

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

## Level K- Expectations and Goals

### *Behaviors & Understandings to Notice, Teach, and Support*

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
<b>Expectation/Goal</b>			
<b>Thinking Within Texts</b>			
<b><i>Solving Words</i></b>			
Use multiple sources of information in solving new words consistently			
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 syllables in order to decode manageable units			
Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships			
Solve content-specific words, using graphics and definitions embedded in the text			
Understand longer descriptive words			
Use context to derive meaning of new words			
Demonstrate competent, active word solving while reading at a good pace-less overt problem solving			
<b><i>Monitoring and Correcting</i></b>			
Self-correct close to the point of error (or before overt error)			
Self-correct when errors detract from the meaning of the text			
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			
<b><i>Searching for and Using Information</i></b>			
Search for information in illustrations to support text interpretation			
Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)			
Use chapter titles to foreshadow content			
Use readers' tools (table of contents, index, glossary, headings, chapter titles, and author's notes) to gather information			
Process long sentences (fifteen or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)			
Process a wide range of dialogue, some unassigned			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
<b>Expectation/Goal</b>			
<b><i>Summarizing</i></b>			
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			
<b><i>Maintaining Fluency</i></b>			
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			
<b><i>Adjusting</i></b>			
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			
<b>Thinking Beyond the Text</b>			
<b><i>Predicting</i></b>			
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			
<b><i>Making Connections</i></b>			
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			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
<b>Expectation/Goal</b>			
<b><i>Making Connections (continued)</i></b>			
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)			
<b><i>Synthesizing</i></b>			
Differentiate between what is known and new information			
Demonstrate learning new content from reading			
Express changes in ideas after reading a text			
<b><i>Inferring</i></b>			
Demonstrate through talk or writing understandings of characters, using evidence from text to support statements			
Infer characters' feelings and motivations through reading their dialogue			
Show understanding of characters and their traits			
Infer cause and effect in influencing characters' feelings or underlying motives			
Infer the big ideas or message (theme) of a text			
Infer causes of problems or of outcomes in fiction and nonfiction texts			
<b><i>Thinking About the Text</i></b>			
<b><i>Analyzing</i></b>			
Notice and discuss 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 variety in layout (words in bold or larger font, or italics, variety in layout)			
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			
Understand the relationship between the setting and the plot of a story			
Identify a point in the story when the problem is resolved			
<b><i>Critiquing</i></b>			
Express opinions about the quality of a text			
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 interesting, humorous, or exciting, and specify why			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
<b>Expectation/Goal</b>			
<b>Word Work</b>			
Recognize, make, and write many high-frequency words			
Review high-frequency words from previous levels			
Change words to add inflectional endings (-ed, -ing)			
Change words to make a full range of plurals by adding -s or -es			
Read, make, or write plural and singular forms for a wide range of plurals			
Change words by attaching simple prefixes and suffixes (redo, runner)			
Recognize and connect homophones (same pronunciation, different spelling and meaning) ( <i>their, they're</i> )			
Read and connect homographs (same spelling, different meanings and sometimes different pronunciations) ( <i>read, read</i> )			
Recognize and pronounce vowel sounds in open (CV:ho-tel) and closed (CVC: lem-on) syllables			
Read words that have double vowel patterns (VVC: seem)			
Read words that have vowel sounds with r ( <i>corn</i> )			
Take apart, make, and write words with letter combinations representing long vowel sounds			
Change words to create comparatives (-er,-est) ( <i>longer, longest</i> )			
Take apart compound words and discuss how the parts are related to meaning ( <i>play-ground</i> )			
Take apart two- or three-syllable words			
Read words using letter-sound analysis from left to right			
Use what is known about words to read new words			
Take apart words with consonant blends and digraphs at the ends of words			
Take apart and read words with silent consonants			
Recognize and take apart the full range of contractions			