Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Recognize most words quickly with the support of meaning and language structure
- Say a word and predict its first letter before locating it
- Say a word slowly to hear and identify the first sound and connect to a letter
- Recognize a few easy high-frequency words
- Locate familiar, easy high-frequency words by noticing anything about the word
- Locate easy high-frequency words in a text
- Slow down speech to assist in word-by-word matching

Monitoring and Correcting
- Reread the sentence to problem solve, self-correct, or confirm
- Reread to search for and use information
- Use prior knowledge to self-monitor and self-correct
- Self-monitor and self-correct using language structure
- Use word-by-word matching to self-monitor and self-correct
- Show evidence of close attention to print
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Search for information in the print
- Use oral language in combination with pointing, matching voice with words on the page (indicated by crisp pointing)
- Search for and use information in pictures
- Reread to search for information
- Use language structures to learn about the print

Summarizing
- Remember what the story is about during reading
- Remember information to help in understanding the end of a story
- Remember important information

Maintaining Fluency
- Point crisply and read at a steady rate slow enough to match but without long pauses
- Notice and use end punctuation and reflect it in voice

Adjusting
- Slow down to problem solve words and resume reading with momentum

Thinking *beyond* the Text

Predicting
- Use knowledge of language structure to anticipate the text
- Make predictions based on information in the pictures
- Predict the ending of a story based on reading the beginning and middle
- Make predictions based on personal experiences and knowledge

Making Connections
- Talk about own experiences in relation to the text
- Make connections between texts on the same topic or with the same content
- Identify recurring characters when applicable

Synthesizing
- Talk about what the reader already knows relative to information in the text
- Identify new information in text or pictures

Inferring
- Talk about characters' feelings
- Talk about the pictures, revealing interpretation of a problem or of characters' feelings

Thinking *about* the Text

Analyzing
- Understand how the ideas in a book are related to each other
- Understand how the ideas in a text are related to the title

Critiquing
- Share opinions about a text
- Share opinions about illustrations

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize a few easy high-frequency words (for example, *the, a, I, and, is, can, in, it*) quickly
- Recognize a few easy CVC words (*can, get*) quickly
- Make a few easy CVC words (*cat, pin, sat, hot, can*)
- Make a few easy high-frequency words (*it, is, in, we, me, to, the*)

- Write a few easy CVC words (*can, I, run*)
- Write a few easy high-frequency words (*a, an, the, me, to*)
- Match or sort pictures by initial sounds
- Match or sort pictures by final sounds
- Match or sort letters by a variety of features (uppercase or lowercase; tall or short; with and without sticks, circles, tails, dots, tunnels)

- Match lowercase letters with speed
- Clap the syllables in one- and two-syllable words (from pictures)
- Search for and locate letters by name quickly
- Read the Alphabet Linking Chart by letter names, pictures and words, and in different ways (all vowels, all consonants, letters only, backwards order, every other letter)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Recognize most words quickly with the support of meaning and language studies
- Use the first letter of a word in connection with meaning or language syntax to solve it
- Locate unknown words by identifying the first letter
- Say a word slowly to hear and identify the first sound and connect to a letter
- Recognize a few easy high-frequency words
- Locate high-frequency words in a text
- Use knowledge of syllables to help in word-by-word matching
- Slow down speech to assist in word-by-word matching

Monitoring and Correcting
- Reread the sentence to problem solve, self-correct, or confirm
- Reread to search for and use information
- Use first letters of words (and related sounds) to monitor and self-correct
- Use prior knowledge to monitor and self-correct
- Self-monitor and self-correct using language structure
- Begin to cross-check one kind of information against another to monitor and self-correct reading (for example, meaning with visual information)
- Self-monitor and self-correct using meaning in text and pictures
- Use word-by-word matching to self-monitor and self-correct
- Show evidence of close attention to print
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Search for and use information in print (letters and sounds, known words)
- Ask questions to clarify meaning or get information
- Search for and use information in pictures
- Reread to search for information
- Remember and use language patterns to help in reading a text

Summarizing
- Remember what the story is about during reading
- Remember details while reading
- Remember information to help in understanding the end of a story
- Discuss the text after reading, remembering important information or details of a story

Maintaining Fluency
- Point and read at a steady rate slow enough to match but without long pauses
- Notice and use ending punctuation and reflect it in the voice

Adjusting
- Slow down to problem solve words and resume reading with momentum

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize a few easy high-frequency words (for example, *the, and, my, like, see, is, can, in, it*) quickly
- Recognize and make a few CVC words (*hit, cut, man, dog, pet*)
- Write a few CVC words (*run, can, pet*)
- Write a few easy high-freqeuncy words (for example, *can like, the, me, we, is*)
- Match or sort pictures by initial sounds (*bear, bike, bone*)

- Match or sort pictures by ending sounds (*horse, glass, dress*)
- Match or sort letters by a variety of features quickly (uppercase or lowercase; tall or short; with and without sticks, circles, tails, dots, tunnels)
- Match or sort pictures with rhyming sounds (*pen, ten, hen*)
- Match or sort upper- and lowercase letters quickly (*Aa, Dd*)

- Clap the syllables in words with one, two, or three parts
- Recognize letters by name and locate them quickly in words
- Read Alphabet Linking Chart in different ways (sing, read consonants, read letter names, read pictures, backwards order, every other letter)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Recognize most words quickly with the support of meaning and language studies
- Use the first letter of a word in connection with meaning or language syntax to solve it
- Locate unknown words by identifying the first letter
- Say a word slowly to hear and identify the first sound and connect to a letter
- Recognize a few easy high-frequency words
- Locate high-frequency words in a text
- Use knowledge of syllables to help in word-by-word matching
- Slow down speech to assist in word-by-word matching

Monitoring and Correcting

- Reread the sentence to problem solve, self-correct, or confirm
- Reread to search for and use information
- Use first letters of words (and related sounds) to monitor and self correct
- Use prior knowledge to monitor and self correct
- Self-monitor and self-correct using language structure
- Begin to cross check one kind of information against another to monitor and self correct reading (for example, meaning with visual information)
- Self monitor and self-correct using meaning in text and pictures
- Use word-by word matching to self-monitor and self correct
- Show evidence of close attention to print
- Use known words to self-monitor and self correct

Searching for and Using Information

- Search for and use information in print (letters and sounds, known words)
- Ask questions to clarify meaning or get information
- Search for and use information in pictures
- Reread to search for information
- Remember and use language patterns to help in reading a text

Summarizing

- Remember what the story is about during reading
- Remember details while reading
- Remember information to help in understanding the end of a story
- Discuss the text after reading, remembering important information or details of a story

Maintaining Fluency

- Point and read at a steady rate slow enough to match but without long pauses
- Notice and use ending punctuation and reflect it in the voice

Adjusting

- Slow down to problem solve words and resume reading with momentum

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support

Examples:

- Recognize a few easy high-frequency words (for example, *the, and, my, like, see, is, can, in, it*) quickly
- Recognize and make a few CVC words (*hit, cut, man, dog, pet*)
- Write a few CVC words (*run, can, pet*)
- Write a few easy high-frequency words (for example, *can like, the, me, we, is*)
- Match or sort pictures by initial sounds (*bear, bike, bone*)

- Match or sort pictures by ending sounds (*horse, glass, dress*)
- Match or sort letters by a variety of features quickly (uppercase or lowercase; tall or short; with and without sticks, circles, tails, dots, tunnels)
- Match or sort pictures with rhyming sounds (*pen, ten, hen*)
- Match or sort upper- and lowercase letters quickly (*Aa, Dd*)

- Clap the syllables in words with one, two, or three parts
- Recognize letters by name and locate them quickly in words
- Read Alphabet Linking Chart in different ways (sing, read consonants, read letter names, read pictures, backwards order, every other letter)

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Thinking *beyond* the Text

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

Making Connections
- Discuss personal experiences in relation to the text
- Make connections between texts on the same topic or with the same content
- Identify recurring characters when applicable

Synthesizing
- Identify what the reader already knows relative to information in the text, prior to reading
- Identify new information in text or pictures

Inferring
- Understand characters' feelings and reveal through talk or drawing
- Understand the pictures, reveal interpretation of a problem or of characters' feelings

Thinking *about* the Text

Analyzing
- Notice and appreciate humor (and show by verbal or nonverbal means)
- Realize stories have a beginning and an end
- Understand how the ideas in a book are related to each other
- Understand how the ideas in a text are related to the title

Critiquing
- Share opinions about books
- Share opinions about illustrations

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Recognize easy high-fequency words and simple regular words easily with support of meaning and language structures
- Locate the first and last letters of words in continuous text
- Notice the beginning letter of a word, connect to a sound, and say the first sound of a word
- Use letter-sound information in coordination with meaning and language structure to solve words
- Say words slowly to identify first sound, connect to letter, and locate the word in a text
- Recognize ten or more high-frequency words within continuous text
- Make connections between words by letters, sounds, or spelling patterns
- Use known words to make connections and solve words

Monitoring and Correcting
- Reread the sentence to problem solve, self-correct, or confirm
- Reread to search for and use information
- Self-monitor and self-correct reading using initial letters and connections to sounds
- Self-monitor and self-correct using language structure
- Cross-check one kind of information against another to monitor and self-correct reading (for example, meaning with visual information)
- Self-monitor and self-correct using meaning in text and pictures
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Search for and use information in print (letters, sounds, known words)
- Ask questions to clarify meaning or get information
- Search for and use information in pictures
- Process texts with simple dialogue, all assigned to speakers
- Reread to search for and use information
- Remember and use language patterns to help in reading a text

Summarizing
- Remember information to help in understanding the end of a story
- Remember and use details when discussing a story after reading
- Understand and identify a simple sequence of events in a story

Maintaining Fluency
- Reflect language syntax by putting words together in phrases
- Notice and use ending punctuation and reflect it in the voice
- Notice and use quotation marks and reflect dialogue with the voice
- Demonstrate appropriate stress on words in a sentence

Adjusting
- Slow down to problem solve words and resume reading with momentum

Thinking *beyond* the Text

Predicting
- Use knowledge of language structure to anticipate the text
- Make predictions using information from pictures
- 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)
- Identify recurring characters when applicable

