How to Plot/Place a Student on a Developmental Reading Continuum

### Developmental Reading Continuum (Phase 1)

**Emergent**
- Uses simple, predictable books with pictures
- Recognizes familiar words and numbers
- Creates connections by sharing daily feelings and stories
- "Reads" from pictures and content
- Represents own emotions

**Beginning**
- Uses books with simple narratives
- Recognizes familiar words and numbers
- Creates connections by sharing daily feelings and stories
- "Reads" from pictures and content
- Represents own emotions

**Developing**
- Uses books with simple narratives
- Recognizes familiar words and numbers
- Creates connections by sharing daily feelings and stories
- "Reads" from pictures and content
- Represents own emotions

**Transitional**
- Uses books with simple narratives
- Recognizes familiar words and numbers
- Creates connections by sharing daily feelings and stories
- "Reads" from pictures and content
- Represents own emotions

**Expanding**
- Uses books with simple narratives
- Recognizes familiar words and numbers
- Creates connections by sharing daily feelings and stories
- "Reads" from pictures and content
- Represents own emotions

**Bridge**
- Uses books with simple narratives
- Recognizes familiar words and numbers
- Creates connections by sharing daily feelings and stories
- "Reads" from pictures and content
- Represents own emotions

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**The reader**
- Shares and reads a variety of patterns including picture books, longer texts, and predictable text structures for enjoyment.
- Represents own emotions
- "Reads" from pictures and content
- Represents own emotions

**Chances and Mark**
- Uses a variety of patterns across reading, writing, and the world
- "Reads" from pictures and content
- Represents own emotions

**Children and Read Aloud**
- Uses a variety of patterns for enjoyment and growth.
- "Reads" from pictures and content
- Represents own emotions

**Teachers**
- Uses a variety of patterns for enjoyment and growth.
- "Reads" from pictures and content
- Represents own emotions

**How to Plot/Place a Student on a Developmental Reading Continuum**

1. **Identify the student's reading level**
   - Use the Continuum to identify the student's current reading level.

2. **Set the student's reading goal**
   - Determine the student's next reading level based on the Continuum.

3. **Monitor the student's progress**
   - Regularly assess the student's reading level to ensure they are on track.

4. **Adjust the student's reading goal**
   - If necessary, adjust the student's reading goal to match their current reading level.

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**Developmental characteristics of what proficient learners feel, know, and demonstrate along their learning journey:**
- The reader
- The writer
- The thinker
- The learner

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**For further information and suggestions, please refer to the following:**
- The Continuum on the Manitoba Education, Citizenship and Youth website at: <https://www.edu.gov.mb.ca/search/developmental.html>