

Key Reading Behaviors *for* Transitional Levels

Levels J–M

	COMPREHENSION	PHONICS	FLUENCY	VOCABULARY
LEVELS J AND K	<ul style="list-style-type: none"> ● Skim and predict before reading ● Use genre characteristics to comprehend a wide variety of text (folktales, fables, realistic fiction, simple biographies) ● Read chapter books over more than one day ● Use text features, graphics, and bold print to get meaning in informational text ● Make connections to understand ● Self-monitor and reread to fix comprehension ● Discuss what was read (character traits, changes, and interactions; theme; central idea, text features, and structure) ● Infer using the text and background knowledge ● Retell 	<ul style="list-style-type: none"> ● Use syllables to decode longer words ● Long vowel patterns (including <i>igh</i>, <i>eigh</i>) ● Diphthongs (<i>oi</i>, <i>oy</i>, <i>ou</i>, <i>ow</i>) ● Variant vowels (<i>au</i>, <i>aw</i>, <i>oo</i>, <i>ough</i>) ● -R controlled vowels (<i>ar</i>, <i>er</i>, <i>ir</i>, <i>ur</i>, <i>or</i>, <i>ore</i>) ● Silent letters (<i>kn</i>, <i>wr</i>, <i>gn</i>) ● Syllable types (when decoding words with more than one syllable) <ol style="list-style-type: none"> 1. Closed syllable 2. Open syllable 3. VCe syllable 	<ul style="list-style-type: none"> ● Read silently ● Read in a more fluent, phrased way ● Read orally with intonation, using end punctuation ● Read dialogue with expression ● Read many high-frequency words automatically 	<ul style="list-style-type: none"> ● Notice new vocabulary when reading and stop to figure out word meaning while self-monitoring ● Pay attention to specialized vocabulary in informational text ● Use new vocabulary in retelling

(Continued)

	COMPREHENSION	PHONICS	FLUENCY	VOCABULARY
LEVELS L AND M	<ul style="list-style-type: none"> ● Skim and predict before reading ● Understand more complex plots with numerous episodes and changes in setting ● Build background knowledge with less familiar topics ● Recognize themes across texts and make connections ● Understand perspectives of many characters (point of view) ● Identify and use text features and structures when reading informational text (chronological order, description, compare and contrast, cause and effect) ● Determine importance ● Infer using background knowledge and the text ● Self-monitor ● Summarize 	<ul style="list-style-type: none"> ● Use syllables to decode words with two to four syllables ● 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, ore, ir, ur, ear</i>) ● Silent letters (<i>kn, wr, gn</i>) ● Prefixes (<i>un, re, pre, mis, dis, im, in</i>) ● Suffixes (<i>ing, ed, es, ly, able, ible, less</i>) ● Syllable types (when decoding words with more than one syllable) <ol style="list-style-type: none"> 1. Closed syllable 2. Open syllable 3. VCe syllable 4. Vowel team syllable 5. Vowel + r syllable 6. Stable final syllable 	<ul style="list-style-type: none"> ● Transition to silent reading ● Read smoothly in phrases ● Read with intonation, using punctuation ● Read dialogue with expression ● Read most one-and two-syllable words by sight 	<ul style="list-style-type: none"> ● Pay attention to and understand figurative language ● Stop and reread if meaning of a word is unknown ● Notice new specialized technical vocabulary and its meaning ● Pay attention to multiple meaning words and homophones ● Use a glossary to determine meaning of unknown words