# ← READING CONTINUUM →

| | Preconventional (Ages 3-5) | Emerging (Ages 4-6) | Developing (Ages 5-7) | Beginning (Ages 6-8) | Expanding (Ages 7-9) |
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| **Types of Text and Oral Reading** | • Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.<br>• Shows interest in reading signs, labels, and logos (environmental print).<br>• Recognizes own name in print. | • Memorizes pattern books, poems, and familiar books.<br>• Begins to read signs, labels, and logos (environmental print). | • Reads books with simple patterns.<br>• Begins to read own writing. | • Reads simple early-reader books.<br>• Reads harder early-reader books.<br>• Reads and follows simple written directions with guidance.<br>• Identifies basic genres (e.g., fiction, nonfiction, and poetry).<br>• Uses basic punctuation when reading orally. | • Reads easy chapter books.<br>• Chooses, reads, and finishes a variety of materials at appropriate level with guidance.<br>• Begins to read aloud with fluency. |
| **Attitude** | | • Demonstrates eagerness to read. | • Begins to read independently for short periods (5-10 minutes).<br>• Discusses favorite reading material with others. | • Reads independently (10-15 minutes).<br>• Chooses reading materials independently.<br>• Learns and shares information from reading. | • Reads silently for increasingly longer periods (15-30 minutes). |
| **Reading Strategies** | • Holds book and turns pages correctly.<br>• Shows beginning/end of book or story.<br>• Knows some letter names. | • Pretends to read.<br>• Uses illustrations to tell stories.<br>• Reads top to bottom, left to right, and front to back with guidance.<br>• Knows most letter names and some letter sounds.<br>• Recognizes some names and words in context.<br>• Makes meaningful predictions with guidance. | • Relies on illustrations and print.<br>• Uses finger-print-voice matching.<br>• Knows most letter sounds and letter clusters.<br>• Recognizes simple words.<br>• Uses growing awareness of sound segments (e.g. phonemes, syllables, rhymes) to read words.<br>• Begins to make meaningful predictions.<br>• Identifies titles and authors in literature (text features). | • Uses meaning cues (context).<br>• Uses sentence cues (grammar).<br>• Uses letter/sound cues and patterns (phonics).<br>• Recognizes word endings, common contractions, and many high frequency words.<br>• Begins to self-correct. | • Uses reading strategies appropriately, depending on the text and purpose.<br>• Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words.<br>• Increases vocabulary by using meaning cues (context).<br>• Self-corrects for meaning.<br>• Follows written directions.<br>• Identifies chapter titles and table of contents (text organizers). |
| **Comprehension and Response** | • Listens and responds to literature.<br>• Comments on illustrations in books.<br>• Participates in group reading (books, rhymes, poems, and songs). | • Rhymes and plays with words.<br>• Participates in reading of familiar books and poems.<br>• Connects books read aloud to own experiences with guidance. | • Retells main event or idea in literature.<br>• Participates in guided literature discussions. | • Retells beginning, middle, and end with guidance.<br>• Discusses characters and story events with guidance. | • Summarizes and retells story events in sequential order.<br>• Responds to and makes personal connections with facts, characters, and situations in literature.<br>• Compares and contrasts characters and story events.<br>• "Reads between the lines" with guidance. |
| **Self Evaluation** | | | • Sees self as reader.<br>• Explains why literature is liked/disliked during class discussions with guidance. | • Identifies own reading behaviors with guidance. | • Identifies own reading strategies and sets goals with guidance. |

# READING CONTINUUM

| | Bridging (Ages 8-10) | Fluent (Ages 9-11) | Proficient (Ages 10-13) | Connecting (Ages 11-14) | Independent |
|---|---|---|---|---|---|
| **Types of Text and Oral Reading** | • Reads medium level chapter books.<br>• Chooses reading materials at appropriate level.<br>• Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).<br>• Reads aloud with expression. | • Reads challenging children's literature.<br>• Selects, reads, and finishes a wide variety of genres with guidance.<br>• Begins to develop strategies and criteria for selecting reading materials.<br>• Reads aloud with fluency, expression, and confidence. | • Reads complex children's literature.<br>• Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance.<br>• Develops strategies and criteria for selecting reading materials independently. | • Reads complex children's literature and young adult literature.<br>• Selects, reads, and finishes a wide variety of genres independently. | • Reads young adult and adult literature.<br>• Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry).<br>• Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms) |
| **Attitude** | | • Reads silently for extended periods (30-40 min.). | | • Begins to choose challenging reading materials and projects. | • Reads challenging material for pleasure independently.<br>• Reads challenging material for information and to solve problems independently.<br>• Perseveres through complex reading tasks. |
| **Reading Strategies** | • Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.<br>• Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance.<br>• Gathers and uses information from graphs, charts, tables, and maps with guidance.<br>• Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.<br>• Demonstrates understanding of the difference between fact and opinion.<br>• Follows multi-step written directions independently. | • Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.<br>• Gathers information using the table of contents, captions, glossary, and index (text organizers) independently.<br>• Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. | • Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.<br>• Gathers and analyzes information from graphs, charts, tables, and maps with guidance.<br>• Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.<br>• Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. | • Integrates nonfiction information to develop deeper understanding of a topic independently.<br>• Begins to gather, analyze, and use information from graphs, charts, tables, and maps. | • Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently. |
| **Comprehension and Response** | • Discusses setting, plot, characters, and point of view (literary elements) with guidance.<br>• Responds to issues and ideas in literature as well as facts or story events.<br>• Makes connections to other authors, books, and perspectives.<br>• Participates in small group literature discussions with guidance.<br>• Uses reasons and examples to support ideas and opinions with guidance. | • Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft.<br>• Generates thoughtful oral and written responses in small group literature discussions with guidance.<br>• Begins to use new vocabulary in different subjects and in oral and written response to literature.<br>• Begins to gain deeper meaning by "reading between the lines." | • Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing).<br>• Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft.<br>• Begins to generate in-depth responses in small group literature discussions.<br>• Begins to generate in-depth written responses to literature.<br>• Uses increasingly complex vocabulary in different subjects and in oral and written response to literature.<br>• Uses reasons and examples to support ideas and conclusions.<br>• Probes for deeper meaning by "reading between the lines" in response to literature. | • Generates in-depth responses and sustains small group literature discussions.<br>• Generates in-depth written responses to literature.<br>• Begins to evaluate, interpret, and analyze reading content critically.<br>• Begins to develop criteria for evaluating literature.<br>• Seeks recommendations and opinions about literature from others. | • Analyzes literary devices (e.g., metaphors, imagery, irony, and satire).<br>• Contributes unique insights and supports opinions in complex literature discussions.<br>• Adds depth to responses to literature by making insightful connections to other reading and experiences.<br>• Evaluates, interprets, and analyzes reading content critically.<br>• Develops and articulates criteria for evaluating literature. |
| **Self Evaluation** | | • Begins to set goals and identifies strategies to improve reading. | | • Sets reading challenges and goals independently. | • Pursues a widening community of readers independently. |

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