**Developmental Reading Continuum**

*Phase 1*

### The reader

- **Likes** to choose texts that have been shared (in Read Aloud, on interest table, in classroom library...) 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 B-D Read Aloud.
- Actively engages in Read Aloud and Shared Reading of stories, chants, and rhymes by clapping, rhyming, predicting, sharing feelings and experiences...)
- Talks about what is real/imaginary B-D Read Aloud and Shared Reading.
- Talks about “sense of story” (once upon a time, favourite characters, memorable events, humour...) at Read Aloud and Shared Reading.
- Recognizes environmental texts (signs, logos, labels...).
- 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” (for class stories, experience charts, Shared Reading...).
- Responds to texts (through drawing, dramatic play...).
- Chooses/asks for favourite texts (based on personal experience, interest, author, illustrator, character...).
- Reflects on class reading goals, with guidance.
- Talks about main character, event(s), or idea(s) B-D Read Aloud.
- Uses own experiences, title, pictures, author, and story structure to make predictions B-D Read Aloud and Shared Reading.
- Uses title, pictures, and table of contents to talk about information and ideas B-D Read Aloud and Shared Reading.
- Talks about “pictures in my mind” D Read Aloud and Shared Reading.
- Talks about punctuation and sentences D Shared Reading.
- Flips through texts to preview B reading.
- Practises reading simple/familiar predictable texts, with strong picture support.
- Stops when reading does not make sense (looks at pictures, asks for help, rereads...).
- Knows common words D reading.
- Uses letter sounds to help read unfamiliar words in texts.
- Represents (draws, labels, acts out...) favourite stories or parts of stories.
- Responds to Read Aloud and Shared Reading through interactive writing (webs, story maps, Slim Jims...).
- Chooses and reads a variety of pattern/predictable texts with complex sentences and picture supports for enjoyment and curiosity.
- Sets and review personal reading goals at group/individual reading conferences.
- Talks about purpose/focus for reading B Read Aloud and Shared Reading.
- Uses own experiences, title, pictures, and author to make predictions B-D reading, with guidance.
- Asks questions B-D 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 D 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 (using highlighters, word/adequate notes, webs, story maps, graphic organizers, Slim Jims...) D-A Read Aloud and Shared Reading.
- Represents reading (through drawing, writing, drama...).
- Uses sentence patterns and interesting words from reading to create own texts, with guidance.
- 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.
- Talks about purpose/focus for reading B Read Aloud and Shared Reading.
- Explores a variety of comprehension strategies B-D 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 B-D reading, with guidance.
- Asks questions, makes inferences, and draws conclusions B-D reading, with guidance.
- Revises predictions D-A reading.
- 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” (at book clubs, in literature circles...).
- Talks about/represents connections to own experiences, other texts D-A Read Aloud and Shared Reading.
- Uses models and ideas from literature shared during Read Aloud and Shared Reading to create own texts.
- Chooses and reads a variety of genres (fiction, non-fiction, poetry, biography, magazines, media texts...) for enjoyment and inquiry.
- Sets, reviews, and revises attainable reading goals, with guidance.
- Compares and contrasts characters, setting, plot, and ideas/information from texts D-A Read Aloud and Shared Reading.
- Uses a variety of comprehension strategies when reading does not make sense, with guidance.
- Adjusts and revises predictions D-A reading.
- Marks Texts (using highlighters, self/adhesive notes...) to respond, question, connect, and remember ideas D reading, with guidance.
- Identifies main ideas in texts, with guidance.
- Gathers and records information on a topic from a variety of sources (pictures, charts, maps...).
- Summarizes, questions, infers, concludes, and reflects (at book talks, in small groups...).
- 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 (poems, personal stories, reports, puppet plays...).
- 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 (compare-contrast, problem-solution, main idea-detail, sequence...) B-D Read Aloud and Shared Reading.
- Uses a variety of comprehension strategies to maintain meaning of texts B-D-A reading, with guidance.
- Knows strategies (skip it, use prefixes, roots, suffixes, guess, check glossary, ask someone...) to problem solve.
- Specialized vocabulary D reading, with guidance.
- Knows when making meaning breaks down (no images, no conversation with the text, can’t retell part read, mind wanders...) D reading.
- Adjusts reading rate for different purposes (Shared Reading, Readers’ Theatre, information gathering, enjoyment...) 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 (between a variety of forms, experiences, texts, others’ ideas, the world...) in book talks and small groups.
- Uses descriptive language (synonyms, alliteration, adjectives...) and text structures from reading in speaking, representing, and writing, with guidance.

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**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).
- 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).