#### Leveled Literacy Instruction

#### Continuum of Behaviors and Understandings to Notice, Teach, and Support

The following charts provide an overview of behaviors and understandings to notice, teach, and support as children progress through Levels A through N. Each set of charts shows the progression of behaviors and understandings within one aspect of instruction. The four aspects are Thinking *within* the Text, Thinking *beyond* the Text, Thinking *about* the Text, and Letter/Word Work. Thinking *within* the Text includes searching for and using information, solving words, monitoring and correcting, maintaining fluency, summarizing, and adjusting. Thinking *beyond* the Text includes predicting, making connections, synthesizing, and inferring. Thinking *about* the Text includes analyzing and critiquing. Letter/Word Work builds letter-sound knowledge, high-frequency word recognition, and word solving skills. LLI carefully supports children in developing increasingly sophisticated behaviors and understandings in each of these four areas as they progress through the books and lessons at each level.

In the Lesson Guide, specific behaviors and understandings to notice, teach, and support in each lesson are listed on the first page of the lesson under 'Goals.' Behaviors and understandings appropriate for each level are presented on two pages at the end of each level. The continuua for all the levels in each system appear again at the end of Volume 2 of the Lesson Guide. To create the continuum charts, some behaviors and understandings were compiled within categories. For example, in Letter/Word Work, Compound Words, children read simple compound words at Level E, take apart compound words at Level F, and discuss how the parts of compound words are related to their meaning in Level K. The Lesson Guide provides these details for each lesson and level.

# LLI Continuum—Thinking *within* the Text: Searching for and Using Information, Solving Words, Monitoring and Correcting, Maintaining Fluency, Summarizing, Adjusting

	Α	В	С	D	Е	F	G	Н	I	J				
Searching for and Using Information											K	L	М	N
Read left to right across one or more lines of	•	•	•											
print														
Use oral language in combination with pointing	•	•												
Search for/use information in the print	•	•	•											
Search for/use information from pictures	•	•	•	•	•									
Reread to search for/use information	•	•	•	•	•	•								
Remember and use language patterns		•	•											
Process texts with simple dialogue			•	•	•	•								
Notice, search for, remember, and discuss				•	•	•	•	•	•					
information that is important to understanding														
Use multiple sources of information to solve				•	•	•	•	•	•	•	•	•	•	
words														
Use organizational features/reader's tools						•	•	•	•	•	•	•	•	•
Process texts with split dialogue							•	•	•					
Process texts with a variety of dialogue										•	•	•	•	•
Process sentences with embedded										•	•	•	•	•
phrases/clauses														
Use chapter titles to foreshadow content										•	•	•	•	
Search for information in illustrations to support											•	•	•	
text interpretation														
Search for information in graphics											•	•	•	•
Process sentences with a series of nouns,												•	•	
verbs, or adverbs														
Respond to plot tension or suspense by														•
reading on to seek resolutions to problems	<u> </u>													
Solving Words	Α	В	С	D	E	F	G	Н		J	1		I	
Solving Words	_ ^			0		F	9	П	ı	J	K	L	М	N
	<u> </u>		4.0					400					IVI	/\
Recognize high-frequency words	•	•	10	20	•	50	75	100	•	•				
Slow down speech to assist in voice-print	•	•	•	•										

match												
Make connections between words by letters,	•	•	•	•	•	•	•	•				
sounds, or spelling patterns												
Use known words and word parts (including	•	•	•	•	•	•	•	•				
onsets and rimes) to solve new words												
Use consonant and vowel sound-letter			•	•	•	•	•					
relationships (including blends and digraphs)												
Take apart compound words			•	•	•	•	•					
Remove the ending from base words				•	•							
Use letter-sound analysis in sequence				•	•	•	•	•				
Use language structure, meaning, and visual				•	•	•	•	•	•	•	•	•
information in a coordinated way/use context												
Connect words that mean the same/almost the					•	•	•	•	•	•	•	•
same												
Demonstrate knowledge of flexible ways to						•	•	•	•	•	•	•
solve words (taking it apart, using meaning,												
etc.)												
Solve words of two or three syllables								•	•	•	•	•
Solve content-specific words, using graphics									•	•	•	•
and definitions embedded in the text												
Understand longer descriptive words									•	•	•	•
Notice new and interesting words and add										•	•	•
them to speaking or writing vocabulary												
Apply problem-solving strategies to technical												•
words or proper nouns												

Monitoring and Correcting	Α	В	С	D	Е	F	G	Н	ı	J				
											Κ	L	M	N
Reread the sentence/phrase	•	•	•	•	•									
Use language structure	•	•	•											
Show evidence of close attention to print	•	•												
Use known words	•	•	•	•	•	•	•	•	•	•				
Use letters and related sounds		•	•	•	•									
Cross-check one kind of information against		•	•	•										
another (e.g., meaning with visual information)														

