

Reading Continuum 4-8

(Draft 4-15-09)

3 rd grade	4 th Grade	5 th Grade	6 th Grade	7 th -8 th Grade	8 th Grade ⇒
	Bridging (Ages 8-11) Reading Level O-R* or DRA level 38-40	Fluent (Ages 9-12) Reading Level R-U* or DRA level 40-50	Proficient (Ages 10-13) Reading Level T-W* or DRA level 50-60	Connecting (Ages 11-14) Reading Level V-Y* or DRA level 60-70	Independent (Ages 14+) Reading Level X-Z+* or DRA level 80
CO Standard 5 Uses Text Features and Resources	<ul style="list-style-type: none">●Gathers information by using text features with guidance.●Begins to use illustrations, graphs, charts, tables, and maps to support information from text.●Begins to recognize non-fiction organizational text structures*.●Uses reliable sources (technology and non-fiction resources) to locate and sort information with guidance.	<ul style="list-style-type: none">●Begins to gather information using the text features.●Uses illustrations, graphs, charts, tables, and maps to support information from text.●Recognizes non-fiction organizational text structures*.●Begins to use reliable sources (technology, and nonfiction resources) to locate and sort information.●Examines the reliability of expository text with guidance.	<ul style="list-style-type: none">●Analyzes and uses information from text features, illustrations, graphs, charts, tables, and maps to inform and broaden understanding with guidance.●Uses organizational text structures of reliable sources (technology, and nonfiction resources) to locate and sort information.●Begins to examine the reliability of expository text.●Evaluates relevant sources for bias with guidance.●Uses technology to find appropriate sources with guidance.●Compares resources to decide which is more relevant for the purpose with guidance.	<ul style="list-style-type: none">●Begins to analyze and use information from illustrations, graphs, charts, tables, and maps to inform and broaden understanding.●Examines the reliability of expository text.●Begins to evaluate relevant sources for bias.●Begins to use technology to find appropriate sources.●Begins to compare resources to decide which is more relevant for the purpose.	<ul style="list-style-type: none">● Analyze and use information from illustrations, graphs, charts, tables, and maps to inform and broaden understanding.●Uses technology to find appropriate sources.●Evaluates relevant sources for bias and reliability.●Compares resources to decide which is more relevant for the purpose.
CO Standard 1 Self-monitors and applies strategies and skills to read for meaning and develop vocabulary	<ul style="list-style-type: none">●Begins to adjust reading strategies for different purposes*.●Begins to use context clues to determine meaning of unfamiliar words.●Demonstrates knowledge of flexible ways to solve unknown words (noticing common root words, suffixes, prefixes*) with guidance.●Locates meanings and pronunciations of unfamiliar words using dictionaries, glossaries, other sources with guidance.	<ul style="list-style-type: none">●Adjusts reading strategies for different purposes*.●Uses context clues to determine meaning of unfamiliar words.●Transfers knowledge to solve unknown words (noticing root words, suffixes, prefixes*) by attaching meaning to specific word parts with guidance.●Begins to locate meanings and pronunciations of unfamiliar words using dictionaries, glossaries, other sources.	<ul style="list-style-type: none">●Adjusts reading strategies for different purposes* with increasingly complex text.●Uses context clues to determine meaning of unfamiliar words in increasingly complex text.●Begins to transfer knowledge to solve unknown words (noticing word roots*, suffixes, prefixes*) by attaching meaning to specific word parts.●Locates meanings and pronunciations of unfamiliar words using dictionaries, glossaries, other sources.●Determines the appropriate definition of a word as it relates to the text with guidance.●Understands the difference between connotation* and denotation* with guidance.	<ul style="list-style-type: none">●Adjusts reading strategies for different purposes* with increasingly complex text.●Uses context clues to determine meaning of unfamiliar words in increasingly complex text.●Transfers knowledge to solve unknown words (noticing word roots, suffixes, prefixes*) by attaching meaning to specific word parts.●Begins to determine the appropriate definition of a word as it relates to the text.●Begins to understand the difference between connotation* and denotation*.	<ul style="list-style-type: none">●Adjusts reading strategies for different purposes* with increasingly complex text.●Uses context clues to determine meaning of unfamiliar words in increasingly complex text.●Automatically and flexibly uses a wide range of word solving strategies (word roots, prefixes and suffixes) and connects known words to unknown words to create meaning.●Determines the appropriate definition of a word as it relates to the text.●Understands the difference between connotation* and denotation*.
