

LEVEL A	Questions/Prompts to Support in Conferences	Behaviors/Skills/Strategies
Picture books with simple words	Compliment reading in a voice slow enough to demonstrate crisp pointing under each word.	Begins to match word by word, crisp finger pointing
Generous space between words	Think about the cover to get your mind ready to read.	Remembers and uses language patterns. (I like, I like, etc)
	After I finish a book, I think about it. Watch me do this.	Relates book to own experience
	What could help you figure that out(illustration, first or last letter)	Locates both known and unknown words
	Notice how I touch a word, read it, and move quickly onto the next word.	Mastered concepts of print(directionality, word vs. letter)
		Slows down to problem solve words and resumes with momentum
		Hears and uses initial consonant sounds

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Level B	Questions/Prompts to Support Conferences	Behaviors/Skills/Strategies
Two lines of text	What is this whole book about?	After finishing the book, student thinks about it. What's the whole book about.
	What are you thinking about what happened in the book?	Knows some high frequency words
	Watch me keep my fingers on the words as I read them. Were there enough words? Does it match?	Notices features of letters and words
	Watch how I read the title, look at the illustrations, and think...What might this book be about?	Begins to self monitor, notice mismatch in language or meaning
	Place your hand on this page....what is the big idea on this page?	

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Level C	Questions/Prompts to Support Conferences	Behaviors/Skills/Strategies
Text has varied patterns	Can you show me how you know that word is...(do this even when they get it correct so they build confidence)	Retells sequence of story with additional inferences.
	Use the first part of this sentence to predict the next word.	
Fluency	Listen as I read this part smoothly...now you try	Rereads to confirm or figure out words
	Can you try reading without your finger?	Uses visual cues to predict and correct words
Retell	What's this whole book about?	Solves some new words independently
	Place your hand on each page and tell me the big idea.	
Infer	Watch how I find information in the story(pictures) to support my idea.	Searches for understanding while reading
	Read it again and see if it makes sense.	Begins to track print with eyes only
Graphonic	Use the first letter of the word to help you.	
	Think about what's happening in the book right now and use the first letter of the word to help.	
	Does that make sense? Let's look at the word.	

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Level D	Questions/Prompts to Support Conferences	Behaviors/Skills/Strategies
Blends and digraphs begin	Notice how I talk about this part of the story. Why is it funny, sad, happy, etc	Remembers details from the text and pictures
Inflectional endings	Think about what's happening in the book to help you with that word. Use the first letters/last letters of the word to help.	Solves new words using knowledge of letter/sound and word parts
Patterns	Watch how I read and listen for the pattern because it helps me with the words.	Searches independently for meaning as reading
	Notice the repeating patterns in the story. Watch me.	Self corrects regularly
Fluency	Notice how I use punctuation to stop. Raise my voice(?) and sound excited(!)	
Retell/ Summarize	What did you think about this part of the story?	
	Let's look at the title and look back through the pages to help us think about what happened in the story.	
Fluency	Read it again and see if it sounds like book language.	
Infer	Watch how I find information in the story(or pictures) to support my idea about this story.	

Level E	Questions/Prompts for Conferences	Behaviors/Skills/Strategies
Sentences carry over pages	Read it again and make sure it sounds like it makes sense.	Diligence required with checking endings and beginnings of words.
Multisyllabic and compound words	Are you right? How do you know?(Ask this even when student is correct to build confidence in word solving strategies)	Monitors self correction: replaces verb with verb, noun with noun, etc.
	Take a close look at this word. Watch how I use the consonant plus the next two letters to figure it out.	Uses meaning and grapheme for self correction
	Do you see a part you know in this word?	
Infer	Why did you say that? Show me evidence that tells why you have that idea.	
	Say it like the character would say it.	
	Watch how I find information in the story (or pictures) to support my idea about this story.	
Retells/ Summarize	Let's think about the title and look back through the pages to help us think about the story.	

