

# Reading Continuum 4-8

(Draft 4-15-09)

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