Synthesizing
- Identify what the reader already knows relative to information in the text
- Identify new information in text or pictures
- Remember new information for discussion
- 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
- Talk about characters' feelings and motives
- Show evidence in the print or pictures to support inference

Thinking *about* the Text

Analyzing
- Notice and point out connections between text and pictures
- Realize stories have a beginning and an end
- Understand how the ideas in a text are related to the title

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

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize a few easy high-frequency words (e.g., *the, and, like, here, look, see, is, can, in, it*)
- Make several CVC words (*cat, but, can, hot, get*)
- Recognize several CVC words (for example, *get, an, man, not*)
- Write/make several easy high-frequency words

- Sort letters quickly by a variety of features (uppercase or lowercase; tall or short; with and without sticks, circles, tails, dots, tunnels)
- Match/sort words with rhymes (using pictures)
- Match pictures with letters using beginning sounds
- Say and clap syllables in one-, two-, and three-syllable words (from pictures)

- Locate words rapidly using first letter and related sounds
- Say words slowly and write letters related to sounds
- Read the Alphabet Linking Chart in a variety of ways (for example, all consonants, all vowels, every other letter)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

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
- Reread to search for information
- 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

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- 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)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

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

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Recognize many regular words and high-frequency words quickly and easily
- Use beginning and ending parts of words to solve them
- Use sounds related to vowels to solve words
- Use sounds related to consonants and consonant clusters to solve words
- Recognize and use word parts (onsets and rimes) to solve words while reading
- Make connections between words by letters, sounds, or spelling patterns
- Use what is known about a word to solve an unknown word while reading
- Take apart many new words "on the run"
- Take apart compound words to solve them

Monitoring and Correcting
- Reread the sentence or beginning of a phrase to problem solve, self-correct, or confirm
- Reread the sentence to search for and use information
- Use sounds related to consonants and consonant clusters to monitor and correct reading
- Use meaning, language structure, and visual information to 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 from language structures or meaning
- Use all sources of information together to solve new words while reading
- Notice, search for, remember, and discuss information that is important to understanding

Summarizing
- Remember information to help in understanding the end of a story
- Recall important details after reading a text
- Recall a series of events in order
- Understand a simple sequence or events or steps
- Provide an oral summary of a text with appropriate details

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Reflect language syntax and meaning through phrasing and expression
- 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
- Have expectations for reading fiction and nonfiction texts
- Reread to solve words or think about ideas and resume good rate of reading

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize many easy high-frequency words (for example, *at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we, look, hers, this*)
- Write or make many high-frequency words (for example, *this, here, look, like, but*)
- Review high-frequency words from previous levels
- Add *-s* or *-es* to a word to make it plural (*bike/bikes, glass/glasses*)

- Make words using VC (*is*), CVC (*cat*), and CVCe (*take*) patterns
- Use parts of known words to read new words (*today*)
- Read simple compound words (*into, airplane*)
- Using phonogram patterns, make new words by changing first and last letters to make new words (*pin/pit/hit*)
- Build words quickly with magnetic letters

- Change beginning, middle, or ending of a wor͟ to make a new word (*hop/stop, stop/stay, ho͟, hit*)
- Use what is known about words to read new words (*no, go; get, wet*)
- Say words slowly to write them letter by lett͟r
- Read the Consonant Cluster Linking Chart in͟ variety of ways (all words, every other box, backwards order)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *beyond* the Text

Predicting
- Use knowledge of language structure to anticipate the text
- 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 the text and other texts that have been read or heard
- Recognize and apply attributes of recurring characters where relevant

Synthesizing
- Identify what the reader already knows relative to information in the text
- Identify new information in text or pictures
- Acquire new information while reading a 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
- Infer and talk about causes for feelings, motives, or actions
- See changes in characters across time and articulate possible reasons for development
- Show evidence in the print or pictures to support inference
- Infer causes and effects as implied in the text
- Show evidence in the print or pictures to support inferences

Thinking *about* the Text

Analyzing
- Recognize how the author or illustrator has created humor
- Recognize whether a text is fiction or nonfiction
- Discuss the difference between photographs and drawings
- Recognize and discuss how print layout or features are used to reflect meaning (such as large or bold words)
- Understand that a story has a beginning, a series of events, and an end
- Recognize when the writer is presenting a sequence of events or set of directions
- Understand how writers use interesting characters and situations

Critiquing
- Share opinions about the text as a whole (beginning, characters, ending)
- Express opinions about the quality of the illustrations
- Express opinions about the information in a text
- Make judgments about characters or events in a text

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Recognize most words quickly
- Remove the ending from base words to solve new words
- Use letter-sound analysis from left to right to read a new word
- Use sounds related to vowels to solve words
- Use sounds related to consonants and consonant clusters to solve words
- Recognize fifty or more high-frequency words within continuous text automatically
- Use word parts (onsets and rimes) to efficiently take words apart while reading for meaning
- Make connections between words by letters, sounds, or spelling patterns
- Use language structure, meaning, and visual information in a coordinated way to solve words
- Take apart compound words to solve them

Monitoring and Correcting
- Self-correct closer to the point of error
- Reread a phrase to problem solve, self-correct, or confirm
- Use letter-sound relationships and word parts to monitor and self-correct reading
- Use meaning, language structure, and visual information to self-monitor and self-correct reading
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Reread to search for and use information or confirm reading
- Use all sources of information together to solve words while reading
- Use simple organizational features (titles and headings)

- Notice and use readers' tools, such as table of contents, where applicable
- Process texts with simple dialogue and some pronouns, all assigned to speakers
- Search for specific facts in informational text
- Notice, search for, remember, and discuss information that is important to understanding
- Reread to search for and use information
- Use all sources of information together to solve new words

Summarizing
- Remember information to help in understanding the end of a story
- Recall a series of events in order
- Understand a simple sequence of events or steps
- Provide an oral summary with appropriate details in sequence

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Reflect language syntax and meaning through phrasing and expression
- Reflect punctuation through appropriate pausing and intonation while reading orally
- Demonstrate appropriate stress on words in a sentence

Adjusting
- Slow down or repeat to think about the meaning of the text and resume normal speed
- Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books
- Reread to solve words or think about ideas and resume good rate of reading

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize many easy high-frequency words (for example, *all, are, be, but, for, got, had, of, on, then, this, your*)
- Write many high-frequency words quickly
- Review high-frequency words from previous levels
- Change words to add simple inflectional endings (*-ed, -ing; stopped, stopping*)
- Change words to make plurals by adding *-es* (*box/boxes, glass/glasses*)
- Recognize words that have short (CVC: *pet*) and long (CVCe: *bike*) vowel patterns

- Recognize, make or write words using phonograms with CVCe patterns (*take*) and phonograms with double vowel letters (*moon, green*)
- Take apart compound words (*doghouse, butterfly*)
- Change beginning, middle, and ending letters—single consonants and vowels as well as blends and digraphs—to make new words (*call/ball, ball/bell, bell/best*)
- Use what is known about words to read or write new words (*we, me; on, in*)

- Recognize words that begin with consonant digraphs (*she, chin, what*)
- Take apart words that begin with initial consonants, consonant clusters, and consonant digraphs (*s-ell, sm-ell, sh-ell*)
- Read, write, or sort words with consonant clusters that blend two or three consonant sounds (*tree, stream*)
- Read words with double consonant letters in middle from white board (*better*)
- Take apart and make contractions with am (*I'm*) and not (*don't*)
- Read the Consonant Cluster Linking Chart a variety of ways

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Thinking *beyond* the Text

Predicting
- Make predictions using language structure
- 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
- Make predictions based on knowledge of characters or type of story

Making Connections
- Make and discuss connections between texts and reader's personal experiences
- Make connections between the text and other texts that have been read or heard
- Recognize and apply attributes of recurring characters where relevant

Synthesizing
- Discuss prior knowledge of content prior to reading
- Identify new information in text or pictures
- Notice and acquire new information while reading a text
- Interpret and talk about characters' underlying motivations, attributes, and feelings

Inferring
- Infer characters' feelings, motives, and attributes
- Interpret causes for feelings, motives, or actions
- Show empathy for characters and infer their feelings and motivations
- Show evidence in the print or pictures to support inference
- Infer causes and effects as implied in the text
- Show evidence in the print or pictures to support inferences

Thinking *about* the Text

Analyzing
- Understand what the writer has done to make a text surprising, funny, or interesting
- Recognize whether a text is fiction or nonfiction
- Recognize whether a text is realistic fiction or fantasy
- Recognize an informational text by its features
- Recognize and discuss how print layout or features are used to reflect meaning (such as large or bold words)
- Understand that a story has a beginning, a series of events, and an end
- Identify chronological sequence were applicable
- Notice how the writer has selected interesting information for factual texts

Critiquing
- Share opinions about the text as a whole (beginning, characters, ending)
- Express opinions about a text and state reasons
- Express opinions about the quality of the illustrations
- Express opinions about the information in a text
- Make judgments about characters or events in a text

Level F · Guided Reading

Guided Reading

Selecting Goals
Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Recognize most words quickly and easily
- Remove the ending from base words to solve new words
- Use letter clusters (blends and digraphs) to solve words
- Use left to right letter-sound analysis to read a word
- Use consonant and vowel sound-letter relationships to solve words
- Quickly and automatically recognize seventy-five or more high-frequency words within continuous text
- Use known words and word parts (including onsets and rimes) to solve unknown words
- Make connections between words by letters, sounds, or spelling patterns
- Connect words that mean the same or almost the same to derive meaning from the text
- Use context and pictures to derive the meaning of unfamiliar vocabulary
- Take apart compound words to solve them

Monitoring and Correcting
- Self-correct close to the point of error (reread a phrase or word)
- Reread to problem solve, self-correct, or confirm
- Use relationships between sounds and letters, letter clusters, and large parts of words to monitor accuracy of reading
- Use meaning, language structure, and visual information to monitor and self-correct reading
- Realize when more information is needed to understand a text
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Search for and use all sources of information in the text
- Use all sources of information together to solve new words