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Level F	Questions/Prompts for Conferences	Behaviors/Skills/Strategies
Minimal repetition	Let's think about this title and look back to help us think about the story.	Rereads to search for meaning.
Split dialogue/long dialogue	Stop the child at the end of a page and ask what is happening. Discuss the sources they used. Prior knowledge and text based facts.	Recognizes most sight words quickly and automatically.
	Read that exactly how the character would say it. Why are you using that happy, sad, etc expression?	
Pronoun reference	Watch how I find info. In the story to support my ideas about this story.	Reads fluently with phrasing
Self correction at point of error	Something wasn't quite right. Go back and see if you can find it. OR You fixed that word immediately. Tell me why.	Talks about ideas in the text without prompting.
Infer	Can you think of something you know that helped you with this story?	Uses syntax and meaning to figure out new words independently.
Infer	Watch how I find information in the story(or pictures) to support my idea about this story.	Tracks print with eyes, using the finger only at points of difficulty.
Analyzing	Show me evidence about why you have that idea about the story.	
	Can you ask yourself a question such as, "what do I know about this kind of situation that would help me here?"	

Level G	Questions/Prompts for Conferences	Behaviors/Skills/Strategies
Big message/central idea	What picture did you have in your mind that helped you to think about what happened in this part?	Reads fluently with phrasing
	Can you ask yourself a questions such as....What happened to me that would make me feel like this character?	Talks about ideas in the text without prompting
Author's message	Show me the evidence that tells why you have that idea.	Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection.
Less picture support	This is scary(funny, silly, etc.) part of the story. Reread this and make the words tell what is happening in the story.	Uses multiple sources of information to search and self correct.
Analyzing	Let's think about the title and look back through the pages to help us think about what happened.	Uses internal parts of words and known words.
	Is that a big event or a little detail?	Knows Greater variety of high frequency words
	This is like another story we've read...remember? What parts remind you?	Uses Punctuation to enhance meaning
Infers	What do you know about what is happening in the story to help you with this word?	
	What/why did the author want you to know about by writing this book?	

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Level H	Questions/Prompts to Support Conferences	Behaviors/Skills/Strategies
Literary language	You are checking across all parts of the word, but think about what is going on in the text to help.	Reads fluently and rapidly with appropriate phrasing.
Poetic language	What do we know about the information in the beginning part of the sentence, when the author uses 'but'(same for pronouns, however, thus, and, so furthermore, etc.)	Rereads to search for meaning.
Expanded vocabulary that are less used in oral language.	This is a problem/solution format, how can that help you to read this? (same for other nonfiction structures)	Remembers details to support meaning accumulated through the text
Few if any illustrations	Use the punctuation in this part to help you read this like you are telling a story.	Searches for meaning while reading, stopping to think or talk about ideas.
	Because there's no illustration let's get a picture in our minds together.	
	Is that a big event or little detail?	
	Find a part of the story that made you feel a certain way. Tell me why.	
	Let's think about this section/chapter and see if we can use text based facts to determine the big idea or central message.	

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Level I	Questions/Prompts for Supporting Conferences	Behaviors/Skills Strategies
Longer, complex sentences	Did you try all the different strategies we use to figure out the word?	Envisions story to compensate for low picture support.
Complex vocabulary	Do you know a word like that one?(point to word) or that means the same thing?	Keep accumulating story events and can retell using the big events not little details.
	You are checking across all parts of the word, but think about what is going on in the text to figure out what it is.	
	We've read a text that was written just like this part.	Independently stops and self corrects at point of error.
Literary Structures	Think about how this kind of text goes...how does that help you understand?	**Uses literary structures to make meaning of complex sentences(they picketed thus the crowd went quiet)
	What do we know about the information in the beginning part of the sentence, when the author uses 'but'(same for pronouns, however, thus, and, so furthermore, etc.) ***	
	This is a problem/solution format, how can that help you to read this?	
	Instead of the author using...said, "dad' the author uses...yelled, 'dad'. How does that help you understand the story?	Fluent reading allows for focus on comprehension
Self correction	You fixed this word immediately, good going! Tell me what/why happened?	Shift from visual/graph analysis to meaning analysis of new words
Accumulates story events	Let's think about this section and look back through the pages to help us think about what happened so far in the story.	

