

Level S Reading Behaviors

Thinking within the text

Solving Words

_____ 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 multisyllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts.

_____ I can solve content-specific words and technical words using graphics and definitions embedded in text as well as background knowledge

_____ I can solve some undefined words using background knowledge

_____ I can use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words

_____ I can understand connotative meaning of words and figurative use of words

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

_____ I can understand words with multiple meanings

_____ I can understand words that stand for abstract ideas

_____ 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)

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 (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)

_____ I can process long sentences (fifteen or more words) that are carried over several lines or the next page

_____ I can process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)

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

_____ I can process texts with a variety of complex layouts and with some pages of dense print

_____ I can remember the details of complex plots with many episodes

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

_____ I can process long stretches of descriptive language and remember pertinent information

_____ 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 notice details that provide insight into characters' feelings or motives in graphic text

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 remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes

_____ I can identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing

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

Maintaining Fluency

_____ 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

Adjusting

_____ I can change style and pace of reading to reflect purpose

_____ 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 change purpose and aspects of processing to reflect understanding of genre

_____ I can simultaneously follow illustrations and print in an orchestrated way when reading 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 change predictions as new information is gathered from a text

_____ 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 use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts

_____ I can make connections between characters in different texts (similar setting, type of problem, type of person)

_____ I can specify the nature of connections (topic, content, type of story, writer)

Synthesizing

_____ 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 express changes in ideas or perspective across the reading (as events unfold) after reading a text

_____ I can acquire new content and perspectives through reading both fiction and nonfiction texts about diverse culture, times, and places

_____ I can incorporate new knowledge to better understand characters and plots from material previously read when reading chapters, connected short stories, or sequels

_____ I can draw conclusions from information

Inferring

_____ I can infer cause and effect in influencing characters' feelings or 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 and influence on each other

_____ I can infer setting, characters' traits and feelings, and plot from illustrations in graphic texts

_____ 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 apply inferring to multiple characters and complex plots, with some subplots

_____ I can infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today

_____ I can speculate on alternative meanings that the text may have

_____ I can infer the meaning of symbols that the writer is using

_____ 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

Thinking About the Text

Analyzing

_____ I can notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)

_____ I can notice combined genres in hybrid texts

_____ I can understand, talk about, and/or write or draw 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 informational text is organized (categories, sequences, etc.)

_____ I can notice and discuss how the author or illustrator has used pictures and other graphics to convey meaning and create mood

_____ 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 recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text

_____ I can understand the role of the setting in realistic and historical fictions as well as fantasy

_____ I can notice how the writer built interest and suspense across a story

_____ I can notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author

_____ I can notice writer's use of symbolism

_____ I can identify similarities across texts

_____ I can identify author's implicitly stated purpose

_____ I can identify main ideas and supporting details

_____ I can identify elements such as setting, plot, resolution, and conflict

_____ I can identify multiple points of view

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

_____ I can notice aspects of writer/illustrator's style in graphic texts

Critiquing

_____ I can evaluate the text in terms of readers' own experiences as preadolescents

_____ I can assess how graphics add to the quality of the text or provide additional information

_____ I can notice and talk about the author's qualifications to write an informational text

_____ I can hypothesize how characters could have behaved differently

_____ I can evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)

_____ I can assess whether a text is authentic and consistent with life experience or prior knowledge (for example, historical fiction)

_____ I can express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)