

Level N Reading Behaviors

Thinking within the text

Solving Words

_____ I can begin to notice new and interesting words and 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 syllables, 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 the context of a sentence, paragraph, or whole text to determine the meaning of a word

_____ I can understand longer descriptive words

_____ I can apply problem-solving strategies to technical words or proper nouns that are challenging

_____ I can realize that words in print are partially defined by illustrations in graphic texts

Monitoring and Correcting

_____ I can continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

_____ I can derive meaning of new words from graphics

_____ I can understand words that stand for abstract ideas

Searching for and using information

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

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

_____ 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

_____ I can respond to plot tension or suspense by reading on to seek resolutions to problems

_____ I can follow a sequence of actions from graphics

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

_____ I can search for information in a sequence of illustrations in graphic texts

Summarizing

_____ I can follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending

_____ I can identify and understand sets of related ideas organized into categories

_____ I can summarize a text at intervals during the reading of a longer text

_____ I can summarize a longer narrative text with multiple episodes either orally or in writing

_____ I can identify important ideas in a text and report them in an organized way, either orally or in writing

_____ I can follow a sequence of actions from 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 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 read with high accuracy in a way that supports fluency

_____ I can read silently at an appropriate rate (not too fast and not too slow) for comprehending

Adjusting

_____ I can demonstrate different ways of reading related genre, including simple biographies, fantasy, and historical fiction

_____ I can adjust reading to process texts with difficulty and complex layout

_____ I can reread to solve words or think about ideas and resume good rate of reading

_____ I can realize that meaning must be derived from illustrations (usually combined with print) in graphic texts

Thinking Beyond the Text

Predicting

_____ I can use text structure to predict the outcome of a narrative

_____ 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 continue to support predictions with evidence from the text 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, through talk or writing

_____ I can synthesize information across a longer text

_____ I can express changes in ideas after reading a text

Inferring

_____ I can demonstrate understanding of characters, using evidence from text to support statements

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

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

_____ I can see changes in characters across time and articulate possible reasons for development

_____ I can generate or react to alternative understanding of a text

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

_____ I can identify significant events and tell how they are related to the problem of the story or the solution

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

_____ I can support all thinking with evidence from the text

_____ I can infer setting, character's traits and feelings, and plot from illustrations in graphic 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 organizational structures (description, compare/contrast, temporal sequence, problem/solution, and cause/effect)

_____ I can demonstrate the ability to identify how a text is organized

_____ 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 describe the problem of a story

_____ I can describe the way the problem is solved

_____ 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