

Thinking WITHIN the Text (A-C)

Word Solving	<p>Decoding:</p> <ul style="list-style-type: none"> • Recognize/locate high frequency words (A) • Say a word and identify first letter (A) and last letter (C) • Say a word slowly to hear first sound (A) • Slow down to assist in voice-print match (A) • Use knowledge of syllables to help voice-print match (B) • Sound out CVC words (C) <p>Vocabulary:</p> <ul style="list-style-type: none"> • Use known words to make connections (C)
Monitoring for Meaning and Self Correcting	<ul style="list-style-type: none"> • Reread sentence to problem solve, self-correct or confirm (A) • Self monitor/correct using known letter sounds, language structure and meaning (msv) (A) • Use voice-print match to self-correct (A) • Show evidence of close attention to print (A) • Use known words to self monitor/correct (A) • Begin to cross check to solve words (B)
Finding and using information	<ul style="list-style-type: none"> • Read left to right (A) • One to one match (A) • Search for information in pictures (A) • Use language structure and meaning (A) • Use information in print (letter sounds, words) (B) • Ask questions to clarify meaning/get information (B) • Reread to search for/use information (B) • Use language patterns to help reading (B) • Process simple dialogue, all assigned (C)
Summarizing	<ul style="list-style-type: none"> • Remember what story is about (A) • Remember information to help understand end of a story (A) • Remember details while reading (B) • Remember key information about a topic (A) • Discuss a text after reading, using key information (B) • Understand/identify sequence of events in story (C)
Fluency	<ul style="list-style-type: none"> • Point clearly, matching voice to print (A) • Notice and reflect end punctuation in voice (A) • Read steadily without long pauses (B) • Reflect syntax by phrasing appropriately (C) • Reflect bold words with voice (C) • Notice and use quotation marks to reflect dialogue with voice (C) • Demonstrate appropriate stress (C)
Adjusting	<ul style="list-style-type: none"> • Slow down to problem solve words and resume reading (A)

Thinking Beyond the Text

Predicting	<ul style="list-style-type: none">• Use knowledge of language structure to anticipate text (A)• Make predictions based on pictures (A)• Predict the end of story based on beg, mid (A)• Make predictions based on personal experiences/knowledge (A)• Make predictions using language structure (B)• Make predictions based on info gained while reading (C)
Making Connections	<ul style="list-style-type: none">• Make text to self connections (A)• Connect texts on same topic (A)• Identify recurring characters or settings (A)• Discuss personal experiences/knowledge related to text (B)• Connect texts that are alike in some way (topic, ending, char, etc.) (C)
Synthesizing	<ul style="list-style-type: none">• Talk about prior knowledge of a topic (A)• Identify new information in text/pictures (A)• Remember new information for discussion (C)• Discuss what already know about a topic or character before and after reading (C)
Inferring	<ul style="list-style-type: none">• Talk about characters' feelings (A)• Talk about pictures that reveal problem, characters' feelings (A)• Show evidence in print or pictures to support (C)

Thinking About the Text

Analyzing	<ul style="list-style-type: none">• Understand how ideas in a book are related to each other (A)• Understand how ideas related to title (A)• Notice/appreciate humor (B)• Realize stories have a beginning and end (B)• Notice and indicate connections between text and pictures (C)
Critiquing	<ul style="list-style-type: none">• Share opinions about a text (A)• Share opinions about illustrations (A)• Share opinions about text as a whole (beg, char, feelings) (C)

Resource: *The Continuum of Literacy Learning: Grades PreK-8* by Gay Su Pinnell and Irene C. Fountas