

Student Name: _____

Grade: _____ Teacher: _____

Level N- 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, and 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			
Apply problem-solving strategies to technical words or proper nouns that are challenging			
<i>Monitoring and Correcting</i>			
Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning			
<i>Searching for and Using Information</i>			
Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)			
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)			
Respond to plot tension or suspense by reading on to seek resolutions to problems			
Process a wide range of dialogue, some unassigned			
<i>Summarizing</i>			
Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending			
Identify and understand sets of related ideas organized into categories			
Summarize a text at intervals during the reading of a longer text			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Summarizing (continued)</i>			
Summarize a longer narrative text with multiple episodes either orally or in writing			
Identify important ideas in a text and report them in an organized way, either orally or in writing			
<i>Maintaining Fluency</i>			
Demonstrate phrased, fluent oral reading			
Read dialogue with phrasing and expression that reflects understanding of characters and events			
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			
<i>Adjusting</i>			
Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction			
Adjust reading to process texts with difficult and complex layout			
Reread to solve words or think about ideas and resume good rate of reading			
<i>Thinking Beyond the Text</i>			
<i>Predicting</i>			
Use text structure to predict the outcome of a narrative			
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			
Continue to support predictions with evidence from the text 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			
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			
Through talking or writing, demonstrate learning new content from reading			
Demonstrate changing perspective as events in a story unfold			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Synthesizing (continued)</i>			
Synthesize information across a longer text			
Expresses 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			
See changes in characters across time and articulate possible reasons for development			
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			
Infer the big ideas or message (theme) of a text			
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			
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			
<i>Critiquing</i>			
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			

	Lacking Proficiency	Gaining Proficiency	Demonstrating Proficiency
Expectation/Goal			
<i>Critiquing (continued)</i>			
Evaluate aspects of a text that add to enjoyment (i.e. humorous characters or situations)			
Word Work			
Recognize, make, and change words to add a variety of endings (-ed, -ing, -er, -es) and discuss changes to spelling/meaning			
Take apart and make a full range of plurals, including irregular plurals and plurals that require spelling changes (<i>child/students, diary/diaries</i>)			
Word flexibly with base words, making new words by changing letters and adding prefixes/suffixes			
Recognize words that have multiple meanings, homographs (look the same, sound different: <i>present, present</i>), and homophones (sound the same, but look different: <i>ate, eight</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 (<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			
Take apart words with open (ending in a vowel: <i>ri-ot</i>) and closed (ending in a consonant: <i>riv-er</i>) syllables			