

# Reading Continuum K-3

(Draft 4-15-09)

Preschool	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> grade	
	<b>Preconventional</b> (Ages 3-5) Reading Level A* or DRA levels A-1	<b>Emergent</b> (Ages 4-6) Reading Level A-D* or DRA levels A-6	<b>Developing</b> (Ages 5-7) Reading Level E-H* or DRA levels 8-12	<b>Beginning</b> (Ages 5-8) Reading Level H-L* or DRA levels 14-24	<b>Expanding</b> (Ages 7-9) Reading Level L-O* or DRA levels 28-38
<p><b>CO Standard 1</b> Applies Concepts of Print, Alphabet Knowledge, Phonemic Awareness/ <b>CO Standard 5</b> Uses Text Features and Resources</p>	<ul style="list-style-type: none"> <li>•Holds book and turns pages correctly.</li> <li>•Shows beginning/end of book or story.</li> <li>•Knows some letter to sound relationships with guidance.</li> <li>•Begins to rhyme and play with words (phonemic awareness).</li> <li>•Attends to one-to-one match with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>•Reads book front to back, the page top to bottom, the left page before right, and left to right across text (return sweep*) with guidance.</li> <li>•Knows some letter to sound relationships.</li> <li>•Rhymes and plays with words (phonemic awareness).</li> <li>•Begins to attend to one-to-one match.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies text features* with guidance.</li> <li>• Reads book front to back, left page before right page, the page top to bottom, and left to right across text (return sweep).</li> <li>• Knows most letter to sound relationships and some letter clusters.</li> <li>•Attends to one-to-one match.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses technology* to locate information with guidance.</li> <li>•Begins to identify text features.</li> <li>•Knows letter to sound relationships and most letter clusters.</li> <li>•Distinguishes between fiction and non-fiction text.</li> <li>•Understands illustrations support meaning in non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to use technology to locate information.</li> <li>•Identifies and uses text features to understand non-fiction text.</li> <li>•Recognizes non-fiction organizational text structures with guidance.</li> <li>•Uses illustrations, graphs, charts, tables, and maps to support information from the text with guidance.</li> </ul>
<p><b>CO Standard 1</b> Self-monitors, applies strategies and skills to read for meaning and develop vocabulary</p>	<ul style="list-style-type: none"> <li>•Cross checks by using illustrations and print with guidance.</li> <li>•Recognizes own name in print.</li> <li>•Uses meaning cues* with guidance (Does it make sense?).</li> <li>•Uses structure cues* with guidance (Does it sound right?).</li> <li>•Uses visual cues* with guidance (Does it look right?).</li> <li>•Begins to use new oral vocabulary learned through interactions with text and language experience activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to cross check by using illustrations and print.</li> <li>•Recognizes some names and words in context.</li> <li>•Matches letters to sounds.</li> <li>•Self-corrects with guidance.</li> <li>•Begins to use meaning cues (Does it make sense?).</li> <li>•Begins to use structure cues (Does it sound right?).</li> <li>•Begins to use visual cues (Does it look right?).</li> <li>•Relies on illustrations.</li> <li>•Uses known words* in text to begin reading with guidance.</li> <li>•Uses new oral vocabulary learned through interactions with text and language experience activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Cross checks using illustrations and print.</li> <li>•Begins to self-correct.</li> <li>•Uses meaning cues (Does it make sense?).</li> <li>•Uses structure cues (Does it sound right?).</li> <li>•Uses visual cues (Does it look right?).</li> <li>•Uses word parts (onset and rime*) to solve unknown words with guidance.</li> <li>•Begins to use known words* in text to begin reading.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses knowledge of context* to check for meaning with guidance.</li> <li>•Integrates meaning, structure and visual cues.</li> <li>•Begins to use word parts and onset and rimes to solve unknown words.</li> <li>•Demonstrates knowledge of flexible ways to solve unknown words (noticing word parts, onset and rimes, endings, prefixes) with guidance.</li> <li>•Self-corrects.</li> <li>•Uses known words in text to begin reading.</li> </ul>	<ul style="list-style-type: none"> <li>•Adjusts reading strategies for different purposes* with guidance.</li> <li>•Uses context clues to determine meaning of unfamiliar words with guidance.</li> <li>•Uses word parts and onset and rimes to solve unknown words.</li> <li>•Begins to demonstrate knowledge of flexible ways to solve unknown words (noticing word parts, onset and rimes, endings, prefixes).</li> <li>•Self-corrects consistently.</li> </ul>
<p><b>CO Standard 1,4,5,6</b> Applies strategies to comprehend* a variety of texts, literature and content area</p>	<ul style="list-style-type: none"> <li>•Approximates reading using illustrations and a sense of text structure.</li> <li>•Listens and responds orally to text (read aloud).</li> <li>•Reads and responds orally to leveled text.</li> <li>•Participates in shared reading (books, rhymes, poems, and songs) through predictions and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>•Makes reasonable predictions with guidance.</li> <li>•Connects books read aloud to own experiences and prior knowledge with guidance.</li> <li>•Reads and responds orally to leveled text.</li> <li>•Shares favorite parts of books and poems.</li> <li>•Retells beginning, middle, and end orally using some text language with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to make reasonable predictions.</li> <li>•Connects books to own experiences, prior knowledge, and other texts with guidance to deepen understanding.</li> <li>•Reads and responds orally and in writing to leveled text.</li> <li>•Talks about reading materials with others.</li> <li>•Asks and answers questions before, during, and after reading with guidance.</li> <li>•Creates and adjusts visual images using text and one’s own senses with guidance.