

Level W 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 begin to use roots and origins to understand meaning of 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

_____ I can monitor understanding closely, searching for information within and outside the text when needed

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 and some printed in columns

_____ I can follow complex plots, including texts with literary devices (for example, flashbacks and stories within stories)

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

_____ I can gain important information from much longer texts, most with no illustrations (fiction)

_____ 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)

_____ I can process sentences with the syntax of archaic or regional dialects

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

_____ With rehearsal, I can read texts orally with dramatic expression that reflects interpretation of the deeper meaning of a text

Adjusting

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

_____ I can adjust the reader's stance to better understand genres, such as complex fantasy, and special forms, such as satire

_____ I can change style, pace, and 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

_____ I can bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to adolescents

_____ 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 characters within and across texts and genres by circumstances, traits, or actions

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

_____ I can make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy

_____ I can make connections between satirical literature and the social issues they represent

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 focusing on the problems of adolescents 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 begin to recognize and understand satire and its purposes and characteristics

_____ 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 and contrast, temporal sequence, problem and solution, cause and effect) and be able to represent in diagrams or graphic organizers

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

_____ 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 notice how an author uses words in a connotative way (to imply something beyond the literal meaning)

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

_____ I can represent the structure of complex plots in fiction and the organization of the text in nonfiction in diagrams or graphic organizers

_____ I can analyze works of fantasy to notice classical motifs such as “the quest”, “the hero”, and symbolism representing good and evil

_____ 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 discuss 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 adolescents

_____ 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 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 evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources for historical fiction

_____ 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)

_____ I can become critical of the subjects of biography (decisions, motivations, accomplishments)

_____ I can critique the biographer’s presentation of a subject, noticing bias