CO Standard 1,4,5,6 Applies strategies to comprehend* a variety of texts (literature and content area)	<ul style="list-style-type: none">●Begins to revise predictions and questions based on new information.●Begins to write responses that reflect an understanding of text.●Determines main idea and details.●Begins to summarize main ideas, supporting details in informational text.●Uses self-monitoring strategies for constructing meaning.●Continues to ask and answer meaningful questions before during and after reading to expand understanding.●Begins to provide important details about characters, settings, and events when summarizing* a story.●Makes inferences (including author’s message and characters).●Begins to communicate how characters are influenced by settings, social relationships, and events.●Begins to adjust visual images.●Begins to compare and contrast story elements* in fiction or information in non fiction texts.●Begins to discuss text with reference to literary devices*.●Generates and explores ideas/questions in small group discussions to gain understanding with guidance.●Responds to issues, ideas, and point of view in text with guidance.●Uses reasons and examples to support ideas and opinions with guidance.	<ul style="list-style-type: none">●Tests predictions and questions based on new information.●Writes responses that reflect an understanding of text.●Summarizes main ideas, supporting details in informational text.●Begins to probe for deeper meaning by using inferences and questioning (theme).●Provides important detail about characters, settings, and events when summarizing* a story.●Communicates how characters are influenced by settings, social relationships, and events.●Adjusts visual images.●Compares and contrasts story elements* in fiction or information in non fiction text.●Discusses text with reference to literary devices*.●Begins to generate and explore ideas/questions in small group discussions to gain new understandings.●Begins to respond to issues, ideas, and point of view in text.●Begins to use reasons and examples to support ideas and opinions.	<ul style="list-style-type: none">●Probes for deeper meaning by inferring and questioning (theme).●Generates and explores ideas/questions in small group discussions to gain new understandings.●Responds to issues, ideas, and point of view in text.●Uses reasons and examples to support ideas and opinions●Discusses orally and in writing social issues and character struggles as revealed in realistic and historical fiction with guidance.●Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.●Analyzes literary devices* to evaluate the impact on meaning with guidance.●Communicates how the writer reveals the underlying messages or theme of a text through character, dialogue, plot, events with guidance.●Provides specific examples and evidence to support statements about the quality, accuracy or craft of the text with guidance.●Identifies the author’s perspective or attitude with guidance.●Revises understandings and/or changes opinions acquired through listening, reading or discussions with guidance.●Recognizes & analyzes bias, propaganda, & stereotypes in text with guidance.	<ul style="list-style-type: none">●Begins to discuss orally and in writing social issues and character struggles as revealed in realistic and historical fiction.●Begins to integrate information from multiple nonfiction sources to develop a deeper understanding of a topic.●Begins to analyze literary devices* to evaluate the impact on meaning.●Begins to communicate how the writer reveals the underlying messages or theme of a text through character, dialogue, plot, events.●Begins to provide specific examples and evidence to support statements about the quality, accuracy or craft of the text.●Begins to identify the author’s perspective or attitude.●Begins to revise understandings and/or change opinions acquired through listening, reading or discussions.●Begins to recognize and analyze ideas, propaganda, and stereotypes in text.	<ul style="list-style-type: none">●Discusses orally and in writing social issues and character struggles as revealed in realistic and historical fiction.●Integrates information from multiple nonfiction sources to develop a deeper understanding of a topic.●Analyzes literary devices* to evaluate the impact on meaning.●Communicates how the writer reveals the underlying messages or theme of a text through character, dialogue, plot, events.●Provides specific examples and evidence to support statements about the quality, accuracy or craft of the text.●Identifies the author’s perspective or attitude.●Revises understandings and/or change opinions acquired through listening, reading or discussions.●Recognizes & analyzes bias, propaganda, & stereotypes in text.●Adds depth to responses to text by making insightful connections to other reading and experiences.●Perseveres through complex reading tasks.
