

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 continua 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.

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	A	B	C	D	E	F	G	H	I	J	K	L	M	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										•	•	•	•	•	•
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	A	B	C	D	E	F	G	H	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	A	B	C	D	E	F	G	H	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	A	B	C	D	E	F	G	H	I	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	A	B	C	D	E	F	G	H	I	J	K	L	M	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)										•	•	•	•	•

Synthesizing	A	B	C	D	E	F	G	H	I	J	K	L	M	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								•	•	•	•	•	•	•

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

Analyzing	A	B	C	D	E	F	G	H	I	J	K	L	M	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)											•	•	•	•

LLI Continuum—Letter/Word Work

Letter/Word Work	A	B	C	D	E	F	G	H	I	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 (<i>is</i>)					•	•								
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 <i>-ed, -ing</i>						•	•	•	•	•	•	•	•	•
Double vowel letters (<i>moon, green</i>)						•	•	•	•	•	•	•		
Change letters (including blends and digraphs) to make new words						•	•	•	•					
Initial consonant digraphs and clusters						•	•	•	•					
Double consonant letters in middle (<i>better</i>)						•	•	•	•					
Contractions						•	•	•	•	•	•	•	•	•
Solve words using letter-sound analysis from left to right							•	•		•	•	•	•	•
Phonograms with VCe patterns (<i>sale, rule</i>)							•	•						
Possessives with 's								•	•					

