Reading Continuum

Book Handling and Print Tracking			
Kindergarten	**Grade One**	**Grade Two**	**Grade Three**
• orients book appropriately (right way up)	• orients any new book appropriately (right way up)	All book handling and early print tracking behaviours are developed. Consult the grade one and kindergarten potions of the continuum if you have students with special needs.	
• finds the front cover of the book	• quickly turns to the front cover		
• points to print when tracking	• points to print when reading early reading materials		
• turns pages from the front cover to the back	• consistently turns pages from the front cover to the back		
• finds the first page in the book	• quickly finds the first page in the book		
• points to left pages before right pages	• consistently points to left pages before right pages		
• knows where to start reading (points to first word on each page); may be inconsistent when a book lay-out is unfamiliar	• knows where to start reading on each page when the text lay-out is consistent	• knows where to start reading on each page when the text lay-out varies across pages; may need some support	• knows where to start reading when the text lay-out varies across pages, and contains a variety of text features such as charts, captions, and diagrams
• tracks print from left to right along a line, but will do so most consistently on familiar books	• consistently tracks print from left to right along a line	• tracks print from left to right and is beginning to accommodate when text lay-out varies (e.g. print is arranged vertically or in zig-zags)	• tracks print from left to right and readily accommodates when text lay-out varies (e.g. print is arranged vertically or in zig-zags)
• return sweeps for a new line using a finger to guide the action; may be inconsistent • tracks over 2-3 lines of print; may be inconsistent	• accurately return sweeps to a new line with no finger support • tracks over 2-3 lines of print	• return sweeps with eyes for a new line even when text is presented in columns or on charts; may be inconsistent when a text lay-out is unfamiliar	• consistently return sweeps with eyes for a new line even when text is presented in columns or on charts; may be inconsistent when a text lay-out is unfamiliar
• tracks print above and below illustrations; may be inconsistent when a book lay-out is unfamiliar	• tracks print above and below illustrations	• tracks print in labels, captions, and charts in addition to the main text; may need some support	• tracks print in labels, captions, and charts in addition to the main text
• matches word-by-word with finger pointing; may be undeveloped or inconsistent at this stage	• matches word-by-word when reading • changes from word-by-word matching with a finger to eye-voice matching	• consistently eye-voice matches and only uses finger to track when noticing an error or needing support to negotiate an unfamiliar text lay-out	• consistently eye-voice matches and only uses finger to track when noticing an error or needing support to negotiate an unfamiliar text lay-out

Engagement with Texts

Kindergarten	Grade One	Grade Two	Grade Three
• listens attentively to texts that are read aloud for short periods of time	• listens attentively to texts that are read aloud for increasing periods of time	• listens attentively to a wide range of texts that are read aloud for extended periods of time	• listens attentively to a wide range of texts that are read aloud for extended periods of time
• joins in with shared reading especially when a text is familiar	• joins in with shared readings of a variety of texts especially when a text is familiar	• joins in with shared readings of a variety of texts even during first readings	• confidently joins in with shared readings of a variety of texts even during first readings
• explores books attentively for short periods of time	• reads books attentively for 10-15 minutes	• reads books attentively for 20 minute periods of time	• reads books attentively for extended periods of time
• explores a variety of types fiction, non-fiction, and info-fiction texts	• reads an increasing variety of fiction, non-fiction, and info-fiction texts during Independent Reading	• reads a range of fiction, non-fiction, and info-fiction texts in a variety of forms (e.g. scripts, poems, reports, magazine articles, stories) during Independent Reading	• reads a wide range of fiction, non-fiction, and info-fiction texts in a variety of forms (e.g., scripts, poems, reports, directions, explanations, magazine articles, jokes) during Independent Reading
• shows emotional responses to literature (e.g. through facial expressions, oral opinions, questions, or comments, and dramatic and artistic literature responses)	• shows emotional responses to literature (e.g. through facial expressions, oral opinions, questions or comments, and dramatic, artistic, and some written literature responses)	• shows emotional responses to literature (e.g. through facial expressions, oral opinions and questions, and through dramatic, artistic and written literature responses)	• shows emotional responses to literature (e.g. through facial expressions, oral opinions and questions, and through detailed dramatic, artistic, and written literature responses)
• states whether he/she likes or dislikes a text	• makes oral book recommendations for others • begins to make written book recommendations for others	• makes oral and written book recommendations for others; may need some support	• confidently makes oral and written book recommendations for others
• enthusiastically selects books (may have particular favourites and need support to try other books)	• enthusiastically selects books (may prefer to stay with favourites and need support to try other types of books)	• enthusiastically selects a wide range of books and other texts	• enthusiastically selects a variety of books and other texts from a variety of sources
• rereads texts used in Shared Reading	• rereads texts used in Shared and Guided Reading	• rereads texts, sometimes when needing to check ideas or consider a new angle	• rereads texts, or sections of text, sometimes when needing to check ideas or consider a new angle
• is keen to take books home	• is keen to take books home	• is keen to take books home	• is keen to take books home

