

# READING CONTINUUM

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> <li> Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.</li> <li> Shows interest in reading signs, labels, and logos (environmental print).</li> <li> Recognizes own name in print.</li> <li><input checked="" type="checkbox"/> Holds book and turns pages correctly.</li> <li><input checked="" type="checkbox"/> Shows beginning/end of book or story.</li> <li><input checked="" type="checkbox"/> Knows some letter names.</li> <li> Listens and responds to literature.</li> <li> Comments on illustrations in books.</li> <li> Participates in group reading (books, rhymes, poems, and songs).</li> </ul>	<ul style="list-style-type: none"> <li> Memorizes pattern books, poems, and familiar books.</li> <li> Begins to read signs, labels, and logos (environmental print).</li> <li> Demonstrates eagerness to read.</li> <li><input checked="" type="checkbox"/> Pretends to read.</li> <li><input checked="" type="checkbox"/> Uses illustrations to tell stories.</li> <li><input checked="" type="checkbox"/> Reads top to bottom, left to right, and front to back with guidance.</li> <li><input checked="" type="checkbox"/> Knows most letter names and some letter sounds.</li> <li><input checked="" type="checkbox"/> Recognizes some names and words in context.</li> <li><input checked="" type="checkbox"/> Makes meaningful predictions with guidance.</li> <li> Rhymes and plays with words.</li> <li> Participates in reading of familiar books and poems.</li> <li> Connects books read aloud to own experiences with guidance.</li> </ul>	<ul style="list-style-type: none"> <li> Reads books with simple patterns.</li> <li> Begins to read own writing.</li> <li> Begins to read independently for short periods (5-10 minutes).</li> <li> Discusses favorite reading material with others.</li> <li><input checked="" type="checkbox"/> Relies on illustrations and print.</li> <li><input checked="" type="checkbox"/> Uses finger-print-voice matching.</li> <li><input checked="" type="checkbox"/> Knows most letter sounds and letter clusters.</li> <li><input checked="" type="checkbox"/> Recognizes simple words.</li> <li><input checked="" type="checkbox"/> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.</li> <li><input checked="" type="checkbox"/> Begins to make meaningful predictions.</li> <li><input checked="" type="checkbox"/> Identifies titles and authors in literature (text features).</li> <li> Retells main event or idea in literature.</li> <li> Participates in guided literature discussions.</li> <li> Sees self as reader.</li> <li> Explains why literature is liked/disliked during class discussions with guidance.</li> </ul>	<ul style="list-style-type: none"> <li> Reads simple early-reader books.</li> <li> Reads harder early-reader books.</li> <li> Reads and follows simple written directions with guidance.</li> <li> Identifies basic genres (e.g., fiction, nonfiction, and poetry).</li> <li> Uses basic punctuation when reading orally.</li> <li> Reads independently (10-15 minutes).</li> <li> Chooses reading materials independently.</li> <li> Learns and shares information from reading.</li> <li><input checked="" type="checkbox"/> Uses meaning cues (context).</li> <li><input checked="" type="checkbox"/> Uses sentence cues (grammar).</li> <li><input checked="" type="checkbox"/> Uses letter/sound cues and patterns (phonics).</li> <li><input checked="" type="checkbox"/> Recognizes word endings, common contractions, and many high frequency words.</li> <li><input checked="" type="checkbox"/> Begins to self-correct.</li> <li> Retells beginning, middle, and end with guidance.</li> <li> Discusses characters and story events with guidance.</li> <li> Identifies own reading behaviors with guidance.</li> </ul>	<ul style="list-style-type: none"> <li> Reads easy chapter books.</li> <li> Chooses, reads, and finishes a variety of materials at appropriate level with guidance.</li> <li> Begins to read aloud with fluency.</li> <li> Reads silently for increasingly longer periods (15-30 minutes).</li> <li><input checked="" type="checkbox"/> Uses reading strategies appropriately, depending on the text and purpose.</li> <li><input checked="" type="checkbox"/> Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words.</li> <li><input checked="" type="checkbox"/> Increases vocabulary by using meaning cues (context).</li> <li><input checked="" type="checkbox"/> Self-corrects for meaning.</li> <li><input checked="" type="checkbox"/> Follows written directions.</li> <li><input checked="" type="checkbox"/> Identifies chapter titles and table of contents (text organizers).</li> <li> Summarizes and retells story events in sequential order.</li> <li> Responds to and makes personal connections with facts, characters, and situations in literature.</li> <li> Compares and contrasts characters and story events.</li> <li> "Reads between the lines" with guidance.</li> <li> Identifies own reading strategies and sets goals with guidance.</li> </ul>
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> <li> Reads medium level chapter books.</li> <li> Chooses reading materials at appropriate level.</li> <li> Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).</li> <li> Reads aloud with expression.</li> <li><input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.</li> <li><input checked="" type="checkbox"/> Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance.</li> <li><input checked="" type="checkbox"/> Gathers and uses information from graphs, charts, tables, and maps with guidance.</li> <li><input checked="" type="checkbox"/> Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.</li> <li><input checked="" type="checkbox"/> Demonstrates understanding of the difference between fact and opinion.</li> <li><input checked="" type="checkbox"/> Follows multi-step written directions independently.</li> <li> Discusses setting, plot, characters, and point of view (literary elements) with guidance.</li> <li> Responds to issues and ideas in literature as well as facts or story events.</li> <li> Makes connections to other authors, books, and perspectives.</li> <li> Participates in small group literature discussions with guidance.</li> <li> Uses reasons and examples to support ideas and opinions with guidance.</li> </ul>	<ul style="list-style-type: none"> <li> Reads challenging children's literature.</li> <li> Selects, reads, and finishes a wide variety of genres with guidance.</li> <li> Begins to develop strategies and criteria for selecting reading materials.</li> <li> Reads aloud with fluency, expression, and confidence.</li> <li> Reads silently for extended periods (30-40 min.).</li> <li><input checked="" type="checkbox"/> Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.</li> <li><input checked="" type="checkbox"/> Gathers information using the table of contents, captions, glossary, and index (text organizers) independently.</li> <li><input checked="" type="checkbox"/> Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas.</li> <li> Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft.</li> <li> Generates thoughtful oral and written responses in small group literature discussions with guidance.</li> <li> Begins to use new vocabulary in different subjects and in oral and written response to literature.</li> <li> Begins to gain deeper meaning by "reading between the lines."</li> <li> Begins to set goals and identifies strategies to improve reading.</li> </ul>	<ul style="list-style-type: none"> <li> Reads complex children's literature.</li> <li> Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance.</li> <li> Develops strategies and criteria for selecting reading materials independently.</li> <li><input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.</li> <li><input checked="" type="checkbox"/> Gathers and analyzes information from graphs, charts, tables, and maps with guidance.</li> <li><input checked="" type="checkbox"/> Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.</li> <li><input checked="" type="checkbox"/> Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently.</li> <li> Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing).</li> <li> Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft.</li> <li> Begins to generate in-depth responses in small group literature discussions.</li> <li> Begins to generate in-depth written responses to literature.</li> <li> Uses increasingly complex vocabulary in different subjects and in oral and written response to literature.</li> <li> Uses reasons and examples to support ideas and conclusions.</li> <li> Probes for deeper meaning by "reading between the lines" in response to literature.</li> </ul>	<ul style="list-style-type: none"> <li> Reads complex children's literature and young adult literature.</li> <li> Selects, reads, and finishes a wide variety of genres independently.</li> <li> Begins to choose challenging reading materials and projects.</li> <li><input checked="" type="checkbox"/> Integrates nonfiction information to develop deeper understanding of a topic independently.</li> <li><input checked="" type="checkbox"/> Begins to gather, analyze, and use information from graphs, charts, tables, and maps.</li> <li> Generates in-depth responses and sustains small group literature discussions.</li> <li> Generates in-depth written responses to literature.</li> <li> Begins to evaluate, interpret, and analyze reading content critically.</li> <li> Begins to develop criteria for evaluating literature.</li> <li> Seeks recommendations and opinions about literature from others.</li> <li> Sets reading challenges and goals independently.</li> </ul>	<ul style="list-style-type: none"> <li> Reads young adult and adult literature.</li> <li> Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry).</li> <li> Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms)</li> <li> Reads challenging material for pleasure independently.</li> <li> Reads challenging material for information and to solve problems independently.</li> <li> Perseveres through complex reading tasks.</li> <li><input checked="" type="checkbox"/> Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently.</li> <li> Analyzes literary devices (e.g., metaphors, imagery, irony, and satire).</li> <li> Contributes unique insights and supports opinions in complex literature discussions.</li> <li> Adds depth to responses to literature by making insightful connections to other reading and experiences.</li> <li> Evaluates, interprets, and analyzes reading content critically.</li> <li> Develops and articulates criteria for evaluating literature.</li> <li> Pursues a widening community of readers independently.</li> </ul>