

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Key: C=Consistent P=Partial N=Not evident

Guide for Observing and Noting Reading Behaviours	C P N	Notes
<p><b>1. Early Reading Behaviours</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Move left to right across a line of print?</li> <li>• Return to the left for a new line?</li> <li>• Match voice to print while reading a line or more of print?</li> <li>• Recognise a few easy high-frequency words?</li> </ul>		
<p><b>2. Searching for and Using Information</b>  <b>Meaning</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Make meaningful attempts at unknown words?</li> <li>• Use the meaning of the story or text to predict unknown words?</li> <li>• Reread to gather more information to solve a word?</li> <li>• Reread and use the meaning of the sentence?</li> <li>• Reread to search for more details—information, characters, plot?</li> <li>• Reread to gather information to clarify confusions?</li> <li>• Use headings and titles to think about the meaning of a section of text?</li> <li>• Use information in the pictures to help in understanding a text?</li> <li>• Use knowledge of the genre (and its characteristics) to help in understanding a text?</li> <li>• Use knowledge of the genre (and its characteristics) to help in finding information?</li> <li>• Use readers’ tools to help in finding information (glossary, index)?</li> </ul> <p><b>Structure</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Use knowledge of oral language to solve unknown words?</li> <li>• Reread to see if a word “sounds right” in a sentence?</li> <li>• Reread to correct using language structure?</li> </ul> <p><b>Visual Information</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Use the visual information to solve words?</li> <li>• Use the sound of the first letter(s) to attempt or solve a word?</li> <li>• Use some, most or all of the visual information to solve words?</li> <li>• Use sound analysis to solve a word?</li> <li>• Make attempts that are visually similar?</li> <li>• Use knowledge of a high-frequency word to problem solve?</li> <li>• Search for more visual information within a word to solve it?</li> <li>• Use analogy to solve unknown words?</li> <li>• Use syllables to solve words?</li> <li>• Use prefixes and suffixes to take apart and recognise words?</li> <li>• Use inflectional endings to problem solve words?</li> <li>• Recognise words quickly and easily?</li> <li>• Reread and use the sound of the first letter to solve a word?</li> <li>• Problem solve unknown words quickly and efficiently?</li> <li>• Work actively to solve words?</li> <li>• Use multiple sources of information together in attempts at words?</li> <li>• Use all sources of information flexibly to solve words?</li> <li>• Use all sources of information in an orchestrated way?</li> </ul>		
<p><b>3. Solving Words</b>  <i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Recognise a core of high-frequency words quickly?</li> <li>• Recognise words quickly and easily?</li> <li>• Use a variety of flexible ways to take words apart?</li> <li>• Use the meaning of the sentences to solve words?</li> <li>• Use the structure of the sentence to solve words?</li> <li>• Use some of the visual information to solve words?</li> <li>• Use known word parts to solve words?</li> </ul>		

© 2017, 2011, 2008 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann & Pearson Australia. This page may be photocopied.

Key: C=Consistent P=Partial N=Not evident

© 2017, 2011, 2008 by Irene C. Fountas and Gay S. Pinnell, Portsmouth, NH: Heinemann & Pearson Australia. This page may be photocopied.

Guide for Observing . . . (cont.)	C P N	Notes
<p><b>3. Solving Words</b> (cont.)</p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Use sound analysis (sounding out)?</li> <li>• Use analogy to solve words?</li> <li>• Make attempts that are visually similar?</li> <li>• Use the sound of the first letter to solve words?</li> <li>• Work actively to solve words?</li> <li>• Use known words or parts to solve unknown words?</li> <li>• Use syllables to problem solve?</li> <li>• Use prefixes and suffixes to take words apart?</li> <li>• Use inflectional endings to take words apart?</li> <li>• Use sentence context to derive the meaning of words?</li> <li>• Use base words and root words to derive the meaning of words?</li> <li>• Make connections among words to understand their meaning?</li> </ul>		
<p><b>4. Self-Monitoring</b></p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Hesitate at an unknown word?</li> <li>• Stop at an unknown word?</li> <li>• Stop at an unknown word and appeal for help?</li> <li>• Stop after an error?</li> <li>• Notice mismatches?</li> <li>• Notice when an attempt does not look right?</li> <li>• Notice when an attempt does not sound right?</li> <li>• Notice when an attempt does not make sense?</li> <li>• Reread to confirm reading?</li> <li>• Use knowledge of some high-frequency words to check on reading?</li> <li>• Check one source of information with another?</li> <li>• Check an attempt that makes sense with language?</li> <li>• Check an attempt that makes sense with the letters (visual information)?</li> <li>• Use language structure to check on reading?</li> <li>• Request help after making several attempts?</li> </ul>		
<p><b>5. Self-Correcting</b></p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Reread and try again until accurate?</li> <li>• Stop after an error and make another attempt?</li> <li>• Stop after an error and make multiple attempts until accurate?</li> <li>• Reread to self-correct?</li> <li>• Work actively to solve mismatches?</li> <li>• Self-correct errors?</li> </ul>		
<p><b>6. Maintaining Fluency</b></p> <p><i>Does the reader:</i></p> <ul style="list-style-type: none"> <li>• Read without pointing?</li> <li>• Read word groups (phrases)?</li> <li>• Put words together?</li> <li>• Read smoothly?</li> <li>• Read the punctuation?</li> <li>• Make the voice go down at full stops?</li> <li>• Make the voice go up at question marks?</li> <li>• Pause briefly at commas, dashes and hyphens?</li> <li>• Read dialogue with intonation or expression?</li> <li>• Stress the appropriate words to convey accurate meaning?</li> <li>• Read at a good rate—not too fast and not too slow?</li> </ul>		
<p><b>7. Other Behaviours</b></p>		