

Student Name: _____

Grade: _____ Teacher: _____

Level G- 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 and easily			
Remove the ending from base words to solve new words			
Use letter clusters (blends and digraphs) to solve words			
Use left-to-right letter-sound analysis to read a word			
Use consonant and vowel sound-letter relationships to solve words			
Quickly and automatically recognize seventy-five or more high-frequency words within continuous text			
Use known words and word parts (including onsets and rimes) to solve unknown words			
Make connections between words by letters, sounds, or spelling patterns			
Connect words that mean the same or almost the same to derive meaning from the text			
Use context and pictures to derive the meaning of unfamiliar vocabulary			
Take apart compound words to solve them			
<i>Monitoring and Correcting</i>			
Self-correct close to the point of error (reread a phrase or word)			
Reread to problem solve, self-correct, or confirm			
Use relationships between sounds and letters, letter clusters, and large parts of words to monitor accuracy of reading			
Use meaning, language structure, and visual information to monitor and self-correct reading			
Realize when more information is needed to understand a text			
Use known words to self-monitor and self-correct			
<i>Searching for and Using Information</i>			
Search for and use all sources of information in the text			
Use all sources together to solve new words			
Notice and use labels for pictures			
Use simple organizational features (titles and headings)			
Notice and use readers' tools, such as table of contents, where applicable			
Process texts with some split dialogue, all assigned to speakers			
Search for specific facts in informational text			
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			
Remember the important information from a factual text			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Summarizing (continued)</i>			
Understand and talk about a simple sequence or events or steps			
Provide an oral summary with appropriate details in sequence after reading			
Follow and reflect in discussion the multiple events of a story			
<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 to reflect the meaning			
<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			
Support predictions with evidence from the text or personal experience and knowledge			
<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>			
Relate the content of the text to what is already known			
Identify new information in text or pictures			
Identify new information from simple informational texts and incorporate into personal knowledge			
Interpret characters' underlying motivations, attributes, and feelings			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Inferring</i>			
Infer characters' feelings, motives, and attributes			
Infer causes for feelings, motives, or actions			
Show empathy for characters			
Use and interpret information from pictures without depending on them to construct meaning			
Infer causes and effects as implied in the text			
Justify inferences with evidence from the text			
<i>Thinking About the Text</i>			
<i>Analyzing</i>			
Identify what the writer has done to make a text surprising, funny, or interesting			
Recognize whether a text is fiction or nonfiction			
Identify characteristics of genres (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays)			
Notice how writers or illustrators use layout and print features for emphasis			
Identify parts of a text (beginning, series of episodes, end)			
Notice writer's use of specific words to convey meaning (i.e. shouted, cried)			
Identify a point in the story when the problem is resolved			
Discuss whether a story (fiction) could be true and tell why			
<i>Critiquing</i>			
Share opinions about the text as a whole (beginning, characters, ending)			
Express opinions about the quality of a text			
Express opinions about the quality of the illustrations			
Agree or disagree with the ideas in a text			
Make judgments about characters or events in a text			
<i>Word Work</i>			
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 (foxes, dishes)			
Take apart and read words using phonograms with VCe (tale) patterns and phonograms with double vowel letters (meet)			
Read, write, or make words that have short (CVC: let) and long (CVCe: make) vowel patterns			
Take apart compound words			
Change beginning, middle, and ending letters- single consonants and vowels as well as blends and digraphs- to make a new word			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
Word Work (continued)			
Use what is known about words to read new words (not, got; and, hand)			
Recognize words that begin with consonant digraphs (thin, shell)			
Solve words using letter-sound analysis from left to right (st-e-p)			
Take apart or make words that begin with initial consonants, consonant clusters, and consonant digraphs (tr-uck)			
Take apart or make words with consonant clusters that blend two or three consonant sounds (spell, splash)			
Take apart or make words with double consonant letters in middle from white board (ladder, summer)			
Read Consonant Cluster Linking Chart in a variety of ways			