

Reading Continuum

Early Emergent

- * Begins to choose reading materials and has favorites
- * Shows interest in reading environmental print
- * Recognizes own name in print
- * Holds book, correctly turns pages
- * Shows beginning and end of book
- * Knows some letter names
- * Listens and responds to literature
- * Comments on illustrations in books
- * Participates in group reading, rhymes, poems and songs

Emergent

- * Memorizes pattern books, poems and familiar books
- * Begins to read environmental print
- * Eager to read
- * Pretends to read
- * Uses illustrations to tell stories
- * Reads top to bottom, left to right and front to back with guidance
- * Knows most letter names and some letter sounds
- * Recognizes names and words in context
- * Begins to make meaningful predictions
- * Rhymes and plays with words
- * Participates in reading of familiar books
- * Connects books read aloud to own experiences

Developing

- * Reads books with simple patterns
- * Begins to read independently for short periods
- * Chooses reading material independently
- * Sees self as reader
- * Shares favorite reading materials with others
- * Learns information from reading and shares with others
- * Relies on print and illustrations
- * Knows most letter sounds
- * Recognizes simple words
- * Make meaningful predictions
- * Notices own errors
- * Uses finger-voice print matching
- * Identifies title and author in print literature
- * Retells main idea in literature
- * Participates in guided literature discussions

Beginning

- * Reads simple early reader books
- * Reads harder early-reader books
- * Identifies basic genres
- * Uses basic punctuation when reading orally
- * Reads independently (10-15 minutes)
- * Relies on print more than illustrations
- * Uses context cues (meaning)
- * Uses grammar cues (sentence structure)
- * Uses word structure cues (prefix, suffix, and base words)
- * Uses letter/sound cues
- * Recognizes high frequency words by sight
- * Begins to alphabetize lists
- * Identifies point of view with guidance
- * Begins to self correct
- * Identifies characters in stories
- * Retells beginning, middle and end with guidance
- * Explains why literature is liked and disliked

Expanding

- * Reads beginning chapter books
- * Reads and finishes a variety of materials with guidance
- * Chooses reading materials at appropriate levels with guidance
- * Begins to read aloud with fluency
- * Reads silently for short periods (15-30 minutes)
- * Uses reading strategies appropriately depending on the text and purpose
- * Begins to use context cues to increase vocabulary
- * Self corrects for meaning
- * Follows written directions
- * Identifies text organizers (table of contents, chapter title)
- * Retells story events in sequential order
- * Responds to and makes personal connections with facts, characters and situations in literature
- * Participates in small group literature discussions with guidance
- * Identifies own reading strategies and sets goals with guidance

Bridging

- * Reads minimum level chapter books
- * Identifies different genres
- * Begins to read aloud with expression
- * Silent reads for extended periods (30-40 minutes)
- * Uses resources to locate and sort information with guidance
- * Demonstrates understanding of the difference between fact and opinion

- * Identifies glossary, captions and index
- * Uses alphabetical order to locate information
- * Summarizes with reference to setting, plot and characters
- * Responds to issues and ideas in literature as well as facts or story events
- * Makes connections to other authors, books and other perspectives

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Fluent

- * Reads challenging children's literature
- * Selects, reads and finishes a wide variety of genres
- * Chooses reading materials at appropriate level
- * Reads aloud with expression and confidence
- * Uses resources to increase vocabulary independently
- * Uses resources to locate information independently
- * Uses organization of non-fiction texts to locate information (titles, index, and table of contents)
- * Gathers information from graphs, charts, tables and maps with guidance
- * Gains deeper meaning by "reading between the lines" with guidance
- * Summarizes with reference to setting, plot, characters and author's purpose (literary elements)
- * Begins to use new vocabulary in oral and written response to literature
- * Generates thoughtful oral and written responses in small group literature discussions with guidance
- * Evaluates own reading and sets goals with guidance

Proficient

- * Reads Complex children's literature
- * Actively seeks out challenging materials
- * Integrates non-fiction information to develop deeper understanding of topic
- * Gathers information from graphs, charts, tables, and maps independently
- * Uses reasons and examples to support ideas and conclusions
- * Gains deeper meaning by reading between the lines independently
- * Discusses literature with reference to theme, author's purpose and style
- * Uses increasingly complex vocabulary in oral and written responses to literature
- * Generates in-depth responses in small group literature discussions
- * Sets own goals and identifies strategies to improve reading

Independent

- * Reads young adult and adult literature
- * Chooses and comprehends a wide variety of sophisticated materials with ease
- * Reads for pleasure with ease
- * Reads for information and to solve problems with ease
- * Preserves through complex reading tasks
- * Chooses to evaluate, interpret and analyze content critically
- * Adds depth to response to literature by making connections to other reading and

experiences

- * Seeks recommendations and opinions about literature from others
- * Participates in complex literature discussions

* Adapted from Bainbridge Island School District
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