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Level J	Question/Prompts to Support Conferences	Behaviors/Skills Strategies
Beginning chapter books	How can you help yourself understand what this means/says?	Deals with more complex vocab by reading back and ahead
More complex narratives and memorable characters	Let me remind you of how we break a word into parts.	Self corrects errors that cause loss of meaning.
Few illustrations	Does the meaning of the story/sentence change when you see the ending...ed, est, ing?)	Rereads to search for meaning more independently.
Literary language more consistently used.	Ask the child to retell the part you read together. Determine if student focuses on big ideas or little details.	Makes inferences, predicts, and analyzes character and plot.
	What does the author want us to think/feel/believe about the story/character/information in this part?(or what you've read so far)	Uses known words and word parts to figure out new words
	Read this part again and try to read in longer phrases.	
	Show that you can demonstrate meaning by putting stress on certain words and phrases.	
	What are you thinking so far about this character/part of the story. What makes you think that. Show me the evidence.	
	How did your ideas about character, plot, information or structure change or not change so far? Show me evidence.	

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Level K	Questions/Prompts for Conference Support	Behaviors/Skills/Strateiges
Shorter informational books with more technical language	What do you know already about how this kind of text tends to go? How did what you know about this genre help you to understand this story?	Word solving is under control and consistent at point of error
Multiple episodes related to single plot	Did you think about what the character was like by what he said, what he thought, what he did, or what other characters say about him?	Reads with fluency and phrasing
Use of multiple word decoding strategies required for varied vocabulary	Why did you say that about the story? Show me evidence.	Deals with literary structures
Unassigned dialogue	What does the author want us to think/feel/believe about the story/character/information?	
	Ask the student to retell a part of the text. Did you blend all of the little details into one episode, then another, then another across the story?	
	What do you think about the setting of the story and how does it relate to the story?	

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Level L	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Complex Vocabulary	What do you know already about how this kind of text tends to go?	Uses multiple strategies to approach new words
Characters develop throughout the text	How did knowledge about this genre help you to understand this story?	After reading longer sections of text, predicts events, outcomes, and possible problem resolutions.
Higher level themes and concepts	Someone asked Harry if he was going to go on a dangerous ride. Harry's fist froze with fear. Did his hand really get 'icy'. (just an example of figurative language)	Sustains attention to meaning and interpretation of text read over several days.
	Since you are reading more difficult books, not all lines of people talking are marked with 'said***'. You must remember that every time a new line of dialogue starts another person is talking.	Integrates multiple sources of information to make meaning while reading.
	What are you picturing as you're reading today?	
	What is the big message the author is trying to give us in this text?	
	What does the author want us to think/feel/believe about the story/information?	
	Did you think about what that character was like by what he said, by what he thought, by what he did or by what other characters said about him?	
	Read back and read ahead to figure out what that word is or means.	

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Level M	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Chapter books that develop characters over time	Characters make choices in stories. Think about the choices your character has made. Show me evidence.	Remembers details from one section or chapter to the next
Small print and little space between words	How does this part go with the previous chapter?	Goes beyond the text to speculate on alternative endings.
	So there's no picture on these pages. Tell me what you're picturing in your mind.	Uses multiple strategies to figure out new words quickly and independently
	What's the big thing that happened in this chapter. How does it relate to what you've already read?	Reads silently, except during assessment or when demonstrating text interpretation.
	Read this part out loud using your best story voice, then re-read silently, but hear it the same way in your head. Do you have any new thoughts about what is going on in the story or did the voice in your head confirm your current thinking?	Sustains attention to longer text, remembering details, and revising interpretations.
	What feels real about the problems that the characters are dealing with? Where have you seen similar situations?	
	What issues are the characters dealing with in this book? How are they dealing with them?	
	What's another word or group of words that would make sense here?	
	What do other characters in the book think about....(another character or character's actions or event)	

