

Student Name: _____

Grade: _____ Teacher: _____

Level M- 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>			
Begin to notice new and interesting words, record them, and actively add them to speaking or writing vocabulary			
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)			
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			
Use the context of a sentence, paragraph, or whole text to determine the meaning of a word			
Understand longer descriptive words			
Demonstrate competent, active word solving while reading at a good pace-less overt problem solving			
<i>Monitoring and Correcting</i>			
Self-correct when errors detract from the meaning of the text			
When reading aloud, self-correct intonation when it does not reflect the meaning			
Use multiples sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)			
Consistently check on understanding and search for information when meaning breaks down			
<i>Searching for and Using Information</i>			
Use multiple sources of information to solve new words			
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)			
Process sentences with a series of nouns, verbs, or adverbs			
Process a wide range of dialogue, some unassigned			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<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			
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			
<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, 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 and orally at an appropriate rate, not too fast and not too slow			
<i>Adjusting</i>			
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			
<i>Predicting</i>			
Use text structure to predict the outcome of a narrative			
Make predictions about the solution to the problem of a story			
Make a wide range of 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			
<i>Making Connections</i>			
Bring knowledge from personal experiences to the interpretation of characters and events			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Making Connections (continued)</i>			
Bring background content 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			
Specify the nature of connections (topic, content, type of story, writer)			
<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>			
Demonstrate understandings of characters, using evidence from text to support statements			
Infer characters' feelings and motivations through reading their dialogue			
Infer cause and effect in influencing characters' feelings or underlying motives			
Infer the big ideas or message (theme) of a text			
Generate or react to alternative understandings of a text			
Infer causes of problems or of outcomes in fiction and nonfiction texts			
Identify significant events and tell how they are related to the problem of the story or the solution			
Thinking About the Text			
<i>Analyzing</i>			
Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, and fantasy)			
Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution)			
Demonstrate the ability to identify how a text is organized (diagram or talk)			
Identify important aspects of illustrations (design related to the meaning of the text)			
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 the same author			
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			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
Analyzing (continued)			
Identify a point in the story when the problem is resolved			
Critiquing			
State opinions about a text and provide evidence to support them			
Discuss the quality of the illustrations or graphics			
Hypothesize how characters could have behaved differently			
Judge the text as interesting, humorous, or exciting, and specify why			
Word Work			
Recognize, make, and change words to add a variety of endings (-ed, -ing, -er, -es)			
Change words to make a full range of plurals by adding -s or -es			
Take apart words with common prefixes (<i>un-true</i> , <i>re-play</i>)			
Remove letters or letter clusters from the beginning of a word to recognize a base word			
Word flexibly with base words taking apart and making new words by changing letters and adding prefixes/suffixes			
Recognize words that have multiple meanings, homographs (look the same, sound different: <i>present</i> , <i>present</i>), and homophones (sound the same, but look different: <i>ate</i> , <i>eight</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) as well as words that have vowel sounds with r (<i>corn</i>)			
Take apart, make, and write words with letter combinations representing long vowel sounds and using more complex phonograms (VVC, VVCe, VCCe, VCCC (<i>lunch</i>), VVCCC (<i>health</i>))			
Take apart compound words and discuss how the parts are related to meaning (<i>play-ground</i>)			
Take apart multisyllabic words to decode manageable units			
Read words using letter-sound analysis from left to right			
Use what is known about words to read new words			
Recognize and take apart the full range of contractions			