

**Thinking Within the Text**

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

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

### Thinking Beyond the Text

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

**Thinking About the Text**

Analyzing

- 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.)

Informational:

- 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

Narrative:

- 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

- 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