

Level K Reading Behaviors

Thinking within the text

Solving Words

_____ I can consistently use multiple sources of information in solving new words

_____ I can connect words that mean the same or almost the same to help in understanding a text and acquiring new knowledge

_____ I can demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)

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

_____ I can solve words of two or three syllable, many words with inflectional endings and complex letter-sound relationships

_____ I can solve content-specific words, using graphics and definitions embedded in text

_____ I can use context to derive meaning of new words

_____ I can understand longer descriptive 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 self-correct when errors detract from the meaning of the text

_____ I can self-correct information when it does not reflect the meaning

_____ 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

Searching for and using information

_____ I can search for information in illustrations to support text interpretation

_____ I can search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)

_____ I can use chapter titles as to foreshadow content

_____ I can use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information

_____ I can process long sentences (fifteen or more words) with many embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs or adverbs)

_____ I can process a wide range of dialogue, some unassigned

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

_____ I can understand how to use pictures to construct meaning in graphic texts

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 demonstrate through talk or writing understandings of characters, using evidence from text to support statements

_____ I can infer and discuss characters' feelings and motivations through reading their dialogue

_____ I can infer and discuss what characters are like from what they say or do

_____ I can infer cause and effect in influencing characters' feelings or underlying motives

_____ I can infer the big ideas or message (theme) of a text

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

Thinking About the Text

Analyzing

_____ I can notice and discuss aspects of genre (fiction, nonfiction, realistic stories, traditional literature and fantasy)

_____ I can understand when a writer has used underlying organizational structures (description, compare and contrast, temporal sequence, problem/solution, and cause/effect)

_____ I can notice a variety in layout (words in bold or larger font, or italics, variety in layout)

_____ I can notice how pictures are used to communicate meaning in illustrated texts

_____ I can notice and discuss 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 notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text

_____ I can notice descriptive language and discuss how it adds to enjoyment or understanding

_____ I can understand the relationship between the setting and the plot of a story

_____ 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 discuss the quality of illustrations or graphics

_____ I can agree or disagree with the ideas in a text

_____ 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