

Pinnell & Fountas (2010)
Adapted by G. Pierro 2014

Upper Levels Band: N, O, P, Q

Predicting:

1. Use text structure to predict the outcome of a narrative
2. Make a wide range of predictions based on personal experiences, content knowledge, similar texts
3. Search for and use information to confirm or disconfirm predictions
4. Justify predictions using evidence
5. Predict what characters will do based on the traits revealed by the writer as well as inferred characters

Making Connections:

6. Text to Self
7. Text to Text
8. Bring background knowledge to the understanding of a text before, during, and after reading
9. Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
10. Make connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places, and different times
11. Interpret characters and events that are not within the reader's experience

Synthesizing:

12. Differentiate between what is known and new information
13. Through talk or writing, demonstrate learning new content from reading
14. Mentally form categories of related information and revise them as new information is acquired across the text
15. Expresses changes in idea or opinions after reading a text and say why, particularly applied to people and cultures different from the reader's own
16. Through reading both fiction and nonfiction texts about diverse cultures, times and places, acquire new content and perspectives

Inferring:

17. See changes in characters across time and articulate possible reasons for development
18. Infer causes of problems or of outcomes in fiction and nonfiction texts
19. Identify significant events and tell how they are related to the problem of the story or the solution
20. Follow multiple characters in different episodes, inferring their feelings about each other

21. Infer cause and effect influencing character's feelings
22. Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
23. Follow multiple characters in different episodes, inferring their feelings about each other

24. Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today

Thinking About the Text

Analyzing

25. Understand when an author has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
26. Demonstrate the ability to identify how a text is organized (diagram or talk)
27. Notice the way the writer assigns dialogue
28. Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
29. Understand the relationship between the setting and the plot of a story
30. Notice how the author or illustrator has used illustrations and other graphics to convey meaning

Critiquing:

31. State opinions about a text and show evidence to support them
32. Hypothesize how characters should have behaved differently
33. Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)

Thinking Within the Text

Solving Words:

34. Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
35. Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
36. Solve content-specific words, using graphics and definitions embedded in the text
37. Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
38. Understand longer descriptive words
39. Understand connotative and figurative use of words

40. Solve some undefined words using background knowledge

41. Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text

42. Understand longer descriptive words

43. Develop deeper understanding of words that have been encountered before but are not familiar

44. Solve multisyllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes or suffixes), and other word parts

Monitoring and Correcting

45. Process a wide range of dialogue, some unassigned
46. Respond to plot tension or suspense by reading on to seek resolutions to problems
47. Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Summarizing:

48. Follow and remember a series of events and the story problem
49. Summarize a text at intervals during the reading of a longer text
50. Summarize longer narrative texts with multiple episodes either orally or in writing

Maintaining Fluency:

51. Demonstrate phrased, fluent oral reading
 52. Read dialogue with phrasing and expression that reflects understanding of characters and events
 53. Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
- Word Work during Guided Reading**
54. Variety of endings (-ing, -es, -ed, -er), and discuss changes in spelling and meaning
 55. Full range of plurals, including irregular plurals and plurals that require spelling changes (child/children, diary/diaries)
 56. Base words, making new words by changing letters and adding prefixes and suffixes (tip/tie/untie, grew/grow/growing)
 57. Take apart multisyllable words to decode manageable units (Free-dom)
 58. Use what is known about words to read new words (reason, unreasonable)
 59. Full range of contractions (I'm, that's, he'll, won't, they're, you've)