

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

When preparing to plot/place a student on a developmental reading continuum, educators keep in mind that a developmental continuum will reflect a learner's consistent performance at specific times across a school year in relation to "milestone" stages of reading development. Rather than providing a checklist of behaviours, a scope and sequence of content skills, a trajectory of a step-by-step process, or a rubric of performance levels, a developmental continuum describes the observable developmental characteristics of what proficient learners feel, know, and demonstrate along their learning journey.* The continuum descriptors are based on targeted learning outcomes from the English language arts curriculum.

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* For another definition of developmental continua, please refer to the Glossary in the following resource:

Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at <www.edu.gov.mb.ca/k12/docs/support/multilevel/glossary.pdf>.

Teachers will reflect on the learner within the instructional and assessment process over a period of time. Drawing on a variety of evidence of a student's learning, teachers plot/place the student on a developmental reading continuum, through a process such as the following:

- Scan the observable behaviours (continuum descriptors) across the developmental stages in order to identify the student's approximate stage of development.
- Examine closely the behaviours described at the chosen developmental stage and determine whether they depict, in general, the behaviours of the student, as observed in a variety of literacy-rich learning and teaching contexts over a term.
- Scan the descriptors on either side of the chosen developmental stage. Generally, students will exhibit behaviours across more than one developmental stage (across three stages can be expected).
- Reflect on the strategies used by the student to make meaning. This evidence of learning is collected by the student and the teacher (e.g., through student goals/action plans, portfolio samples, conversations, learning logs, teacher and student reflections, focused observations) over the term to identify what the learner feels, knows, and can do.
- Highlight, or date, each descriptor that is validated by the evidence of learning collected over the term. Not all descriptors will be relevant for each learner—some descriptors will not be highlighted.
- Determine, as a learning community or school, how often the developmental continuum will be updated (no more than three times during a school year). Using a different coloured highlighter for each term shows the student's learning over the school year. Schools may also plan to use the continuum from year to year to create a developmental profile of each student.

Educators also use the developmental reading continuum for a variety of other purposes, including, but not limited to, the following:

- Plan next steps for instruction and differentiation.
- Guide conversations to gain a deeper understanding of the Kindergarten to Grade 4 English language arts curriculum and the literacy learning journey of all students.
- Track students at the school and school division levels.
- Report or share the reading process with parents and guardians.
- Scaffold goal setting for literacy learners.
- Support children in choosing a wide variety of authentic literature for learning to read and reading to learn.
- Support assessment *for, as, and of* learning.
- Provide opportunities for constructing student-generated assessment criteria.
- Support the Grade 3 Provincial Reading Assessment.

For further information and suggestions, please refer to the Frequently Asked Questions about the Developmental Reading Continuum on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/cur/ela/drc/>.

Developmental Reading Continuum (Phase 1)

