## Reading and Taking Notes
Developed by Shelley Fairbairn, Ph.D.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Gains meaning primarily from visual support (e.g., pictures, graphic organizers, icons); if literate in the first language, may start to transfer those skills to English when provided with high-quality, visually supported reading instruction; preliterate students may begin to develop reading skills in English when provided with high-quality, visually supported reading instruction.</td>
<td><strong>Reading</strong></td>
<td>Derives meaning from increasingly complex sentence- and paragraph-level text, but requires visual and teacher support; draws upon background knowledge and previous experiences to make sense of longer text.</td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Dictates phrases and simple sentences, writes phrases and simple sentences with occasional content and academic vocabulary when supported, errors often obstruct meaning.</td>
<td><strong>Writing</strong></td>
<td>Writes increasingly complex sentences with a wide range of social vocabulary and a developing range of content and academic vocabulary related to concrete and abstract concepts; errors do not typically construct meaning.</td>
<td><strong>Writing</strong></td>
</tr>
</tbody>
</table>

### Language-based Expectations:
- Read a few sentences from the chapter
- Summarize a key cause-and-effect relationship in the passage in note form
- Read a paragraph and a few additional sentences from the chapter
- Summarize key cause-and-effect relationships in the passage in note form
- Read a few paragraphs of the chapter
- Summarize key cause-and-effect relationships in the passage in note form
- Read most of the entire chapter (this can vary)
- Summarize most of the cause-and-effect relationships in the passage in note form

### Standards-based Content/Topic (from the curriculum):
on tsunamis

### Scaffolding/Support:
- Pre-teaching of key vocabulary using pictures/video
- A video about tsunamis to build background
- Teacher modeling
- A graphic organizer with pictures to label
- Assistance from paraeducator
- Pre-teaching of key vocabulary using pictures/video
- A video about tsunamis to build background
- Teacher modeling
- A graphic organizer with sections headings and simple sentence frames and pictures
- Assistance from paraeducator
- Pre-teaching of key vocabulary using pictures/video
- A video about tsunamis to build background
- Teacher modeling
- A graphic organizer with section headings and sentence starters
- Assistance from paraeducator
- A video about tsunamis to build background
- Teacher modeling
- A graphic organizer with section headings
- Teacher modeling

### Fully English Proficient

Source of template and level descriptors: