Altama Elementary School
Week of February 8, 2021 Clarity Statements

Learning Target	Success Criteria	Teacher Clarity
We are learning and understanding new words to help us become awesome readers.	**Level A:** *I can understand main concepts in stories and illustrations. *I can differentiate print from pictures. *I can begin to match word by word. *I can remember and use familiar language patterns. **Level B:** *I can begin to control word by word matching across two lines of text, pointing with one finger. *I can talk about ideas in the text. *I can remember and use language patterns in the text. *I can pay close attention to print. **Level C:** *I can demonstrate control of word-by-word matching across several lines of text.	*What are you learning today? *How will you know when you have learned it? *Why are you learning it? *What happens if you get stuck? *Where to next?

*I can talk about ideas in the text.
*I can remember and use language patterns in the text.
*I can solve some new words independently.

Level D:

*I can demonstrate control of word-by-word matching with eyes, using finger only at point of difficulty.
*I can talk about ideas in the text.
*I can remember and use language patterns and repeating events over longer stretches of text.
*I can solve some new words independently.

Level E:

*I can read the text softly.
*I can track print with my eyes, using my finger only at points of difficulty.
*I can talk about ideas in the text.
* I can recognize many words quickly and automatically.
*I can solve new words independently.
*I can reread to search for meaning and accuracy.

	Level F: *I can read the text softly. *I can track print with my eyes, using my finger only at points of difficulty. *I can use sound/letter relationships and pictures to figure out new words. *I can recognize most words quickly and automatically. *I can solve most new words independently. *I can reread to figure out words, self-correct, or improve expression. *I can read fluently, paying attention to punctuation. *I can move quickly through the text. **Level G:** *I can track print with eyes, occasionally using finger at points of difficulty. *I can use sound/letter relationships and pictures to figure out new words. *I can recognize most words quickly and automatically. *I can solve most new words independently.	

*I can reread to figure out words, self-correct, or improve expression.
*I can read fluently, paying attention to punctuation.
*I can move quickly through the text.
* I can reread to figure out words, self-correct, or improve expression.
*In oral reading, I can reread some words to self-correct.

Level H:
*I can tack print with my eyes, using finger at points of difficulty.
*I can use sound/letter relationships and pictures to figure out new words.
*I can recognize most words quickly and automatically.
*I can solve most new words independently.
*I can read fluently and rapidly, paying attention to punctuation.
*I can reread to figure out words, self-correct, or improve expression.

	<u>Level I:</u> *I can begin to silently read some of the text. * I can follow the print with my eyes. *I can figure out new words using a variety of strategies. *I can use meaning, structure, an visual cues to understand the story and figure out new words. *In oral reading, I can reread some words to self-correct. **<u>Level J:</u>** *I can follow the print with my eyes. *I can read fluently, slowing down to figure out new words and then resume speed. *I can figure out new words using a variety of strategies. *I can use meaning, structure, and visual cues to understand the story and figure out new words. *In oral reading, I can reread some words to self-correct.	

	Level K: *I can read silently much of the time. *I can read fluently, slowing down to figure out new words and then resume my speed. *I can use meaning, structure, and visual cues to understand the story and figure out new words. *I can sustain attention to details of a longer text read over several days.	