Level J Reading Behaviors

Thinking within the text

Solving Words

_____ I can use letter-sound relationships in sequence to solve more complex new words
_____ I can recognize many high-frequency words within continuous text quickly and automatically
_____ I can use known words and word parts (including onsets and rimes) to solve unknown words
_____ I can make connections between words by letters, sounds, or spelling patterns
_____ I can use multiple sources of information together to solve words
_____ I can connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
_____ I can break down a longer word into syllables in order to decode manageable units
_____ I can solve words of two or three syllables, many words with inflectional endings and complete letter-sound relationships
_____ I can use known words to solve new words
_____ I can use context to derive meaning of new words
_____ I can demonstrate competent, active word solving while reading at a good pace-less overt problem solving
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Monitoring and Correcting

_____ I can self-correct at point of error (or before overt error)
_____ I can self-correct information when it does not reflect the meaning (when reading aloud)
_____ I can use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
_____ I can realize when more information is needed to understand a text
_____ I can reread to confirm word solving by checking other sources of information
I can use known words to self-monitor and self-correct

Searching for and using information

I can use multiple sources of information together to solve new words
I can notice and use graphics such as labels and captions for pictures and simple diagrams
I can use chapter titles as to foreshadow content
I can readers’ tools (table of contents, headings, and glossary) to find information
I can process long sentences (ten or more words) with many embedded phrases and clauses
I can understand how to use pictures and symbols to construct meaning in graphic texts

Summarizing

I can follow and remember a series of events over a longer text in order to understand the ending
I can report episodes in a text in the order they happened
I can summarize ideas from a text and tell how they are related
I can summarize a longer narrative text with multiple episodes
I can identify important ideas in a text and report them in an organized way, either orally or in writing
I can understand the problem of a story and its solution

Maintaining Fluency

I can demonstrate phrased, fluent oral reading
I can read dialogue with phrasing and expression that reflects understandings of characters and events
I can demonstrate awareness of the function of the full range of punctuation
I can demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
I can use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
I can solve most words in a text quickly and automatically to support fluency
I can read silently at a good rate
Adjusting

_____ I can slow down to search for information and resume normal pace of reading again
_____ I can demonstrate different ways of reading a variety of fiction and nonfiction texts
_____ I can demonstrate adjustment of reading for simple biographies
_____ I can reread to solve words or think about ideas and resume good rate of reading

Thinking Beyond the Text

Predicting

_____ I can use text structure to predict the outcome of a narrative
_____ I can make predictions about the solution to the problem of a story
_____ I can make predictions based on personal experiences, content knowledge, and knowledge of similar texts
_____ I can search for and use information to confirm or disconfirm predictions
_____ I can justify predictions using evidence
_____ I can predict what characters will do based on the traits revealed by the writer

Making Connections

_____ I can make connections between the text and other texts that have been read or heard
_____ I can specify the nature of connections (topic, content, type of story, writer)

Synthesizing

_____ I can differentiate between what is known and new information
_____ I can demonstrate learning new content from reading
_____ I can express changes in ideas after reading a text

Inferring

_____ I can infer and discuss characters’ feelings and motivations through reading their dialogue
_____ I can demonstrate understandings of characters, using evidence from text to support statements
_____ I can infer and discuss understanding of characters’ motivations and feelings
Thinking About the Text

Analyzing

I can infer cause and effect in influencing characters’ feelings or underlying motives
I can infer and discuss what characters are like from what they say or do
I can infer cause of problems or of outcomes in fiction and nonfiction texts

I can notice aspects of genre (fiction, nonfiction, realistic stories, traditional literature and fantasy)
I can understand when a writer has used underlying structures (description, compare and contrast, temporal sequence, problem and solution)
I can notice how pictures are used to communicate meaning in illustrated texts
I can notice the way the writer assigns dialogue
I can notice aspects of a writer’s style after reading several texts by the author
I can notice specific writing techniques (for example, question and answer format)
I can identify a point in the story when the problem is resolved
I can notice and discuss how the writer of a graphic novel has communicated meaning through illustrations and print

Critiquing

I can express opinions about the quality of a text
I can notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning
I can notice the quality of illustrations or graphics
I can agree or disagree with the ideas in a text and give reasons
I can hypothesize how characters could have behaved differently
I can judge the text as to whether it is interesting, humorous, or exciting, and specify why