



IST READING CONTINUUM

Child's Name: _____

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> Begins to choose reading materials (e.g., books, poems, songs, rhymes) and has favorites. Shows interest in reading signs, labels, and logos (environmental print). Recognizes own name in print. <input checked="" type="checkbox"/> Holds book and turns pages correctly. <input checked="" type="checkbox"/> Role plays reading. <input checked="" type="checkbox"/> Shows beginning/end of book or story. <input checked="" type="checkbox"/> Knows some letter sounds. Listens and responds to literature. Comments on illustrations in books. Participates in group reading (books, rhymes, poems, and songs). Sees self as reader. 	<ul style="list-style-type: none"> Memorizes pattern books, poems, and familiar books. Begins to read signs, labels, and logos (environmental print). Demonstrates eagerness to read. <input checked="" type="checkbox"/> "Reads" stories from memory. <input checked="" type="checkbox"/> Uses illustrations to tell stories. <input checked="" type="checkbox"/> Reads top to bottom, left to right, and front to back with guidance. <input checked="" type="checkbox"/> Knows most letter sounds <input checked="" type="checkbox"/> Recognizes some names and words in context. <input checked="" type="checkbox"/> Makes meaningful predictions with guidance. Rhymes and plays with words. Participates in reading of familiar books and poems. Connects books read aloud to own experiences with guidance. 	<ul style="list-style-type: none"> Reads books with simple patterns. Begins to read own writing. Begins to read independently for short periods (5-10 minutes). Discusses favorite reading material with others. <input checked="" type="checkbox"/> Relies on illustrations and print. <input checked="" type="checkbox"/> Uses finger-print-voice matching. <input checked="" type="checkbox"/> Knows most letter sounds and letter clusters. <input checked="" type="checkbox"/> Can differentiate between letters and numbers <input checked="" type="checkbox"/> Recognizes simple words. <input checked="" type="checkbox"/> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. <input checked="" type="checkbox"/> Begins to make meaningful predictions. <input checked="" type="checkbox"/> Identifies titles and authors in literature (text features). Retells main event or idea in literature. Recalls main characters Participates in guided literature discussions. Explains why literature is liked/disliked during class discussions with guidance. 	<ul style="list-style-type: none"> Reads simple early-reader books with ease. Reads harder early-reader books. Reads and follows simple written directions with guidance. Identifies basic genres (e.g., fiction, nonfiction, and poetry). Uses basic punctuation when reading orally. Reads independently (10-15 minutes). Chooses reading materials independently. Learns and shares information from reading. <input checked="" type="checkbox"/> Uses meaning cues (context). <input checked="" type="checkbox"/> Uses sentence cues (grammar). <input checked="" type="checkbox"/> Uses letter/sound cues and patterns (phonics). <input checked="" type="checkbox"/> Recognizes word endings, common contractions, and many high frequency words. <input checked="" type="checkbox"/> Begins to self-correct. Retells beginning, middle, and end with guidance. Discusses characters and story events with guidance. Identifies own reading behaviors with guidance. 	<ul style="list-style-type: none"> Reads easy chapter books. Chooses, reads, and finishes a variety of materials at appropriate level with guidance. Begins to read aloud with fluency. Reads silently for increasingly longer periods (15-30 minutes). <input checked="" type="checkbox"/> Uses reading strategies appropriately, depending on the text and purpose. <input checked="" type="checkbox"/> Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. <input checked="" type="checkbox"/> Increases vocabulary by using meaning cues (context). <input checked="" type="checkbox"/> Self-corrects for meaning. <input checked="" type="checkbox"/> Follows written directions. <input checked="" type="checkbox"/> Identifies chapter titles and table of contents (text organizers). Summarizes and retells story events in sequential order. Responds to and makes personal connections with facts, characters, and situations in literature. Compares and contrasts characters and story events. "Reads between the lines" with guidance. Identifies own reading strategies and sets goals with guidance.
<ul style="list-style-type: none"> Reads medium level chapter books. Chooses reading materials at appropriate level. Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). Reads aloud with expression. <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. <input checked="" type="checkbox"/> Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. <input checked="" type="checkbox"/> Gathers and uses information from graphs, charts, tables, and maps with guidance. <input checked="" type="checkbox"/> Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. <input checked="" type="checkbox"/> Demonstrates understanding of the difference between fact and opinion. <input checked="" type="checkbox"/> Follows multi-step written directions independently. Discusses setting, plot, characters, and point of view (literary elements) with guidance. Responds to issues and ideas in literature as well as facts or story events. Makes connections to other authors, books, and perspectives. Participates in small group literature discussions with guidance. Uses reasons and examples to support ideas and opinions with guidance. 	<ul style="list-style-type: none"> Reads challenging children's literature. Selects, reads, and finishes a wide variety of genres with guidance. Begins to develop strategies and criteria for selecting reading materials. Reads aloud with fluency, expression, and confidence. Reads silently for extended periods (30-40 min.). <input checked="" type="checkbox"/> Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. <input checked="" type="checkbox"/> Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. <input checked="" type="checkbox"/> Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. Generates thoughtful oral and written responses in small group literature discussions with guidance. Begins to use new vocabulary in different subjects and in oral and written response to literature. Begins to gain deeper meaning by "reading between the lines." Begins to set goals and identifies strategies to improve reading. 	<ul style="list-style-type: none"> Reads complex children's literature. Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. Develops strategies and criteria for selecting reading materials independently. <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. <input checked="" type="checkbox"/> Gathers and analyzes information from graphs, charts, tables, and maps with guidance. <input checked="" type="checkbox"/> Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. <input checked="" type="checkbox"/> Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. Begins to generate in-depth responses in small group literature discussions. Begins to generate in-depth written responses to literature. Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. Uses reasons and examples to support ideas and conclusions. Probes for deeper meaning by "reading between the lines" in response to literature. 	<ul style="list-style-type: none"> Reads complex children's literature and young adult literature. Selects, reads, and finishes a wide variety of genres independently. Begins to choose challenging reading materials and projects. <input checked="" type="checkbox"/> Integrates nonfiction information to develop deeper understanding of a topic independently. <input checked="" type="checkbox"/> Begins to gather, analyze, and use information from graphs, charts, tables, and maps. Generates in-depth responses and sustains small group literature discussions. Generates in-depth written responses to literature. Begins to evaluate, interpret, and analyze reading content critically. Begins to develop criteria for evaluating literature. Seeks recommendations and opinions about literature from others. Sets reading challenges and goals independently. 	<ul style="list-style-type: none"> Reads young adult and adult literature. Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry). Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms) Reads challenging material for pleasure independently. Reads challenging material for information and to solve problems independently. Perseveres through complex reading tasks. <input checked="" type="checkbox"/> Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently. Analyzes literary devices (e.g., metaphors, imagery, irony, and satire). Contributes unique insights and supports opinions in complex literature discussions. Adds depth to responses to literature by making insightful connections to other reading and experiences. Evaluates, interprets, and analyzes reading content critically. Develops and articulates criteria for evaluating literature. Pursues a widening community of readers independently.

Types of Texts and Oral Reading
 Attitude
 Reading Strategies
 Comprehension and Response
 Self-Evaluation