Comprehension

Kindergarten	Grade One	Grade Two	Grade Three
• knows print holds a message			
• has a favourite book that is emotionally satisfying and often "read"; can relate book's content	• relates information from one or two favourite books	• relates information from an increasing variety of books	• relates information from a wide range of books
• uses quotes (book language) and ideas from a text in other contexts	• uses quotes (book language) from a text in other contexts • uses ideas for oral contributions and research for writing	• uses ideas from texts for oral contributions and increasingly for research in writing	• uses a variety of ideas from texts for oral contributions and in written work
• knows pictures support textual meaning	• uses pictures to support textual meaning, and is starting to use labels and simple charts	• uses pictures, labels, charts and diagrams to support textual meaning	• uses a wide variety of pictures, labels, captions, charts, diagrams and maps to support textual meaning
• retells parts of stories or bits of information from texts	• provides more complete retellings of stories and information from texts, but may need prompts to elicit more details connections between ideas	• provides more complete retellings of stories and information from texts; occasional prompts may be needed	• provides thorough and organized retellings of stories and information from texts
• expresses some opinions about textual content; opinions may not always be completely 'on topic'	• reflects on content and expresses opinions; opinions are usually on topic	• reflects on content, and expresses opinions and use personal connections and some ideas from the text to support opinions	• reflects on content and provides opinions that are supported with evidence from the text or other sources
• asks some questions about textual content; questions may stem from the text but need supportive prompts in order to clarify	• asks on-topic questions about textual content	• asks appropriate questions; may add ideas from other sources (e.g. a comparison with another text)	• asks well-thought out questions that seek clarifications or expand thinking
• provides evidence that content has been understood in dramatic and artistic literature responses: may omit details or focus on only one aspect of the content	• provides evidence that key ideas have been understood in dramatic, artistic, and written literature responses	• provides evidence that key and some supporting ideas have been understood in dramatic, artistic, and written literature responses	• provides evidence that key and supporting ideas have been understood in dramatic, artistic and written literature responses; extends ideas with links to other texts or experiences
• uses a variety of comprehension strategies for grade-level Read Aloud, Shared Reading, and Small-Group Shared Reading texts (e.g. analyzing, predicting, making connections, evaluating)	• uses a variety of comprehension strategies for grade-level Read Aloud, Shared Reading, and Small-Group Shared Reading texts (e.g. analyzing, predicting, making connections, evaluating)	• uses a variety of comprehension strategies for grade-level Read Aloud and Shared Reading texts (e.g. analyzing, predicting, making connections, evaluating)	• uses a variety of comprehension strategies for grade-level Read Aloud and Shared Reading texts (e.g. analyzing, predicting, making connections, evaluating)

Reading Continuum (continued)

Comprehension (continued)

Kindergarten	Grade One	Grade Two	Grade Three
• uses a variety of comprehension strategies for Guided and Independent Reading when reading "just right" books • anticipated range is A-B levels of text	• uses a variety of comprehension strategies for Guided and Independent Reading when reading "just right" books • anticipated range is A-I levels of text	• uses a variety of comprehension strategies for Guided and Independent Reading when reading "just right" books • anticipated range is J-M levels of text	• uses a variety of comprehension strategies for Guided and Independent Reading when reading "just right" books • anticipated range is N-P levels of text

The anticipated range of Guided and Independent Reading texts for each grade may differ in your school's district, board, or province.

