Level A

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Reads words from left to right                                       |  |  |  |  |  |
| Remembers and uses language patterns                                 |  |  |  |  |  |
| Locates both known and new words                                     |  |  |  |  |  |
| Begins to match word by word, pointing with one finger under words   |  |  |  |  |  |
| Differentiates print from pictures                                   |  |  |  |  |  |
| Holds the book and turns pages correctly                             |  |  |  |  |  |
| Relies on illustrations to tell a story and begins to focus on print |  |  |  |  |  |
| Understands familiar concepts in stories and illustrations           |  |  |  |  |  |
| Relates the book to his/her experience                               |  |  |  |  |  |
| Notices and interprets details in pictures                           |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|      |            |
|------|------------|
| I Go | Vegetables |
|------|------------|

## Level B

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Remembers and uses language patterns in text   |  |  |  |  |  |
| Uses visual information, such as the first letter of the word, to read known and new words |  |  |  |  |  |
| Notices features of letters and words  |  |  |  |  |  |
| Demonstrates control of left to right movement and return sweep                            |  |  |  |  |  |
| Begins to control word-by-word matching across two lines of text, pointing with one finger |  |  |  |  |  |
| Begins to self-monitor, noticing mismatches in meaning or language                         |  |  |  |  |  |
| Uses word-by-word matching to check on reading   |  |  |  |  |  |
| Rereads to confirm or figure out new words   |  |  |  |  |  |
| Pays close attention to print  |  |  |  |  |  |
| Uses knowledge of high-frequency words to check on reading                                 |  |  |  |  |  |
| Notices and interprets detail in pictures  |  |  |  |  |  |
| Talks about ideas in text  |  |  |  |  |  |
| Notices mismatches in meaning or language  |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|              |             |
|--------------|-------------|
| The Sandwich | This Turtle |
|--------------|-------------|

## Level C

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Uses picture details to help figure out words  |  |  |  |  |  |
| Remembers and uses language patterns in text   |  |  |  |  |  |
| Solves some new words independently  |  |  |  |  |  |
| Demonstrates awareness of punctuation by pausing and using some phrasing                                     |  |  |  |  |  |
| Demonstrates control of left-to-right directionality and word-by-word matching across several lines of print |  |  |  |  |  |
| Begins to track print with eyes  |  |  |  |  |  |
| Rereads to solve problems, such as confirming or figuring out new words                                      |  |  |  |  |  |
| Controls directionality and word-by-word matching with eyes, using finger at points of difficulty            |  |  |  |  |  |
| Recognizes known words quickly and uses them to figure out the meaning of new words                          |  |  |  |  |  |
| Uses visual information to predict, check, and confirm reading   |  |  |  |  |  |
| Searches for understanding while reading   |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                 |            |
|-----------------|------------|
| How Things Move | I Can Help |
|-----------------|------------|

## Level D

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Pays close attention to words and their structural features (for example, endings)                |  |  |  |  |  |
| Solves new words using knowledge of sound/letter relationships and word parts                     |  |  |  |  |  |
| Reads fluently, with phrasing   |  |  |  |  |  |
| Self-corrects, using visual information   |  |  |  |  |  |
| Controls directionality and word-by-word matching with eyes, using finger at points of difficulty |  |  |  |  |  |
| Rereads to confirm or figure out new words  |  |  |  |  |  |
| Remembers language patterns and repeating events over longer stretches of text                    |  |  |  |  |  |
| Searches for understanding while reading  |  |  |  |  |  |
| Remembers details from text and pictures  |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|           |                |
|-----------|----------------|
| The Wheel | Who Runs Fast? |
|-----------|----------------|

## Level E

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Figures out some longer words by taking them apart                                     |  |  |  |  |  |
| Reads for meaning but checks with the visual aspects of print (letters, sounds, words) |  |  |  |  |  |
| Uses language syntax and meaning to read fluently, with phrasing                       |  |  |  |  |  |
| Demonstrates awareness of punctuation by using, phrasing, and reading with inflection  |  |  |  |  |  |
| Recognizes many words quickly and automatically  |  |  |  |  |  |
| Tracks print with eyes, except at points of difficulty                                 |  |  |  |  |  |
| Rereads to self-monitor or self-correct phrasing and expression                        |  |  |  |  |  |
| Rereads to search for meaning and accuracy   |  |  |  |  |  |
| Relates texts to others previously read  |  |  |  |  |  |
| Remembers details and uses them to clarify meaning                                     |  |  |  |  |  |
| Demonstrates understanding by talking about text after reading                         |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|           |            |
|-----------|------------|
| Bath Time | In the Sea |
|-----------|------------|

