

**Thinking Within the Text**

**Solving Words**

- Recognize a large number of regular words and easy high-frequency words quickly with the support of the meaning and language structure
- Locate the first and last letters of words in continuous text
- Say words slowly to identify first sound, connect to letter, and locate the word in a text
- Take apart words by using the sounds of individual letters in words with CVC patterns
- Recognize twenty or more high-frequency words within continuous text quickly
- Make connections between words by letters, sounds, or spelling patterns

**Monitoring and Correcting**

- Reread the sentences to problem solve, self-correct, or confirm
- Self-monitor accuracy and self-correct using known words, letter-sound information, and word parts
- Cross-check one kind of information against another to monitor and self-correct reading (for example, meaning with visual information)
- Use two or more sources of information (meaning, language structure, visual information) to self-monitor and self-correct reading
- Use known words to self-monitor and self-correct

**Searching for and Using Information**

- Notice details in pictures and use information to understand the text
- Process texts with simple dialogue and some pronouns, all assigned to speakers
- Reread to search for and use information
- Notice, search for, remember, and discuss information that is important to understanding
- Use text meaning and language structure to solve new words

**Summarizing**

- Remember information to help in understanding the end of a story
- Recall and retell the important information in or events from the text
- Understand and talk about a simple sequence or events or steps

**Maintaining Fluency**

- Identify and read some phrases as word groups
- Reflect words in bold with use of voice
- Reflect punctuation through appropriate pausing and intonation while reading orally
- Demonstrate appropriate stress on words in a sentence

**Adjusting**

- Slow down to problem solve and resume good rate of reading
- Anticipate and use language patterns when available but do not depend on them

**Thinking Beyond the Text**

**Predicting**

- Use knowledge of language structure to anticipate the text
- Make predictions using picture information
- Predict the ending of a story based on reading the beginning and middle
- Make predictions based on personal experiences and knowledge
- Make predictions based on information gained through reading

**Making Connections**

- Make and discuss connections between texts and reader's personal experiences
- Make connections between texts that are alike in some way (topic, ending, characters)
- Recognize and apply attributes of recurring characters where relevant

**Synthesizing**

- Identify what reader already knows relative to information in the text
- Identify new information in text or pictures
- Acquire and report new information from text
- Talk about what the reader already knows about a topic or character prior to reading
- Show evidence in the text of new ideas or information

**Inferring**

- Infer and talk about characters' feelings, motives, and attributes
- Show evidence in the print or pictures to support inference

**Thinking About the Text****Analyzing**

- Notice how the writer has made a story funny or surprising
- Identify and appreciate humor in a text
- Notice and comment on the connections between the print and the pictures
- Understand that a story has a beginning, a series of events, and an end
- Understand and discuss how writers use interesting characters and situations

**Critiquing**

- Share opinions about the text as a whole (beginning, characters, ending)
- Share opinions about illustrations

**Additional Suggestions for Letter/Word Work**

Use a chart or easel, whiteboard, magnetic letters, or pencil and paper to develop fluency and flexibility in visual processing, if needed.

- Recognize a few easy high-frequency words quickly (for example, *at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we*)
- Review high-frequency words from previous levels
- Write or make several high-frequency words quickly
- Add -s to words to make a plural and read them (*cat/cats*)
- Recognize several CVC words easily and quickly (*hot, bug, pin*)
- Make several CVC words (*cat, but, can, hot, get*) quickly
- Write several CVC words quickly
- Sort letters quickly by a variety of features (uppercase or lowercase; tall or short; with and without sticks, circles, tails, dots, tunnels)
- Match pictures with letters using beginning sounds
- Change the beginning letter to make a one-syllable word (*man/can*)
- Change ending letters to make a new one-syllable word (*cat/can*)
- Say and clap the syllables in one-, two-, three-, and four-syllable words (from pictures)
- Read the Alphabet Linking Chart in a variety of ways (sing, read letter names, read words, read pictures, read every other letter)