Use meaning in text and pictures	•	•											
Use known words, letter-sound information,			•	•	•	•							
and word parts													
Use meaning, language structure, and visual			•	•	•	•							
information													
Self-correct close to the point of error					•	•	•						
Reread to problem solve, self-correct, or						•	•	•	•				
confirm													
Realize when more information is needed						•	•	•	•	•	•		
Use multiple sources of information (language							•	•	•	•	•	•	
structure, meaning, and letter-sound													
information)													
Self-correct at point of error (or before overt								•	•	•			
error)													
When reading aloud, self-correct information									•	•			
Self-correct when errors detract from the										•	•	•	
meaning													
When reading aloud, self-correct intonation											•	•	
Consistently check on understanding and												•	
search for information when meaning breaks													
down													
Continue to monitor accuracy and													•
understanding, self-correcting when errors													
detract from meaning													

Maintaining Fluency	Α	В	С	D	Е	F	G	Н	ı	J				
•											K	L	М	N
Point crisply and match voice to print	•	•												
Notice and use end punctuation	•	•	•											
Put words together in phrases			•	•										
Demonstrate appropriate stress on words			•	•	•	•	•	•	•					
Reflect punctuation through appropriate pausing and intonation while reading orally			•	•	•	•	•							
Demonstrate phrased, fluent oral reading					•	•	•	•	•	•	•	•	•	•
Reflect language syntax and meaning through					•	•	•	•						

phrasing and expression											
Demonstrate awareness of the function of the					•	•	•	•	•	•	
full range of punctuation											
Use multiple sources of information (language					•	•	•	•	•	•	•
structure, meaning, fast word recognition) to											
support fluency and phrasing											
Read dialogue with phrasing and expression						•	•	•	•	•	•
that reflects understanding of characters and											
events	<u> </u>										
Quickly and automatically solve most words						•	•	•	•	•	
Read silently at a good rate						•	•	•			
Demonstrate appropriate stress on words,							•	•	•	•	•
pausing and phrasing, intonation, and use of											
punctuation											
Read silently and orally at an appropriate rate									•	•	

Summarizing	Α	В	С	D	Е	F	G	Н	I	J				
											K	L	M	N
Remember what the story is about during reading	•	•												
Remember information to help in understanding the end of a story	•	•	•	•	•	•	•	•						
Remember important details while reading a text	•	•			•									
Discuss the text after reading, remembering important information or details		•	•	•										
Understand a simple sequence of events or steps			•	•	•	•	•							
Provide an oral summary with appropriate details in sequence						•	•	•						
Identify and understand a set of related ideas								•	•					
Summarize a longer narrative text								•	•	•	•	•	•	•
Follow and remember a series of events over a longer text in order to understand the ending									•	•	•	•	•	•
Report episodes in a text in the order they happened									•	•	•	•	•	

Identify important ideas in a text and report					•	•	•	•	•	•
them in an organized way, either orally or in										
writing										
Understand the problem of a story and its					•	•	•	•	•	
solution										
Summarize ideas and tell how they are related						•	•	•	•	
Identify and understand sets of related ideas										•
organized into categories										
Summarize a text at intervals during the										•
reading										

Adjusting	Α	В	С	D	Е	F	G	Н	I	J				
											K	L	M	N
Slow down to problem solve words and resume reading with momentum	•	•	•											
Slow down to problem solve and resume good rate of reading				•	•									
Anticipate and use language patterns when available but do not depend on them				•										
Have expectations for reading fiction and nonfiction texts					•									
Reread to solve words or think about ideas and resume good rate of reading					•	•	•	•	•	•	•	•	•	•
Slow down or repeat to think about the meaning of the text and resume normal speed						•	•	•						
Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books						•	•	•						
Slow down to search for information and resume normal pace of reading again									•	•	•		•	
Demonstrate different ways of reading fiction and nonfiction texts									•	•	•	•	•	
Demonstrate adjustment of reading for/to process simple biographies										•	•	•	•	
Slow down to search for information or think about ideas and resume normal pace of												•		

reading again							
Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction							•
Adjust reading to process texts with difficult and complex layout							•

## LLI Continuum—Thinking beyond the Text: Predicting, Making Connections, Synthesizing, Inferring

Predicting	Α	В	С	D	Е	F	G	Н	ı	J				
											K	L	M	N
Use language structure to anticipate the text	•	•	•	•	•									
Make predictions using picture information	•	•	•	•										
Predict the ending of a story based on reading the beginning and middle	•	•	•	•	•	•	•							
Make predictions based on personal experiences and knowledge	•	•	•	•	•	•	•							
Make predictions using language structure		•				•	•	•	•					
Make predictions based on information gained through reading			•	•	•	•	•	•						
Make predictions based on knowledge of characters or type of story						•	•	•	•					
Support predictions with evidence							•	•						
Use text structure to predict the outcome								•	•	•	•	•	•	•
Make predictions about the solution to the problem									•	•	•	•	•	
Make predictions based on personal experiences, content knowledge, and knowledge of similar texts									•	•	•	•	•	•
Search for and use information to confirm or disconfirm predictions									•	•	•	•	•	•
Justify predictions using evidence									•	•	•	•	•	•
Predict what characters will do based on their traits										•	•	•	•	•