## Level F

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Uses syntax of written language to figure out new words and their meaning                         |  |  |  |  |  |
| Uses sound/letter relationships, word parts, and other visual information to figure out new words |  |  |  |  |  |
| Uses known words to figure out new words  |  |  |  |  |  |
| Figures out longer words while reading for meaning  |  |  |  |  |  |
| Demonstrates awareness of punctuation by using, phrasing, and reading with inflection             |  |  |  |  |  |
| Recognizes most words quickly and automatically   |  |  |  |  |  |
| Moves quickly through text  |  |  |  |  |  |
| Reads fluently, with phrasing   |  |  |  |  |  |
| Tracks print with eyes using finger at points of difficulty                                       |  |  |  |  |  |
| Uses multiple sources of information to search and self-correct                                   |  |  |  |  |  |
| Rereads to figure out words, self-correct, or improve phrasing and expression                     |  |  |  |  |  |
| Rereads to search for meaning   |  |  |  |  |  |
| Talks about ideas in the text and relates them to his/her experiences and to other texts          |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|            |                   |
|------------|-------------------|
| Many Roads | Monkey to the Top |
|------------|-------------------|



## Level G

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Uses sound/letter relationships, word parts, and other visual information to figure out new words |  |  |  |  |  |
| Uses meaning, visual information, and language syntax to figure out words                         |  |  |  |  |  |
| Reads fluently and rapidly, with appropriate phrasing   |  |  |  |  |  |
| Notices and uses punctuation to assist smooth reading   |  |  |  |  |  |
| Recognizes most words quickly and automatically   |  |  |  |  |  |
| Follows print with eyes, occasionally using finger at points of difficulty                        |  |  |  |  |  |
| Rereads to figure out words, self-correct, or improve phrasing and expression                     |  |  |  |  |  |
| Rereads to search for meaning   |  |  |  |  |  |
| Remembers details to support the accumulation of meaning throughout the text                      |  |  |  |  |  |
| Uses pictures for information but does not rely on them to make predictions                       |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                 |                    |
|-----------------|--------------------|
| A Dog for Sally | Big and Small Cats |
|-----------------|--------------------|

## Level H

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Uses sound/letter relationships, words parts, and other visual information to figure out new words |  |  |  |  |  |
| Reads fluently and rapidly, with appropriate phrasing  |  |  |  |  |  |
| Notices and uses punctuation to assist smooth reading  |  |  |  |  |  |
| Recognizes most words rapidly  |  |  |  |  |  |
| Follows print with eyes, occasionally using finger at points of difficulty                         |  |  |  |  |  |
| Rereads to figure out words, self-correct, or improve phrasing and expression                      |  |  |  |  |  |
| Rereads to search for meaning  |  |  |  |  |  |
| Uses meaning, visual information, and language syntax to solve problems                            |  |  |  |  |  |
| Remembers details to support the accumulations of meaning throughout the text                      |  |  |  |  |  |
| Uses pictures for information but does not rely on them to make predictions                        |  |  |  |  |  |
| Searches for meaning while reading, stopping to think or talk about ideas                          |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                        |                 |
|------------------------|-----------------|
| How Long Does It Take? | Living Together |
|------------------------|-----------------|

# Level I

## Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Actively figures out new words, using a range of strategies   |  |  |  |  |  |
| Flexibly uses meaning, language syntax, and visual information to figure out new words and to monitor reading |  |  |  |  |  |
| Begins to silently read some of the text  |  |  |  |  |  |
| Follows the print with eyes   |  |  |  |  |  |
| In oral reading, rereads some words or phrases to self-correct or improve expression                          |  |  |  |  |  |
| Rereads to search for meaning   |  |  |  |  |  |
| Self-corrects errors that cause loss of meaning   |  |  |  |  |  |
| Rereads when necessary to self-correct, but not as a habit  |  |  |  |  |  |
| Demonstrates understanding of the story and characters  |  |  |  |  |  |
| Goes beyond text in discussions and interpretations   |  |  |  |  |  |
| Sustains problem solving and development of meaning through a longer text and over a two- or three-day period |  |  |  |  |  |

