

# Level P 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, record them and actively 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 three or more 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 solve some underlined words using background knowledge

\_\_\_\_\_ I can use the context of a sentence, paragraph, or whole text to determine the meaning of a word

\_\_\_\_\_ I can develop deeper understanding of words that have been encountered before but are not familiar

\_\_\_\_\_ I can identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text

\_\_\_\_\_ I can read words that are hyphenated across lines and across pages

\_\_\_\_\_ I can understand longer descriptive words

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

\_\_\_\_\_ I can use illustrations in graphic texts to derive meaning of words

\_\_\_\_\_ I notice unusual use of words in graphic texts (e.g. onomatopoeic words)

\_\_\_\_\_ 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

## **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 summarize a text at intervals during the reading of a longer text

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

\_\_\_\_\_ 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

## **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, phrasing, intonation, using size of font, bold, and italics as appropriate

\_\_\_\_\_ 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 sometimes adjust reading within texts to accommodate hybrid texts that combine genres

\_\_\_\_\_ 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

### **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)

\_\_\_\_\_ I can interpret characters and events that are not within the reader's experiences

### **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, particularly applied to people and cultures different from the reader's own

\_\_\_\_\_ I can synthesize information across a longer text

\_\_\_\_\_ I can express changes in ideas or opinions after reading a text and say why

## **Inferring**

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

\_\_\_\_\_ I can infer characters' feelings and motivations through reading their dialogue and what other characters say about them

\_\_\_\_\_ 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 take perspectives that may be unfamiliar in interpreting characters' motives, cause for action, or themes

\_\_\_\_\_ 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

## **Thinking About the Text**

### **Analyzing**

\_\_\_\_\_ I can notice combine genres in hybrid texts

\_\_\_\_\_ I can identify main ideas and supporting details

\_\_\_\_\_ I can identify authors explicitly stated purpose

\_\_\_\_\_ I can identify elements such as setting, problem, resolution, and conflict

\_\_\_\_\_ 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 pictures 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 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 notice how the setting is important in a story

\_\_\_\_\_ I can understand how the writer built interest and suspense across a story

\_\_\_\_\_ I can notice elements of fantasy (motifs, symbolism, magic)

\_\_\_\_\_ I notice how illustrations and text work together in graphic use

## **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