

Reading Continuum K-3

(Draft 4-15-09)

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

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)