

Key Reading Behaviors *for* Early Levels

Levels D–I

	COMPREHENSION	PHONICS	FLUENCY	VOCABULARY
LEVELS D AND E	<ul style="list-style-type: none"> ● Use pictures to build meaning ● Make predictions using cover and pictures ● Make connections to understand ● Self-monitor and reread as needed ● Discuss what was read (fiction: story elements, informational text: central idea) ● Retell 	<ul style="list-style-type: none"> ● Use chunks to decode one- to two-syllable words ● Blends and digraphs in one syllable words (e.g., <i>flag, chop, stick</i>) ● Long vowel patterns, starting with VCe (e.g., <i>cake, bone, mine</i>) and common patterns of long -a, long -e (<i>ai, ay, ee, ea</i>) ● Word endings (<i>y, ing, ed, es</i>) ● Contractions (e.g., <i>can't, don't, he's</i>) ● Compound words (e.g., <i>baseball, fireman</i>) ● Learn <i>er, oo, ou, ow</i> ● Syllable patterns: closed, open, VCe 	<ul style="list-style-type: none"> ● Move eyes quickly across the page (don't finger point) ● Use punctuation to stop at the end of sentences ● Read dialogue with expression ● Reread to improve fluency ● Learn high-frequency words 	<ul style="list-style-type: none"> ● Use vocabulary from the book when retelling

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	COMPREHENSION	PHONICS	FLUENCY	VOCABULARY
LEVELS F AND G	<ul style="list-style-type: none"> ● Use pictures to check meaning ● Make predictions using cover and pictures ● Make connections to understand ● Self-monitor and reread as needed ● Discuss what was read (fiction: story elements, informational text: central idea) ● Infer using background knowledge and the text ● Retell 	<ul style="list-style-type: none"> ● Use syllables to decode longer words ● Blends and digraphs ● Long vowel patterns ● Word endings ● Contractions and compound words ● Learn <i>er, oo, ou, ow</i> ● Syllable types: closed, open, VCe, vowel team 	<ul style="list-style-type: none"> ● Notice punctuation and use for reading in phrases ● Read with intonation, using end punctuation ● Read with expression, especially dialogue ● Improve fluency with rereading ● Learn high-frequency words 	<ul style="list-style-type: none"> ● Pay attention to bold words ● Use new vocabulary from the book in discussions or when retelling

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	COMPREHENSION	PHONICS	FLUENCY	VOCABULARY
LEVELS H AND I	<ul style="list-style-type: none"> ● Describe main characters and the reasons for their actions ● Discuss setting ● Discuss plot elements ● Use text features to comprehend informational text ● Build background knowledge with less familiar topics ● Infer using background knowledge and the text ● Discuss theme using text evidence 	<ul style="list-style-type: none"> ● Use syllables to decode longer words ● Long vowel patterns (including <i>igh, eigh</i>) ● Diphthongs (<i>oi, oy, ou, ow</i>) ● Variant vowels (<i>au, aw, oo, ough</i>) ● Learn -r controlled vowels (<i>er, ar, or, ir, ur</i>) ● Silent letters (<i>kn, wr, gn</i>) ● Syllable types: closed, open, VCe, vowel team, vowel + r 	<ul style="list-style-type: none"> ● Transition to silent reading ● Read in a more fluent, phrased way ● Read with intonation, using end punctuation ● Read dialogue with expression ● Review high-frequency words as needed 	<ul style="list-style-type: none"> ● Notice new vocabulary when reading and stop to figure out word meaning ● Pay attention to specialized vocabulary in informational text