

# TIS English Language Centre Reading Continuum

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