Kindergarten	Grade One	Grade Two	Grade Three
• beginning to know the difference between fact and fiction and provides some reasons with teacher support	• knows the difference between fact and fiction and provides reasons • aware of some differences in text forms (e.g. the difference between a story and a poem, a story and a script)	• understands the differences between fact and fiction • can identify an increasing number of text forms (e.g. stories letters, jokes, scripts, poems, reports, chapter books)	• quickly identifies texts as fact and fiction • identifies a wide range of text forms (e.g. stories, letters, jokes, tongue twisters, word puzzles, scripts, different types of reports, poems, chapter books and emails)

Word Recognition and Solving

Kindergarten	Grade One	Grade Two	Grade Three

• For descriptors of developmental characteristics in the following areas:
  - phonological and phonemic awareness
  - letter recognition
  - high frequency words
  - word solving and building
  - language predictability
 	
  check the Working with Words continuum			

Reading Continuum (continued)

Self-Monitoring			
Kindergarten	**Grade One**	**Grade Two**	**Grade Three**
• uses the meaning and syntax cues embedded in language to check that a word prediction makes sense and sounds right	• begins to integrate the meaning, syntax, and graphophonic cues embedded in written language to check that a word prediction makes sense, sounds right, and looks right	• integrates the meaning, syntax, and graphophonic cues embedded in written language to check that a word prediction makes sense, sounds right, and looks right	• quickly integrates the meaning, syntax and graphophonic cues embedded in written language to check that a word prediction makes sense, sounds right, and looks right
• uses sources in the classroom to check words (e.g. Word wall and charts)	• beginning to use other sources to check words (e.g. letter-sound associations and analogy)	• uses a range of sources to work out and check words	• uses a range of appropriate strategies for working out and checking unfamiliar words
• demonstrates some behaviours that indicate self-checking is occurring with word predictions (e.g. notices that there are too many or two few words)	• demonstrates an increasing range of behaviours that indicate self-checking is occurring with word predictions (e.g. notices that there are too many or two few words, slows down, pauses, rereads)	when the transfer is made to silent reading you can monitor by asking the student to read aloud, to check on self-monitoring behaviours	
		• demonstrates a variety of self-checking behaviours (e.g. read ahead, rereads, fixes words, pauses) and initiates them quickly	• demonstrates a variety of self-checking behaviours (e.g. read ahead, rereads, fixes words, pauses) and initiates them quickly
• notices when familiar texts do not make sense (e.g. you substitute a new character's name or object in a well-known fairytale)	• notices when a text does not make sense; may need support to fix it	• notices when a text does not make sense and fixes it	• notices when a text does not make sense and fixes it
• asks oral questions to check on text meaning	• asks oral questions to check on text meaning, and also starts to engage in self-questioning	• increases the use of self-questioning to check on text meaning	• consistently generates self-questioning strategies to check on text meaning
• checks some ideas about a text by discussing them with the teacher, a buddy, or group of classmates; may focus on own views and not on others	• checks ideas about a text through discussions with buddies, and in small group and whole class settings; starts to see other viewpoints	• discusses ideas about a text with buddies and in small and whole class settings; listens to other's views and may accommodate and adjusts personal ideas	• discusses ideas about a text in a wide range of classroom and social settings; adjusts views when classmates have convincing arguments
		• starts to read texts at different speeds depending on the text difficulty and background knowledge	• adjusts reading speed depending on text difficulty and background knowledge