Making Connections	Α	В	С	D	E	F	G	Н	I	J				
											K	L	М	N
Talk about personal experiences in relation to a	•	•												
text														
Make connections between texts on the same	•	•												
topic														
Identify recurring characters or settings	•	•												
Make and discuss connections between texts			•	•	•	•	•							
and reader's personal experiences														
Make connections between texts that are alike			•	•										
in some way (topic, ending, characters)														
Recognize and apply attributes of recurring				•	•	•	•	•	•					
characters where relevant														
Make connections between the text and other					•	•	•	•	•	•	•	•	•	•
texts that have been read or heard														
Bring knowledge from personal experiences to								•	•	•	•	•	•	•
the interpretation of characters and events														
Bring background knowledge to the								•	•	•	•	•	•	•
understanding of a text before, during, and														
after reading														
Specify the nature of connections (topic,										•	•	•	•	•
content, type of story, writer)														
				ı	ı	ı	1	1	1		•	•		
Synthesizing	Α	В	С	D	E	F	G	Н	I	J				
											K	L	М	N
Talk about what the reader already knows	•	•	•	•	•	•								
Identify new information in text or pictures	•	•	•	•	•	•	•							
Acquire and report new information from text			•	•	•	•	•							
Show evidence in the text of new ideas or				•	•									
information														
Interpret characters' underlying motivations,						•	•							
attributes, and feelings														
Identify new information from simple							•	•						
informational texts and incorporate into														
personal knowledge														
Differentiate between what is known and new								•	•	•	•	•	•	•

information										
Demonstrate learning new content from				•	•	•	•	•	•	•
reading										
Express changes in ideas after reading a text					•	•	•	•	•	•
Demonstrate changing perspective as events										•
in a story unfold										
Synthesize information across a longer text										•

Inferring	Α	В	С	D	Е	F	G	Н	I	J				
											K	L	М	N
Talk about characters' feelings and motives	•	•	•											
Talk about/show evidence in the print or	•	•	•	•	•	•								
pictures	  -													
Infer characters' feelings, motives, and				•	•	•	•	•						
attributes/show empathy														
Infer causes and effects as implied in the text					•	•	•	•						
Use and interpret information from pictures	· 						•	•						
without depending on them to construct	ļ													
meaning														
Justify inferences with evidence from the text							•	•						
Infer characters' feelings and motivations	· 								•	•	•	•	•	•
through reading their dialogue														
Demonstrate understandings of characters,	  -								•	•	•	•	•	•
using evidence from text to support statements														
Infer cause and effect in influencing characters'	ļ								•	•	•	•	•	•
feelings or underlying motives														
Infer causes of problems or of outcomes in	ļ								•	•	•	•	•	•
fiction and nonfiction texts														
Infer the big ideas or message (theme) of a text											•	•	•	•
Generate or react to alternative understandings													•	•
Identify significant events and tell how they are													•	•
related to the problem of the story or the	<u> </u>													1
solution	l n													

## LLI Continuum—Thinking about the Text: Analyzing, Critiquing

Analyzing	Α	В	С	D	Е	F	G	Н	I	J	V	,	1.4	A.
											K	L	М	N
Understand how the ideas in a book are related	•	•												
Understand how the ideas are related to the title	•	•	•											
Notice and appreciate humor in a book		•		•	•									
Understand that a story has a beginning, a series of events, and an end		•	•	•	•	•								
Point out connections between text and pictures			•	•										
Notice/understand what a writer has done to make a text surprising, funny, or interesting				•	•	•	•	•	•					
Recognize whether a text is fiction or nonfiction					•	•	•	•	•					
Notice/discuss layout and print features					•	•	•	•	•					
Recognize underlying structures (description, compare/contrast, sequence, problem and solution)						•	•	•	•	•	•	•	•	•
Identify a point in the story when the problem is resolved							•	•	•	•	•	•	•	
Notice characteristics/aspects of genres (fiction, nonfiction, realistic stories, and fantasy)							•	•	•	•	•	•	•	•
Notice the way the writer assigns dialogue										•	•	•	•	•
Notice aspects of a writer's style after reading several texts by the author										•	•	•	•	•
Notice specific writing techniques (e.g., question and answer format)										•	•	•	•	•
Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text										•	•	•	•	•
Notice descriptive language and discuss how it adds to enjoyment or understanding		_	_		_					•	•	•	•	•
Notice variety in layout (words in bold or larger font, or italics, variety in layout)											•	•	•	•

