

Student Name: _____

Grade: _____ Teacher: _____

Level F- 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 most words quickly			
Remove the ending from base words to solve new words			
Use letter-sound analysis from left to right to read a new word			
Use sounds related to the vowels to solve words			
Use sounds related to consonants and consonant clusters to solve words			
Recognize fifty or more high-frequency words within continuous texts automatically			
Use word parts (onsets and rimes) to efficiently take words apart while reading for meaning			
Make connections between words by letters, sounds, or spelling patterns			
Use language structure, meaning, and visual information in a coordinated way to solve words			
Take apart compound words to solve them			
<i>Monitoring and Correcting</i>			
Self-correct closer to the point of error			
Reread a phrase to problem solve, self-correct, or confirm			
Use letter-sound relationships and word parts to monitor and self-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>			
Reread to search for and use information from language structures or meanings			
Use all sources of information together to solve new words while reading			
Use simple organizational features (titles and headings)			
Notice and use readers' tools, such as table of contents, where applicable			
Process texts with simple dialogue and some pronouns, all assigned to speakers			
Search for specific facts in informational text			
Notice, search for, remember, and discuss information that is important to understanding			
Reread to search for and use information			
Use all sources of information together to solve new words			
<i>Summarizing</i>			
Remember information to help in understanding the end of the story			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Summarizing (continued)</i>			
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			
<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 or repeat to think about the meaning of the text and resume normal speed			
Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books			
Reread to solve words or think about ideas and resume good rate of reading			
Thinking Beyond the Text			
<i>Predicting</i>			
Make predictions using language structure			
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			
Make predictions based on knowledge of characters or type of story			
<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>			
Discuss prior knowledge of content prior to reading			
Identify new information in text or pictures			
Notice and acquire new information while reading a text			
Interpret and talk about characters' underlying motivations, attributes, and feelings			
<i>Inferring</i>			
Infer characters' feelings, motives, and attributes			
Interpret causes for feelings, motives, or actions			
Show empathy for characters and infer their feelings and motivations			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Inferring (continued)</i>			
Show evidence in the print or pictures to support inference(s)			
Infer causes and effects as implied in the text			
Thinking About the Text			
<i>Analyzing</i>			
Understand what the writer has done to make a text surprising, funny, or interesting			
Recognize whether a text is fiction or nonfiction			
Recognize whether a text is realistic fiction or fantasy			
Recognize an informational text by its features			
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			
Identify chronological sequence were applicable			
Notice how the writer has selected interesting information for factual texts			
<i>Critiquing</i>			
Share opinions about the text as a whole (beginning, characters, ending)			
Express opinions about a text and state reasons			
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			
Change words to add simple inflectional endings (-ed, -ing)			
Change words to make plurals by adding -es			
Recognize words that have short (CVC: pet) and long (CVCe: bike) vowel patterns			
Recognize, make, or write words using phonograms with CVCe patterns (take) and phonograms with double vowel letters (moon, green)			
Take apart compound words			
Change beginning, middle, or ending letters- single consonants and vowels as well as blends and digraphs- to make new words			
Use what is known about words to read or write new words			
Recognize words that begin with consonant digraphs (she, chin)			
Take apart words that begin with initial consonants, consonant clusters, and consonant digraphs (s-ell, sm-ell)			
Read, write, or sort words with consonant clusters that blend two or three consonant sounds (tree, stream)			

Expectation/Goal	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
	Word Work (continued)		
	Read words with double consonant letters in middle from white board (better)		
	Take apart and make contractions with <i>am</i> (I'm) and <i>not</i> (don't)		
	Read the Consonant Cluster Linking Chart in a variety of ways		