































## PRIMARY K-2 READING CONTINUUM

Pre-Emergent (Kindergarten)	
	Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.
	Shows interest in reading signs, labels, and logos (environmental print).
	*Recognizes own name in print.
<input checked="" type="checkbox"/>	Holds book and turns pages correctly.
<input checked="" type="checkbox"/>	Shows beginning/end of book or story.
<input checked="" type="checkbox"/>	Knows some letter names.
	Listens and responds to literature. (Exploring & Responding to Literature)
	Comments on illustrations in books.
	Participates in group reading (books, rhymes, poems, and songs).

Emergent (Kindergarten, Grade 1)	
	Memorizes pattern books, poems, and familiar books.
	Begins to read signs, labels, and logos (environmental print).
	Demonstrates eagerness to read.
<input checked="" type="checkbox"/>	Pretends to read.
<input checked="" type="checkbox"/>	Uses illustrations to tell stories.
<input checked="" type="checkbox"/>	*Reads top to bottom, left to right, and front to back with guidance.
<input checked="" type="checkbox"/>	Knows most letter names and some letter sounds. (Reading & Responding)
<input checked="" type="checkbox"/>	Recognizes some names and words in context.
<input checked="" type="checkbox"/>	Makes meaningful predictions with guidance. (Reading & Responding)
	Rhymes and plays with words. (Reading & Responding)
	Participates in reading of familiar books and poems.
	Connects books read aloud to own experiences with guidance. (Reading & Responding; Exploring & Responding to Literature)

Developing (Kindergarten, Grade 1)	
	Reads books with simple patterns.
	Begins to read own writing.
	*Begins to read independently for short periods (5-10 minutes).
	Discusses favorite reading material with others. (Exploring & Responding to Literature)
<input checked="" type="checkbox"/>	Relies on illustrations and print.
<input checked="" type="checkbox"/>	Uses finger-print-voice matching.
<input checked="" type="checkbox"/>	Knows most letter sounds and letter clusters. (Reading & Responding)
<input checked="" type="checkbox"/>	Recognizes simple words.
<input checked="" type="checkbox"/>	Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. (Reading & Responding)
<input checked="" type="checkbox"/>	Begins to make meaningful predictions. (Reading & Responding)
<input checked="" type="checkbox"/>	Identifies titles and authors in literature (text features).
	Retells main event or idea in literature. (Reading & Responding)
	Participates in guided literature discussions. (Exploring & Responding to Literature)
	Sees self as reader.
	Explains why literature is liked/disliked during class discussions with guidance. (Reading & Responding; Exploring & Responding to Literature)
















Beginning (Grade 1, Grade 2)	
	Reads early-reader books.
	Reads and follows simple written directions with guidance.
	Identifies basic genres (e.g., fiction, nonfiction, and poetry). (Exploring & Responding to Literature)
	Uses basic punctuation when reading orally.
	*Reads independently (10-15 minutes).
	Chooses reading materials independently.
	Learns and shares information from reading.
<input checked="" type="checkbox"/>	Uses meaning cues (context). (Reading & Responding)
<input checked="" type="checkbox"/>	Uses sentence cues (grammar). (Reading & Responding)
<input checked="" type="checkbox"/>	Uses letter/sound cues and patterns (phonics). (Reading & Responding)
<input checked="" type="checkbox"/>	Recognizes word endings, common contractions, and many high frequency words. (Reading & Responding)
<input checked="" type="checkbox"/>	Begins to self correct. (Reading & Responding)
	Retells beginning, middle, and end with guidance. (Reading & Responding; Exploring & Responding to Literature)
	Discusses characters and story events with guidance. (Exploring & Responding to Literature)
	Identifies own reading behaviors with guidance.

 Attitude  
  Reading Strategies  
  Comprehension and Response  
  Self-Evaluation

















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## PRIMARY K-2 READING CONTINUUM (continued)














### Transitional (Grade 1, Grade 2, Grade 3)

-  Reads easy chapter books.
-  Chooses, reads, and finishes a variety of materials at appropriate level with guidance. (Exploring & Responding to Literature)
-  Begins to read aloud with fluency. (Reading & Responding)
-  \*Reads silently for increasingly longer periods (15-30 minutes).
-  Uses reading strategies appropriately, depending on the text and purpose. (Reading & Responding)
-  Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. (Reading & Responding)
-  Increases vocabulary by using meaning cues (context). (Reading & Responding)
-  Self corrects for meaning. (Reading & Responding)
-  Follows written directions.
-  Identifies chapter titles and table of contents (text organizers).
-  Summarizes and retells story events in sequential order. (Reading & Responding; Exploring & Responding to Literature)
-  Responds to and makes personal connections with facts, characters, and situations in literature. (Reading & Responding; Exploring & Responding to Literature)
-  Compares and contrasts characters and story events.
-  "Reads between the lines" with guidance. (Reading & Responding)
-  Identifies own reading strategies and sets goals with guidance.

### Early Fluent (Grade 2, Grade 3)

-  Reads chapter books.
-  Chooses reading materials at appropriate level.
-  Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). (Exploring & Responding to Literature)
-  Reads aloud with expression. (Reading & Responding)
-  \*Reads silently for longer periods (25-35 minutes).
-  Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.
-  Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance.
-  Gathers and uses information from graphs, charts, tables, and maps with guidance.
-  Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. (Reading & Responding)
-  Demonstrates understanding of difference between fact and opinion.
-  Follows multi-step written directions independently.
-  Discusses setting, plot, characters, and point of view (literary elements) with guidance. (Reading & Responding; Exploring & Responding to Literature)
-  Responds to issues and ideas in literature as well as facts or story events. (Reading & Responding; Exploring & Responding to Literature)
-  Makes connections to other authors, books, and perspectives (Reading & Responding; Exploring & Responding to Literature)
-  Participates in small group literature discussions with guidance. (Reading & Responding; Exploring & Responding to Literature)
-  Uses reasons and examples to support ideas and opinions with guidance.

### Fluent (Grade 3)

-  Reads challenging children's literature.
-  Selects, reads, and finishes a wide variety of genres with guidance. (Exploring & Responding to Literature)
-  Begins to develop strategies and criteria for selecting reading materials.
-  Reads aloud with fluency, expression, and confidence. (Reading & Responding)
-  \*Reads silently for extended periods (30-40 min.).
-  Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.
-  Gathers information using the table of contents, captions, glossary, and index (text organizers) independently.
-  Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas.
-  Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. (Reading & Responding; Exploring & Responding to Literature)
-  Generates thoughtful oral and written responses in small group literature discussions with guidance. (Reading & Responding; Exploring & Responding to Literature)
-  Begins to use new vocabulary in different subjects and in oral and written response to literature. (Reading & Responding; Exploring & Responding to Literature)
-  Begins to gain deeper meaning by making inferences. (Reading & Responding; Exploring & Responding to Literature)
-  Begins to set goals and identifies strategies to improve reading.