- Notice and use labels for pictures
- Use simple organizational features (titles and headings)
- Notice and use readers' tools, such as table of contents, where applicable
- Process texts with some split dialogue, all assigned to speakers
- Search for specific facts in informational text
- Notice, search for, remember, and discuss information that is important to understanding

Summarizing
- Remember information to help in understanding the end of a story
- Remember the important information from a factual text
- Understand and talk about a simple sequence or events or steps
- Provide an oral summary with appropriate details in sequence after reading
- Follow and reflect in discussion the multiple events of a story

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Reflect language syntax and meaning through phrasing and expression
- Reflect punctuation through appropriate pausing and intonation while reading orally
- Demonstrate appropriate stress on words to reflect the meaning

Adjusting
- Slow down or repeat to think about the meaning of the text and re-sume normal speed
- Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books
- Reread to solve words or think about ideas and resume good rate of reading

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize many easy high-frequency words (for example, *all, are, be, but, for, got, had, of, on, then, this, your*)
- Review high-frequency words from previous levels
- Change words to add simple inflectional endings (*-ed, -ing; stopped, stopping*)
- Change words to make plurals by adding -es (*churches, foxes, dishes*)
- Take apart and read words using phonograms with VCe (*tale*) patterns and phonograms with double vowel letters (*meet*)

- Read, write, or make words that have short (CVC: *let*) and long (CVCe: *make*) vowel patterns
- Take apart compound words (*door-bell*)
- Change beginning, middle, and ending letters—single consonants and vowels as well as blends and digraphs—to make new words (*can/than/thin/thick*)
- Use what is known about words to read new words (*not, got; and, hand*)
- Recognize words that begin with consonant digraphs (*thin, shell*)

- Solve words using letter-sound analysis from left to right (*st-e-p*)
- Take apart or make words that begin with initial consonants, consonant clusters, and consonant digraphs (*tr-uck*)
- Take apart or make words with consonant clusters that blend two or three consonant sounds (*spell, splash*)
- Take apart or make words with double consonant letters in middle from white board (*ladder, summer*)
- Read Consonant Cluster Linking Chart in a variety of ways

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *beyond* the Text

Predicting
- Make predictions using language structure
- 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
- Make predictions based on knowledge of characters or type of story
- Support predictions with evidence from the text or personal experience and knowledge

Making Connections
- Make and discuss connections between texts and reader's personal experiences
- Make connections between the text and other texts that have been read or heard
- Recognize and apply attributes of recurring characters where relevant

Synthesizing
- Relate the content of the text to what is already known
- Identify new information in text or pictures
- Identify new information from simple informational texts and incorporate into personal knowledge
- Interpret characters' underlying motivations, attributes, and feelings

Inferring
- Infer characters' feelings, motives, and attributes
- Infer causes for feelings, motives, or actions
- Show empathy for characters
- Use and interpret information from pictures without depending on them to construct meaning
- Infer causes and effects as implied in the text
- Justify inferences with evidence from the text

Thinking *about* the Text

Analyzing
- Identify what the writer has done to make a text surprising, funny, or interesting
- Recognize whether a text is fiction or nonfiction
- Identify characteristics of genres (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays)
- Notice how writers or illustrators use layout and print features for emphasis
- Identify parts of a text (beginning, series of episodes, end)
- Notice writer's use of specific words to convey meaning (for example, *shouted, cried*)
- Identify a point in the story when the problem is resolved
- Discuss whether a story (fiction) could be true and tell why

Critiquing
- Share opinions about the text as a whole (beginning, characters, ending)
- Express opinions about the quality of a text
- Express opinions about the quality of the illustrations
- Agree or disagree with the ideas in a text
- Make judgments about characters or events in a text

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Use letter-sound relationships in sequence to solve more complex words
- Use consonant and vowel sound-letter relationships to solve words
- Quickly and automatically recognize one hundred or more high-frequency words within continuous text
- Use known words and word parts (including onsets and rimes) to solve unknown words
- Make connections between words by letters, sounds, or spelling patterns
- Connect words that mean the same or almost the same to derive meaning from the text
- Demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, etc.)
- Break down a longer word into syllables in order to decode manageable units
- Use context and pictures to derive the meaning of unfamiliar vocabulary
- Use context to derive meaning of new words
- Take apart compound words to solve them
- Demonstrate competent, active word solving while reading at a good pace--less overt problem solving

Monitoring and Correcting
- Self-correct close to the point of error
- Reread to problem solve, self-correct, or confirm when needed but less frequently than in previous levels
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Realize when more information is needed to understand a text
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Use some simple graphics, labeled pictures, that add information to the text
- Use a table of contents to locate information in a text
- Process texts with some split dialogue, all assigned to speakers
- Notice, search for, remember, and discuss information that is impor tant to understanding

Summarizing
- Remember information to help in understanding the end of a story
- Demonstrate understanding of sequence when summarizing a text
- Identify and understand a set of related ideas in a text
- After reading, provide an oral summary with appropriate details in sequence
- Summarize narratives with multiple episodes as part of the same sim ple plot

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Reflect language syntax and meaning through phrasing and expression
- Demonstrate awareness of the function of the full range of punctuation
- Demonstrate appropriate stress on words to reflect the meaning
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing

Adjusting
- Slow down or repeat to think about the meaning of the text and re sume normal speed
- Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books
- Reread to solve words or think about ideas and resume good rate of reading

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize and write many high-frequency words (for example, *come, came, from, her, him, his, one, out, said, saw, she, that, their, there, they, was, went, were, with*)
- Review high-frequency words from previous levels
- Change words to add simple inflectional endings (*-ed, -ing; stopped, stopping*)
- Change words to make plurals by adding *-es* (*dresses, crashes*)
- Make or take apart words using phonograms with VCe patterns (*sale, rule*) and phonograms with double vowel letters (*spoon, keep*)
- Write words with inflectional endings, plurals, VCe patters, etc.

- Read or make words that have short (CVC: *hat*) and long (CVCe: *game*) vowel patterns
- Take apart compound words (*every-one*)
- Change beginning, middle, and ending letters--single consonants and vowels as well as blends and digraphs--to make new words (*cot/cat/cash/trash*)
- Make possessives by adding an apostrophe and an s to a singular noun (*the dog's bone*)
- Solve words using letter-sound analysis from left to right (*s-t-r-ea-m*)
- Use what is known about words to read new words (*but, butter; in, spin*)

- Take apart words that begin with initial conso nants, consonant clusters, and consonant d graphs (*ch-air*)
- Take apart words with consonant clusters that blend two or three consonant sounds (*sp sprint*)
- Take apart words with consonant clusters at the beginning--both blends and digraphs (*and while*)
- Take apart words with double consonant letters in middle (*butter*)
- Read contractions with *is* (*he's, she's*) or *no* (*don't*)
- Read Consonant Cluster Chart in a variety of ways

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *beyond* the Text

Predicting
- Make predictions using language structure
- Use understanding of text structure to make predictions about what will happen next
- Make predictions based on knowledge of characters or type of story
- Use background information, personal experience, and information from the text to make predictions
- Support predictions with evidence from the text or personal experience and knowledge

Making Connections
- Bring knowledge from personal experiences to the interpretation of characters and events
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard
- Recognize and apply attributes of recurring characters where relevant

Synthesizing
- Differentiate between what is known and new information
- Identify new information and incorporate it into present understandings
- Demonstrate learning new content from reading

Inferring
- Show empathy for characters and infer their feelings and motivations
- Interpret and talk about causes for feelings, motives, or actions
- Use and interpret information from pictures without depending on them to construct the meaning derived from reading words
- Infer causes and effects as implied in the text
- Justify inferences with evidence from the text

Thinking *about* the Text

Analyzing
- Understand what the writer has done to make a text surprising, funny, or interesting
- Discuss characteristics of genres (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays)
- Differentiate between informational and fiction texts
- Understand, talk about, write, or draw when a writer has used description or compare and contrast
- Notice and discuss how writers or illustrators use layout and print features for emphasis
- Identify parts of a text (beginning, series of episodes, end)
- Notice writer's use of specific words to convey meaning (for example, *shouted, cried*)
- Identify a point in the story when the problem is resolved
- Discuss whether a story (fiction) could be true and tell why

Critiquing
- Share opinions about the text as a whole (beginning, characters, ending)
- Express opinions about the quality of a text
- Express opinions about the quality of the illustrations
- Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning
- Agree or disagree with the ideas in a text
- Make judgments about characters or events in a text

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Use letter-sound relationships in sequence to solve new words
- Use consonant and vowel sound-letter relationships to solve words
- Recognize one hundred or more high-frequency words within continuous text quickly and automatically
- Use known words and word parts (including onsets and rimes) to solve unknown words
- Make connections between words by letters, sounds, or spelling patterns
- Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
- Demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, etc.)
- Break down a longer word into syllables in order to decode manageable units
- Use context and pictures to derive the meaning of unfamiliar vocabulary
- Use context to derive meaning of new words
- Take apart compound words to solve them
- Use meaning, structure, and visual information to solve words
- Demonstrate competent, active word solving while reading at a good pace—less overt problem solving

Monitoring and Correcting
- Self-correct at point of error (or before overt error)
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Realize when more information is needed to understand a text
- Reread to confirm word solving by checking other sources of information
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Use multiple sources of information to solve words
- Notice and use graphics such as labels and captions for pictures and simple diagrams
- Use simple readers' tools (table of contents, index, glossary) to find information in texts
- Process texts with some split dialogue, all assigned to speakers
- Notice, search for, remember, and discuss information that is important to understanding

Summarizing
- Follow and remember a series of events over a longer text in order to understand the ending
- Report episodes in a text in the order they happened
- Identify and understand a set of related ideas in a text
- Summarize a longer narrative text with multiple episodes
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Understand the problem of a story and its solution

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate awareness of the function of the full range of punctuation
- Demonstrate appropriate stress on words to reflect the meaning
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
- Quickly and automatically solve most words in the text in a way that supports fluency
- Read silently at a good rate

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize a few easy high-frequency words (select from list of one hundred high-frequency words)
- Review high-frequency words from previous levels
- Change words to add simple inflectional endings (-ed, -ing; stopped, stopping)
- Change words to make plurals by adding -es (buses)
- Read plural and singular forms for words that change the spelling (child/children, foot/feet)
- Recognize homophones (same pronunciation, different spelling and meaning) (write, right)