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Level N	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Characters don't always act the same across a book	Have you noticed that your character changes? Show me evidence.	Independently applies multiple strategies for decoding new vocabulary.
Multiple complex characters	How does this part go with other parts you've already read?	Remembers details from one section of text to the next.
	What do the other characters in the book say about this character?	Demonstrates sophisticated interpretation of characters/information.
	Do you expect that your character will change? Show me evidence.	Makes connections among a wide variety of texts
	What feels important about the problems that the characters are dealing with?	Goes beyond the text to speculate on alternative endings.
	What makes the issues a character is facing important in the world?	
	Notice this part where the word is cut in two because it doesn't fit on the line. Practice reading it so it makes sense.	

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Level O	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Many multisyllabic words	Writers don't always tell us about our character's personality/feelings. Other times, the author shows us through our character's actions and words. Show me evidence of this.	Solves words quickly and automatically while focusing on meaning
Sophisticated and varied vocabulary	Characters will change as the story progresses. Can you show me evidence of this or be thinking and prepared for our next conference.	After reading silently demonstrates sophisticated interpretation
	What's the big thing happening in this chapter? How does it fit in with what you've read so far?	Shows the ability to summarize the big ideas
	When has this character done or said something that you think was a good/bad idea?	Searches to understand the subtle shades of meaning that words convey
	How has this character shown that he/she is not all good or bad?	
	What does the author want us to think or feel about this character? Show me evidence.	
	This word or phrase does not make sense if we think about what it usually means. What's another meaning that would work for this word or phrase?	
	This punctuation mark makes meaning in this sentence. Can you tell me why?	
	How did you read this part and make it make sense to you?	

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Level P	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Books written about social themes. Explore issues of current and past.	How does this part go with the page/chapter before? What does it tell you about what's coming. Show me evidence.	When reading silently, reads rapidly and with attention to meaning.
	What's the important problem that's at the heart of this story? How has it developed across the book so far?	Actively acquires new vocabulary through reading.
	What did you find out in this chapter(coach to say it in one sentence). Now this chapter.	Sustains attention to a text read over many days.
	What is the conflict at the heart of this story? Why is it a big issue for the characters.	Shows ability to summarize and extend the text in writing
	What important issue are the characters dealing with in this book? What makes these issues important in the world?	
	What does the author want to make us think or feel about the issues in this story. Do you agree or disagree with this point of view?	
	This book takes place in a setting that's very different from here. Show me a place where you really felt you started to understand what it would be like to live in the world of this book.	

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Level Q	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Sophisticated and current themes or issues	Books at this level have passages that leave out details and expect the reader to fill them in. Can you show me a part where you had to fill in to make the picture in your mind complete? Tell me what you added in your mind.	Sustains meaning over multiple passages and/or chapters
Great group discussion items	What is the conflict at the heart of this story? Why is it a big issue for the characters?	Demonstrates interpretive and analytical ability
Complex structures	What does the author want us to think/feel/believe about this issues in this story? Do you agree or disagree with this point of view?	Compares the text to other books in an analytical way
Foreign languages may be present	I notice this book has no illustrations except the cover. Does the cover now make more or less sense to you?	Goes beyond the text to speculate alternative endings
	Tell me how you're picturing the main character(coach to prompt for details related to story).	Compares books by same author for recurring themes
	Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you? Show me evidence.	
	How do different characters in this book have different points of view about the issues they're facing?	
	Which character's viewpoint do you feel the most connected to and why?	

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Level R	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Range of historical and time settings	What is the conflict at the heart of this story? Why is it such a big issue for the characters?	Uses comparison with other texts to assist interpretation
	Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you?	Goes beyond the text to interpret character's thoughts and feelings and to speculate on alternative endings
	How do different characters in this book have different points of view about the issues they're facing?	Actively acquires new vocabulary through reading
	Which character's viewpoint do you feel the most connected to and why?	Extends the text in various ways; including research
	Who is the narrator in this story? Are there parts in this book where the narrator changes? Show me evidence	Stamina includes holding complex stories across chapters.
	This seems to set up a comparison. Why is the author comparing these two images or ideas?	
	Sometimes there is an image, object, or place that repeats throughout the story. Does your story have that? How is it showing something important about the character(s)?	

