

Student Name: _____

Grade: _____ Teacher: _____

Level B- Expectations and Goals

Behaviors & Understandings to Notice, Teach, and Support

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
Thinking Within Texts			
Solving Words			
Recognizes most words quickly with the support of meaning and language structure			
Use the first letter of a word in connection with meaning or language syntax to solve it			
Locate unknown words by identifying the first letter			
Say a word slowly to hear and identify the first sound and connect to a letter			
Recognize a few easy high-frequency words			
Locate high-frequency words in a text			
Use knowledge of syllables to help in word-by-word matching			
Slow down speech to assist in word-by-word matching			
Monitoring and Correcting			
Reread the sentence to problem solve, self-correct, or confirm			
Reread to search for and use information			
Use first letters of words (and related sounds) to monitor and self-correct			
Use prior knowledge to self-monitor and self-correct			
Self-monitor and self-correct using language structure			
Begin to cross-check one kind of information against another to monitor and self-correct reading (i.e. meaning with visual information)			
Self-monitor and self-correct using meaning in text and pictures			
Use word-by-word matching to self-monitor and self-correct			
Show evidence of close attention to print			
Use known words to self-monitor and self-correct			
Searching for and Using Information			
Read left to right across a line of print			
Return to the left to read the next line of print			
Match one spoken word with one printed word			
Search for and use information in the print (letters and sounds, known words)			
Ask questions to clarify meaning or get information			
Search for and use information in pictures			
Reread to search for and use information			
Remember and use language patterns to help in reading a text			
Summarizing			
Remember what the story is about <u>during</u> reading			
Remember details while reading			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Summarizing (continued)</i>			
Remember information to help in understanding the end of a story			
Discuss the text after reading, remembering important information or details for a story			
<i>Maintaining Fluency</i>			
Point and read at a steady rate slow enough to match but without long pauses			
Notice and use ending punctuation and reflect it in the voice			
<i>Adjusting</i>			
Slow down to problem solve words and resume reading with momentum			
<i>Thinking Beyond the Text</i>			
<i>Predicting</i>			
Use knowledge of language structure to anticipate the text			
Make predictions using language structure			
Make predictions based on information in the pictures			
Predict the ending of a story based on reading the beginning and middle			
Make predictions based on personal experiences and knowledge			
<i>Making Connections</i>			
Discuss personal experiences in relation to the text			
Make connections between texts on the same topic or with the same content			
Identify recurring characters when applicable			
<i>Synthesizing</i>			
Identify what the reader already knows relative to information in the text, prior to reading			
Identify new information in text or pictures			
<i>Inferring</i>			
Understand characters' feelings and reveal through talk or drawing			
Understand the pictures, reveal interpretation of a problem or of characters' feelings			
<i>Thinking About the Text</i>			
<i>Analyzing</i>			
Notice and appreciate humor (and show by verbal or nonverbal means)			
Realize stories have a beginning and an end			
Understand how the ideas in a book are related to each other			
Understand how the ideas in a text are related to the title			
<i>Critiquing</i>			
Share opinions about a text			
Share opinions about illustrations			

Expectation/Goal	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Word Work			
Recognize, make, and write a few easy CVC words (cat, pin, sat, hat)			
Recognize, make, and write a few easy high-frequency words (the, I, and, is, can, in, it)			
Match or sort pictures by initial sounds			
Match or sort pictures by final sounds			
Match or sort letters by a variety of letter features			
Match or sort pictures with rhyming sounds			
Match uppercase/lowercase letters with speed			
Clap the syllables in words by one, two, or three parts (from pictures/words)			
Recognize letters by name and locate them quickly in words			
Read the Alphabet Linking Chart by letter names, pictures, and words			