

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)