

TIS English Language Centre Reading Continuum

Preconventional	Emerging	Developing	Beginning	Expanding
<ul style="list-style-type: none"> I choose things to read and have favorite books. I try to read signs, labels, and logos. I can read my own name. <input checked="" type="checkbox"/> I hold a book and turn the pages correctly. <input checked="" type="checkbox"/> I can show the beginning and end of a book. <input checked="" type="checkbox"/> I know some letter names. I listen to books read aloud. I talk about the pictures in books. I read along when we share books, rhymes, poems, and songs. 	<ul style="list-style-type: none"> I have memorized some pattern books and poems. I read signs, labels, and logos. I like to read. <input checked="" type="checkbox"/> I can almost read some books. <input checked="" type="checkbox"/> I use the pictures to tell a story. <input checked="" type="checkbox"/> I read from top to bottom, left to right, and front to back with help. <input checked="" type="checkbox"/> I know most of my letter names and some letter sounds. <input checked="" type="checkbox"/> I read some names and words. <input checked="" type="checkbox"/> I make good guesses about what will happen next in a story. I can make rhymes and play with words. I read along when we read books and poems I know. I connect the books we read to my own life with help. 	<ul style="list-style-type: none"> I read books with patterns. I can sometimes read my own writing. I can read to myself for a little while (5-10 minutes). I talk about what I'm reading with others. <input checked="" type="checkbox"/> I use both the pictures and the words when I read. <input checked="" type="checkbox"/> I can point to the words as I read. <input checked="" type="checkbox"/> I know most letter sounds. <input checked="" type="checkbox"/> I read some words. <input checked="" type="checkbox"/> I make good guesses about what will happen next in a book. <input checked="" type="checkbox"/> I can show the title and author's name in a book. I can tell the main idea of a book or story. I talk about a book or story during discussions with guidance. I see myself as a reader. I explain why I like or don't like a story during discussions with help. 	<ul style="list-style-type: none"> I read simple early-reader books. I read harder early-reader books. I read and follow simple written directions with help. I know about different types of writing (fiction, nonfiction, and poetry) that we use in class. I use punctuation marks when I read out loud. I can read by myself for 10-15 minutes. I choose what to read on my own. I learn information from reading and share what I learn with others. <input checked="" type="checkbox"/> I use meaning to make sense when I read. <input checked="" type="checkbox"/> I use how English works to make sense when I read. <input checked="" type="checkbox"/> I use letter sounds and patterns to make sense of unknown words when I read. <input checked="" type="checkbox"/> I read sight words easily. <input checked="" type="checkbox"/> I sometimes correct myself when my reading doesn't make sense. I can retell the beginning, middle and ending of a story with help. I can talk about the characters and events in a story with help. I can talk about what I do well as a reader with help. 	<ul style="list-style-type: none"> I read easy chapter books. I choose, read, and finish lots of different reading materials (books, poems, comics, and magazines) with help. I can sometimes read aloud smoothly. I can read by myself for 15-30 minutes. <input checked="" type="checkbox"/> I use strategies to read differently, depending on why and what I'm reading. <input checked="" type="checkbox"/> I use what I know about word parts (prefix, contractions, and word families) to figure out hard words. <input checked="" type="checkbox"/> I use meaning (context) when I'm reading to learn new words. <input checked="" type="checkbox"/> I correct myself when my reading doesn't make sense. <input checked="" type="checkbox"/> I follow written directions. <input checked="" type="checkbox"/> I can find the chapter titles and table of contents in a book or magazine. I can retell the events from a story in order. I talk about how facts, characters, and events in books relate to my life. I can compare different characters and story events. I can "read between the lines" with help. I talk about what I do well as a reader and set goals with help.
