

Level F Reading Behaviors

Thinking within the text

Solving Words

_____ I can recognize most words quickly

_____ I can remove the ending from base words to solve new words

_____ I can use letter-sound analysis from left to right to read a new word

_____ I can use sounds related to consonants and consonant clusters to solve words

_____ I can use sounds related to vowels to solve words

_____ I can recognize fifty or more high frequency words within continuous text automatically

_____ I can make connections between words by letters, sounds, or spelling patterns

_____ I can use word parts (onsets and rimes) to efficiently take words apart while reading for meaning

_____ I can use language structure, meaning, and visual information in a coordinated way to solve words

_____ I can take apart many new words “on the run” while reading for meaning

_____ I can take apart compound words to solve them

Monitoring and Correcting

_____ I can self-correct closer to the point of error

_____ I can reread phrases to problem solve, self-correct, or confirm

_____ I can use letter-sound relationships and word parts to monitor and self-correct reading

_____ I can use meaning, language structure, and visual information to monitor and self-correct reading

_____ I can use known words to self-monitor and self-correct

Searching for and using information

- _____ I can reread to search for and use information from language structure or meaning
- _____ I can use all sources of information together to solve new words while reading
- _____ I can use simple organizational features (titles and headings)
- _____ I can notice and use readers' tools, such as table of contents, where applicable
- _____ I can process texts with simple dialogue and some pronouns, all assigned to speakers
- _____ I can search for specific facts in informational text
- _____ I can notice, search for, remember, and discuss information that is important to understand

Summarizing

- _____ I can remember information to help in understanding the end of a story
- _____ I can notice a series of events in order to link them
- _____ I can understand simple sequence or events or steps
- _____ I can provide an oral summary with appropriate details in sequence
- _____ I can remember important information

Maintaining Fluency

- _____ I can demonstrate phrased, fluent oral reading
- _____ I can reflect language syntax and meaning through phrasing and expression
- _____ I can reflect punctuation through appropriate pausing and intonation while reading orally
- _____ I can demonstrate appropriate stress on words in a sentence

Adjusting

- _____ I can slow down or repeat to think about the meaning of the text and resume normal speed
- _____ I can have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books
- _____ I can reread to solve words or think about ideas and resume good rate of reading

Thinking Beyond the Text

Predicting

_____ I can use knowledge of language structure to anticipate text

_____ I can predict the ending of a story based on reading the beginning and middle

_____ I can make predictions based on personal experiences and knowledge

_____ I can make predictions based on information gained through reading

Making Connections

_____ I can make connections between texts and other texts that have been read or heard

_____ I can recognize and apply attitudes of recurring characters where relevant

Synthesizing

_____ I can discuss prior knowledge of content prior to reading

_____ I can identify new information in text or pictures

_____ I can notice and acquire new information while reading a text

_____ I can show evidence from the text to indicate new ideas or information

Inferring

_____ I can infer and discuss characters' feelings, motives, and attributes

_____ I can interpret causes for feelings, motives, or actions

_____ I can show empathy for characters and infer their feelings and motivations

_____ I can show evidence in the print or pictures to support inference

_____ I can infer causes and effects as implied in the text

Thinking About the Text

Analyzing

_____ I can understand what the write has done to make a text surprising, funny, or interesting

_____ I can recognize whether a text is fiction or nonfiction

_____ I can recognize whether a text is realistic fiction or fantasy

_____ I can recognize an informational text by its features

_____ I can discuss the difference between photographs and drawings

_____ I can recognize and discuss how print layout or features are used to reflect meaning (such as large or bold words)

_____ I can understand that a story has a beginning, a series of events and an end

_____ I can identify chronological sequence when applicable

_____ I can notice how a writer has selected interesting information for factual texts

Critiquing

_____ I can share opinions about the text as a whole (beginning, characters, ending)

_____ I can express opinions about a text and state reasons

_____ I can express opinions about the quality of the illustrations

_____ I can express opinions about the information in a text

_____ I can make judgments about characters or events in a text