- Take apart words with double vowel patterns (feet, room)
- Take apart compound words (every-thing)
- Take apart and make one-syllable words with a variety of phonogram patterns (cl-ay, dr-ip)
- Take apart two-syllable words (drag-on)
- Change beginning, middle and ending letters—single consonants and vowels as well as blends and digraphs—to make new words (band/sand/send/sent)
- Make possessives by adding an apostrophe and an s to a singular noun (the girl's shoe)
- Use what is known about words to read new words (tree, top, treetop; ape, shape)

- Take apart, make, or write words with initial consonant clusters and consonant digraphs (pr-int, sh-ake)
- Read words with double consonant letters in middle (ladder)
- Read, write, or make words with consonant clusters—both blends and digraphs (drip, ring, crash, shape)
- Read, write, or make words with consonant clusters that blend two or three consonant sounds (steam, street)
- Read contractions with is and not (she's, can't)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Adjusting
- Slow down to search for information and resume normal pace of reading again
- Demonstrate different ways of reading fiction and nonfiction texts
- Reread to solve words or think about ideas and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Make predictions using language structure
- Use text structure to predict the outcome of a narrative
- Make predictions based on knowledge of characters or type of story
- Make predictions about the solution to the problem of a story
- Make predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence

Making Connections
- Bring knowledge from personal experiences to the interpretation of characters and events
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard
- Recognize and apply attributes of recurring characters where relevant

Synthesizing
- Differentiate between what is known and new information
- Demonstrate learning new content from reading
- Express changes in ideas after reading a text

Inferring
- Infer characters' feelings and motivations through reading their dialogue
- Demonstrate understandings of characters, using evidence from text to support statements
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer causes of problems or of outcomes in fiction and nonfiction texts

Thinking *about* the Text

Analyzing
- Notice some characteristics of genre (for example, traditional language, literary language, descriptive language)
- Differentiate between informational and fiction texts
- Understand and talk about when a writer has used underlying structures (description, compare and contrast, temporal sequence, problem and solution)
- Notice the fit between pictures and text
- Notice how writers or illustrators use layout and print features for emphasis
- Notice and speculate why the writer has selected information to present in particular ways (photograph, caption, boxes, pictures)
- Identify a point in the story when the problem is resolved
- Discuss whether a story (fiction) could be true and tell why

Critiquing
- Express opinions about the quality of a text
- Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning
- Discuss the quality of illustrations or graphics
- Agree or disagree with the ideas in a text and give reasons
- Hypothesize how characters could have behaved differently
- Judge the text as to whether it is interesting, humorous, or exciting, and specify why

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Use letter-sound relationships in sequence to solve more complex words
- Recognize many high-frequency words within continuous text quickly and automatically
- Use known words and word parts (including onsets and rimes) to solve unknown words
- Make connections between words by letters, sounds, or spelling patterns
- Use multiple sources of information to solve words
- Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Break down a longer word into syllables in order to decode manageable units
- Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
- Use known words to solve new words
- Use context to derive meaning of new words
- Demonstrate competent, active word solving while reading at a good pace—less overt problem solving

Monitoring and Correcting
- Self-correct at point of error (or before overt error)
- When reading aloud, self-correct information when it does not reflect the meaning
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Realize when more information is needed to understand a text
- Reread to confirm word solving by checking other sources of information
- Use known words to self-monitor and self-correct

Searching for and Using Information
- Use multiple sources of information to solve new words
- Notice and use graphics such as labels and captions for pictures and simple diagrams
- Use chapter titles as to foreshadow content
- Use readers' tools (table of contents, headings, and glossary) to find information
- Process long sentences (ten or more words) with many embedded phrases and clauses
- Process texts with a variety of dialogue, all assigned to speakers

Summarizing
- Follow and remember a series of events over a longer text in order to understand the ending
- Report episodes in a text in the order they happened
- Summarize ideas from a text and tell how they are related
- Summarize a longer narrative text with multiple episodes
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Understand the problem of a story and its solution

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate awareness of the function of the full range of punctuation
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
- Quickly and automatically solve most words in the text in a way that supports fluency
- Read silently at a good rate

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize or write many high-frequency words (select from list of one hundred high-frequency words)
- Change words to add inflectional endings (-*ing*, -*ed*; *running, smiled*)
- Change words to make plurals by changing *y* to *i* and adding -*es* (*bunny, bunnies*)
- Write plural and singular forms for a wide range of plurals (*cars, boxes, pennies*)

- Change words by attaching simple prefixes and suffixes (*redo, runner*)
- Recognize and connect homophones (same pronunciation, different spelling and meaning) (*nose, knows*)
- Read or write words that have double vowel patterns (VVC: *keep, good*) as well as words with *y* as a vowel (*my*)
- Change words to create comparatives (-*er*, -*est*) (*dark/darker/darkest*)
- Take apart compound words (*some-thing*)

- Take apart and make words with two or three syllables (*um-brell-a*)
- Take apart one-syllable words with a variety of phonogram patterns (*sl-eep, dr-eam*)
- Read words using letter-sound analysis from left to right (*b-e-f-ore*)
- Use what is known about words to read new words (*and, candy; before, begin*)
- Read contractions with *am, is, not,* and *are* (*I'm, he's, can't, we're*)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Adjusting
- Slow down to search for information and resume normal pace of reading again
- Demonstrate different ways of reading fiction and nonfiction texts
- Demonstrate adjustment of reading for simple biographies
- Reread to solve words or think about ideas and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Use text structure to predict the outcome of a narrative
- Make predictions about the solution to the problem of a story
- Make predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer

Making Connections
- Bring knowledge from personal experiences to the interpretation of characters and events
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Differentiate between what is known and new information
- Demonstrate learning new content from reading
- Express changes in ideas after reading a text

Inferring
- Demonstrate understandings of characters, using evidence from text to support statements
- Infer characters' feelings and motivations through reading their dialogue
- Show understanding of characters and their traits
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer causes of problems or of outcomes in fiction and nonfiction texts

Thinking *about* the Text

Analyzing
- Notice aspects of genres (fiction, nonfiction, realistic stories, and fantasy)
- Understand when a writer has used underlying structures (description, compare and contrast, temporal sequence, problem and solution)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by him or her
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Identify a point in the story when the problem is resolved

Critiquing
- Express opinions about the quality of a text
- Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning
- Notice the quality of illustrations or graphics
- Agree or disagree with the ideas in a text
- Hypothesize how characters could have behaved differently
- Judge the text as to whether it is interesting, humorous, or exciting, and specify why

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Consistent use of multiple sources of information in solving new words
- Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Break down a longer word into syllables in order to decode manageable units
- Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
- Solve content-specific words, using graphics and definitions embedded in the text
- Use context to derive meaning of new words
- Understand longer descriptive words
- Demonstrate competent, active word solving while reading at a good pace—less overt problem solving

Monitoring and Correcting
- Self-correct at point of error (or before overt error)
- Self-correct when errors detract from the meaning of the text
- When reading aloud, self-correct information when it does not reflect the meaning
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Realize when more information is needed to understand a text

Searching for and Using Information
- Search for information in illustrations to support text interpretation
- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use chapter titles as to foreshadow content
- Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information
- Process long sentences (fifteen or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process a wide range of dialogue, some unassigned

Summarizing
- Follow and remember a series of events over a longer text in order to understand the ending
- Report episodes in a text in the order they happened
- Summarize ideas from a text and tell how they are related
- Summarize a longer narrative text with multiple episodes
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Understand the problem of a story and its solution

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate awareness of the function of the full range of punctuation
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
- Quickly and automatically solve most words in the text in a way that supports fluency
- Read silently at a good rate

Planning for Word Work during Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize, write, or make many high-frequency words
- Review high-frequency words from previous levels
- Change words to add inflectional endings (*-ed, -ing; finished, writing*)
- Change words to make a full range of plurals by adding -s or -es (*faces, dishes, boys, babies, heroes*)
- Read, make, or write plural and singular forms for a wide range of plurals (*duck/ducks, dish/dishes, fly, flies*)
- Change words by attaching simple prefixes and suffixes (*untie, hiker*)
- Recognize and connect homophones (same pronunciation, different spellings and meanings) (*their, they're*)

- Read and connect homographs (same spelling, different meanings and sometimes different pronunciations) (*read, read; present, present*)
- Recognize and pronounce vowel sounds in open (CV: *ho-tel*) and closed (CVC: *lem-on*) syllables
- Read words that have double vowel patterns (VVC: *seem*)
- Read words that have vowel sounds with r (*corn*)
- Take apart, make, and write words with letter combinations representing long vowel sounds (*same, say, pail*)
- Change words to create comparatives (*-er, -est*) (*long/longer/longest*)

- Take apart compound words and discuss how the parts are related to meaning (*play-ground*)
- Take apart two- and three-syllable words (*lit-tle, com-pu-ter*)
- Read words using letter-sound analysis from left to right (*gl-ance*)
- Use what is known about words to read new words (*soon, moon; art, party*)
- Take apart words with consonant blends and digraphs at the ends of words (*help, path*)
- Take apart and read words with silent consonants (*lamb, light*)
- Recognize and take apart the full range of contractions (*I'm, that's, he'll, won't, they're, you've*)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Adjusting
- Slow down to search for information and resume normal pace of reading again
- Demonstrate different ways of reading fiction and nonfiction texts
- Demonstrate adjustment of reading for simple biographies
- Reread to solve words or think about ideas and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Use text structure to predict the outcome of a narrative
- Make predictions about the solution to the problem of a story
- Make predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer

Making Connections
- Bring knowledge from personal experiences to the interpretation of characters and events
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Differentiate between what is known and new information
- Demonstrate learning new content from reading
- Express changes in ideas after reading a text

Inferring
- Demonstrate through talk or writing understandings of characters, using evidence from text to support statements
- Infer characters' feelings and motivations through reading their dialogue
- Show understanding of characters and their traits
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer the big ideas or message (theme) of a text
- Infer causes of problems or of outcomes in fiction and nonfiction texts

