

# READING CONTINUUM

## LEVEL A      LEVEL B      LEVEL C      LEVEL D

Student:

- VOCABULARY**
- Points to pictures in books or objects in environment.
- LISTENS AND RESPONDS**
- Names people, animals, objects, places.
  - Speaks in simple sentences.
  - Responds when spoken to.
  - Responds to environmental symbols.
  - Listens when someone is speaking or reading.
  - Connects own experiences to videos and stories.
  - Talks about personal experiences, stories heard, videos or texts.
- TEXT FEATURES**
- Holds the book the right way.
  - Turns pages from front to back.
  - Looks at pictures.
- COMPREHENDS** • Talks about pictures in stories.

- VOCABULARY**
- Names common items or pictures of items; describes location, size, color, and shape.
  - Identifies and sorts pictures into categories (vehicles, foods, colors).
- LISTENS AND RESPONDS**
- In conversation, asks and answers questions in complete sentences.
  - Follows one-step oral directions to complete a task.
  - Follows symbol or icon directions.
  - Listens in a group, looking at the speaker.
  - Expresses own opinion about material read/heard.
  - Connects text and personal experiences.
- TEXT FEATURES**
- Looks at books front to back, left to right, top to bottom.
  - Demonstrates that a spoken word has an equivalent and consistent written word.
  - Locates first/last and beginning /end as related to text.
  - Discusses messages from pictures or text.
- COMPREHENDS** before, during, or after listening to information, poetry or stories:
- Predicts then confirms predictions.
  - Tells important ideas or information.
  - Retells or dramatizes a familiar story or a section of text (not necessarily in sequence).
  - Retells stories from pictures.
  - Asks questions.
  - Answers questions about locations, characters, and events.

- VOCABULARY**
- Uses content vocabulary in conversation.
- LISTENS AND RESPONDS** in groups by taking turns speaking.
- TEXT FEATURES**
- Differentiates between a letter and word.
  - Locates beginning, middle and end.
  - Performs return sweep when reading.
- COMPREHENDS** before, during, or after listening to information, poetry or stories:
- Recalls details.
  - Draws, describes, or acts out a text section

- VOCABULARY**
- Determines the meaning of new vocabulary in context (from oral language, pictures, or text).
- TEXT FEATURES**
- Attends to text features including book cover and illustrations.
- COMPREHENDS** before, during, or after listening to information, poetry or stories:
- Retells stories in sequence using text pictures or another prompt.
  - Draws conclusions about stories or information.

## Comprehension Strategies

## Decoding, Word Recognition, and Fluency

- PHONEMIC AWARENESS** • Given spoken words, identifies whether words are the same or different (ball/hat; boy/boy).
- RECOGNIZES SIGHT WORDS**
- Recognizes own printed name.
  - Identifies the letters in own name.
- FLUENCY** • Participates in group songs chants or rhymes.

- PHONEMIC AWARENESS** • In texts read aloud, identifies rhyming words.
- RECOGNIZES SIGHT WORDS**
- Recognizes some sight words (mom, I, stop, dad, friends' names).
  - Recognizes letters of own name in other words.
- DECODES** Predicts unknown words using:
- Initial, middle and final letter sounds.
  - Multiple sources of information (context, grammar and phonics).
- MONITORS READING**
- Matches words spoken to words in print (1-1 matching).
  - Locates known words (sight words).
  - Stops at an unknown word.
  - Recognizes when reading doesn't make sense, sound right or look right.

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- Matches words spoken to words in print (1-1 matching).
  - Locates known words (sight words).
  - Stops at an unknown word.
  - Recognizes when reading doesn't make sense, sound right or look right.

Record teacher name, date (month/year), and student's level by letter.

DATE	LEVEL
MONTH	YEAR
K Teacher	
Comprehension	
Decoding	

**SPRING**

# READING CONTINUUM

## LEVEL E 1ST GRADE EXPECTATION

### In addition to reading at Benchmark Level 14

- VOCABULARY** • Uses new vocabulary in context.
- LISTENS, READS AND RESPONDS**
- Follows two-step oral directions to complete a task.
  - Follows symbol, icon, or written directions to complete a task.
  - Listens and responds to individuals and in groups.
  - Expresses own opinion about material read/heard.
  - Connects text with other texts and personal experiences.
  - Connects stories and songs with cultures.
- TEXT FEATURES**
- Differentiates between a word and a sentence.
  - Attends to table of contents and speech bubbles.
- COMPREHENDS** before, during, or after reading 1st grade level narrative and informational texts:
- Tells problem, solution, main characters, and setting.
  - Tells a main idea or information.
  - Predicts then confirms predictions.
  - Retells or dramatizes the story in sequence.
  - Asks questions to clarify meaning.
  - Answers who, what, where, and when questions.
  - Compares and contrasts information in texts.
  - Draws conclusions about stories or information.

