

Reading Behaviors - Highline Schools

What an A Reader needs to get to B

- Read sight words and use them to check on one-to-one matching (point at each word as they read it)
- Use return sweep
- Talk about stories
- Master “one-to-one” matching with “no words left over”
- “Get mouth ready” to say the first sound
- Begin to self-monitor and reread when makes a mistake
- Look at picture and then and word/first letter (guessing)

What a B Reader needs to get to C

- Make more meaning
- Begin tracking with eyes
- Recall several sight words quickly
- Begin to do more problem solving using meaning and noticing features of words
- Begin to do more self-monitoring, checking for their own mistakes

What a C Reader needs to get to D

- Use picture to confirm meaning instead of using picture to give meaning
- Read fluently with expression
- self -monitor for meaning and comprehension
- Look all the way through the word (not trying to guess based on the first few letters)
- Rereads as a decoding strategy

What a D Reader needs to get to E

- Makes text to text connections
- Recognized many sight words quickly and automatically
- Remembers details and can show where they found information
- Uses expression while reading: phrasing and voice changes

What an E Reader needs to get to F

- Reread to self-monitor and self-correct. Also reread for meaning: to clear up confusion
- Awareness of punctuation - good phrasing and expression
- Awareness of point of view to help construct meaning
- Remembers details and uses them to clarify meaning
- Reads quickly to help keep story-line in head

What an F Reader needs to get to G

- Rely more on word and sentences for meaning - less on pictures
- Remember more details to support BIG IDEA
- Emphasis more on making meaning rather than labored decoding
- How to use and read punctuation

- Transferring knowledge/patterns of known to unknown words

What a G Reader needs to get to H

- Read complex sentences that carry over several pages
- Read fluently and rapidly
- Have a variety of strategies for figuring out new words
- Re-reads for meaning, fluency and phrasing
- Retell stories with details in order
- Search for meaning while reading - stopping to think, question, wonder, infer, connect

What an H Reader needs to get to I

- Ability to use more complex word solving skills (word study)
- Reading stamina (longer texts)
- Ability to infer more deeply
- Ability to use other supports than pictures - use more context clues

What an I Reader needs to get to J

- Needs more stamina to begin chapter books
- Rely less on pictures and more on text
- Language becomes more difficult, needs to understand unfamiliar - technical vocabulary
- Ability to follow a character throughout an entire story
- Know the end chapter is not end of story
- Express **their own** thoughts and opinions

What a J Reader needs to get to K

- Ability to read longer texts
- Different writing styles and genres
- Technical language
- Silent reading

What a K Reader needs to get to L

- Needs to sustain reading longer texts with sophisticated plots and characters
- Text with different formats: diary, poetry, narrative poetry, biographies, chapter books, etc.

What an L Reader needs to get to M

- Stamina in reading
- Sustain meaning reading longer texts with sophisticated plots and characters
- Make sense of a variety of formulas: diary, poetry, narrative poetry, biographies, chapter books, etc.
- Ability to learn new information/words

What an M Reader needs to get to N

- More stamina

- Increased vocabulary
- Exposure to literary devices: irony, whimsy, humor
- Read through a variety of genres

What an N Reader needs to get to O

- Vocabulary
- Remembers what was read throughout text and revises interpretations
- Sustains attention to a longer text
- Goes beyond the text: sophisticated interpretation of character motivations, cause and effect, twists in the plot, how setting affects character, empathy.

What an O Reader needs to get to P

- Less prompting
- Increased stamina
- Going beyond literature
- Referring to text as evidence when discussing text

What a P Reader needs to get to Q/R

- Continue to improve upon inferences from texts read
- Shows understanding of character thoughts and feelings

What a Q/R Reader and above need to get to the next level

- Improved fluency in each previous reading level
- Improved comprehension in each previous reading level
- Greater vocabulary
- Less prompting
- More stamina
- Improved inferences about key elements of a story
- Greater understanding of literary devices utilized in the text