

K-3 Developmental Continuum

1

EMERGING

Decoding Conventions

- Choosing reading material independently.
- Seeing self as a “reader.”
- Recognize familiar words in print.
- Locating title and author on book cover.

Establishing Comprehension

- Make meaningful predictions based on illustrations.
- Identifying characters in a story.
- Relying on illustrations more heavily than print for meaning.

Realizing Context

- Recognizing familiar paces, words.
- Expressing interest in common events discussed in literature.
- Assigning characteristics to characters in stories (angry, sad, happy).

2

BEGINNING

Decoding Conventions

- Beginning to self-correct when reading orally.
- Using letter sound cues when reading orally.
- Using basic punctuation when reading orally.
- Using sentence structure cues with guidance.
- Identifies basic literary genres (poetry, story, play).

Establishing Comprehension

- Using sentence strategies with modeling and guidance.
- Finding the “main character” in a story.
- Retelling beginning, middle, and end with guidance.
- Relying on illustrations and print.

Realizing Context

- Beginning to recognize high frequency words.
- Making initial attempts at inferring meaning.
- Identifying point of view with modeling and guidance (who is talking now?).
- Beginning to use meaning cues to increase vocabulary.

3

DEVELOPING

Decoding Conventions

- Beginning to read aloud with expression.
- Beginning to read aloud with fluency on familiar stories.
- Identifying chapter titles, table of contents (text organizers).
- Identifying genres with ease.

Establishing Comprehension

- Using pre-reading strategies, during reading and post-reading strategies with deliberation.
- Distinguishing between an obvious major and minor character.
- Retelling beginning, middle, and end by self.
- Summarizing with references to single “parts” of stories--characters, plot, and setting.

Realizing Context

- Beginning to use “con-textual” vocabulary.
- Inferring meaning with practice.
- Identifying point of view by self.
- Using meaning clues consistently.
- Identifying tone and voice with guidance.

4

EXPANDING

Decoding Conventions

- Reading aloud with expressive fluency in self-chosen genres.
- Identifying more text organizers--captions, unit headings.
- Identifying sub-genres--mysteries, histories, autobiographies, fantasies, etc.
- Elements of punctuation, grammar.

Establishing Comprehension

- Using reading strategies consistently.
- Learning that a “detail” is used to describe an element of a story.
- Summarizing “whole” stories in addition to their parts.
- Summarizing a literary “purpose” (explaining the moral of fable for example) with guidance.
- Relying primarily on print to establish understanding.

Realizing Context

- Experimenting with contextual vocabulary.
- Gaining deeper meaning by “reading between the lines” with guidance.
- Articulating “difference” in stories--race, class, gender--with guidance.
- Identifying the “tone” of the author or story with guidance.
- Making good guesses at the time period of the story with guidance.

5

BRIDGING

Decoding Conventions

- Reading aloud fluently in more than one genre.
- Identifying text organizers including index, glossary, content area titles.
- Identifying genres and sub-genres independently.
- Identifying complex punctuation and sentence structures with guidance.

Establishing Comprehension

- Actively seeking print to gain understanding (I want to read to find out).
- Beginning to distinguish between significant and supporting detail.
- Summarizing whole stories and parts of stories with ease.

Realizing Context

- Using contextual vocabulary with confidence.
- Seeking deeper meaning by “reading between the lines.”
- Articulating “difference” in stories--race, class, gender.
- Identifying the “tone” of the author or story with confidence.
- Making good guesses based on textual clues.
- Beginning to see relationships between time, history, culture, society, and stories with guidance.

K-3 Developmental Continuum

1

EMERGING

Developing Interpretation

- Participating in literature discussions.
- Voicing a problem in a story.
- Expressing concern over story conflict.

Integrating for Synthesis

- Connecting read aloud books to own experience.
- Learning information from stories and sharing with others.
- Identifying beginning, middle, and end of story visually.

Critiquing for Evaluation

- Explaining why he or she liked or disliked story using own words.
- Explaining why he or she thought a story was "good" asking questions about a story.

2

BEGINNING

Developing Interpretation

- Participating and understanding the need for literature discussions.
- Attempting to orally grapple with a problem in a story.
- Responding to facts, characters, situations in stories.

Integrating for Synthesis

- Comparing and/or contrasting story with own experience.
- Finding explicit similarities and differences in characters.
- Retelling story events in a sequential order with guidance

Critiquing for Evaluation

- Explaining why story is liked or disliked by citing a scene, character trait, or problem in story.
- Questioning why something happens in a story.
- Identifying particular reading strategies and setting goals with guidance.

3

DEVELOPING

Developing Interpretation

- Generating thoughtful oral and written responses to stories based on discussion questions.
- Accurately identifying major conflict or "problem" of story.
- Connecting facts and situations in stories to conflicts ("that happened because...")

Integrating for Synthesis

- Understanding the concept of cause and effect with guidance.
- Beginning to use other resources--encyclopedia or nonfiction texts to gain information.
- Putting story in chronological order even if not originally that way.
- Using charts, graphs, tables and maps with guidance to depict story information.

Critiquing for Evaluation

- Explaining why a story is "good" based on reason combined with story element.
- Questioning and risking by asking why characters act in a certain way or why a story ends.
- Setting goals and identifying ways to improve own reading with guidance.
- Seeking out challenging reading material with guidance.

4

EXPANDING

Developing Interpretation

- Confidently developing an extended response to questions.
- Attempting to "resolve" a problem in story through analysis.
- Distinguishing between fact and opinion with modeling, guidance, and examples.
- Beginning to see a "bigger picture."

Integrating for Synthesis

- Understanding cause and effect and finding it in a story.
- Using resources (other than stories) to locate information independently.
- Integrating non-fiction information to develop an understanding with guidance.
- Using charts, graphs, tables and maps to depict story lines and information.
- Finding information using "alphabetical order."

Critiquing for Evaluation

- Responding to issues and ideas in literature as well as facts or story events.
- Posing alternative scenarios with guidance.
- Beginning to think of reading as a "critical skill" ("I know I can use reading to learn information and solve problems.")
- Actively identifying reading strengths and challenges and setting goals.
- Actively seeking out challenging reading material by self.

5

BRIDGING

Developing Interpretation

- Generating in-depth responses orally and written form.
- Recognizing the resolution of a problem in story thorough analysis as part of reading.
- Distinguishing between fact and opinion a degree of success.
- Making conscious connections between analysis and reading.

Integrating for Synthesis

- Comparing and contrasting two stories with guidance.
- Reading for information and to solve problems with ease.
- Adding depth to responses by connecting to other reading and/or experiences.
- Integrating multiple perspectives to form a thoughtful response.

Critiquing for Evaluation

- Responding to issues and ideas in literature as well as facts or story events.
- Posing alternative scenarios with success.
- Thinking of reading as a "critical skill".
- Actively identifying reading strengths and setting goals.
- Actively seeking out reading materials across content areas.
- Critiquing literature's quality with reasons and examples that illustrate use of story elements.