## Progress Monitoring Texts from Readinga-z.com

|                |             |
|----------------|-------------|
| Land and Water | On Vacation |
|----------------|-------------|

## Level J

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Uses multiple strategies to figure out new words while focusing on meaning                       |  |  |  |  |  |
| Analyzes words from left to right, using knowledge of sound/letter relationships                 |  |  |  |  |  |
| Uses known words and parts to figure out new words   |  |  |  |  |  |
| Reads fluently, slowing down to figure out new words and then resuming speed                     |  |  |  |  |  |
| Silently reads sections of text  |  |  |  |  |  |
| Flexibly uses meaning, language syntax, and visual information to monitor reading                |  |  |  |  |  |
| Self-corrects errors that cause loss of meaning  |  |  |  |  |  |
| Rereads when necessary to self-correct, but not as a habit                                       |  |  |  |  |  |
| Rereads to search for meaning  |  |  |  |  |  |
| Uses multiple sources of information to process text smoothly                                    |  |  |  |  |  |
| Demonstrates understanding of the story and characters   |  |  |  |  |  |
| Goes beyond the text in discussions and interpretations  |  |  |  |  |  |
| Sustains problem-solving and development of meaning through a longer text read over several days |  |  |  |  |  |
| Makes inferences, predicts and analyzes character and plot                                       |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                 |                        |
|-----------------|------------------------|
| Animal Olympics | What Comes From Plants |
| Gorillas        | The Mailman's Hat      |

# Level K

## Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Flexibly uses multiple word-solving strategies while focusing on meaning                                 |  |  |  |  |  |
| When reading orally, reads rapidly, with phrasing, slowing down to problem solve and then resuming speed |  |  |  |  |  |
| Reads silently much of the time  |  |  |  |  |  |
| Integrates multiple sources of information while reading with fluency                                    |  |  |  |  |  |
| Demonstrates understanding of the text after silent reading  |  |  |  |  |  |
| Makes inferences, predicts and analyzes characters and plot  |  |  |  |  |  |
| Goes beyond the text in understanding of problems and characters   |  |  |  |  |  |
| Demonstrates ease with interpreting the text   |  |  |  |  |  |
| Sustains attention to meaning and interpretation of a longer text read over several days                 |  |  |  |  |  |

## Progress Monitoring Texts from Readinga-z.com

|               |                         |
|---------------|-------------------------|
| The Gray Wolf | Harold the Hungry Plant |
|---------------|-------------------------|

## Level L

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| In oral reading, uses multiple word-solving strategies with longer words                                      |  |  |  |  |  |
| When reading orally, reads rapidly, with phrasing   |  |  |  |  |  |
| Reads orally, with accuracy, not stopping to self-correct in the interest of fluency and phrasing             |  |  |  |  |  |
| Reads silently most of the time   |  |  |  |  |  |
| Integrates multiple sources of information while reading with fluency   |  |  |  |  |  |
| Demonstrates understanding and ease with interpreting the text after silent reading                           |  |  |  |  |  |
| After reading longer sections of a text predicts events, outcomes, problem resolutions, and character changes |  |  |  |  |  |
| Makes connections between the text read and other books   |  |  |  |  |  |
| Sustains attention to meaning and interpretation of a longer text read over several days                      |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|               |         |
|---------------|---------|
| Go Away, Sun! | Spiders |
|---------------|---------|

## Level M

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Uses multiple sources of information to figure out words rapidly while focusing on meaning                                     |  |  |  |  |  |
| Flexibly applies word-solving strategies to more complex, multisyllabic words  |  |  |  |  |  |
| Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing |  |  |  |  |  |
| Reads silently, except during assessment or to demonstrate text interpretation   |  |  |  |  |  |
| Demonstrates facility in interpreting text while reading orally, with fluency and phrasing                                     |  |  |  |  |  |
| After reading longer sections of a text predicts events, outcomes, problem resolutions, and character changes                  |  |  |  |  |  |
| Remembers details and sustains attention to meaning through a longer text  |  |  |  |  |  |
| Demonstrates understanding and ease with interpreting the text after silent reading  |  |  |  |  |  |
| Makes connections between the text read and other books  |  |  |  |  |  |
| Goes beyond the text to make more sophisticated interpretations  |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                     |                                 |
|---------------------|---------------------------------|
| Dinosaurs           | Sally Takayama's Worst Day Ever |
| Hattie in the Attic | Mysterious Mars                 |

