

READING CONTINUUM

Bridging <div style="text-align: center; margin-top: 5px;"> P Q R 40 </div>	Fluent <div style="text-align: center; margin-top: 5px;"> S T 50 </div>	Proficient <div style="text-align: center; margin-top: 5px;"> U V 60 </div>	Connecting <div style="text-align: center; margin-top: 5px;"> W X 70 & 80 </div>	Independent <div style="text-align: center; margin-top: 5px;"> Y Z </div>
<p><u>Grade 4 Reading Standards</u></p> <p>1.1 Variety of Texts: reads a variety texts from diverse cultures, including literary texts</p> <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). <p>3.3 Reading With Fluency: reads appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience</p> <ul style="list-style-type: none"> Reads aloud with expression. <p>1.2 Purpose: identifies a variety of purposes for reading and chooses reading materials appropriate for those purposes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. <p>2.3 Text Features: identifies a variety of text features and explains how they help readers understand texts</p> <ul style="list-style-type: none"> <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. <p>1.3 Comprehension Strategies: identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. <p>1.8 Responding to and Evaluating Texts: expressed opinions about the ideas and information in texts and cites evidence from the text to support their opinions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrates understanding of the difference between fact and opinion. <input checked="" type="checkbox"/> Follows multi-step written directions independently. <p>1.7 Analyzing Texts: analyses texts and explains how specific elements in them contribute to meaning</p> <p>1.9 Point of View: identifies the point of view presented in texts; determines whether they can agree with the view, in whole, or in part; and suggest some other possible perspectives</p> <ul style="list-style-type: none"> 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. <p>1.6 Extending Understanding: extends understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <ul style="list-style-type: none"> Makes connections to other authors, books, and perspectives. <p>1.4 Demonstrating Understanding: demonstrates understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <ul style="list-style-type: none"> Participates in small group literature discussions with guidance. Uses reasons and examples to support ideas and opinions with guidance. 	<p><u>Grade 5 Reading Standards</u></p> <p>1.1 Variety of Texts: reads a wide variety texts from diverse cultures, including literary texts</p> <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. <p>3.3 Reading With Fluency: reads appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose</p> <ul style="list-style-type: none"> Reads aloud with fluency, expression, and confidence. <p>1.2 Purpose: identifies a variety of purposes for reading and chooses reading materials appropriate for those purposes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. Reads silently for extended periods (30-40 min.). <p>2.3 Text Features: identifies a variety of text features and explains how they help readers understand texts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. <p>1.3 Comprehension Strategies: identifies a variety of reading comprehension strategies and used them appropriately before, during, and after reading to understand increasingly complex texts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. <p>1.7 Analyzing Texts: analyses increasingly complex texts and explains how various in them contribute to meaning</p> <ul style="list-style-type: none"> Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. <p>1.4 Demonstrating Understanding: demonstrates understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <ul style="list-style-type: none"> Generates thoughtful oral and written responses in small group literature discussions with guidance. <p>4.2 Interconnected skills: explains, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.</p> <ul style="list-style-type: none"> Begins to use new vocabulary in different subjects and in oral and written response to literature. <p>1.5 Making Inferences/Interpreting Texts: uses stated and implied ideas in texts to make inferences and construct meaning</p> <ul style="list-style-type: none"> Begins to gain deeper meaning by "reading between the lines." <p>4.1 Metacognition: identifies the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers</p> <ul style="list-style-type: none"> Begins to set goals and identifies strategies to improve reading. 	