

Thinking WITHIN the Text (D-J)

Word Solving

Decoding:

- Recognize high frequency words, regular words (D)
- Sound out words (D)
- Use familiar spelling patterns, beginning and ending word parts, consonant clusters (D)
- Use msv wisely to solve words (F)
- Flexible strategy use (H)
- Break up longer words into manageable pieces (H)
- Less word solving in general (H)

Vocabulary:

- Use known words to make connections (E)
- Take apart compound words to solve them (E)
- Connect words that mean almost the same to derive meaning (G)
- Use context and pictures to derive meaning (G)

Monitoring for Meaning and Self Correcting

- Reread sentence to problem solve, self-correct or confirm (D)
- Self monitor/correct using known letter sounds, language structure and meaning (msv) (D)
- Cross check for meaning (compare words to picture) (D)
- Use known words to self monitor/correct (D)
- Self-correct closer to point of error (F)
- Realize when information needed to understand text (F)

Finding and using information

- Use information found in pictures (D)
- Reread to search for and use important information (D)
- Use msv to solve meaning new words (D)
- Ask and answer questions about key details in a text (I)
- Process longer sentences (J)

Narrative:

- Understand/follow simple dialogue (all assigned, some pronouns) (D) and some split dialogue (G)
- Use chapter titles to foreshadow content (J)
- Understand how pictures/symbols create meaning in graphic novels (J)

Informational:

- Use simple organizational features (F)
- Use reader's tools where applicable (F)
- Search for specific facts (F)
- Notice and use labels for pictures (G), using them to understand text (H)

Summarizing	<ul style="list-style-type: none"> • Provide an oral summary with appropriate details and in sequence (F) • Identify and talk about key information orally (F) and in writing (I) <p>Narrative:</p> <ul style="list-style-type: none"> • Remember and use key details to discuss story after reading (D) • Remember information to help understand ending (D) • Understand/identify simple series of events (D) • Summarize stories with multiple episodes (H) • Follow series of events across longer text (I) • Understand problem and solution (I) <p>Informational:</p> <ul style="list-style-type: none"> • Remember new and important information about a topic (E) • Recall important details (E) and determine importance (H) • Understand/identify sequence of steps (D) • Identify and understand related ideas (H)
Fluency	<ul style="list-style-type: none"> • Use appropriate phrasing/stress (D) • Notice and use end punctuation (D) • Reflect understanding of bold words with voice (D) • Notice and reflect use of quotation marks (D) • Reflect syntax and meaning through expression (E) including dialogue (H) • Demonstrate awareness of full range of punctuation (H) • Solve most words quickly to support fluency (I) • Read silently at a good rate (I)
Adjusting	<ul style="list-style-type: none"> • Slow down to problem solve, resume good rate (D) • Anticipate language patterns but don't rely on them (D) • Know difference between how to read fiction and nonfiction (E) • Reread to solve words or think about ideas, resume good rate (E) • Slow down to think about meaning, resume rate (F) • Demonstrate adjustment of reading simple bios (J)

Thinking BEYOND the Text	
Predicting	<ul style="list-style-type: none"> • Make predictions using info from pictures • Predict ending based on beginning and middle of story • Make predictions based on personal experience/knowledge

	<ul style="list-style-type: none"> • Make predictions based on info gained through reading • Make predictions based on knowledge of characters/type of story (F) • Support with text evidence, personal experience, or prior knowledge (G) • Confirm/disconfirm predictions using information from text (I) • Predict what characters will do based on traits (J)
Making Connections	<ul style="list-style-type: none"> • Connect texts to personal experiences (text to self) in ways that help to interpret the text • Connect between texts (text to text) that are alike (ending, topic, characters) • Recognize and use traits of recurring characters (E) or settings (H) • Use specific evidence to support thinking (F) • Use prior knowledge to understand text before, during and after reading (H) • Compare/contrast experiences of characters (I)
Synthesizing	<ul style="list-style-type: none"> • Show evidence in text of new ideas/information (F) • Express changes in ideas after reading text (I) <p>Informational:</p> <ul style="list-style-type: none"> • Identify/talk about prior knowledge • Identify new information in picture or words • Acquire and report new information from text • Incorporate new knowledge into personal knowledge of topic (G) • Differentiate new and known information (H) <p>Narrative:</p> <ul style="list-style-type: none"> • Identify/talk about prior knowledge of character • Understand central message (E) • Identify the message/moral of the story (I)
Inferring	<ul style="list-style-type: none"> • Infer/discuss characters' feelings, motives and attributes (D) • Show evidence from text or pictures to support inference (D) • Infer/interpret causes for feelings motives or actions (E) • See changes in characters over time and infer reasons (E) • Infer causes and effects as implied by text (E) • Show empathy for characters (F) • Use dialogue/actions to infer feelings, traits motivations (I/J) • Infer causes of problems or outcomes in fiction and nonfiction (I)

Thinking ABOUT the Text

Analyzing

- Notice connections between print and pictures (D)
- Determine if text is fiction or nonfiction (E)
- Discuss difference between photograph and drawing (E)
- Notice/discuss how print layout/features reflect meaning (E)
- Notice how pictures used to communicate meaning (J)

Narrative:

- Notice how writer makes story funny, surprising or interesting (D)
- Identify humor in a text (D)
- Understand story has a beginning, series of events and end (D)
- Understand/discuss how author's use interesting characters/situations (D)
- Identify who is telling the story (E)
- Recognize realistic fiction and fantasy (F)
- Discuss if a story could be true and why (G)
- Identify point where problem is solved (G)
- Identify simple characteristics of common genres (G)
- Notice how word choice conveys meaning (G)
- Notice how author assigns dialogue (J)
- Notice aspects of author's style across several texts (J)

Informational:

- Recognize informational text by it's features (F)
- Identify chronological sequence (order matters) (F)
- Notice how author selected interesting information/facts (F)
- Understand/discuss structure: compare/contrast or description (H), sequence or problem/solution (I)
- Notice and infer why author selected information to present in particular ways (photograph, caption, boxes) (I)

Critiquing

- Share opinions about illustrations/photo (D)
- Identify text as fiction or informational (D)
- Share opinion about text and state reasons (F)
- Share opinions about the quality of a text (G) or illustrations (I)
- Agree/disagree with ideas in text (G) and give reasons (I)
- Notice how illustrations/photos are consistent/inconsistent with meaning and extend the meaning (H)
- Judge text as interesting, funny, exciting and why (I)

Narrative:

- Share opinions about the text in general (D)
- Make judgments about characters, events (E) or ideas (H) in a text
- Hypothesize how characters could behave differently (I)

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