Thinking *about* the Text

Analyzing
- Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, and fantasy)
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice and discuss the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by the author
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Understand the relationship between the setting and the plot of a story
- Identify a point in the story when the problem is resolved

Critiquing
- Express opinions about the quality of a text
- Discuss the quality of illustrations or graphics
- Agree or disagree with the ideas in a text
- Hypothesize how characters could have behaved differently
- Judge the text as to whether it is interesting, humorous, or exciting, and specify why

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Notice new and interesting words, and actively add them to speaking or writing vocabulary
- Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
- Solve content-specific words, using graphics and definitions embedded in the text
- Use context to derive meaning of new words
- Understand longer descriptive words
- Demonstrate competent, active word solving while reading at a good pace

Monitoring and Correcting
- Self-correct when errors detract from the meaning of the text
- Self-correct intonation when it does not reflect the meaning when reading aloud
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Realize when more information is needed to understand a text

Searching for and Using Information
- Use multiple sources of information to solve new words
- Search for information in illustrations to support text interpretation
- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use chapter titles as to foreshadow content
- Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information
- Process long sentences (fifteen or more words) with embedded clauses (prepositional phrases, introductory clauses)
- Process sentences with a series of nouns, verbs, or adverbs
- Process a wide range of dialogue, some unassigned

Summarizing
- Follow and remember a series of events over a longer text in order to understand the ending
- Summarize ideas from a text and tell how they are related
- Summarize a longer narrative text with multiple episodes, reporting events in the order they happened
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Understand the problem of a story and its solution

Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Recognize and take apart words with inflectional endings (*painting, skated*)
- Make and change words to add inflectional endings (*-ing, -ed; cry-crying-cried*)
- Change words to make a full range of plurals by adding *-s* and *-es* (*stoves, axes, toys, hobbies, echoes*)
- Work flexibly with base words, taking apart and making new words by changing letters and adding prefixes and suffixes (*tie/tied/untie*)
- Recognize word patterns that look the same but sound different (*dear, bear*) and that sound the same but look different (*said, bed*)
- Recognize and connect homophones (same pronunciation, different spellings and meanings) (*dear, deer*)

- Read homographs (same spelling, different meanings, and sometimes different pronunciations) (*bear, bear; bass, bass*)
- Recognize and pronounce vowel sounds in open (CV: *ho-tel*) and closed (CVC: *lem-on*) syllables
- Read words that have double vowel patterns (VVC: *feel*) as well as words that have vowel sounds with *r* (*march*)
- Take apart and make words using more complex phonograms and long vowel patterns (VVC (*paint*), VVCe (*raise*), VCCe (*large*), VCCC (*lunch*), VVCCC (*health*))
- Make and change words to create comparatives (*-er, -est*) (*light/lighter/lightest*)
- Take apart words with comparatives (*short-er, short-est*)

- Take apart compound words and discuss how the parts are related to meaning (*cook-book*)
- Take apart two- and three-syllable words (*sal-ad, cu-cum-ber*)
- Read words using letter-sound analysis from left to right (*s-l-i-pp-er*)
- Use what is known about words to read new words (*fan, fancy; ate, later*)
- Read words with silent consonants (*sight, knife*)
- Read, take apart, or write words with consonant blends and digraphs at the ends (*spend, splash*)
- Recognize and take apart the full range of contractions (*I'm, that's, he'll, won't, they're, you've*)
- Take apart words with open and closed syllables (*fe-ver, ped-al*)

Guided Reading

Selecting Goals — Behaviors and Understandings to Notice, Teach, and Support

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate awareness of the function of the full range of punctuation
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
- Quickly and automatically solve most words in the text in a way that supports fluency
- Use multiple sources of information in a way that supports fluency
- Read silently and orally at an appropriate rate, not too fast and not too slow

Adjusting
- Slow down to search for information or think about ideas and resume normal pace of reading again
- Demonstrate different ways of reading fiction and nonfiction texts
- Demonstrate adjustment to process simple biographies
- Reread to solve words and resume normal rate of reading

Thinking *beyond* the Text

Predicting
- Use text structure to predict the outcome of a narrative
- Make predictions about the solution to the problem in a story
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer

Making Connections
- Bring knowledge from personal experiences to the interpretation of characters and events
- Before, during, and after reading, bring background knowledge to the understanding of a text
- Make connections between the text and other texts that have been read or heard
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Differentiate between what is known and new information
- Demonstrate learning new content from reading
- Expresses changes in ideas after reading a text

Inferring
- Demonstrate understandings of characters, using evidence from text to support statements
- Infer characters' feelings and motivations through reading their dialogue
- Show understanding of characters and their traits
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer the big ideas or message (theme) of a text
- Infer causes of problems or of outcomes in fiction and nonfiction texts

Thinking *about* the Text

Analyzing
- Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, and fantasy)
- Understand a writer's use of underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized (diagram or talk)
- Identify important aspects of illustrations (design related to the meaning of the text)
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by the same author
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Understand the relationship between the setting and the plot of a story
- Identify a point in the story when the problem is resolved

Critiquing
- State opinions about a text and provide evidence to support them
- Discuss the quality of illustrations or graphics
- Hypothesize how characters could have behaved differently
- Judge the text as to whether it is interesting, humorous, or exciting, and specify why

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Begin to notice new and interesting words, record them, and actively add them to speaking or writing vocabulary
- Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
- Solve content-specific words, using graphics and definitions embedded in the text
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Understand longer descriptive words
- Demonstrate competent, active word solving while reading at a good pace—less overt problem solving

Monitoring and Correcting

- Self-correct when errors detract from the meaning of the text
- When reading aloud, self-correct intonation when it does not reflect the meaning
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Consistently check on understanding and search for information when meaning breaks down

Searching for and Using Information

- Use multiple sources of information to solve new words
- Search for information in illustrations to support text interpretation
- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use chapter titles as to foreshadow content
- Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information
- Process long sentences (fifteen or more words) with embedded clauses (prepositional phrases, introductory clauses)
- Process sentences with a series of nouns, verbs, or adverbs
- Process a wide range of dialogue, some unassigned

Summarizing

- Follow and remember a series of events over a longer text in order to understand the ending
- Report episodes in a text in the order they happened
- Summarize ideas from a text and tell how they are related
- Summarize a longer narrative text with multiple episodes
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Understand the problem of a story and its solution

Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Take apart words with a variety of endings (*box-ful, caring*)
- Add a variety of endings to words (*-ing, -es, -ed, -er; walking, bushes, climbed, hiker*)
- Change words to make a full range of plurals by adding -s and -es (*pens, fairies, mixes*)
- Take apart words with common prefixes (*un-true, re-play*)
- Remove letters or letter clusters from the beginning of a word to recognize a base word (*un-friend-ly*)
- Work flexibly with base words taking apart and making new words by changing letters and adding prefixes and suffixes (*write/writing/rewrite*)

- Recognize words that have multiple meanings (a form of homograph: *spell, spell*), homographs (look the same, sound different: *present, present*), and homophones (sound the same, look different: *ate, eight*)
- Recognize and pronounce vowel sounds in open (CV: *mo-tel*) and closed (CVC: *rel-ish*) syllables
- Take apart and make words using more complex phonograms and long vowel patterns (VVC (*paint*), VVCe (*raise*), VCCe (*large*), VCCC (*lunch*), VVCCC (*health*))

- Take apart compound words and discuss how the parts are related to meaning (*bath-tub*)
- Take apart multisyllable words to decode manageable units (*sand-wich-es, hap-pi-ly*)
- Read words using letter-sound analysis from left to right (*g-ar-d-en*)
- Use what is known about words to read new words (*mean, clean; van, vanish*)
- Take apart and read the full range of contractions (*I'm, that's, he'll, won't, they're, you've*)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate awareness of the function of the full range of punctuation
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
- Quickly and automatically solve most words in the text in a way that supports fluency
- Use multiple sources of information in a way that supports fluency
- Read silently and orally at an appropriate rate, not too fast and not too slow

Adjusting
- Slow down to search for information and resume normal pace of reading again
- Demonstrate different ways of reading fiction and nonfiction texts
- Demonstrate adjustment of reading for simple biographies
- Reread to solve words or think about ideas and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Use text structure to predict the outcome of a narrative
- Make predictions about the solution to the problem of a story
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer

Making Connections
- Bring knowledge from personal experiences to the interpretation of characters and events
- Bring background content knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Differentiate between what is known and new information
- Demonstrate learning new content from reading
- Expresses changes in ideas after reading a text

Inferring
- Demonstrate understandings of characters, using evidence from text to support statements

- Infer characters' feelings and motivations through reading their dialogue
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer the big ideas or message (theme) of a text
- Generate or react to alternative understandings of a text
- Infer causes of problems or outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing
- Notice aspects of genres (fiction, nonfiction, realistic stories, and fantasy)
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized (diagram or talk)
- Identify important aspects of illustrations (design related to the meaning of the text)
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by the same author
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Understand the relationship between the setting and the plot of a story
- Identify a point in the story when the problem is resolved

Critiquing
- State opinions about a text and show evidence to support them
- Discuss the quality of illustrations or graphics
- Hypothesize how characters could have behaved differently
- Judge the text as to whether it is interesting, humorous, or exciting, and specify why

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
■ Begin to notice new and interesting words, and add them to speaking or writing vocabulary
■ Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
■ Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
■ Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
■ Solve content-specific words, using graphics and definitions embedded in the text
■ Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
■ Understand longer descriptive words
■ Apply problem-solving strategies to technical words or proper nouns that are challenging

Monitoring and Correcting
■ Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information
■ Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
■ Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information
■ Process long sentences (fifteen or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
■ Process a wide range of dialogue, some unassigned
■ Respond to plot tension or suspense by reading on to seek resolutions to problems

Summarizing
■ Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending
■ Identify and understand sets of related ideas organized into categories
■ Summarize a text at intervals during the reading of a longer text
■ Summarize longer narrative texts with multiple episodes either orally or in writing
■ Identify important ideas in a text and report them in an organized way, either orally or in writing

Maintaining Fluency
■ Demonstrate phrased, fluent oral reading
■ Read dialogue with phrasing and expression that reflects understanding of characters and events
■ Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
■ Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing

Adjusting
■ Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction
■ Adjust reading to process texts with difficult and complex layout
■ Reread to solve words or think about ideas and resume good rate of reading

Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
• Take apart and make words with a variety of endings (*-ing, -es, -ed,-er*) and discuss changes in spelling and meaning
• Take apart and make a full range of plurals, including irregular plurals and plurals that require spelling changes (*child/students, diary/diaries*)
• Work flexibly with base words, making new words by changing letters and adding prefixes and suffixes (*tip/tie/untie, grew/grow/growing*)
• Recognize words that have multiple meanings (a form of homograph: *train, train*), homographs (look the same, sound different: *lead,*

lead), and homophones (sound the same, look different: *meet, meat*)
• Take apart and make words using more complex phonograms and long vowel patterns (VVCC (*east*), VVCe (*tease*), VCCe (*waste*), VCCC (*branch*), VVCCC (*wealth*))
• Take apart compound words (*mail-box*)
• Take apart multisyllable words to decode manageable units (*free-dom*)
• Solve words using letter-sound analysis from left to right (*r-e-m-e-m-b-er*)

• Use what is known about words to read new words (*reason, unreasonable*)
• Take apart and read the full range of contractions (*I'm, that's, he'll, won't, they're, you've*)
• Take apart words with open (ending in a vowel: *ri-ot*) and closed (ending in a consonant: *riv-er*) syllables

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *beyond* the Text

Predicting

- Use text structure to predict the outcome of a narrative
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Continue to support predictions with evidence from the text what characters will do based on the traits revealed by the writer

Making Connections

- Bring knowledge from personal experiences to the interpretation of characters and events
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard and demonstrate in writing
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing

- Differentiate between what is known and new information
- Through talk or writing, demonstrate learning new content from reading
- Demonstrate changing perspective as events in a story unfold
- Synthesize information across a longer text
- Expresses changes in ideas after reading a text

Inferring

- Demonstrate understandings of characters, using evidence from text to support statements
- Infer characters' feelings and motivations through reading their dialogue
- Infer cause and effect in influencing characters' feelings or underlying motives
- See changes in characters across time and articulate possible reasons for development
- Generate or react to alternative understandings of a text
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution
- Infer the big ideas or message (theme) of a text

Thinking *about* the Text

Analyzing

- Notice aspects of genres (realistic and historical fiction, biography and other nonfiction, fantasy)
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized
- Identify important aspects of illustrations (design related to the meaning of the text)
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by him or her
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Understand the relationship between the setting and the plot of a story

Critiquing

- State opinions about a text and show evidence to support them
- Discuss the quality of illustrations or graphics
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, humorous characters or situations)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Understand connotative meaning of words
- Understand figurative use of words
- Notice new and interesting words, and add them to speaking or writing vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
- Solve content-specific words, using graphics and definitions embedded in the text
- Solve some undefined words using background knowledge
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Read words that are hyphenated across lines and across pages
- Understand longer descriptive words
- Apply problem-solving strategies to technical words or proper nouns that are challenging

Monitoring and Correcting

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information

- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process many long sentences (fifteen or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process a wide range of complex dialogue, some unassigned
- Process texts that have many lines of print on a page
- Form implicit questions and search for answers while reading
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Summarizing

- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending
- Identify and understand sets of related ideas organized into categories
- Summarize longer narrative texts with multiple episodes either orally or in writing
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Summarize a text at intervals during the reading of a longer text

Maintaining Fluency

- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing, phrasing and intonation, using size of font, bold, and italics as appropriate
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing

Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Take apart and add a variety of endings to words (-*ing, -es, -ed, -er; puzzle, puzzling, puzzled, puzzler*)
- Take apart and make a full range of plurals, including irregular plurals and plurals that require spelling changes (*foot/feet, shelf/shelves, berry/berries*)
- Take apart and recognize words with prefixes and suffixes (*pre-view, weari-ly*)
- Use base words, prefixes, and suffixes in the process of deriving word meaning
- Work flexibly with base words, making new words by changing letters (*grin/groan*) and adding prefixes (*do/undo*) and suffixes (*do/doable*)

- Recognize words that have multiple meanings (a form of homograph: *train, train*), homographs (look the same, sound different: *does, does*), and homophones (sound the same, look different: *flea, flee*)
- Take apart and make words with complex phonograms and long vowel patterns, including vowel patterns with *r* (VCC (*board*), VCe (*peace*), VCCe (*waste*), VCCC (*night*), VCCCC (*straight*))
- Take apart and recognize words with vowel sounds controlled by *r* (*far, board*)
- Take apart and make compound words (*notebook*)

- Take apart and recognize multisyllable words quickly (*fab-u-lous*)
- Take apart multisyllable words to decode manageable units (*cam-er-a*)
- Use what is known about words to read new words (*part, partner, partnership*)
- Take apart and recognize words with contractions (*I'm, that's, he'll, won't, they're, you've*)
- Take apart and read words using open (ending in a vowel: *se-cret*) and closed (ending in a consonant: *sec-ond*) syllables

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Adjusting
- Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction
- Adjust reading to process texts with difficult and complex layout
- Slow down or reread to solve words or think about ideas and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics

Making Connections
- Bring knowledge from personal experiences to the interpretation of characters and events that are not within the reader's experience
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard and demonstrate in writing
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Differentiate between what is known and new information
- Mentally form categories of related information and revise them as new information is acquired across the text .
- Demonstrate learning new content from reading
- Express changes in ideas or knowledge after reading a text
- Demonstrate changing perspective as events in a story unfold
- Synthesize information across a longer text

Inferring
- Follow multiple characters in different episodes, inferring their feelings about each other
- Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements
- Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today
- Generate or react to alternative understandings of a text
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing
- Notice aspects of genres (realistic and historical fiction, biography and other nonfiction, fantasy)
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized (diagram or talk)
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by the same author
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Notice how the setting is important in a story

Critiquing
- State opinions about a text and show evidence to support them
- Evaluate the quality of illustrations or graphics
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, humorous characters or situations)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)

Guided Reading

Selecting Goals — Behaviors and Understandings to Notice, Teach, and Support

Adjusting
- Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction
- Sometimes adjust reading within texts to accommodate hybrid texts that combine genres
- Adjust reading to process texts with difficult and complex layout
- Slow down or reread to solve words, search for information, or think about meaning and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics

Making Connections
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places, and different times
- Interpret characters and events that are not within the reader's experience
- Make connections between the text and other texts that have been read or heard and demonstrate in writing
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Differentiate between what is known and new information
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate learning new content from reading
- Expresses changes in ideas or opinions after reading a text and say why
- Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own
- Synthesize information across longer texts

Inferring
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
- Follow multiple characters in different episodes, inferring their feelings about each other
- Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements
- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes

- Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today
- Generate or react to alternative understandings of a text
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing
- Notice combined genres in hybrid texts
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized (talk or diagram)
- Notice how the author or illustrator has used pictures and other graphics to convey meaning
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by the author
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Notice how the setting is important in a story
- Understand how the writer built interest and suspense across a story
- Notice elements of fantasy (motifs, symbolism, magic)

Critiquing
- State opinions about a text and show evidence to support them
- Evaluate the quality of illustrations or graphics
- Assess how graphics add to the quality of the text or provide additional information
- Notice the author's qualifications to write an informational text
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Understand connotative meaning of words
- Understand figurative use of words
- Notice new and interesting words, record them, and actively add them to speaking or writing vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve words of three or more syllables, many words with inflectional endings and complex letter-sound relationships
- Solve content specific words, using graphics and definitions embedded in the text as well as background knowledge
- Solve some undefined words using background knowledge
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Develop deeper understanding of words that have been encountered before but are not familiar
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Read words that are hyphenated across lines and across pages
- Understand longer descriptive words
- Apply problem-solving strategies to technical words or proper nouns that are challenging

Monitoring and Correcting

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information

- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long sentences (fifteen or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process a wide range of complex dialogue, some unassigned
- Process texts that have many lines of print on a page
- Form implicit questions and search for answers while reading
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering details in order to revise interpretations as new events are encountered

Summarizing

- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending
- Summarize a text at intervals during the reading of a longer text
- Identify and understand sets of related ideas organized into categories
- Summarize longer narrative texts with multiple episodes
- Identify important ideas in a text and report them in an organized way

Maintaining Fluency

- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing, phrasing and intonation, using size of font, bold, and italics as appropriate
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing

Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Take apart and recognize multisyllable words to decode manageable units
- Take apart and read words with a full range of plurals, including irregular plurals and plurals that require spelling changes (*man/men, life/lives*)
- Work flexibly with base words, making new words by changing letters (*part/port*) and adding prefixes (*trans-port*) and suffixes (*port-able*)

- Recognize words that have multiple meanings (a form of homograph: *play, play*), homographs (look the same, sound different: *use, use*), and homophones (sound the same, look different: *hair, hare*)
- Read words using complex phonograms and long vowel patterns, including vowel patterns with *r* (VVCC *(faith)*, VVCe *(release)*, VCCe *(barge)*, VCCC *(crunch)*, VVCCC *(wealth)*)
- Take apart and make compound words (*supermarket*)

- Use what is known about words to read new words (*part, partner, partnership*)
- Take apart and read the full range of contractions (*I'm, that's, he'll, won't, they're, you've*)
- Recognize and solve words in which several different letters or clusters represent a single sound (/k/ = *ck* in *pick*, *c* in *picnic*, *k* in *kite*)
- Take apart and read words using open (ending in a vowel: *mo-ment*) and closed (ending in a consonant: *mod-el*) syllables

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Notice new and interesting words, record them, and actively add them to speaking or writing vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve multisyllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts
- Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge
- Solve some undefined words using background knowledge
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words
- Understand connotative meaning of words
- Understand figurative use of words
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Develop deeper understanding of words that have been encountered before but are not familiar
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Apply problem-solving strategies to technical words or proper nouns that are challenging

Monitoring and Correcting

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information

- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long sentences (fifteen or more words) that are carried over several lines or to the next page
- Process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process a wide range of complex dialogue, some unassigned
- Process some texts with dense print
- Process texts with a variety of complex layouts
- Form implicit questions and search for answers while reading
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Summarizing

