

Level O Reading Behaviors

Thinking within the text

Solving Words

_____ I can understand connotative meaning of words.

_____ I can understand words when used figuratively.

_____ I can notice new and interesting words, and add them to speaking or writing vocabulary.

_____ 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 identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text

_____ 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

_____ I can understand words with multiple meanings

_____ I can understand words that stand for abstract ideas

Monitoring and Correcting

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

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 a full range of readers' tools to search for information and construct meaning (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)

_____ I can process many 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 process texts that have many lines of print on a page

_____ I can form implicit questions and search for answers while reading

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

_____ I can sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

_____ 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

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

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 slow down or 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 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 as well as inferred characteristics

_____ I can make predictions based on illustrations in graphic texts

_____ I can draw conclusions from information

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 mentally form categories of related information and revise them as new information is acquired across the text

_____ I can demonstrate learning new content from reading

_____ I can demonstrate changing perspective as events in a story unfold

_____ I can synthesize information across a longer text

_____ I can express changes in ideas after reading a text

Inferring

_____ I can follow multiple characters in different episodes, inferring their feelings about each other

_____ I can demonstrate understanding of characters (their traits, how and why they change) using evidence to support statements

_____ I can infer the big ideas or themes of a text and discuss how they are applicable to people's lives today

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

_____ I can distinguish between fact and opinion

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 (diagram or talk)

_____ I can notice how the author or illustrator has used illustrations and other graphics to convey meaning

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

_____ 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 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 notice how the setting is important in a story

_____ I can describe the problem and resolution

_____ I can identify main ideas and supporting details

_____ I can describe the way the problem is solved

_____ I can notice how illustrations and text work together in graphic texts

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