## Level N

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Uses multiple strategies to figure out new words quickly                                   |  |  |  |  |  |
| Reads silently, except during assessment or when demonstrating text interpretation         |  |  |  |  |  |
| Demonstrates ease with text interpretation while reading orally, with fluency and phrasing |  |  |  |  |  |
| Remembers details from one section of text to the next                                     |  |  |  |  |  |
| Sustains attention to a longer text, remembering details and revising interpretations      |  |  |  |  |  |
| Notices how illustrations convey the author's meaning                                      |  |  |  |  |  |
| Demonstrates sophisticated interpretation of characters and plot                           |  |  |  |  |  |
| Goes beyond the text to speculate on alternative meanings                                  |  |  |  |  |  |
| Makes connections among a wide variety of texts  |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                  |                            |
|------------------|----------------------------|
| Life Cycles      | The Nor'easter             |
| The Hunting Trip | Nature Reuses and Recycles |



## Level O

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Solves words quickly and automatically while focusing on meaning  |  |  |  |  |  |
| Searches to understand the subtle shades of meaning that words can convey   |  |  |  |  |  |
| In oral reading, figures out new words rapidly while reading smoothly and expressively  |  |  |  |  |  |
| Demonstrates ease in text interpretation while reading orally, with fluency and phrasing  |  |  |  |  |  |
| Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered |  |  |  |  |  |
| After reading silently, demonstrates understanding and sophistication in text interpretation  |  |  |  |  |  |
| Makes connections among texts to enhance interpretation   |  |  |  |  |  |
| Goes beyond the text to speculate on alternative meanings   |  |  |  |  |  |
| Shows the ability to summarize the text in writing  |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                            |          |
|----------------------------|----------|
| Polar Regions of the Earth | The Wall |
|----------------------------|----------|

## Level P

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Actively acquires new vocabulary through reading  |  |  |  |  |  |
| In oral reading, figures out new words rapidly while reading smoothly and expressively  |  |  |  |  |  |
| While reading silently, reads rapidly and with attention to meaning   |  |  |  |  |  |
| Demonstrates interest in reading an extended text over a longer time period   |  |  |  |  |  |
| Demonstrates ease with text interpretation while reading orally, with fluency and phrasing  |  |  |  |  |  |
| Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered |  |  |  |  |  |
| After reading silently, demonstrates understanding and sophistication in interpreting meaning                                       |  |  |  |  |  |
| Compares the text with other books in an analytic way   |  |  |  |  |  |
| Goes beyond the text to speculate on alternative meanings   |  |  |  |  |  |
| Shows the ability to summarize and extend the text in writing   |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                           |        |
|---------------------------|--------|
| The Ant in the Photograph | Robots |
|---------------------------|--------|

## Level Q - T

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Actively/rapidly acquires new vocabulary through reading   |  |  |  |  |  |
| In oral reading, figures out new words rapidly while reading smoothly and expressively   |  |  |  |  |  |
| Reads rapidly (both orally and silently), with attention to meaning, when reading silently                                       |  |  |  |  |  |
| Demonstrates ease with text interpretation while reading orally, with fluency and phrasing                                       |  |  |  |  |  |
| Demonstrates flexibility in reading texts of different styles and genres   |  |  |  |  |  |
| Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered |  |  |  |  |  |
| Demonstrates interest in reading an extended text over a longer time period  |  |  |  |  |  |
| Uses illustrations to help analyze text meaning  |  |  |  |  |  |
| After reading silently, demonstrates understanding and sophistication in interpreting meaning                                    |  |  |  |  |  |
| Compares the text to other books in an analytic way  |  |  |  |  |  |
| Goes beyond the text to interpret characters' thoughts and feelings to speculate on alternative meanings                         |  |  |  |  |  |
| Shows the ability to analyze, interpret and extend the text in writing   |  |  |  |  |  |
| Extends and demonstrates understanding of the text through writing in a variety of genres  |  |  |  |  |  |
| Uses comparison with other texts to assist interpretation  |  |  |  |  |  |
| After reading silently, demonstrates understanding and ability to analyze characters and plot                                    |  |  |  |  |  |
| Reflects knowledge of literary genre in conversation and writing   |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|  |  |
|--|--|
| Magnificent Meatball Maker<br>(F&P Level Q)            | Chick-a-Dude<br>(F&P Level R)                      |
| Many Happy Returns<br>(F & P Level S)<br>(F&P Level S) | Early Birds: Fossils and Feathers<br>(F&P Level T) |