- Summarize longer narrative texts with multiple episodes either orally or in writing
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Summarize a text at intervals during the reading of a longer text
- Remember the story problem or plot, as well as important information, over a longer text in order to continue to construct meaning

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Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Read words with a full range of plurals, including irregular plurals and plurals that require spelling changes (*mouse/mice, city/cities*)
- Add, delete, change letters or letter clusters to make words (*read, lead, leader, leaden, laden*)
- Use base words, prefixes, and suffixes in the process of deriving word meaning
- Work flexibly with base words, making new words by changing letters (*found/sound*) and adding and removing prefixes (*un-sound*) and suffixes (*sound-ly*)
- Recognize words that have multiple meanings (a form of homograph: *bank, bank*), homographs (look the same, sound different: *excuse,*

excuse), and homophones (sound the same, look different: *one, won*)
- Take apart and read words with a vowel and *r* (*hairy, poor, dare*)
- Take apart and read words with complex phonograms and long vowel patterns, including vowel patterns with *r* (VVCC (*faith*), VVCe (*release*), VC Ce (*barge*), VCCC (*crunch*), VVCC (*health*))
- Use known words and word parts to take apart new words (*triangular/tri-angle*)
- Take apart more complex compound words and discuss how the parts are related to meaning (*out-line, tail-gate*)
- Take apart words with frequently appearing syllable patterns in multisyllable words (*humble*)
- Use what is known about words to read new words (*part, partner, partnership*)
- Recognize words in which several different letters or clusters represent a single sound (/f/ = *gh* in *rough, ff* in *fluff, f* in *finish*)
- Take apart and read words using open (ending in a vowel: *cli-mate*) and closed (ending in a consonant: *lev-el*) syllables

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Adjusting
- Change style and pace of reading to reflect purpose
- Adjust reading to process texts with difficult and complex layout
- Slow down or reread to solve words or think about ideas and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence

Making Connections
- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times
- Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction texts
- Make connections between the text and other texts that have been read or heard
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate learning new content from reading
- Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own
- Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives

Inferring
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
- Follow multiple characters in different episodes, inferring their feelings about each other
- Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements
- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes

- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Speculate on alternative meanings that the text may have
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing
- Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)
- Notice combined genres in hybrid texts
- Understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized (talk, diagram)
- Notice how the author or illustrator has used pictures and other graphics to convey meaning or create mood
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text
- Understand and talk about the role of the setting in realistic and historical fiction as well as fantasy
- Talk about how the writer built interest and suspense across a story
- Notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author

Critiquing
- State opinions about a text and show evidence to support them
- Evaluate the quality of illustrations or graphics
- Assess how graphics add to the quality of the text or provide additional information
- Notice and talk about the author's qualifications to write an informational text
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Notice new and interesting words, record them, and actively add them to speaking or writing vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve multisyllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts
- Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge
- Solve some undefined words using background knowledge
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words
- Understand connotative meaning of words
- Understand figurative use of words
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Develop deeper understanding of words that have been encountered before but are not familiar
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Apply problem-solving strategies to technical words or proper nouns that are challenging

Monitoring and Correcting

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information

- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)

- Process long sentences (fifteen or more words) that are carried over several lines or to the next page
- Process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process a wide range of complex dialogue, some unassigned
- Process texts with a variety of complex layouts and with some pages of dense print
- Remember the details of complex plots with many episodes
- Form implicit questions and search for answers while reading
- Process long stretches of descriptive language and remember pertinent information
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Summarizing

- Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes
- Summarize longer narrative texts with multiple episodes either orally or in writing
- Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing
- Summarize a text at intervals during the reading of a longer text
- Remember the story problem and significant details over the reading of a longer text in order to continue constructing meaning

Maintaining Fluency

- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

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Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Change words to make a full range of plurals, including irregular plurals and plurals that require spelling changes (*quilt/quilts, quiz/quizzes, octopus/octopi, self/selves*)
- Add, delete, change letter clusters to make or take apart words (*appear, disappear, disappearance, appearance*)
- Work flexibly with base words, making new words by changing letters and adding prefixes and removing suffixes (*merry/marry/marrying/remarry*)

- Recognize words that have multiple meanings (a form of homograph: *temple, temple*) homographs (look the same, sound different: *desert, desert*), and homophones (sound the same, look different: *presence, presents*)
- Take apart and read words with complex phonograms and long vowel patterns, including vowel patterns with r (VVCC *(faith)*, VVCe *(release)*, VCCe *(barge)*, VCCC *(crunch)*, VVCCC *(stealth)*)

- Take apart words with frequently appearing syllable patterns in multisyllable words (*-en-* in *enter, adventure; -o-* in *ago, omen*)
- Use what is known about words to read new words (*path, sympathy*)
- Recognize words in which several different letters or clusters represent a single sound (/k/ *ck* in *pick, c* in *country, que* in *clique*)
- Take apart and read words using open (ending in a vowel: *po-lice*) and closed (ending in a consonant: *pol-ish*) syllables

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Adjusting
- Change style and pace of reading to reflect purpose
- Adjust reading to process texts with difficult and complex layout
- Reread to solve words or think about ideas and resume good rate of reading

Thinking *beyond* the Text

Predicting
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Change predictions as new information is gathered from a text

Making Connections
- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times
- Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction texts
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings)
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Make connections between characters in different texts (similar setting, type of problem, type of person)
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate learning new content from reading
- Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own
- Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read

Inferring
- Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
- Demonstrate understanding of characters (their traits, how and why they change), using evidence to support statements
- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes
- Apply inferring to multiple characters and complex plots, with some subplots
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Speculate on alternative meanings that the text may have
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing
- Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)
- Notice combined genres in hybrid texts
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify the plot or how a text is organized (talk or diagram)
- Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text
- Understand and talk about the role of the setting in realistic and historical fiction as well as fantasy
- Talk about how the writer built interest and suspense across a story
- Notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author

Critiquing
- State opinions about a text and show evidence to support them
- Evaluate the quality of illustrations or graphics
- Assess how graphics add to the quality of the text or provide additional information
- Notice the author's qualifications to write an informational text
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Notice new and interesting words, record them, and actively add them to speaking or writing vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve multisyllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts
- Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge
- Solve some undefined words using background knowledge
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words
- Understand connotative meaning of words
- Understand figurative use of words
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Develop deeper understanding of words that have been encountered before but are not familiar
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Apply problem-solving strategies to technical words or proper nouns that are challenging

Monitoring and Correcting
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information
- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long sentences (fifteen or more words) that are carried over several lines or to the next page

- Process sentences with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process a wide range of complex dialogue, some unassigned
- Process texts with a variety of complex layouts and with some pages of dense print
- Remember the details of complex plots with many episodes
- Form implicit questions and search for answers while reading
- Process long stretches of descriptive language and remember pertinent information
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Summarizing
- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending
- Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes
- Summarize longer narrative texts with multiple episodes
- Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing
- Remember important information about the plot and character over the reading of a larger text in order to continuously construct meaning
- Summarize a text at intervals during the reading of a longer text

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Adjusting
- Change style and pace of reading to reflect purpose
- Adjust reading to process texts with difficult and complex layout

Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Add, delete, change letter clusters to make or take apart words (*giver/shiver/shivered/shivery/livery*)
- Read words with a full range of plurals, including irregular plurals (*cactus/cacti*) and plurals that require spelling changes (*spy/spies*)
- Work flexibly with base words, making new words by changing letters and adding prefixes and suffixes (*ordinary/ordinarily/extraordinary*)
- Recognize and understand words that have multiple meanings (a form of homograph: *story, story*), homographs (look the same,

sound different: *address, address*), and homophones (sound the same, look different: *wade, weighed*)
- Take apart words with complex phonograms and long vowel patterns, including vowel patterns with *r* (VVCC *(faint)*, VVCe *(praise)*, VCCe *(lunge)*, VCCC *(crunch)*, VVCCC *(straight)*)
- Take apart and understand words with several syllables (*mis-rep-re-sen-ta-tion*)
- Read frequently appearing syllable patterns in multisyllable words (*-er-* in *other, service; -at-* in *flatter, satisfy*)

- Use what is known about words to read new words (*path, sympathy*)
- Recognize words in which several different letters or clusters represent a single sound (/k/ = *ck* in *duck, que* in *unique, k* in *kayak, ch* in *choir*)
- Read words using open (ending in a vowel: *ri-val*) and closed (ending in a consonant: *riv-et*) syllables

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

- Reread to solve words or think about ideas and resume good rate of reading
- Change purpose and aspects of processing to reflect understanding of genre

Thinking *beyond* the Text

Predicting
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Change predictions as new information is gathered from a text

Making Connections
- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times
- Bring background knowledge to the understanding of a text before, during, and after reading
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Make connections between characters in different texts (similar setting, type of problem, type of person)
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate learning new content from reading
- Express changes in ideas or perspective across the reading (as events unfold) after reading a text
- Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read

Inferring
- Infer cause and effect in influencing characters' feelings or underlying motives
- Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
- Follow multiple characters in different episodes, inferring their feelings about each other
- Demonstrate through talk or writing understandings of characters (their traits, how and why they change), using evidence to support statements
- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes
- Apply inferring to multiple characters and complex plots, with some subplots

- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Speculate on alternative meanings that the text may have
- Infer the meaning of symbols that the writer is using
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing
- Notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)
- Notice combined genres in hybrid texts
- Understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how an informational text is organized (categories, sequence, etc.)
- Notice how the author or illustrator has used pictures and other graphics to convey meaning or create mood
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and how it adds to enjoyment or understanding
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text
- Understand the role of the setting in realistic and historical fiction as well as fantasy
- Notice how the writer built interest and suspense across a story
- Analyze complex plots and sometimes represent in diagrams or drawings
- Notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by him/her
- Notice writer's use of symbolism

