

Student Name: _____

Grade: _____ Teacher: _____

Level H- 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> | | | |
| Use letter-sound relationships in sequence to solve more complex words | | | |
| Use consonant and vowel sound-letter relationships to solve words | | | |
| Quickly and automatically recognize one hundred 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 | | | |
| Quickly and automatically recognize seventy-five or more high-frequency words within continuous text | | | |
| Connect words that mean the same or almost the same to derive meaning from the text | | | |
| Demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, etc.) | | | |
| Break down a longer word into syllables in order to decode manageable units | | | |
| Use context and pictures to derive the meaning of unfamiliar vocabulary | | | |
| Use context to derive meaning of new words | | | |
| Take apart compound words to solve them | | | |
| Demonstrate competent, active word solving while reading at a good pace-less overt problem solving | | | |
| <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 when needed but less frequently than in previous levels | | | |
| Use multiples sources of information to monitor and self-correct (language structure, meaning, and letter-sound information) | | | |
| 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> | | | |
| Use some simple graphics, labeled pictures, that add information to the text | | | |
| Use a table of contents to locate information in a text | | | |
| Process texts with some split dialogue, all assigned to speakers | | | |

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| Expectation/Goal | | | |
| <i>Searching for and Using Information (continued)</i> | | | |
| 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 | | | |
| Demonstrate understanding of sequence when summarizing a text | | | |
| Identify and understand a set of related ideas in a text | | | |
| After reading, provide an oral summary with appropriate details in sequence | | | |
| Summarize narratives with multiple episodes as part of the same simple plot | | | |
| <i>Maintaining Fluency</i> | | | |
| Demonstrate phrased, fluent oral reading | | | |
| Reflect language syntax and meaning through phrasing and expression | | | |
| Demonstrate awareness of the function of the full range of punctuation | | | |
| Demonstrate appropriate stress on words to reflect the meaning | | | |
| Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing | | | |
| <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 | | | |
| <i>Thinking Beyond the Text</i> | | | |
| <i>Predicting</i> | | | |
| Make predictions using language structure | | | |
| Use understanding of text structure to make predictions about what will happen next | | | |
| Make predictions based on knowledge of characters or type of story | | | |
| Use background information, personal experience, and information from the text to make predictions | | | |
| Support predictions with evidence from the text or personal experience and knowledge | | | |
| <i>Making Connections</i> | | | |
| Bring knowledge from personal experiences to the interpretation of characters and events | | | |
| Bring background knowledge to the understanding of a text before, during, and after reading | | | |

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| <i>Making Connections (continued)</i> | | | |
| 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> | | | |
| Differentiate between what is known and new information | | | |
| Identify new information and incorporate it into present understandings | | | |
| Demonstrate learning new content from reading | | | |
| <i>Inferring</i> | | | |
| Show empathy for characters and infer their feelings and motivations | | | |
| Interpret and talk about causes for feelings, motives, or actions | | | |
| Use and interpret information from pictures without depending on them to construct the meaning derived from reading words | | | |
| 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> | | | |
| Understand what the writer has done to make a text surprising, funny, or interesting | | | |
| Discuss characteristics of genres (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays) | | | |
| Differentiate between informational and fiction texts | | | |
| Understand, talk about, write, or draw when a writer has used description or compare and contrast | | | |
| Notice and discuss 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 | | | |
| Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning | | | |
| Agree or disagree with the ideas in a text | | | |
| Make judgments about characters or events in a text | | | |

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| 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 (foxes, dishes) | | | |
| Take apart and read words using phonograms with VCe (tale) patterns and phonograms with double vowel letters (meet) | | | |
| Write words with inflectional endings, plurals, VCe patterns, etc. | | | |
| 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 | | | |
| Make possessives by adding an apostrophe and an -s to a singular noun (the dog's bone) | | | |
| Solve words using letter-sound analysis from left to right (s-t-r-ea-m) | | | |
| Use what is known about words to read new words (but, butter; in, spin) | | | |
| Take apart words that begin with initial consonants, consonant clusters, and consonant digraphs | | | |
| Take apart words with consonant clusters that blend two or three consonant sounds (spin, sprint) | | | |
| Take apart words with consonant clusters at the beginning- both blends and digraphs (crib, while) | | | |
| Take apart words with double consonant letters in middle (butter) | | | |
| Read contractions with <i>is</i> (he's, she's) or <i>not</i> (don't) | | | |
| Read Consonant Cluster Chart in a variety of ways | | | |