</li> <li>•Notices and understands the problem of a story and how it is solved with guidance.</li> <li>•Retells important events in a story in sequential order using text language with guidance.</li> <li>•Discusses characters and settings with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>•Makes reasonable predictions based on experiences, prior knowledge, and information gained through reading.</li> <li>•Begins to connect books to own experiences, prior knowledge, and other texts to deepen understanding.</li> <li>•Reads and responds orally and in writing to leveled text.</li> <li>•Determines main idea and details with guidance.</li> <li>•Uses self-monitoring* strategies for constructing meaning with guidance.</li> <li>•Begins to ask and answer meaningful questions before, during, and after reading.</li> <li>•Begins to retell important events in a story in sequential order using text language.</li> <li>•Begins to discuss important details about characters and settings.</li> <li>•Begins to notice and understand the problem of a story and how it is solved.</li> <li>•Makes inferences (including author’s message and characters) with guidance.</li> <li>•Begins to create and adjust visual images using text and one’s own senses.</li> </ul>	<ul style="list-style-type: none"> <li>•Revises predictions and questions based on new information with guidance.</li> <li>•Responds to and makes personal, textual, and global connections with facts, characters, and events to deepen understanding.</li> <li>•Writes responses that reflect an understanding of text with guidance.</li> <li>•Begins to determine main idea and details.</li> <li>•Summarizes main ideas, supporting details in informational text with guidance.</li> <li>•Begins to use self-monitoring strategies for constructing meaning.</li> <li>•Asks and answers meaningful questions before, during, and after reading to expand understanding.</li> <li>•Understands the problem of a story and how it is solved.</li> <li>•Provides important details about characters, settings, and events when summarizing* a story with guidance.</li> <li>•Begins to make inferences (including author’s message and characters).</li> <li>•Communicates how characters are influenced by settings, social relationships, and events with guidance.</li> <li>•Creates visual images using text and one’s own senses.</li> <li>•Adjusts visual images using text and one’s own senses with guidance.</li> <li>•Compares and contrasts story elements* in fiction or information in non-fiction text with guidance.</li> <li>•Discusses text with reference to literary devices* with guidance.</li> </ul>
<p><b>CO Standard 1</b> Reads a variety of texts with oral and silent fluency (integrates intonation, stress, pace, punctuation and phrasing)</p>	<ul style="list-style-type: none"> <li>•Begins to participate in shared reading and guided reading groups to support fluency (intonation, stress, pausing, and phrasing).</li> </ul>	<ul style="list-style-type: none"> <li>•Participates in shared reading and guided reading groups to support fluency (intonation, stress).</li> <li>•Attends to and uses punctuation to support fluency (pausing, phrasing) with guidance.</li> <li>•Points and reads at a steady pace slow enough to match without long pauses.</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to attend and use punctuation to support fluency (pausing, phrasing).</li> <li>•Demonstrates appropriate emphasis on words to reflect meaning (stress, intonation) with guidance.</li> <li>•Reads at an appropriate pace following text with eyes without pointing.</li> </ul>	<ul style="list-style-type: none"> <li>•Attends to and uses punctuation to support fluency (pausing, phrasing).</li> <li>•Begins to demonstrate appropriate emphasis on words to reflect meaning (stress, intonation).</li> <li>•Reads at an appropriate pace following text with eyes without pointing.</li> </ul>	<ul style="list-style-type: none"> <li>•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 with guidance.</li> <li>•Adjusts pace appropriate to the text with guidance.</li> <li>•Reads dialogue with phrasing and expression that reflects understanding of characters with guidance.</li> </ul>
<p><b>CO Standard 1</b> Selects and reads a variety of texts independently</p>	<ul style="list-style-type: none"> <li>•Begins to choose favorite reading materials.</li> <li>•Reads books at appropriate level.</li> <li>•Shows interest in reading signs, labels, and logos (environmental print).</li> </ul>	<ul style="list-style-type: none"> <li>•Chooses favorite reading materials.</li> <li>•Begins to read signs, labels, and logos (environmental print).</li> <li>•Reads books at appropriate level.</li> <li>•Reads independently for short periods of time with guidance (up to 20 minutes).</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to read independently for short periods of time (20+ minutes).</li> <li>•Selects, reads and finishes a wide variety of genres at an appropriate level with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>•Reads independently (30+ minutes).</li> <li>•Begins to select, read and finish a wide variety of genres at an appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>•Reads silently for increasingly longer periods of time (40+ minutes).</li> <li>•Independently selects, reads and finishes a wide variety of genres at an appropriate level.</li> </ul>
<p><b>CO Standard 4</b> Self-evaluates reading strategies and performance</p>		<ul style="list-style-type: none"> <li>•Begins to see self as reader.</li> <li>•Begins to share favorite reading material with others.</li> </ul>	<ul style="list-style-type: none"> <li>•Sees self as reader.</li> <li>•Shares favorite reading material with others.</li> <li>•Sets reading goals with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies own reading strategies with guidance.</li> <li>•Begins to set reading goals.*</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to identify own reading strategies.</li> <li>•Sets reading goals.</li> </ul>

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)