

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

_____ 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 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

_____ 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

Thinking About the Text

Analyzing

_____ 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