

## Thinking WITHIN the Text

Word Solving	<p>Decoding:</p> <ul style="list-style-type: none"><li>• 3+ syllable words (using word parts, endings, affixes)</li><li>• complex letter sound combos</li><li>• words hyphenated across lines/page</li><li>• technical words, proper nouns</li></ul> <p>Vocabulary:</p> <ul style="list-style-type: none"><li>• noting new/interesting vocabulary</li><li>• using context, background knowledge, visuals/features to solve for meaning</li><li>• figurative language</li><li>• descriptive language</li><li>• words with multiple meanings</li></ul>
Monitoring for Meaning and Self Correcting	<ul style="list-style-type: none"><li>• self-correcting errors <i>when disrupt meaning</i></li><li>• stop and re-read when meaning is lost</li></ul>
Finding and using information	<ul style="list-style-type: none"><li>• using text features/interpreting visual text</li><li>• understanding longer sentences</li><li>• following complex (unassigned) dialogue</li><li>• ask and answer questions while reading</li></ul>
Summarizing	<p>Narrative:</p> <ul style="list-style-type: none"><li>• follow/accumulate multiple episodes across a longer text</li><li>• name elements of story</li><li>• summarize text in intervals across longer text</li></ul> <p>Informational:</p> <ul style="list-style-type: none"><li>• gather key ideas, sorting them into categories as reading</li><li>• present ideas in organized fashion</li></ul>
Fluency	<ul style="list-style-type: none"><li>• read dialogue to show understanding of feeling, etc.</li><li>• appropriate pausing, phrasing, intonation to reflect meaning</li></ul>
Adjusting	<ul style="list-style-type: none"><li>• appropriate to purpose/genre of reading</li><li>• slow down to consider visual components</li><li>• slow down to solve for words/lost meaning and then resume approp. rate</li></ul>

**Thinking BEYOND the Text**

<p>Predicting</p>	<p>How:</p> <ul style="list-style-type: none"> <li>• base on personal experience, background knowledge</li> <li>• (of character, content, genre)</li> <li>• justify predictions with evidence from text</li> <li>• confirm/disconfirm predictions with evidence</li> </ul> <p>What:</p> <ul style="list-style-type: none"> <li>• character action based on traits</li> <li>• make predictions based on illustrations in graphic texts</li> <li>• change predictions as new information is gathered</li> </ul>
<p>Making Connections</p>	<ul style="list-style-type: none"> <li>• use background knowledge to connect to text before, during and after reading</li> <li>• text-world: reader's feelings to those of others</li> <li>• interpret events with no personal experience</li> <li>• text-text: promote understanding of one/both texts/event/people/idea</li> <li>• specify type of connection (topic, content, writer, type of story/char)</li> </ul>
<p>Synthesizing</p>	<ul style="list-style-type: none"> <li>• separate new from known information</li> <li>• demonstrate learning new information from reading</li> <li>• form and revise categories of info as reading</li> <li>• express changes in ideas, opinions or perspectives during and after reading (why?)</li> <li>• accumulate longer text</li> </ul>
<p>Inferring</p>	<p>Narrative:</p> <ul style="list-style-type: none"> <li>• big idea and today's application</li> <li>• plot from illustrations</li> <li>• cause/effect re: char feeling and motivation (or multiple characters)</li> <li>• understand character change</li> <li>• how one event related to problem/solution</li> </ul> <p>Informational:</p> <ul style="list-style-type: none"> <li>• big idea and today's application</li> <li>• causes of problems, events, outcomes</li> </ul> <p>** support with evidence</p>

<b>Thinking ABOUT the Text</b>	
Analyzing	<p>Narrative:</p> <ul style="list-style-type: none"> <li>• identify key elements</li> <li>• author’s craft (use of dialogue, figurative language, description, importance of setting, how build suspense/interest, point of view)</li> <li>• how visuals convey meaning</li> </ul> <p>Informational:</p> <ul style="list-style-type: none"> <li>• identify main idea/supporting details</li> <li>• name author’s purpose</li> <li>• identify structures used (compare/contrast, descriptive, cause/effect, etc)</li> <li>• how visual features convey meaning</li> </ul> <p>** support with evidence</p>
Critiquing	<ul style="list-style-type: none"> <li>• state opinions and support with evidence</li> <li>• assess contribution/quality of graphics</li> <li>• determine author’s qualifications – validity, reliability, slant</li> <li>• how might a character behave differently</li> <li>• what made text enjoyable</li> </ul>