Student:

## LEVEL G 2ND GRADE EXPECTATION

### In addition to reading at Benchmark Level 24

- VOCABULARY**
- Uses content vocabulary in context.
  - Infers the meaning of words in oral or written contexts.
- LISTENS, READS AND RESPONDS**
- Follows one- to two-step written directions to complete a task.
  - Listens and responds during discussions, commenting on previous statements.
  - Expresses own opinion about material read.
  - Connects text to personal experiences, experiences of others, and other texts by recalling details from a text.
  - Connects stories and songs with cultures.
- TEXT FEATURES**
- Determines genre as fiction, nonfiction, or poetry based on text features.
  - Obtains information from
    - Graphics
    - Captions
    - Quotation marks in dialogue
- COMPREHENDS** before, during, or after reading 2nd grade level narrative and informational texts:
- Predicts then confirms predictions.
  - Asks questions to clarify meaning.
  - Backs up literal statements with proof from text.
  - Infers character attributes, feelings, or motivations.
  - Draws conclusions based on information presented (cause and effect).

## Comprehension Strategies

## Decoding, Word Recognition, and Fluency

- PHONEMIC AWARENESS** Given spoken or written words or sounds:
- Orally blends 3-4 sounds into a word (r-e-s-t).
  - Orally segments 3-4 sounds in one syllable words.
  - Identifies the beginning, middle, and ending sound in 1-syllable words.
- RECOGNIZES SIGHT WORDS** in context including:
- Regularly spelled one syllable words
  - Grade level high frequency words
- DECODES** Solves unknown words using word parts such as:
- Endings (-s, -ed, -ing)
  - Blends (sp, bl, st)
  - Digraphs (ch, sh, th)
  - Word families (-at, -ad, -oat, -ate)
- CONTEXTUAL INFORMATION**
- MONITORS READING** accuracy and comprehension
- Rereads
  - Cross checks
  - Corrects errors
- FLUENCY**
- Participates in oral/shared reading of both fiction and non-fiction.
  - Oral rereading matches own speech in pace, phrasing and expression.
  - Oral rereading shows understanding of periods, question marks, exclamation points, quotation marks, and font features (bold, size, italics).
- RECOGNIZES SIGHT WORDS** in context including:
- Regularly spelled two syllable words
  - High frequency compound words
- DECODES** Solves unknown words using
- Root words (the, do, read)
  - Prefixes (un-, re-, pre-)
  - Suffixes (-ful, -ly, -est)
- CONTEXTUAL INFORMATION** gained by reading on
- MONITORS READING** accuracy and comprehension
- Rereads
  - Adjusts reading pace
  - Integrates sources of information (context, grammar, and phonics)
  - Self-corrects errors
  - Reflects on meaning
- FLUENCY**
- Participates in oral/shared reading of both fiction and non-fiction.
  - Uses word identification strategies automatically when encountering an unknown word.
  - Oral rereading matches own speech in pace, phrasing and expression.
  - Oral rereading shows understanding of periods, commas, question marks, exclamation points, quotation marks (dialogue), and various fonts or types of print.

### LEVEL F

- VOCABULARY** • Uses new vocabulary in context.
- LISTENS, READS AND RESPONDS**
- Follows multi-step oral directions to complete a task.
  - Listens and responds to individuals and in groups during discussions.
  - Expresses own opinion about material read/heard.
  - Connects text to personal experiences and other texts by recalling details from a text.
  - Connects stories and songs with cultures.
- TEXT FEATURES**
- Determines genre as fiction or nonfiction based on text features
  - Obtains information from
    - Title page
    - Chapter title
- COMPREHENDS** before, during, or after reading grade level narrative and informational texts
- Tells problem and solution, main characters, and setting.
  - Identifies and discusses main ideas and supporting details.
  - Retells or dramatizes a story in sequence.
  - Answers questions about information explicitly stated.
  - Compares and contrasts information in texts.