Bridging	Fluent	Proficient	Connecting	Independent
<ul style="list-style-type: none"> I read medium level chapter books. I choose things to read that are at my reading level. I can recognize and understand the difference between genres of fiction I read aloud with expression. <input checked="" type="checkbox"/> I can find information in the encyclopedia, on the computer, and in nonfiction with help. <input checked="" type="checkbox"/> I can find information using the table of contents, captions, glossary, and index with help. <input checked="" type="checkbox"/> I can gather information from graphs, charts, tables, and maps with help. <input checked="" type="checkbox"/> I learn new words by reading and by using tools (dictionary and thesaurus) with help. <input checked="" type="checkbox"/> I can talk about the difference between fact and opinion. <input checked="" type="checkbox"/> I can follow complex written directions. I can discuss setting, plot, characters, and point of view with help. I can talk about the issues and ideas in literature as well as the facts or story events. I make connections to other authors, books, and points of view. I participate in small group literature discussions with help. I use reasons and examples to support my ideas and opinions with help. 	<ul style="list-style-type: none"> I read challenging children's books. I choose, read, and finish a wide variety of genres with help. I sometimes use strategies for picking good materials to read. I read aloud with fluency, expression, and confidence. I read silently for extended periods (30-40 minutes). <input checked="" type="checkbox"/> I sometimes use different resources (encyclopedias, articles, Internet, and nonfiction texts) to find information. <input checked="" type="checkbox"/> I can gather information using the table of contents, captions, glossary, and index on my own. <input checked="" type="checkbox"/> I use tools (dictionary and thesaurus) to learn new words in different subject areas. I discuss literature by talking about setting, plot, characters, theme, and author's craft. I share thoughtful responses when I talk and write about literature with help. I use new vocabulary when I write and talk about what I read. I sometimes gain deeper meaning by "reading between the lines." I sometimes set goals and identify strategies to improve my reading. 	<ul style="list-style-type: none"> I read complex children's literature. I read and understand want ads, brochures, schedules, catalogs, and manuals with help. I can select reading materials on my own. <input checked="" type="checkbox"/> I use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. <input checked="" type="checkbox"/> I gather and analyze information from graphs, charts, tables, and maps with help. <input checked="" type="checkbox"/> I use information from many nonfiction sources to deepen my understanding of a topic with help. <input checked="" type="checkbox"/> I use resources (e.g., dictionary and thesaurus) to increase my vocabulary independently. I can identify similes, metaphors, personification, and foreshadowing (literary devices). I discuss literature with reference to theme, author's purpose, style, and author's craft. I sometimes generate in-depth responses in small group literature discussions. I sometimes generate in-depth written responses to literature. I use more complex vocabulary when I talk and write about literature. I use reasons and examples to support my ideas and conclusions. I look for deeper meaning by "reading between the lines" in response to literature. 	<ul style="list-style-type: none"> I read complex children's literature and young adult literature. I select, read, and finish a wide variety of genres independently. I sometimes choose challenging reading materials and projects. <input checked="" type="checkbox"/> I can integrate nonfiction information to develop a deeper understanding of a topic independently. <input checked="" type="checkbox"/> I sometimes gather, analyze, and use information from graphs, charts, tables, and maps. I generate in-depth responses and sustain small group literature discussions. I generate in-depth written responses to literature. I can sometimes evaluate, interpret, and analyze reading content critically. I am beginning to develop criteria for evaluating literature. I seek recommendations and opinions about literature from others. I set my reading goals and challenges independently. 	<ul style="list-style-type: none"> I read young adult and adult literature. I choose and comprehend a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry). I read and understand informational texts (e.g., manuals, consumer reports, applications, and forms). I read challenging material for pleasure independently. I read challenging material for information and to solve problems independently. I persevere through complex reading tasks. <input checked="" type="checkbox"/> I gather, analyze, and use information from graphs, charts, tables, and maps independently. I analyze literary devices (e.g., metaphors, imagery, irony, and satire). I contribute unique insights and support my opinions in complex literature discussions. I add depth in my responses to literature by making insightful connections to other authors, texts, and experiences. I evaluate, interpret and analyze reading content critically. I develop and articulate criteria for evaluating literature. I pursue a widening community of readers independently.