Understand the relationship between the						•	•	•	•
setting and the plot of a story									
Demonstrate the ability to identify how a text is organized (diagram or talk)							•	•	•
Identify important aspects of illustrations							•	•	•
(design related to the meaning of the text)									

Critiquing	Α	В	С	D	Е	F	G	Н	I	J				
											K	L	M	N
Share opinions about a book	•	•												
Share opinions about illustrations	•	•	•	•										
Share opinions about the text as a whole			•	•	•	•	•	•						
(beginning, characters, ending)														
Express opinions about the quality of the					•	•	•	•						
illustrations														
Express opinions about the information in a					•	•								
text														
Make judgments about characters or events in					•	•	•	•						
a text														
Express opinions about a text and state						•								
reasons														
Express opinions about the quality of a text							•	•	•	•	•			
Agree or disagree with the ideas in a text							•	•	•	•	•			
Notice how the illustrations are consistent (or								•	•	•				
inconsistent) with meaning and extend the														
meaning														
Discuss the quality of illustrations or graphics									•	•	•	•	•	•
Hypothesize how characters could have									•	•	•	•	•	•
behaved differently														
Judge the text as to whether it is interesting,									•	•	•	•	•	
humorous, or exciting, and specify why														
State opinions about a text and provide/show												•	•	•
evidence to support them														
Evaluate aspects of a text that add to														•
enjoyment (for example, humorous characters														1
or situations)														

### LLI Continuum—Letter/Word Work

Letter/Word Work	Α	В	С	D	Е	F	G	Н	ı	J				
											K	L	M	N
High-frequency words (read/write)	•	•	•	•	•	•	•	•	•	•	•			
CVC words	•	•	•	•	•	•	•	•						
Initial sounds (match/sort)	•	•	•	•										
Ending sounds (match/sort)	•	•	•											
Features of letters (match/sort)	•	•	•	•										
Upper- and lowercase letters (match/sort)	•	•												
Syllables (clap)	•	•	•	•										
Alphabet Linking Chart	•	•	•	•										
Plurals with -s				•	•					•	•	•	•	•
Initial sounds (change)				•	•									
Ending sounds (change)				•	•									
Middle sounds (change)					•	•	•							
Plurals with -es					•	•	•	•	•	•	•	•	•	•
VC words (is)					•	•								
CVCe words					•	•	•	•						
Word parts (use to read/write new words)					•	•	•	•	•	•	•	•	•	•
Compound words					•	•	•	•	•	•	•	•	•	•
Phonogram patterns (use to read/write new words)					•	•	•	•	•	•	•	•	•	•
Write words letter by letter					•	•	•							
Consonant Cluster Linking Chart					•	•	•	•						
Inflectional endings -ed, -ing						•	•	•	•	•	•	•	•	•
Double vowel letters (moon, green)						•	•	•	•	•	•	•		
Change letters (including blends and digraphs) to						•	•	•	•					
make new words														
Initial consonant digraphs and clusters						•	•	•	•					
Double consonant letters in middle (better)						•	•	•	•					
Contractions						•		•	•	•	•	•	•	•
Solve words using letter-sound analysis from left to							•	•		•	•	•	•	•
right														
Phonograms with VCe patterns (sale, rule)							•	•						
Possessives with 's								•	•					

Plurals that change the spelling (foot/feet)				•	•	•	•		•
Homophones (write/right)				•	•	•	•	•	•
Take apart/make one-syllable words (cl-ay)				•	•				
Take apart two-syllable words (drag-on)				•	•				
Take apart/make two- or three-syllable words					•	•	•		
Plurals that change <i>y</i> to <i>i</i> (bunny/bunnies)					•	•	•	•	•
Prefixes, suffixes, and base words					•	•	•	•	•
Words with y as a vowel (my)					•				
Comparatives (-er, -est)					•	•	•	•	•
Homographs (read, read; present, present)						•	•	•	•
Vowel sounds in open (CV: ho-tel) and closed (CVC:						•	•	•	•
lem-on) syllables									
Vowel sounds with <i>r</i>						•	•		
Letter combinations/patterns representing long vowel						•	•	•	•
sounds (same, say, pail)									
Final consonant blends and digraphs						•	•		
Silent consonants (lamb, light)						•	•		
Patterns that look alike but sound different (dear,							•	•	•
bear) and sound alike but look different (said, bed)									
Complex phonograms (VCC: paint, VVCe: raise;							•	•	•
VCCe: large; VCCC: lunch; VVCCC: health)									
Multiple meanings (spell, spell)								•	•
Multisyllable words								•	•