

Level I 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-letter 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 help in understanding a text and acquiring new vocabulary
- _____ I can demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, etc.)
- _____ I can break down 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 use meaning, structure, and visual information to solve words
- _____ I can demonstrate competent, active word solving while reading at a good pace-less overt problem solving

Monitoring and Correcting

- _____ I can self-correct at point of error (or before overt error)
- _____ 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 simple readers' tools (table of contents, index, glossary) to find information in 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 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 identify and understand a set of related ideas in a text

_____ 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 to reflect the meaning

_____ I can use multiple sources of information (language structure, meaning, last 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 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 use text structure to predict the outcome of a narrative

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

_____ 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

Making Connections

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

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

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 cause and effect in influencing characters' feelings or underlying motives

_____ I can infer cause of problems or of outcomes in fiction and nonfiction texts

Thinking About the Text

Analyzing

_____ I can notice some characteristics of genre (for example, traditional language, literary language, descriptive language)

_____ I can differentiate between informational and fiction texts

_____ I can understand and talk about when a writer has used underlying structures (description, compare and contrast, temporal sequence, problem and solution)

_____ I can notice the relationship between pictures and texts

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

_____ I can notice and speculate why the writer has selected information to present in particular ways (photograph, caption, boxes, pictures)

_____ 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 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 discuss 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