Record teacher name, date (month/year), and student's level by letter.

DATE	MONTH	YEAR	FALL		SPRING		FALL		SPRING	
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		
			Comprehension	Decoding	Comprehension	Decoding	Comprehension	Decoding	Comprehension	Decoding
1st Teacher			2nd Teacher							

# READING CONTINUUM

## LEVEL H 3RD GRADE EXPECTATION

In addition to reading at Benchmark Level 38 or 3.5 +

- VOCABULARY**
- Uses content vocabulary in context.
  - Recalls word meaning by giving an example.
  - Infers the meaning of words in oral and written contexts.
  - Identifies synonyms, antonyms, and homophones.
- LISTENS, READS AND RESPONDS**
- Follows one- to two-step written directions to complete a task.
  - Listens and responds orally to others' opinions and questions about a text.
  - Expresses own opinion about material read.
- Connects text to personal experiences, experiences of others, and other texts:
- Locates details in a text.
  - Describes similarities and differences.
  - Compares ideas read to prior knowledge.
- TEXT FEATURES**
- Identifies fiction and non-fiction.
  - Distinguishes prose from poetry and short story from a play.

Obtains information from

- Title page
- Graphics
- Index
- Table of contents
- Captions
- Fonts indicating key words

- VOCABULARY**
- Uses content vocabulary in context.
  - Recalls word meanings by giving a definition.
  - Infers the meaning of words in oral and written contexts.
  - Categorizes relationships between pairs of synonyms, antonyms, and homophones.
- LISTENS, READS AND RESPONDS**
- Complete a simple task following written multi-step directions.
  - Expresses own opinion about authors and materials read and explains reasons.
- Connects text to personal experiences, experiences of others, and other texts:
- Locates details in a text.
  - Describes similarities and differences.
  - Compares ideas read to prior knowledge.
- TEXT FEATURES**
- Explains why a text is fiction or non-fiction.
  - Distinguishes between short stories, plays, novels, and poems.

Obtains information from

- Title page
- Graphics
- Index
- Copyright
- Sections such as chapters, paragraphs, and conclusions
- Table of contents
- Captions
- Glossary
- Fonts indicating key words

Student:

## LEVEL I 4TH GRADE EXPECTATION

In addition to reading at Benchmark 4.5 +

- VOCABULARY**
- Uses content vocabulary in context.
  - Recalls word meanings by giving a definition.
  - Infers the meaning of words in oral and written contexts.
  - Categorizes relationships between pairs of synonyms, antonyms, and homophones.
- LISTENS, READS AND RESPONDS**
- Complete a simple task following written multi-step directions.
  - Expresses own opinion about authors and materials read and explains reasons.
- Connects text to personal experiences, experiences of others, and other texts:
- Locates details in a text.
  - Describes similarities and differences.
  - Compares ideas read to prior knowledge.
- TEXT FEATURES**
- Explains why a text is fiction or non-fiction.
  - Distinguishes between short stories, plays, novels, and poems.
- Obtains information from
- Title page
  - Graphics
  - Index
  - Copyright
  - Sections such as chapters, paragraphs, and conclusions
  - Table of contents
  - Captions
  - Glossary
  - Fonts indicating key words

Obtains information from

- Title page
- Graphics
- Index
- Copyright
- Sections such as chapters, paragraphs, and conclusions
- Table of contents
- Captions
- Glossary
- Fonts indicating key words

- RECOGNIZES SIGHT WORDS** in context including:

- Contractions
  - Abbreviations of proper nouns
  - Grade level high frequency words
- DECODES** unknown phonetically regular multi-syllabic words using:
- Visual information (phonics)
  - Word structure (root words, prefixes, suffixes)
  - Language structure (grammar)
  - Contextual information

- MONITORS** READING accuracy and comprehension:

- Rereads to clarify, confirm, or correct.
- Adjusts reading pace to meet the demands of the text.
- Reflects on meaning while reading.

- FLUENCY**

- Oral rereading matches own speech in pace, phrasing and expression.
- Oral rereading shows understanding of punctuation and other conventions of print.

- RECOGNIZES SIGHT WORDS** in context including:

- Abbreviations
  - Grade level high frequency words
- DECODES** unknown phonetically regular and irregular multi-syllabic words using:
- Visual information (phonics)
  - Word structure (root words, prefixes, suffixes)
  - Language structure (grammar)
  - Contextual information

- MONITORS** READING accuracy and comprehension:

- Rereads to clarify, confirm or correct.
- Adjusts reading pace to meet the demands of the text.
- Reflects on meaning.

- FLUENCY**

- Oral rereading matches own speech in pace, phrasing, and expression.
- Oral rereading shows understanding of punctuation and other conventions of print.

### Comprehension Strategies

### Decoding, Word Recognition, and Fluency

Record teacher name, date (month/year), and student's level by letter.		DATE		DATE		DATE	
3 <sup>RD</sup> Teacher		MONTH	YEAR	MONTH	YEAR	MONTH	YEAR
LEVEL		LEVEL		LEVEL		LEVEL	
SPRING		SPRING		SPRING		SPRING	
FALL		FALL		FALL		FALL	
Comprehension		Comprehension		Comprehension		Comprehension	
Decoding		Decoding		Decoding		Decoding	
4 <sup>TH</sup> Teacher		4 <sup>TH</sup> Teacher		4 <sup>TH</sup> Teacher		4 <sup>TH</sup> Teacher	

# READING CONTINUUM

## LEVEL J 5TH GRADE EXPECTATION

### In addition to reading at Benchmark 5.5 +

Student: \_\_\_\_\_

### Comprehension Strategies

- VOCABULARY**
  - Uses content vocabulary in context.
  - Infers the meaning of multi-syllabic words in oral and written contexts using word parts and origins (scholastic from school).
  - Categorizes relationships between pairs of synonyms, antonyms, homophones, and homographs.
- LISTENS, READS AND RESPONDS**
  - Completes a task following written multi-step directions.
  - Expresses opinions about authors and materials read and explains reasons. Connects text to personal experiences, experiences of others, other texts, universal themes, and world events:
  - Locates details in a text.
  - Describes similarities and differences.
  - Compares ideas read to prior knowledge.
  - Applies new information to situations beyond the text.
- TEXT FEATURES**
  - Explains why a text is fiction or non-fiction.
  - Distinguishes between short stories, plays, novels, poems, reports, and recounts. Obtains information from
    - Title page
    - Graphics
    - Index
    - Copyright
  - Sections such as chapters, paragraphs, and conclusions
    - Table of contents
    - Captions
    - Glossary
    - Fonts indicating key words
- COMPREHENDS** before, during, or after reading 5th grade level narrative and informational texts:
  - Discusses main conflict or problem, sequence of events, character traits, motivation and changes over time, effects of setting on characters or plot, and narrator's point of view.
  - Retells a story in sequence including essential details (character names, specific locations).
  - Compares and contrasts plot, setting and characters across a variety of works and authors.
  - Compares and contrasts cultural influences; ideas, values, traditions, settings, and character types.
  - Locates literal information, key details, main idea, or central concept by re-reading, scanning, and skimming.
  - Infers missing information, logical outcomes, author's message, theme, or life lesson.
  - Asks questions that extend understanding of cultural influences, character motives, and universal themes.
  - Draws conclusions that reflect synthesis of prior knowledge and new information.
  - Supports predictions, inferences, and conclusions by citing information from text.
  - Restates, paraphrases, outlines, and summarizes information.
  - Distinguishes facts from opinions.

### Decoding, Word Recognition, and Fluency

- RECOGNIZES SIGHT WORDS** in context including:
  - Abbreviations
  - Grade level high frequency words
- DECODES** unknown phonetically regular and irregular multi-syllabic words using:
  - Visual information (phonics)
  - Word structure (root words, prefixes, suffixes)
  - Language structure (grammar)
  - Contextual information
- MONITORS** reading accuracy and comprehension
  - Re-reads to clarify, confirm, or correct.
  - Adjusts reading pace to meet the demands of the text.
  - Reflects on meaning while reading.
- FLUENCY**
  - Oral rereading matches own speech in pace, phrasing, and expression.
  - Oral rereading shows understanding of punctuation and other conventions of print.

Record teacher name, date (month/year), and student's level by letter.

DATE		DATE		DATE		DATE	
MONTH	YEAR	MONTH	YEAR	MONTH	YEAR	MONTH	YEAR
		<b>FALL</b>		<b>SPRING</b>			
		LEVEL		LEVEL		LEVEL	
		Comprehension		Comprehension			
		Decoding		Decoding			

\_\_\_\_\_  
5<sup>th</sup> Teacher