

Level H Reading Behaviors

Thinking within the text

Solving Words

_____ I can use letter-sound relationships in sequence to solve more complex new words

_____ I can use consonant and vowel sound relationships to solve words

_____ I can quickly and automatically recognize 100 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 demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, etc.)

_____ I can break apart a longer word into syllables in order to decode manageable units

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

_____ I can use context to derive meaning of new words

_____ I can take apart compound words to solve them

_____ I can demonstrate competent, active word solving while reading at a good pace-less overt problem solving

Monitoring and Correcting

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

_____ I can reread (at the phrase or word) to problem solve, self-correct, or confirm when needed but less frequently than in previous levels

_____ 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 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 use some simple graphics, labeled pictures, that add information to the text

_____ I can use a table of contents to locate information in a text

_____ I can process texts with some split dialogue, all assigned to speakers

_____ 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