

# Level L Reading Behaviors

## Thinking within the text

### Solving Words

\_\_\_\_\_ I can notice new and interesting words, and actively add them to speaking or writing vocabulary

\_\_\_\_\_ 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 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 recognize multiple meanings of words

\_\_\_\_\_ 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

\_\_\_\_\_ I can derive meaning of words from graphics

### Monitoring and Correcting

\_\_\_\_\_ I can self-correct when errors detract from the meaning of the text

\_\_\_\_\_ I can self-correct intonation 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

### Searching for and using information

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

\_\_\_\_\_ 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 and section headings 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)

\_\_\_\_\_ I can process sentences with a series of nouns, verbs, or adverbs

\_\_\_\_\_ I can process a wide range of dialogue, some unassigned

\_\_\_\_\_ I can follow a sequence of actions from graphics

\_\_\_\_\_ I can search for important information in pictures

## **Summarizing**

\_\_\_\_\_ I can follow and remember a series of events over a longer text in order to understand the ending

\_\_\_\_\_ I can summarize ideas from a text and tell how they are related

\_\_\_\_\_ I can summarize a longer narrative text with multiple episodes, reporting events in the order they happened

\_\_\_\_\_ 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 quickly and automatically solve most words in the text in a way that supports fluency

\_\_\_\_\_ I can read silently at an appropriate rate, not too fast and not too slow

## **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 to process simple biographies

\_\_\_\_\_ I can reread to solve words and resume good rate of reading

\_\_\_\_\_ I can realize that illustrations carry a great deal of meaning in graphic texts

## **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 a wide range of 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 characters' feelings and motivations through reading their dialogue

\_\_\_\_\_ I can show understanding of characters and their traits

\_\_\_\_\_ 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 setting, character's traits and feelings, and plot from illustrations in graphic texts

\_\_\_\_\_ I can use evidence from the text to support thinking

## **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/contrast, temporal sequence, problem/solution, and cause/effect)

\_\_\_\_\_ I can demonstrate the ability to identify how a text is organized (diagram or talk)

\_\_\_\_\_ I can identify important aspects of illustrations (design related to the meaning of the text)

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

\_\_\_\_\_ I can notice the way the write 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 identify the author's explicitly stated purpose

\_\_\_\_\_ I can notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print

## **Critiquing**

\_\_\_\_\_ I can state opinions about a text and provide evidence to support them

\_\_\_\_\_ I can discuss the quality of illustrations or graphics

\_\_\_\_\_ 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