

Student Name: _____

Grade: _____ Teacher: _____

Level I- 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 new words			
Use consonant and vowel sound-letter relationships to solve words			
Recognize one hundred to one hundred fifty high-frequency words within continuous text quickly and automatically			
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 help in understanding a text and acquiring new vocabulary			
Demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, 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			
Use meaning, structure, and visual information to solve words			
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 (or before overt error)			
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			
Reread to confirm word solving by checking other sources of information			
Use known words to self-monitor and self-correct			
<i>Searching for and Using Information</i>			
Use multiple sources of information to solve words			
Notice and use graphics such labels and captions for pictures and simple diagrams			
Use simple readers' tools (table of contents, index, glossary) to find information in texts			
Process texts with some split dialogue, all assigned to speakers			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
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>			
Follow and remember a series of events over a longer text in order to understand the ending			
Report episodes in a text in the order they happened			
Identify and understand a set of related ideas in a text			
Summarize a longer narrative text with multiple episodes			
Identify important ideas in a text and report them in an organized way, either orally or in writing			
Understand the problem of a story and its solution			
<i>Maintaining Fluency</i>			
Demonstrate phrased, fluent oral reading			
Read dialogue with phrasing and expression that reflects understanding of characters and events			
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			
Quickly and automatically solve most words in the text in a way that supports fluency			
Read silently at a good rate			
<i>Adjusting</i>			
Slow down or repeat to think about the meaning of the text and resume normal speed			
Demonstrate different ways of 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>			
Make predictions using language structure			
Use text structure to predict the outcome of a narrative			
Make predictions based on knowledge of characters or type of story			
Make predictions about the solution to the problem of a story			
Make predictions based on personal experiences, content knowledge, and knowledge of similar texts			
Search for and use information to confirm or disconfirm predictions			
Justify predictions using evidence			

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Expectation/Goal			
<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			
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			
Demonstrate learning new content from reading			
Express changes in ideas after reading a text			
<i>Inferring</i>			
Infer characters' feelings and motivations through reading their dialogue			
Demonstrate understandings of characters, using evidence from text to support statements			
Infer cause and effect in influencing characters' feelings or underlying motives			
Infer causes of problems or of outcomes in fiction and nonfiction texts			
<i>Thinking About the Text</i>			
<i>Analyzing</i>			
Notice some characteristics of genres (i.e. traditional language, literary language, descriptive language)			
Differentiate between informational and fiction texts			
Understand and talk about when a writer has used underlying structures (description, compare/contrast, temporal sequence, problem/solution)			
Notice the fit between pictures and text			
Notice how writers or illustrators use layout and print features for emphasis			
Notice and speculate why the writer has selected information to present in particular ways (photograph, caption, boxes, pictures)			
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>			
Express opinions about the quality of a text			
Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning			
Discuss the quality of the illustrations or graphics			
Agree or disagree with the ideas in a text and give reasons			
Hypothesize how characters could have behaved differently			
Judge the text as to whether it is interesting, humorous, or exciting			

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Expectation/Goal			
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)			
Read plural and singular forms for words that change the spelling (child/children, foot/feet)			
Recognize homophones (same pronunciation, different spelling and meaning)			
Take apart and read words with double vowel letters (meet)			
Take apart compound words			
Take apart and make one-syllable words with a variety of phonogram patterns (cl-ay, dr-ip)			
Take apart two-syllable words (drag-on)			
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)			
Use what is known about words to read new words (but, butter; in, spin)			
Take apart, make, or write words that begin with initial consonants, consonant clusters, and consonant digraphs			
Read words with double consonant letters in middle (ladder)			
Read, write, or make words with consonant clusters- both blends and digraphs (drip, ring, crash, shape)			
Read, write, or make words with consonant clusters that blend two or three consonant sounds (steam, street)			
Read contractions with <i>is</i> (he's, she's) or <i>not</i> (don't)			