Student Name:_____

Grade:_____          Teacher:_____

## Level J- Expectations and Goals
*Behaviors & Understandings to Notice, Teach, and Support*

| Expectation/Goal | Lacking Proficiency | Gaining Proficiency | Demonstrating Proficiency |
|---|---|---|---|
| **Thinking Within Texts** | | | |
| *Solving Words* | | | |
| Use letter-sound relationships in sequence to solve more complex words | | | |
| Recognize many 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 (noticing word parts, noticing endings and prefixes) | | | |
| Break down a longer word into two or three syllables, many words with inflectional endings, and complex letter-sound relationships | | | |
| Use context to derive meaning of new words | | | |
| Demonstrate competent, active word solving while reading at a good pace-less overt problem solving | | | |
| *Monitoring and Correcting* | | | |
| Self-correct close to the point of error (or before overt error) | | | |
| When reading aloud, self-correct information when it does not reflect the meaning | | | |
| 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 | | | |
| *Searching for and Using Information* | | | |
| Use multiple sources of information to solve words | | | |
| Notice and use graphics such labels and captions for pictures and simple diagrams | | | |
| Use chapter titles to foreshadow content | | | |
| Use readers' tools (table of contents, index, glossary, headings) to find information | | | |
| Process long sentences (ten or more words) with many embedded phrases and clauses | | | |
| Process texts with a variety of dialogue, all assigned to speakers | | | |

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| **Summarizing** | | | |
| 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 | | | |
| Summarize ideas from a text and tell how they are related | | | |
| 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 | | | |
| **Maintaining Fluency** | | | |
| 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, pausing and phrasing, intonation, and use of punctuation | | | |
| 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 | | | |
| **Adjusting** | | | |
| Slow down to search for information and resume normal speed | | | |
| Demonstrate different ways of reading fiction and nonfiction texts | | | |
| Demonstrate adjustment of reading for simple biographies | | | |
| Reread to solve words or think about ideas and resume good rate of reading | | | |
| **Thinking Beyond the Text** | | | |
| **Predicting** | | | |
| Use text structure to predict the outcome of a narrative | | | |
| 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 | | | |
| Predict what characters will do based on the traits revealed by the writer | | | |
| **Making Connections** | | | |
| 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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| ***Making Connections (continued)*** | | | |
| Make connections between the text and other texts that have been read or heard | | | |
| Specify the nature of connections (topic, content, type of story, writer) | | | |
| ***Synthesizing*** | | | |
| Differentiate between what is known and new information | | | |
| Demonstrate learning new content from reading | | | |
| Express changes in ideas after reading a text | | | |
| ***Inferring*** | | | |
| Infer characters' feelings and motivations through reading their dialogue | | | |
| Demonstrate understandings of characters, using evidence from text to support statements | | | |
| Show understanding of characters of their traits | | | |
| Infer cause and effect in influencing characters' feelings or underlying motives | | | |
| Infer causes of problems or of outcomes in fiction and nonfiction texts | | | |
| **Thinking About the Text** | | | |
| ***Analyzing*** | | | |
| Notice aspects of genres (fiction, nonfiction, realistic stories, and fantasy) | | | |
| Understand when a writer has used underlying structures (description, compare/contrast, temporal sequence, problem/solution) | | | |
| Notice the way the writer assigns dialogue | | | |
| Notice aspects of a writer's style after reading several texts by him or her | | | |
| Notice specific writing techniques (i.e. question and answer format) | | | |
| Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text | | | |
| Notice descriptive language and discuss how it adds to enjoyment or understanding | | | |
| Identify a point in the story when the problem is resolved | | | |
| ***Critiquing*** | | | |
| 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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| **Word Work** | | | |
| Recognize, make, and write many easy high-frequency words | | | |
| Review high-frequency words from previous levels | | | |
| Change words to add inflectional endings (-ed, -ing) | | | |
| Change words to make plurals by changing *y* to *i* and adding –es (bunny, bunnies) | | | |
| Read plural and singular forms for a wide range of plurals (child/children, foot/feet) | | | |
| Change words by attaching simple prefixes and suffixes (redo, runner) | | | |
| Recognize and connect homophones (same pronunciation, different spelling and meaning) | | | |
| Read or write words with double vowel patterns (meet) as well as words with *y* as the vowel (my) | | | |
| Change words to create comparatives (-er, -est)(dark/darker/darkest) | | | |
| Take apart compound words (some-thing) | | | |
| Take apart one-syllable words with a variety of phonogram patterns (sl-eep, dr-eam) | | | |
| Take apart and make words with two or three syllables (um-brell-a) | | | |
| Read words using letter-sound analysis from left to right (b-e-f-ore) | | | |
| 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 (and, candy; before, begin) | | | |
| Read contractions with *am, is, not,* and *are* (I'm, he's, can't, we're) | | | |