

Thinking WITHIN the Text

<p>Word Solving</p>	<p>Decoding:</p> <ul style="list-style-type: none"> • Flexible use of range of strategies (e.g. using word parts, endings, affixes, connecting to known words) <p>Vocabulary:</p> <ul style="list-style-type: none"> • note and use new/interesting vocabulary in speaking/writing • flexible use of range of strategies to determine meaning (using context, background knowledge, visuals/features to solve for meaning, reader tools) • understand words with multiple meanings • derive meaning of regionally / historically specific words • understand words that represent abstract concepts
<p>Monitoring for Meaning and Self Correcting</p>	<ul style="list-style-type: none"> • self-correcting errors <i>when disrupt meaning</i> • stop and re-read when meaning is lost
<p>Finding and using information</p>	<ul style="list-style-type: none"> • understanding longer sentences, pages of dense text • ask and answer questions while reading • gain important information from visuals <p>Informational:</p> <ul style="list-style-type: none"> • integrate info from graphics with info found in print • locate desired info using readers' tools <p>Narrative:</p> <ul style="list-style-type: none"> • following complex plots with literary devices (i.e. flashbacks), no illustrations, long stretches of description, multiple characters/episodes
<p>Summarizing</p>	<ul style="list-style-type: none"> • be selective when collecting information for a summary • construct summaries that clearly reflect overarching ideas in a text • gather key ideas, organize them into a summary and use them as accumulated background knowledge • explain events, procedures, ideas, concepts based on specific examples from text
<p>Fluency</p>	<ul style="list-style-type: none"> • read dialogue to show understanding of feeling, etc. • appropriate pausing, phrasing, intonation to reflect meaning
<p>Adjusting</p>	<ul style="list-style-type: none"> • appropriate to purpose/genre of reading • slow down to consider visual components • slow down to solve for words/lost meaning and then resume approp. rate

Thinking BEYOND the Text	
Predicting	<p>How:</p> <ul style="list-style-type: none"> justify predictions with evidence from text confirm/disconfirm predictions with evidence revise predictions as new information is gathered <p>What:</p> <ul style="list-style-type: none"> wide range (what char will do, how problem will be solved, etc.) make predictions based on illustrations in graphic texts
Making Connections	<ul style="list-style-type: none"> use background knowledge and personal experience to connect to text before, during and after reading text-world: reader's feelings to those of others interpret events with no personal experience text-text: promote understanding of one/both texts/event/people/idea connect characters across texts by circumstances, traits or actions connect and compare texts within and across genres specify type of connection (topic, content, writer, type of story/char) build meaning across several texts (fiction and non)
Synthesizing	<ul style="list-style-type: none"> express changes in ideas, opinions or perspectives during and after reading (why?) acquire new perspectives about diverse cultures, times, places draw conclusions and support with evidence <p>Informational:</p> <ul style="list-style-type: none"> integrate new from known information demonstrate learning new information from reading mentally form and revise categories of info as reading integrate info from two texts on the same topic in order to speak or write about it <p>Narrative:</p> <ul style="list-style-type: none"> use situations of characters to develop new perspectives on own lives use new knowledge to reflect on and better understand previously read material (chapters, sequels, etc)
Inferring	<ul style="list-style-type: none"> (fiction or biography) infer subjects' thinking and struggles at key points in their lives <p>Narrative:</p> <ul style="list-style-type: none"> meaning of figurative language with multiple characters: infer traits, motivations and changes using textual evidence to support big idea and today's application themes/ideas from illustrations meaning of symbols used by a writer causes of problems as well as key events related to the problem <p>Informational:</p> <ul style="list-style-type: none"> big idea and today's application causes of problems, events, outcomes as well as key events related to the problem, event, outcome

Thinking ABOUT the Text

Analyzing	<ul style="list-style-type: none">• notice key aspects of various genre (realistic/historical fiction, fantasy, myth, bio, memoir, etc.)• relate selection of genre to author's purpose <p>Narrative:</p> <ul style="list-style-type: none">• understand importance of setting• identify setting, plot, resolution, char dev't• identify/give examples of author's craft (use of dialogue, figurative language, description, importance of setting, how build suspense/interest, point of view, use of other languages/dialects) and how it contributes to enjoyment of text• notice author's craft across texts• understand meaning of symbolism used• how visuals convey meaning, mood• examine character traits deeply <p>Informational:</p> <ul style="list-style-type: none">• identify topic sentence/main idea of a paragraph• identify main idea/supporting details• name author's purpose• identify structures used (compare/contrast, descriptive, cause/effect, etc)• how visual features convey meaning
Critiquing	<ul style="list-style-type: none">• evaluate text in relation to readers' experiences (assess if authentic, consistent with life experience)• discuss social issues/cultural groups addressed: are they accurately represented?• use other sources to validate authenticity• critique as a sample of the genre• assess contribution/quality of graphics• determine author's qualifications – validity, reliability, slant• what made text enjoyable