## Level U

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Learns technical words from reading   |  |  |  |  |  |
| Notices graphic illustrations and gets information from them  |  |  |  |  |  |
| Synthesizes information from graphic information with the body of the text                            |  |  |  |  |  |
| Uses the table of contents to help in the understanding of the organization of the text               |  |  |  |  |  |
| Grasps "layers" of meaning in a story; for example, specific understandings plus the "bigger picture" |  |  |  |  |  |
| Reads, understands, and appreciates literary language   |  |  |  |  |  |
| Interprets illustrations and their connections to the text  |  |  |  |  |  |
| Keeps up with several different themes and many characters  |  |  |  |  |  |
| Interprets characters' motives and the influences on their development                                |  |  |  |  |  |
| Recognizes and appreciates a wide range of genres, both fiction and non-fiction                       |  |  |  |  |  |
| Notices and uses a full range of punctuation, including more rarely used forms such as dashes         |  |  |  |  |  |
| Uses reading to learn about self and others   |  |  |  |  |  |

### Progress Monitoring Texts from Readinga-z.com

|                    |                 |
|--------------------|-----------------|
| Tessa's Family Day | Violent Weather |
|--------------------|-----------------|

## Level V

## Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Learns technical language and concepts through reading   |  |  |  |  |  |
| Understands and talks about complex themes, analyzing them and applying them to current life situations              |  |  |  |  |  |
| Understands many different perspectives that are encountered in fiction and nonfiction texts                         |  |  |  |  |  |
| Evaluates both fiction and nonfiction texts for their authenticity and accuracy                                      |  |  |  |  |  |
| Deals with mature topics such as death, war, prejudice and courage   |  |  |  |  |  |
| Thinks critically about and discusses the content of a literary work or the quality of writing                       |  |  |  |  |  |
| Notices aspects of the writer's craft and looks at the text from a writer's point of view                            |  |  |  |  |  |
| Sustains attention and thinking over the reading of text that are long and have small fonts                          |  |  |  |  |  |
| Tries new genres, topics, and authors, and is able to compare them with known genres, topics and authors             |  |  |  |  |  |
| Makes connections across texts to notice an author's style or technique  |  |  |  |  |  |
| Understands symbolism in both realistic fiction and fantasy; discusses what symbols mean in terms of today's society |  |  |  |  |  |
| Brings prior knowledge to aid in understanding of literary references  |  |  |  |  |  |
| Learns about self and others through reading, especially about societies that are different from one's own           |  |  |  |  |  |

## Level W

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts, and diagrams               |  |  |  |  |  |
| Sustains reading over longer and more complex texts; is not intimidated by varying layouts and styles of print                                  |  |  |  |  |  |
| Builds understanding of a wide variety of human problems  |  |  |  |  |  |
| Uses reading to expand awareness of people who are different from oneself   |  |  |  |  |  |
| Understands and learns from characters' experiences   |  |  |  |  |  |
| Learns about self and others through reading; actively seeks understanding of people different from oneself by culture, period of history, etc. |  |  |  |  |  |
| Deals with mature themes such as prejudice, war, death survival, and poverty, and is able to discuss them in relation to one's own experiences  |  |  |  |  |  |
| Understands the complexities of human characters as they develop and change; discusses one's own point of view and relationship to characters   |  |  |  |  |  |
| Integrates understandings derived from graphic illustrations and the text   |  |  |  |  |  |
| Expands world knowledge through reading   |  |  |  |  |  |