<p><u>Grade 6 Reading Standards</u></p> <p>1.1 Variety of Texts: reads a wide variety of texts from diverse cultures, including literary texts</p> <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. <p>1.2 Purpose: identifies a variety of purposes for reading and chooses reading materials appropriate for those purposes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. <p>2.3 Text Features: identifies a variety of text features and explains how they help readers understand texts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Gathers and analyzes information from graphs, charts, tables, and maps with guidance. <p>1.3 Comprehension Strategies: identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand increasingly complex texts</p> <ul style="list-style-type: none"> <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. <p>1.7 Analyzing Texts: analyses increasingly complex texts and explains how the different elements in them contribute to meaning</p> <ul style="list-style-type: none"> 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. <p>1.4 Demonstrating Understanding: demonstrates understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p> <ul style="list-style-type: none"> Begins to generate in-depth responses in small group literature discussions. Begins to generate in-depth written responses to literature. <p>4.2 Interconnected skills: explains, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.</p> <ul style="list-style-type: none"> Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. <p>1.4 Demonstrating Understanding: demonstrates understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p> <ul style="list-style-type: none"> Uses reasons and examples to support ideas and conclusions. <p>1.5 Making Inferences/Interpreting Texts: develops interpretations about texts using stated and implied ideas to support their interpretations</p> <ul style="list-style-type: none"> Probes for deeper meaning by "reading between the lines" in response to literature. 	<p><u>Grades 7 and 8 Reading Standards</u></p> <p>1.1 Variety of Texts: reads a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts</p> <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. <p>1.3 Comprehension Strategies: identifies a variety of reading comprehension strategies and used them appropriately before, during, and after reading to understand increasingly complex texts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrates nonfiction information to develop deeper understanding of a topic independently. <p>2.3 Text Features: identifies a variety of text features and explains how they help readers understand texts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Begins to gather, analyze, and use information from graphs, charts, tables, and maps. <p>1.4 Demonstrating Understanding: demonstrates understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p> <ul style="list-style-type: none"> Generates in-depth responses and sustains small group literature discussions. Generates in-depth written responses to literature. <p>1.5 Making Inferences/Interpreting Texts: develops interpretations about texts using stated and implied ideas to support their interpretations</p> <ul style="list-style-type: none"> Begins to evaluate, interpret, and analyze reading content critically. Seeks recommendations and opinions about literature from others. <p>4.1 Metacognition: identifies the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers</p> <ul style="list-style-type: none"> Sets reading challenges and goals independently. 	<p><u>Grade 8 Reading Standards</u></p> <p>1.1 Variety of Texts: reads a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts</p> <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. <p>2.3 Text Features: identifies a variety of text features and explains how they help readers understand texts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently. <p>1.7 Analyzing Texts: analyses increasingly complex texts and explains how the different elements in them contribute to meaning</p> <p>2.1 Text Forms: analyzes a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction</p> <p>2.4 Elements of Style: identifies various elements of style including foreshadowing, metaphor and symbolism—and explain how they help communicate meaning and enhance the effectiveness of texts</p> <ul style="list-style-type: none"> Analyzes literary devices (e.g., metaphors, imagery, irony, and satire). <p>1.4 Demonstrating Understanding: demonstrates understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p> <ul style="list-style-type: none"> Contributes unique insights and supports opinions in complex literature discussions. <p>1.6 Extending Understanding: extends understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights to other familiar texts, and to the world around them.</p> <ul style="list-style-type: none"> Adds depth to responses to literature by making insightful connections to other reading and experiences. <p>1.5 Making Inferences/Interpreting Texts: develops interpretations about texts using stated and implied ideas to support their interpretations</p> <ul style="list-style-type: none"> Evaluates, interprets, and analyzes reading content critically. <p>1.8 Responding to and Evaluating Texts: evaluates the effectiveness of both simple and complex texts based on evidence from the texts</p> <ul style="list-style-type: none"> Develops and articulates criteria for evaluating literature. Pursues a widening community of readers independently.

Continuum Icons

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

Ontario Reading Standards (4-8)

- By the end of the grade level students will:*
1. read and demonstrate an understanding of a variety of literacy, graphic, and informational texts, using a wide range of strategies to construct meaning.
 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
 3. use knowledge of words and curing systems to read fluently
 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading