

# Level G Reading Behaviors

## Thinking within the text

### Solving Words

\_\_\_\_\_ I can recognize most words quickly and easily

\_\_\_\_\_ I can remove the ending from base words to solve new words

\_\_\_\_\_ I can use letter clusters (blends and digraphs) to solve words

\_\_\_\_\_ I can use left to right letter-sound analysis to read a new word

\_\_\_\_\_ I can use consonant and vowel sound relationships to solve words

\_\_\_\_\_ I can quickly and automatically recognize 75 or more high frequency words in continuous text

\_\_\_\_\_ 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 connect words that mean the same or almost the same to derive meaning from the text

\_\_\_\_\_ I can use context and pictures to derive the meaning of unfamiliar vocabulary

\_\_\_\_\_ I can solve easy new words quickly

\_\_\_\_\_ I can take apart compound words to solve them

### Monitoring and Correcting

\_\_\_\_\_ I can self-correct closer to the point of error (reread a phrase or word)

\_\_\_\_\_ I can reread to problem solve, self-correct, or confirm

\_\_\_\_\_ I can use relationships between sounds and letters, letter clusters, and large parts of words to monitor accuracy of reading

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

\_\_\_\_\_ I can realize when more information is needed to understand a text

\_\_\_\_\_ 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 in the text

\_\_\_\_\_ I can use all sources of information together to solve new words

\_\_\_\_\_ I can notice and use labels for pictures

\_\_\_\_\_ 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 some split dialogue, 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 remember important information from a factual text

\_\_\_\_\_ I can understand and talk about a simple sequence or events or steps

\_\_\_\_\_ I can follow and reflect in discussion the multiple events of a story

\_\_\_\_\_ I can provide (after reading) an oral summary with appropriate details in sequence

### **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

\_\_\_\_\_ I can make predictions based on knowledge of characters or type of story

\_\_\_\_\_ I can support predictions with evidence from the text

### **Making Connections**

\_\_\_\_\_ I can make connections between the text and other texts that have been read or heard

\_\_\_\_\_ I can recognize and apply attitudes of recurring characters where relevant

### **Synthesizing**

\_\_\_\_\_ I can relate the content of the text to what is already known

\_\_\_\_\_ I can identify new information in text or pictures

\_\_\_\_\_ I can identify new information from simple informational texts and incorporate into personal knowledge

### **Inferring**

\_\_\_\_\_ I can infer and interpret characters' feelings, motives, and attributes

\_\_\_\_\_ I can infer causes for feelings, motives, or actions

\_\_\_\_\_ I can show empathy for characters

\_\_\_\_\_ I can use and interpret information from pictures without depending on them to construct meaning

\_\_\_\_\_ I can infer causes and effects as implied in the text

\_\_\_\_\_ I can justify inferences with evidence from the text

## **Thinking About the Text**

### **Analyzing**

\_\_\_\_\_ I can identify what the writer has done to make a text surprising, funny, or interesting

\_\_\_\_\_ I can recognize whether a text is fiction or nonfiction

\_\_\_\_\_ I can identify characteristics of genres ( simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays)

\_\_\_\_\_ I can notice how writers or illustrators use layout and print features for emphasis

\_\_\_\_\_ I can identify parts of a text (beginning, series of episodes, end)

\_\_\_\_\_ I can notice writer's use of specific words to convey meaning (for example, *shouted*, *cried*)

\_\_\_\_\_ I can identify a point in the story when the problem is resolved

\_\_\_\_\_ I can discuss whether a story (fiction) could be true and tell why

### **Critiquing**

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

\_\_\_\_\_ I can express opinions about the quality of a text

\_\_\_\_\_ I can express opinions about the quality of the illustrations

\_\_\_\_\_ I can agree or disagree with the ideas in a text

\_\_\_\_\_ I can make judgments about characters or events in a text