## Level X

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Understands and is able to use the sophisticated, scholarly, technical language that is found in informational texts              |  |  |  |  |  |
| Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts, and diagrams |  |  |  |  |  |
| Sustains attention over longer texts with more abstract, mature, and complex themes   |  |  |  |  |  |
| Notices, understands and discusses a wide range of literary devices, such as flashbacks and stories within stories                |  |  |  |  |  |
| Deals with mature themes, such as family relationships, death, social injustice, and the supernatural                             |  |  |  |  |  |
| Uses descriptive text as a way to understand settings and their importance to the plot of character development                   |  |  |  |  |  |
| Discusses the setting as an element of the text, deciding whether it is important or unimportant                                  |  |  |  |  |  |
| Notices aspects of author's craft, including the ways characters are described and presented as "real"                            |  |  |  |  |  |
| Talks about the text in an analytic way, including finding specific evidence of the author's style                                |  |  |  |  |  |
| Appreciates, understands and discusses irony and satire   |  |  |  |  |  |

## Level Y

### Reading Behaviors to Teach and/or Observe

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Understands and discusses the fact that words can have multiple meanings in relation to the context in which they are used        |  |  |  |  |  |
| Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts, and diagrams |  |  |  |  |  |
| Understands and discusses subtle and complex plots and themes   |  |  |  |  |  |
| Understands, discusses, and deals in a mature way with a wide range of social problems, including social injustice and tragedy    |  |  |  |  |  |
| Understands and discusses in a mature way texts that present explicit details of social problems                                  |  |  |  |  |  |
| Understands literary irony and satire as they are used to communicate big ideas   |  |  |  |  |  |
| Understands complex fantasy, entering into whole new worlds, and understands concepts in relation to the imagined setting         |  |  |  |  |  |
| Interprets events in light of the setting—time, place and culture   |  |  |  |  |  |
| Engages in critical thinking about fiction and nonfiction texts   |  |  |  |  |  |
| Critically evaluates nonfiction texts for accuracy and presentation of information  |  |  |  |  |  |



## Level Z

### Reading Behaviors to Teach and/or Observe

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Switches easily from one genre to another, accessing knowledge of the structure and nature of the text while beginning to read   |  |  |  |  |  |
| Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts and diagrams |  |  |  |  |  |
| Sustains reading and understand over much longer texts   |  |  |  |  |  |
| Deals with a great range of texts- from diaries to narratives to plays   |  |  |  |  |  |
| Understands and discusses how a text “works” in terms of the writer’s organization   |  |  |  |  |  |
| Deals with controversial social and political issues, seeing multiple perspectives   |  |  |  |  |  |
| Uses reading to gain technical knowledge in a wide variety of areas  |  |  |  |  |  |
| Understands the symbolism in heroic quests; applies concepts encountered in fantasy to today’s life                              |  |  |  |  |  |
| Deals with and discusses in a mature way graphic details such as accounts of brutality, hardship or violence                     |  |  |  |  |  |
| Notices, understands, appreciates complex language, archaic language, and cultural motifs  |  |  |  |  |  |
| Learns about epilogues, bibliographies and forewords   |  |  |  |  |  |
| Builds information across text, even when very unusual formats are used (for example, brief interviews with many characters)     |  |  |  |  |  |
| Fully understands the subtle differences between fiction and nonfiction  |  |  |  |  |  |

## Correlation Chart

| Reading A-Z Level | Fountas & Pinnell Level |
|-------------------|-------------------------|
| aa                | A                       |
| A                 | A                       |
| B                 | B                       |
| C                 | C                       |
| D                 | D                       |
| E                 | E                       |
| F                 | F                       |
| G                 | G                       |
| H                 | H                       |
| I                 | I                       |
| J                 | J                       |
| K                 | J                       |
| L                 | K                       |
| M                 | L                       |
| N                 | M                       |
| O                 | M                       |
| P                 | M                       |
| Q                 | N                       |
| R                 | N                       |
| S                 | O                       |
| T                 | P                       |
| U                 | Q                       |
| V                 | Q                       |
| W                 | R                       |
| X                 | S                       |
| Y                 | T                       |
| Z                 | U-W                     |