

Student Name: _____

Grade: _____ Teacher: _____

Level E- Expectations and Goals

Behaviors & Understandings to Notice, Teach, and Support

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
Thinking Within Texts			
<i>Solving Words</i>			
Recognize many regular words and high-frequency words quickly and easily			
Use beginning and ending parts of words to solve them			
Use sounds related to vowels to solve words			
Use sounds related to consonants and consonant clusters to solve words			
Recognize and use word parts (onsets and rimes) to solve words while reading			
Make connections between words by letters, sounds, or spelling patterns			
Use what is known about a word to solve an unknown word while reading			
Take apart many new words "on the run"			
Take apart compound words to solve them			
<i>Monitoring and Correcting</i>			
Reread the sentence or beginning of a phrase to problem solve, self-correct, or confirm			
Reread the sentence to search for and use information			
Use sounds related to consonants and consonant clusters to monitor and correct reading			
Use meaning, language structure, and visual information to monitor and self-correct reading			
Use known words to self-monitor and self-correct			
<i>Searching for and Using Information</i>			
Notice details in pictures and use information to understand the text			
Process texts with simple dialogue and some pronouns, all assigned to speakers			
Reread to search for and use information from language structures or meanings			
Use all sources of information together to solve new words while reading			
Notice, search for, remember, and discuss information that is important to understanding			
<i>Summarizing</i>			
Remember information to help in understanding the end of the story			
Recall important details after reading a text			
Recall a series of events in order			
Understand a simple sequence or events or steps			
Provide an oral summary of a text with appropriate details			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Maintaining Fluency</i>			
Demonstrate phrased, fluent oral reading			
Reflect language syntax and meaning through phrasing and expression			
Reflect punctuation through appropriate pausing and intonation while reading orally			
Demonstrate appropriate stress on words in a sentence			
<i>Adjusting</i>			
Slow down to problem solve and resume good rate of reading			
Have expectations for reading fiction and nonfiction texts			
Reread to solve words or think about ideas and resume good rate of reading			
<i>Thinking Beyond the Text</i>			
<i>Predicting</i>			
Use knowledge of language structure to anticipate the text			
Predict the ending of a story based on reading the beginning and middle			
Make predictions based on personal experiences and knowledge			
Make predictions based on information gained through reading			
<i>Making Connections</i>			
Make and discuss connections between texts and reader's personal experiences			
Make connections between the text and other texts that have been read or heard			
Recognize and apply attributes of recurring characters where relevant			
<i>Synthesizing</i>			
Identify what the reader already knows relative to information in the text			
Identify new information in text or pictures			
Acquire new information while reading a text			
Talk about what the reader already knows about a topic or character prior to reading			
Show evidence in the text of new ideas or information			
<i>Inferring</i>			
Infer and talk about characters' feelings, motives, and attributes			
Infer and talk about causes for feelings, motives, or actions			
See changes in characters across time and articulate possible reasons for development			
Show evidence in the print or pictures to support inference			
Infer causes and effects as implied in the text			
Show evidence in the print or pictures to support inferences			
<i>Thinking About the Text</i>			
<i>Analyzing</i>			
Recognize how the author or illustrator has created humor			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
Analyzing (continued)			
Recognize whether a text is fiction or nonfiction			
Discuss the difference between photographs and drawings			
Recognize and discuss how print layout or features are used to reflect meaning (such as large or bold words)			
Understand that a story has a beginning, a series of events, and an end			
Recognize when the writer is presenting a sequence of events or set of directions			
Understand how writers use interesting characters and situations			
Critiquing			
Share opinions about the text as a whole (beginning, characters, ending)			
Express opinions about the quality of the illustrations			
Express opinions about the information in a text			
Make judgments about characters or events in a text			
Word Work			
Recognize, make, and write many easy high-frequency words			
Review high-frequency words from previous levels			
Add -s and -es to a word to make it plural (bike/bikes, glass/glasses)			
Make words using VC (is), CVC (cat), and CVCe (take) patterns			
Use parts of known words to read new words			
Read simple compound words			
Use phonogram patterns, make new words by changing first and last letters to make new words (pin/pit/hit)			
Build words quickly with magnetic letters			
Change beginning, middle, or ending of a word to make a new word (hop/stop, stop/stay)			
Use what is known about words to read new words			
Say words slowly to write them letter by letter			
Read the Consonant Cluster Linking Chart in a variety of ways (all words, every other box, backward order)			