Critiquing
- Evaluate the text in terms of readers' own experience as preadolescents
- Assess how graphics add to the quality of the text or provide additional information
- Notice and talk about the author's qualifications to write an informational text
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words
- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary
- Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (for example, dividing words into syllables, using phonograms within multisyllable words, using word parts, using prefixes and affixes, and connecting words to known words)
- Solve some undefined words using background knowledge
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words
- Understand connotative meaning of words
- Understand figurative use of words
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Develop deeper understanding of words that have been encountered before but are not familiar
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English

Monitoring and Correcting
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information
- Search for and use information in a wide range of graphics and integrate with information from print (for example, pictures, captions, diagrams, illustrations with labels, maps, charts)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long sentences (twenty or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)

- Process texts with a variety of complex layouts and with some pages of dense print
- Form implicit questions and search for answers while reading
- Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue

Summarizing
- Identify important ideas and information (longer texts with chapters and sometimes multiple texts)
- Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing

Maintaining Fluency
- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Adjusting
- Change style and pace of reading to reflect purpose
- Slow down or reread to solve words or think about ideas and resume good rate of reading
- Change purpose and aspects of processing to reflect understanding of genre

Thinking *beyond* the Text

Predicting
- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Support predictions with evidence from the text or from knowledge of genre
- Change predictions as new information is gathered from a text

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Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Take apart and read a full range of plurals, including irregular plurals and plurals that require spelling changes (*goose/geese, life/lives*)
- Work flexibly with base words, making new words by changing letters and adding prefixes and suffixes
- Recognize words that have multiple meanings (a form of homograph: *major, major*), homographs (look the same, sound different: *contest, contest*), and homophones (sound the same, look different: *peel, peal*)

- Notice and use word roots (Greek and Latin) to take apart and understand words (*aqua-: aquarium, aquatic, aquaduct*)
- Solve words using all consonant clusters and long and short vowel patterns, including vowel patterns with *r,* that appear in multisyllable words
- Take apart a wide range of multisyllable words with ease (*mi-cro-or-gan-ism*) and use the parts to assist pronunciation and derive meaning

- Read and derive the meaning of words that are related to each other because they have the same base or root word (*direct, directs, directed, direction, misdirect, directional*)
- Notice and use frequently appearing vowel and syllable patterns in multisyllable words (*-is(s)-* in *whisper, missing; -un-* in *sunny, munch*)
- Use what is known about words to read new words (*path, sympathy*)
- Quickly recognize and solve a large number of words, including multisyllable words

Guided Reading

Selecting Goals — Behaviors and Understandings to Notice, Teach, and Support

Making Connections

- Bring background knowledge to the understanding of a text before, during, and after reading
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Make connections between characters in different texts (similar setting, type of problem, type of person)
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing

- Mentally form categories of related information and revise them as new information is acquired across the text
- Integrate existing content knowledge with new information from a text to consciously create new understandings
- Express changes in ideas or perspective across the reading (as events unfold) after reading a text
- Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places
- Use situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read

Inferring

- In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
- Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing

- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction)
- Notice combined genres in hybrid texts

- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text
- Understand the role of the setting in realistic and historical fiction as well as fantasy
- Understand how the writer built interest and suspense across a story, providing examples
- Understand the structure of complex plots in fiction and the organization of the text in nonfiction, sometimes using graphic organizers or diagrams
- Notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author
- Notice as well as discuss writer's use of symbolism
- Understand alternative interpretations of symbolism
- Understand the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil
- Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text
- Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters

Critiquing

- Evaluate the text in terms of readers' own experience as preadolescents
- Critique a text as an example of a genre
- Evaluate the author's qualifications to write an informational text
- Evaluate the author's use of characterization and plot (for example, believability or depth)
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
- Use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise
- Assess whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary
- Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (for example, dividing words into syllables, using phonograms within multisyllable words, using word parts, using prefixes and affixes, and connecting words to known words)
- Using word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English

Monitoring and Correcting

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information

- Search for and use information in a wide range of graphics and integrate with information from print (for example, pictures, captions, diagrams, illustrations with labels, maps, charts)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long sentences (twenty or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process texts with a variety of complex layouts and with some pages of dense print
- Follow complex plots, including texts with literary devices (for example, flashbacks and stories within stories)
- Form implicit questions and search for answers while reading
- Gain important information from longer texts with complex plots, multiple characters and episodes, long stretches of descriptive language and dialogue, and no illustrations
- Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)

Summarizing

- Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing
- Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose)
- Construct summaries that are concise and reflect the important and overarching ideas and information in texts

Maintaining Fluency

- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Adjusting

- Change style and pace of reading to reflect purpose
- Slow down and reread to solve words or think about ideas and resume good rate of reading
- Change purpose and aspects of processing to reflect understanding of genre

Thinking *beyond* the Text

Predicting

- Support predictions with evidence from the text or from knowledge of genre
- Use characteristics of genre as a source of information to make predictions before and during reading
- Change predictions as new information is gathered from a text
- Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts

Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Read words with a full range of plurals, including irregular plurals and plurals that require spelling changes (*marigold/marigolds, volcano/volcanoes, louse/lice, loaf/loaves*)
- Use base words, prefixes, and suffixes in the process of deriving word meaning
- Work flexibly with base words, making new words by changing letters and adding prefixes and suffixes
- Read words that have multiple meanings (a form of homograph: *scale, scale*), homographs (look the same, sound different: *content,*

content), and homophones (sound the same, look different: *capital, capitol*)
- Notice and use word roots (Greek and Latin) to take apart and understand words (*class-: classical, classify, classification*)
- Read words using all consonant clusters and long and short vowel patterns, including vowel patterns with *r,* that appear in multisyllable words
- Take apart long multisyllable words with ease (*un-ex-cep-tion-able*)

- Read and determine the meaning of words that are related to each other because they have the same base or root word (*porter, portable, transport, import, export*)
- Notice and use frequently appearing vowel and syllable patterns in multisyllable words (*-or-* in *border, ordinary; -a-* in *bacon, station*)

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Making Connections
- Before, during, and after reading, bring background knowledge to the understanding of a text
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
- Connect and compare texts within genres and across genres
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Connect characters across texts and genres by circumstances, traits, or actions
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Mentally form categories of related information and revise them as new information is acquired across the text
- Integrate existing content knowledge with new information from a text to consciously create new understandings
- Express changes in ideas or perspective across the reading (as events unfold) after reading a text
- Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places
- Use situations focusing on the problems of preadolescents to develop new perspectives on readers' own lives
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read

Inferring
- In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
- Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking *about* the Text

Analyzing
- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
- Identify the selection of genre in relation to inferred writer's purpose for a range of texts

- Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
- Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)
- Understand and talk about the role of the setting in realistic and historical fiction as well as fantasy
- Understand how the writer built interest and suspense across a story, providing examples
- Notice the structure of complex plots in fiction and the organization of the text in nonfiction and sometimes show in a graphic organizer or diagram
- Notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by him/her
- Notice and understand the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil
- Notice the writers choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text
- Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters
- Examine character traits in a complex way, recognizing that they are multidimensional and change over time

Critiquing
- Evaluate the text in terms of readers' own experience as preadolescents
- Critique a text as an example of a genre
- Assess the author's qualifications to write an informational text
- Evaluate the author's use of characterization and plot (for example, believability or depth)
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
- Use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise
- For historical fiction, evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources
- Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Thinking *within* the Text

Solving Words

- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary
- Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (for example, dividing words into syllables, using phonograms within multisyllable words, using word parts, using prefixes and affixes, and connecting words to known words).
- Using word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English

Monitoring and Correcting

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Searching for and Using Information

- Search for and use information in a wide range of graphics and integrate with information from print (for example, pictures, captions, diagrams, illustrations with labels, maps, charts)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long sentences (twenty or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)

- Process texts with a variety of complex layouts and with some pages of dense print
- Follow complex plots, including texts with literary devices (for example, flashbacks and stories within stories)
- Form implicit questions and search for answers while reading
- Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue
- Gain important information from much longer texts, most with no illustrations (fiction)
- Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)

Summarizing

- Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing
- Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose)
- Construct summaries that are concise and reflect the important and overarching ideas and information in texts

Maintaining Fluency

- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Practice some texts in order to read them aloud with expression or dramatic performance
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

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Planning for Word Work during Guided Reading

One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Add a variety of endings to words (*-able, -ible, -ent, -ant*) and discuss changes in spelling and meaning
- Work flexibly with base words, making new words by changing letters and adding prefixes and suffixes
- Recognize words that have multiple meanings (a form of homograph: *bay, bay*) homographs (look the same, sound different: *contract, contract*), and homophones (sound the same, look different: *flair, flare*)

- Notice and use word roots (Greek and Latin) to take apart words (*commun-: community, communicate, communism*)
- Read and derive meaning of words that are related to each other because they have the same base or root word (*monarch, monarchs, monarchy, oligarchy, patriarch, matriarch*)
- Recognize words with frequently appearing vowel and syllable patterns (*ic(k)* in *dicker, organic; -ble* in *implausible, stable*)

- Read words with consonant clusters and long and short vowel patterns, including vowel patterns with *r*, that appear in multisyllable words

Guided Reading

Selecting Goals   Behaviors and Understandings to Notice, Teach, and Support

Adjusting
- Change style and pace of reading to reflect purpose
- Adjust the reader's stance to better understand genres, such as complex fantasy, and special forms, such as satire
- Reread to solve words or think about ideas and resume good rate of reading
- Change purpose and aspects of processing to reflect understanding of genre

Thinking *beyond* the Text

Predicting
- Support predictions with evidence from the text or from knowledge of genre
- Use characteristics of genre as a source of information to make predictions before and during reading
- Change predictions as new information is gathered from a text
- Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts

Making Connections
- Before, during, and after reading, bring background knowledge to the understanding of a text
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents and adolescents
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
- Connect and compare texts within genres and across genres
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Connect characters across texts and genres by circumstances, traits, or actions
- Specify the nature of connections (topic, content, type of story, writer)

Synthesizing
- Mentally form categories of related information and revise them as new information is acquired across the text
- Integrate existing content knowledge with new information from a text to consciously create new understandings
- Express changes in ideas or perspective across the reading (as events unfold) after reading a text
- Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places
- Use situations focusing on the problems of preadolescents and adolescents to develop new perspectives on readers' own lives
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read