

# Level U 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 use word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words

\_\_\_\_\_ 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 follow complex plots, including texts with literary devices (for example, flashbacks and stories within stories)

\_\_\_\_\_ 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, and no illustrations

\_\_\_\_\_ I can search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)

## **Summarizing**

\_\_\_\_\_ I can identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing

\_\_\_\_\_ I can exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose)

\_\_\_\_\_ I can construct summaries that are concise and reflect the important and overarching ideas and information in texts

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

\_\_\_\_\_ I can use characteristics of genre as a source of information to make predictions before and during reading

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

\_\_\_\_\_ I can make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts

## **Making Connections**

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

\_\_\_\_\_ 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 connect and compare texts within genres and across genres

\_\_\_\_\_ I can use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts

\_\_\_\_\_ I can connect characters across texts and genres by circumstances, traits, or actions

\_\_\_\_\_ 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 perspectives and content 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, hybrid texts)

\_\_\_\_\_ I can identify the selection of genre in relation to inferred writer's purpose for a range of texts

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

\_\_\_\_\_ I can notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or 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 notice how an author uses words in a connotative way (to imply something beyond the literal meaning)

\_\_\_\_\_ I can understand and talk about the role of the setting in realistic and historical fiction as well as fantasy

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

\_\_\_\_\_ I can notice the structure of complex plots in fiction and the organization of the text in nonfiction, and sometimes show in a graphic organizer or diagram

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

\_\_\_\_\_ I can notice and 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

\_\_\_\_\_ I can examine character traits in a complex way, recognizing that they are multidimensional and change over time

## **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 assess the author's qualifications to write an informational text

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

\_\_\_\_\_ For historical fiction, I can evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources

\_\_\_\_\_ I can discuss 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)