CO Standard 1 Reads a variety of texts with oral and silent fluency (integrates intonation, stress, pace, punctuation and phrasing)	<ul style="list-style-type: none">●Begins to demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding in a variety of text.●Begins to adjust pace appropriate to the text.●Reads dialogue with phrasing and expression that reflects understanding of characters and events with guidance.	<ul style="list-style-type: none">●Demonstrates appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding in a variety of text.●Adjusts pace appropriate to the text.●Begins to read dialogue with phrasing and expression that reflects understanding of characters and events.	<ul style="list-style-type: none">●Demonstrates appropriate stress on words, pausing and phrasing, intonation, pace, and use of punctuation in sentence structure while reading in a way that reflects understanding in a variety of text with guidance.●Reads dialogue with phrasing and expression that reflects understanding of characters and events.●Presents expressive oral reading, after rehearsal, which reflects interpretation of the theme, characters, or message of a text with guidance.	<ul style="list-style-type: none">●Begins to demonstrate appropriate stress on words, pausing and phrasing, intonation, pace, and use of punctuation in sentence structure while reading in a way that reflects understanding in a variety of text.●Begins to present expressive oral reading, after rehearsal, which reflects interpretation of the theme, characters, or message of a text.	<ul style="list-style-type: none">●Demonstrates appropriate stress on words, pausing and phrasing, intonation, pace, and use of punctuation in sentence structure while reading in a way that reflects understanding in a variety of text.●Presents expressive oral reading, after rehearsal, which reflects interpretation of the theme, characters, or message of a text.
CO Standard 1 Selects and reads a variety of texts independently	<ul style="list-style-type: none">●Independently selects, silently sustains reading for 40+ minutes and finishes a wide variety of genres at an appropriate level.	<ul style="list-style-type: none">●Independently selects, silently sustains reading for 40+ minutes and finishes a wide variety of genres at an appropriate level.	<ul style="list-style-type: none">●Independently selects, silently sustains reading for 40+ minutes and finishes a wide variety of genres at an appropriate level.	<ul style="list-style-type: none">●Independently selects, silently sustains reading for 40+ minutes and finishes a wide variety of genres at an appropriate level.	<ul style="list-style-type: none">●Independently selects, silently sustains reading for 40+ minutes and finishes a wide variety of genres at an appropriate level.
CO Standard 4 Self-evaluates reading strategies and performance	<ul style="list-style-type: none">●Identifies own reading and comprehension strategies.●Sets reading and comprehension goals with guidance.●Monitors reading goals with guidance.	<ul style="list-style-type: none">●Self-evaluates effectiveness of reading and comprehension strategies with guidance.●Begins to set reading and comprehension goals.●Monitors reading goals and revises as necessary with guidance.	<ul style="list-style-type: none">●Begins to self -valuate effectiveness of reading and comprehension strategies.●Sets reading and comprehension goals●Begins to monitor reading goals and revise as necessary.●Communicates reading progress with guidance.	<ul style="list-style-type: none">●Self-evaluates effectiveness of reading and comprehension strategies.●Sets and monitors reading and comprehension goals and revises as necessary.●Begins to communicate reading progress.	<ul style="list-style-type: none">●Self-evaluates effectiveness of reading and comprehension strategies.●Sets and monitors reading and comprehension goals and revises as necessary.●Communicates reading progress.

This continuum was constructed with the assistance of B.C. Hill's book *Developmental Continuums*, Carrie Ekey, and professional educators from Mesa County School District #51 (2000-2009). See appendix for additional resources.

Year Highlighted/Color Coding: _____ Kindergarten (pink); _____ First Grade (blue); _____ Second Grade (green); _____ Third Grade (yellow); _____ Fourth Grade (orange); _____ Fifth Grade (purple)