

READING CONTINUUM and TEACHING FOCUS (Taken from the Washington State Reading Frameworks), Levels: Beginning - Bridging

Continuum

Beginning, Ages 6-8 years	Expanding, Ages 7-9 years	Bridging, Ages 8-11 years
<ul style="list-style-type: none"> • Reads simple early-reader books. • Reads harder early-reader books. • Reads and follows simple written directions with guidance. • Identifies basic genres (e.g., fiction, non-fiction and poetry) and text features. • Uses basic punctuation when reading orally. • Reads independently (10-15 minutes). • Initiates own reading. • Recommends favorite reading materials to others. • Chooses reading materials independently. • Uses meaning cues (context). • Uses sentence cues (grammar). • Uses letter/sound cues and patterns (phonics). • Recognizes many high frequency words by sight. • 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 beginning chapter books. • Chooses, reads & 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). • Meets new reading challenges with confidence. • Makes time to read for pleasure. • Initiates own reading for information as well as pleasure, and often returns to continue reading or to locate specific selection. • Describes own reaction to books and considers ideas of others. • Uses reading strategies appropriately, depending on the text and purpose. • Uses word structure cues (e.g., prefixes, contractions, abbreviations). • Begins to use meaning cues (context) to increase vocabulary. • Self-corrects for meaning. • Follows simple written directions. • 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. • Makes predictions and “reads beyond the text” 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. • Uses library for specific purposes as well as for browsing. • Uses resources (e.g., encyclopedias, CD-ROMs and non-fiction texts) to locate and sort information with guidance. • Gathers information by using the glossary, captions and index (text organizers) with guidance. • Gathers and uses information from graphs, charts, tables and maps with guidance. • Uses context cues, other reading strategies and resources (e.g., dictionary, thesaurus) to increase vocabulary with guidance. • Demonstrates understanding of the difference between fact and opinion. • 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. • Identifies and shares strengths, weaknesses, and interests as a reader.

Teaching Focus

Students at the Beginning level are learning to:	Students at the Expanding level are learning to:	Students at the Bridging level are learning to:
<p>1) Word Knowledge</p> <ul style="list-style-type: none"> • Increase sight vocabulary, including Dolch Word Lists levels 2 and 3 • Increase knowledge of letter clusters, syllabification, affixes, roots, and compound words • Cope with more specialized vocabulary and figurative language • Show awareness of multiple meanings of some words • Identify and use adverbs, homonyms, and similes <p>2) Text Features</p> <ul style="list-style-type: none"> • Distinguish between the features of fiction and nonfiction material • Identify chapter titles and table of contents • Use table of contents and index to locate information • Use dictionaries and glossaries to check meaning and spelling <p>3) Text Forms</p> <ul style="list-style-type: none"> • Locate information in a range of texts and illustrations to answer problems or pursue topic • Compare forms and writing and illustrative styles <p>4) Strategies</p> <ul style="list-style-type: none"> • Integrates strategies of meaning, structure, and letter-sound relationships, almost automatically, focusing on text detail when meaning is lost • Use letter clusters, syllabification, affixes, roots, and compound words for predicting and confirming words • Consider text more critically <p>5) Comprehension</p> <ul style="list-style-type: none"> • Understand the importance of the sequence of events or information • Recall specific events, ideas, or information to explain meaning or reaction to text • Cope with a number of characters, incidents, and scene changes within a text • Show awareness of characterization, also in oral reading and in responses • Summarize text or content of illustrative material for a specific purpose • Compare and contrast characters and story events • Make inferences from illustrative and textual details <p>6) Fluency</p> <ul style="list-style-type: none"> • Read orally with expression which reflects personal interpretation of text 	<p>1) Word Knowledge</p> <ul style="list-style-type: none"> • Select and use synonyms and antonyms for adjectives, adverbs and verbs • Identify similes and metaphors ... and provide alternatives <p>2) Text Features</p> <ul style="list-style-type: none"> • Cope with a wide range of features within a text or books • Use charts and tables to read and present information ... comparing, recording, summarizing, or reorganizing ideas and facts from textual and/or illustrative materials <p>3) Text Forms</p> <ul style="list-style-type: none"> • Cope with more than one form within a text • Consider how different illustrative or text forms present a different view of or emphasis on the same content or theme • Use range of reference material including technical texts to pursue interests and complete tasks <p>4) Strategies</p> <ul style="list-style-type: none"> • Select and integrate most appropriate strategies and ... can explain how meaning was gained and/or checked • Skim and scan when selecting a book or seeking information • Rerun and self correct over longer passages and on a range of writing forms <p>5) Comprehension</p> <ul style="list-style-type: none"> • Identify importance of setting, in terms of characters and actions • Identify author's intention and purpose for writing and how these influence reading and response • Identify main idea or message of text • Gather and synthesize information from paragraphs and longer texts and from a variety of sources • Summarize orally and in writing information gained from text and/or illustration • Identify elements in the text and illustrations that develop characterization and influence the presentation of plot • Identify persuasive elements in fiction and nonfiction material • Justify stances on authenticity of text, or reasons for actions in text, and own response • Evaluate how the main idea or the message influences the meaning and the reading <p>6) Fluency</p> <ul style="list-style-type: none"> • Use pace & intonation to reflect purpose and meaning when reading to others 	<p>1) Word Knowledge</p> <ul style="list-style-type: none"> • Use affixes, syllables, letter clusters, and knowledge of sound and letter patterns automatically • Understand some of the functions of word classes, including elements of tense, subject and object • Understand how words can be modified to have another function such as adjectives and adverbs • Identify the expanded form of contractions and basic abbreviations <p>2) Text Features</p> <ul style="list-style-type: none"> • Use dictionary, glossary, index, table of contents, and thesaurus to check spelling, meanings, and synonyms • Use index, table of contents, catalogs, files, numbering, and alphabetical organization to locate and reference material, both in text and on computer software <p>3) Text Forms</p> <ul style="list-style-type: none"> • Use appropriate vocabulary, including title, headings, paragraph, chapter, index, & captions when referencing text • Use computer menus, searches, and icons • Identify and explain similarities and difference in purpose and basic structure of different kinds of literary and informational text, including stories, poems, articles, reports, and letters • Understand how illustrations and graphics, including diagrams, graphs, photographs, line drawings, realistic and impressionist art, influence reading and the ideas or information gained • Consider author, topic, theme, or genre when selecting a book <p>4) Strategies</p> <ul style="list-style-type: none"> • Select and integrate most appropriate strategies for reading a particular kind of text and can explain how meaning was gained and checked • Identify and use text structure, main idea, supporting details, text organizers and illustrative material when summarizing or referencing nonfiction material • Sustain silent reading and pursue tasks for longer periods <p>5) Comprehension</p> <ul style="list-style-type: none"> • Use and compare story elements and structure (plot, main idea, main and supporting characters, setting, point of view) when describing reaction to, retelling, or summarizing fiction text • Choose appropriate ways - either positive or negative - of responding to a variety of printed material • Identify features that indicate the author has considered the audience when presenting ideas and information • View the same text from different perspectives, including those of different cultures • Consider the validity of information gained from text and illustration • Apply information from reading to give a response and express insight, for example, entering imaginatively into another time, place, or role when absorbed in a text • Revisit & analyze text and illustrations for a specific purpose, including identifying story elements and literary devices • Compare elements of two or more texts in the same genre or by the same author or on a similar theme • Question others about reaction to a book or to the questioner's writing or response to a text <p>6) Fluency</p> <ul style="list-style-type: none"> • Read orally with increased understanding of phrasing, punctuation, content, form, and author's style

Target for Grade 2

Target for Grade 3

Target for Grade 4