

Thinking Within the Text

Word Solving	<p>Decoding:</p> <ul style="list-style-type: none">• decode words while reading at a good pace; less obvious decoding work• flexible decoding skills (word parts, endings, prefixes)<ul style="list-style-type: none">○ solve two or three syllable words○ solve words with complex letter/sound relationships• apply decoding skills to proper nouns, technical words• read words hyphenated across lines and/or pages <p>Vocabulary:</p> <ul style="list-style-type: none">• notice new and interesting words; add them to speaking/writing vocabulary<ul style="list-style-type: none">○ record new interesting words• connect words that mean the same/almost the same to help understand text/word• solve undefined words using background knowledge• use context (sentence or paragraph level) to find meaning of new words<ul style="list-style-type: none">○ solve content-specific words (using visuals and definitions embedded in text)○ derive meaning of words from graphics• recognize multiple meanings of words<ul style="list-style-type: none">○ discuss alternative meanings and select precise meaning for text• understand longer descriptive words• understand connotative meaning of words• understand words used figuratively and that stand for abstract ideas
Monitoring for Meaning and Self Correcting	<p>Fluency/Accuracy:</p> <ul style="list-style-type: none">• self-correct when errors detract from meaning of text• self correct intonation when does not reflect meaning of text• use multiple sources to self-correct (msv) <p>Understanding Text:</p> <ul style="list-style-type: none">• consistently check understanding and search for information when meaning breaks down• determine meaning of new words from graphics
Finding and using information	<ul style="list-style-type: none">• using multiple sources of information together to solve new words• use information in visuals to support comprehension• process long sentences (15+ words) with embedded clauses, a series of nouns, verbs, or adverbs• understand how pictures construct meaning in graphic texts• process texts with many lines of print on a page• form questions and look for answers while reading• sustain attention to one text over several days, remember details and

	<p>revising interpretations as more text read</p> <p>Informational:</p> <ul style="list-style-type: none"> • search for information in graphics (diagrams, maps, charts) • use readers’ tools (text features) to gather information <p>Narrative:</p> <ul style="list-style-type: none"> • use chapter titles to foreshadow content • process a wide range of dialogue, some unassigned • follow a sequence of actions from graphics (graphic novels) • respond to plot tension/suspense by reading on to seek answers • follow a sequence of actions from graphics • search for information in sequence of illustrations in graphic texts
Summarizing	<p>Fiction</p> <ul style="list-style-type: none"> • follow and remember a series of events over a longer text in order to understand the ending • summarize a longer narrative text with multiple episodes (sequentially) • understand the problem and its solution <p>Informational</p> <ul style="list-style-type: none"> • summarize ideas from a text and tell how they are related • identify important ideas in a text and report them in an organized way (orally and in writing) • organize related ideas into categories • recount main ideas and important details
Fluency	<ul style="list-style-type: none"> • demonstrate phrased, fluent reading <ul style="list-style-type: none"> ○ use appropriate stress on words, pausing, phrasing, intonation ○ demonstrate awareness of full range of punctuation ○ use multiple sources (msv) to support fluency and phrasing ○ quickly and automatically solve most words ○ appropriate rate • read dialogue and phrasing that reflects understanding of characters/events
Adjusting	<ul style="list-style-type: none"> • slow down to search for information or think about ideas, then resume normal pace • demonstrate different ways of reading fiction and nonfiction titles • demonstrate adjustment to process simple biographies • slow down to solve words and return to normal rate • realize illustrations carry a great deal of meaning in graphic texts

Thinking Beyond the Text

Predicting	<p>How:</p> <ul style="list-style-type: none"> • use text structure to predict ending of narrative • base on personal experiences, content knowledge and knowledge of similar texts (series, etc.) • search for and use information to confirm/disconfirm • justify with evidence • make predictions based on illustrations in graphic texts <p>What:</p> <ul style="list-style-type: none"> • about the solution of a story • about what characters will do based on traits revealed by author • draw conclusions from information
Making Connections	<ul style="list-style-type: none"> • (text-to-self) connect to personal experience to help understand character/event • connect to background knowledge before, during, after reading • (text-to-text) connect to other texts read or heard • specify nature of connection (topic, content, type of story, writer) • use knowledge from one text to help understand diverse cultures/settings encountered in new text • interpret characters/events outside of reader's experience
Synthesizing	<ul style="list-style-type: none"> • differentiate between known and new information • mentally form categories of related information • demonstrate learning new content from reading • demonstrate changing perspectives as events in story unfold • express changes in ideas after reading text • synthesize information across a longer text
Inferring	<ul style="list-style-type: none"> • use evidence from text to support claims • generate or react to alternative understandings of a text <p>Narrative:</p> <ul style="list-style-type: none"> • infer characters' feelings and motivations using dialogue • infer character traits based on dialogue and action • infer cause/effect influencing characters' feelings or motives • see character changes and articulate reasons for changes • generate or react to alternative understandings of a text • infer causes of problems • infer big idea or message (theme) • infer setting, character traits and feelings, and plot from illustrations in graphic texts • identify significant events and how they relate to the problem/solution <p>Informational:</p> <ul style="list-style-type: none"> • distinguish between reader's and author's point of view

Thinking About the Text	
Analyzing	<ul style="list-style-type: none"> • notice aspects of genres • notice combined genres in hybrid texts • explain how pictures communicate meaning • notice descriptive language and how it adds to enjoyment or understanding • notice and interpret figurative language and how it adds to meaning or enjoyment • notice variety in layout (bold font, italics, varied font, etc.) <p>Informational:</p> <ul style="list-style-type: none"> • identify how text is organized (prob/solution, description, compare/contrast, timeline) • identify important aspects of illustrations (related to meaning of text) • identify author’s purpose • identify main idea and supporting details <p>Narrative:</p> <ul style="list-style-type: none"> • notice how writer assigns dialogue • notice aspects of writer’s style after reading several texts by author • identify point in story when problem resolved • describe the problem and how it was solved • identify elements of story • notice how graphic novel communicates meaning through illustrations and print • compare/contrast two characters’ point of view in a story • notice relationship between setting and plot • identify why setting is important to a story • notice how characters respond to different challenges/events and explain why • understand how author builds suspense/interest across a story
Critiquing	<ul style="list-style-type: none"> • state opinions of text, illustrations or graphics, with supporting evidence • discuss quality of illustrations or graphics • assess how graphics add to quality of text or provide more information • judge if text is interesting, humorous, exciting and why • assess if text is authentic/consistent with life experience or prior

knowledge

Narrative:

- hypothesize how characters could have behaved differently

Informational:

- Notice author's qualifications to write a text