

# Level T Reading Behaviors

## Thinking within the text

### **Solving Words**

\_\_\_\_\_ I can notice new and useful words, and intentionally record them and remember them to expand oral and written vocabulary.

\_\_\_\_\_ I can demonstrate ability to use automatically and flexibly a wide range of word solving strategies (for example, dividing words into syllables, using phonograms within multisyllable words, using word parts, using prefixes and affixes, and connecting words to known words)

\_\_\_\_\_ 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

\_\_\_\_\_ I can understand 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 derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English

### **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 and use information in a wide range of graphics and integrate with information from print (for example, pictures, captions, diagrams, illustrations with labels, maps, charts)

\_\_\_\_\_ 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 (twenty or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)

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

\_\_\_\_\_ I can form implicit questions and search for answers while reading

\_\_\_\_\_ I can gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue

## **Summarizing**

\_\_\_\_\_ I can identify important ideas and information (longer texts with chapters and sometimes multiple texts)

\_\_\_\_\_ I can organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing

## **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 and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

## **Adjusting**

\_\_\_\_\_ I can change style and pace of reading to reflect purpose

\_\_\_\_\_ I can slow down or 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

## **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 support predictions with evidence from the text or from knowledge of genre

\_\_\_\_\_ I can change predictions as new information is gathered from a text

### **Making Connections**

\_\_\_\_\_ I can bring background knowledge to the understanding of a text before, during, and after reading

\_\_\_\_\_ I can bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents

\_\_\_\_\_ I can make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing

\_\_\_\_\_ 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 integrate existing content knowledge with new information from a text to consciously create new understandings

\_\_\_\_\_ 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 use situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives

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

## **Inferring**

\_\_\_\_\_ In texts with multiple complex characters, I can infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them

\_\_\_\_\_ I can infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography

\_\_\_\_\_ 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 infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning

\_\_\_\_\_ 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 aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction)

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

\_\_\_\_\_ I can understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)

\_\_\_\_\_ I can notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood

\_\_\_\_\_ 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 understand how the writer built interest and suspense across a story, providing examples

\_\_\_\_\_ I can understand the structure of complex plots in fiction and the organization of the text in nonfiction, sometimes using graphic organizers or diagrams

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

\_\_\_\_\_ I can notice as well as discuss writer's use of symbolism

\_\_\_\_\_ I can understand alternative interpretations of symbolism

\_\_\_\_\_ I can understand the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil

\_\_\_\_\_ I can notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text

\_\_\_\_\_ I can notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters

## **Critiquing**

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

\_\_\_\_\_ I can critique a text as an example of a genre

\_\_\_\_\_ I can evaluate the author's qualifications to write an informational text

\_\_\_\_\_ I can evaluate the author's use of characterization and plot (for example, believability of depth)

\_\_\_\_\_ 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, including how the text reflects the lives of preadolescents or adolescents

\_\_\_\_\_ I can use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise

\_\_\_\_\_ I can assess whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text

\_\_\_\_\_ 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)