Level S	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Words present many shades of meaning	Sometimes there is an image, either of an object or a place, that repeatedly appears throughout the story. Does your story have an image like that? That usually means its worth stopping and asking what the image is standing for. How does it show something important about the character's world.	Students express interest in reading several books by same author or same genre
Book collections of short stories	This book is made up of many short stories. Although the stories are different, the author has included them together for a reason. What do you think these stories have in common. Show me evidence.	Reflects on themes that require interpretation; is able to connect the themes in other books and/or real world events.
	Having read a few books by the same author have you found any recurring themes or character traits. Show me evidence. Tell me how you apply that to this book.	Synthesizes across connected short stories if in such book
	Books at this level often include words that have more than one possible meaning. Can you find a place where a word like that came up? How did you solve the problem of deciding what that word meant?	
	Who is the narrator in this story? Are there parts when the narrator changes how he/she is telling the story?	

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Level T	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Judgement necessary for whether students can sustain interest in these selections	In books at this level, not only the main character, but other characters as well, change over time. What have you been noticing about the characters and change? Have they changed emotionally? Physically?	Reflects on controversial themse that have any sides, themes such as war, prejudice and racism, growing up, etc.
	This passage seems to be about something else-it seems to have a different tone or may add significant meaning to the story. What are your thoughts?	Analyzes and reflects on character development. Recognizes and thinks through symbolic passages in terms of their significance to the characters.
	What about this part connects to a character you know well or an issue that the character is dealing with?	
	The issues this book tackles are pretty big-they seem to be problems that never get solved in the world. How has reading this book mad eyou thnk about these issues?	
	What does the author want us to think/feel/believe about this issue. What reaction have you had so far. What do you think about this author?	
	This part seems to be written in a very particular voice. Let's read a bit out oud. If we hear how it sounds it will help us figure out what the tone is.	
	Books at this level have words that have multiple meanings. How has your knowledge of the story so far helped you with determining the meaning of the words	

as the author expects.

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Level U	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
	Often in books like this the author gives us hints about the character by writing about an object or a place that's important to the character. We can notice if there is an object or a place that is important and ask, 'what does it say about this person that he/she is so attached to this?'	Notices and reflects on more abstract themes that allow for multiple interpretations.
	Books like this often offer us a chance to think deeply about our lives and ask big questions like, why is there life? Why is there death? Are there any big questions that this book has made you think about?	Thinks about multiple dimensions of characters using symbolism and other literary devices to make meaning
	Have any of your characters asked or shared any big thoughts that make you reflect on your life?	Follows subplots and is able to connect them back to the primary plot
	Are there any parts in this story/selection that allow for multiple interpretation of meaning? Show me evidence	
	This chapter is told from a different character's point of view. How does it add to or change your thinking about the story?	

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Level V-Z	Questions/Prompts for Conference Support	Behaviors/Skills/Strategies
Loads of technical words that require significant background knowledge	The themes or big ideas in a story don't grow from only one character's experiences and thinking; we have to notice how all the characters relate to the themes of the book. Talk a little about how one character connects to a theme you've been noticing. Now talk about how a different character connects.	Uses thinking about multiple characters to elaborate on the themes in the book. Themes continue to become more abstract and to reflect more mature concerns.
		Uses background knowledge of political and social issues to fully interpret some themes that require more mature interpretation.
		Uses thinking about multiple character to elaborate on the themes of the book.
		Deals with technical words that require background knowledge and are not defined in the text.
		Uses the commas in long sentences to tell you where to pause. Sometimes you may have to re-read to the beginning of a sentence to be sure you've understood how the whole sentence fits together.

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