Emergent	Beginning	Developing	Transitional	Expanding	Bridging
<p>The reader</p> <ul style="list-style-type: none"> • Likes to choose texts that have been shared (<i>in Read Aloud, on interest table, in classroom library...</i>) and asks someone to read to him or her • Participates in setting whole-class reading goals • Knows front-back, top-bottom, and left-right • Uses pictures to make and revise predictions <i>B-D</i> Read Aloud • Actively engages in Read Aloud and Shared Reading of stories, chants, and rhymes (<i>by clapping, rhyming, predicting, sharing feelings and experiences...</i>) • Talks about what is real/imaginary <i>B-D-A</i> Read Aloud and Shared Reading • Talks about "sense of story" (<i>Once upon a time, favourite characters, memorable events, humour...</i>) at Read Aloud and Shared Reading • Recognizes environmental texts (<i>signs, logos, labels...</i>) • Recognizes own name and personally familiar words • Begins to make connections between letters and sounds • "Reads" books from pictures and/or memory • Makes connections by sharing ideas, feelings, and "stories" (<i>for class stories, experience charts, Shared Reading...</i>) • Responds to texts (<i>through drawing, dramatic play...</i>) 	<ul style="list-style-type: none"> • Chooses/asks for favourite texts (<i>based on personal experience, interest, author, illustrator, character...</i>) • Reflects on class reading goals, with guidance • Talks about main character, event(s), or idea(s) <i>B-D-A</i> Read Aloud • Uses own experiences, title, pictures, author, and story structure to make predictions <i>B-D</i> Read Aloud and Shared Reading • Uses title, pictures, and table of contents to talk about information and ideas <i>B-D</i> Read Aloud and Shared Reading • Talks about "pictures in my mind" <i>D</i> Read Aloud and Shared Reading • Talks about punctuation and sentences <i>D</i> Shared Reading • Flips through texts to preview <i>B</i> reading • Practises reading simple/familiar predictable texts, with strong picture support • Stops when reading does not make sense (<i>looks at pictures, asks for help, rereads...</i>) • Knows common words <i>D</i> reading • Uses letter sounds to help read unfamiliar words in texts • Represents (<i>draws, labels, acts out...</i>) favourite stories or parts of stories • Responds to Read Aloud and Shared Reading through interactive writing (<i>webs, story maps, Slim Jims...</i>) 	<ul style="list-style-type: none"> • Chooses and reads a variety of pattern/predictable texts with complex sentences and picture supports for enjoyment and curiosity • Sets and reviews personal reading goals at group/individual reading conferences • Talks about purpose/focus for reading <i>B</i> Read Aloud and Shared Reading • Uses own experiences, title, pictures, and author to make predictions <i>B-D</i> reading, with guidance • Asks questions <i>B-D-A</i> reading, with guidance • Rereads/self-corrects to make sense of texts • Knows common words across a variety of texts • Uses letter/sound patterns to problem solve unknown words <i>D</i> reading • Talks about main character(s), event(s), and idea(s)/information in texts, and makes connections to self, texts, and the world, with guidance • Records/organizes ideas and information from fiction and non-fiction texts (<i>using highlighters, self-adhesive notes, webs, story maps, graphic organizers, Slim Jims...</i>) <i>D-A</i> Read Aloud and Shared Reading • Represents reading (<i>through drawing, writing, drama...</i>) • Uses sentence patterns and interesting words from reading to create own texts, with guidance 	<ul style="list-style-type: none"> • Chooses and reads print-rich texts and series (including picture books, longer texts, and less predictable text structures) for enjoyment, information, reading buddies, and silent reading • Sets and reviews attainable reading goals at group/individual reading conferences • Explores a variety of comprehension strategies <i>B-D-A</i> Read Aloud and Shared Reading • Talks about purpose/focus for reading, with guidance • Uses title, chapter titles, story sense, table of contents, key words, and own experiences to make predictions <i>B-D</i> reading, with guidance • Asks questions, makes inferences, and draws conclusions <i>B-D-A</i> reading, with guidance • Revises predictions <i>D-A</i> reading, with guidance • Reads familiar texts fluently • Gathers, records, and organizes ideas and information from a variety of sources, with guidance • Reads and follows instructions, with guidance • Discusses characters, settings, ideas, events, information, and "pictures in my mind" (<i>at book clubs, in literature circles...</i>) • Talks about/represents connections to own experiences and other texts <i>D-A</i> Read Aloud and Shared Reading • Uses models and ideas from literature shared during Read Aloud and Shared Reading to create own texts 	<ul style="list-style-type: none"> • Chooses and reads a variety of genres (<i>fiction, non-fiction, poetry, biography, magazines, media texts...</i>) for enjoyment and inquiry • Sets, reviews, and revises attainable reading goals, with guidance • Compares and contrasts characters, setting, plot, and ideas/information from texts <i>D-A</i> Read Aloud and Shared Reading • Uses a variety of comprehension strategies when reading does not make sense, with guidance • Adjusts and revises predictions <i>D-A</i> reading • Marks texts (<i>using highlighters, self-adhesive notes...</i>) to respond, question, connect, and remember ideas <i>D</i> reading, with guidance • Identifies main ideas in texts, with guidance • Gathers and records information on a topic from a variety of sources (<i>pictures, charts, maps...</i>) • Summarizes, questions, infers, concludes, and reflects (<i>at book talks, in small groups...</i>) • Talks about/represents connections to own experiences, texts, others, and the world • Uses a variety of forms and techniques from Read Aloud, Shared Reading, and own reading to create own texts (<i>poems, personal stories, reports, puppet plays...</i>) 	<ul style="list-style-type: none"> • Chooses and reads more than one text/genre at a time • Reflects on strengths and needs to set, review, and revise attainable reading goals • Recognizes various text structures (<i>compare-contrast, problem-solution, main idea-detail, sequence...</i>) <i>B-D</i> Read Aloud and Shared Reading • Uses a variety of comprehension strategies to maintain meaning of texts <i>B-D-A</i> reading, with guidance • Knows strategies (<i>skip it; use prefixes, roots, suffixes; guess; check glossary; ask someone...</i>) to problem solve specialized vocabulary <i>D</i> reading, with guidance • Knows when making meaning breaks down (<i>no images, no conversation with the text, can't retell part read, mind wanders...</i>) <i>D</i> reading • Adjusts reading rate for different purposes (<i>Shared Reading, Readers Theatre, information gathering, enjoyment...</i>) and texts, with guidance • Reads and follows instructions • Makes notes from a variety of sources and summarizes ideas and information, with guidance • Supports inferences or explanations with evidence from the text, with guidance • Discusses/represents connections (<i>between a variety of forms, experiences, texts, others' ideas, the world...</i>) in book talks and small groups • Uses descriptive language (<i>synonyms, alliteration, adjectives...</i>) and text structures from reading in speaking, representing, and writing, with guidance

B-D-A: Before-During-After reading

Text in parentheses: Examples (The ellipses indicate that additional examples may be used.)

Sources: The descriptors for the Developmental Reading Continuum (Phase 1) have been developed from

- clustered specific learning outcomes identified in *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training, 1998)
- characteristics of skilled readers identified in *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996, 6.39)
- Appendix D: A Continuum for English Language Arts Outcomes, Kindergarten to Senior 1 [Grade 9] in *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* (Manitoba Education and Training, 1996, 83-94)