



THREE VILLAGE CENTRAL SCHOOL DISTRICT Elementary Reading Continuum

Emergent Reader		Beginning Reader		Independent Reader		Experienced Reader		Advanced Reader	
Early Emergent (EE)	Advanced Emergent (AE)	Early Beginning (EB)	Advanced Beginning (AB)	Early Independent (EI)	Advanced Independent (AI)	Experienced (Exp)	Very Experienced (VExp)	Self-Extending Reader (SE)	Very Advanced Reader (VA)
<ul style="list-style-type: none"> Begins to display awareness of some conventions of print: front-back of book, left-right progression, top-bottom Focuses mainly on pictures Can talk about the pictures Uses pictures almost exclusively to gain understanding Begins to know the difference between pictures and print May recognize familiar words occasionally May engage in "pretend" reading Needs much assistance and support from an adult Recognizes some environmental print 	<ul style="list-style-type: none"> Awareness of conventions of print is established: front-back of book, left-right progression, top-bottom Focuses on print as well as pictures Knows the difference between pictures and print Begins to demonstrate that letters form words Is beginning to recognize a few familiar words on sight May engage in "pretend" reading, using book language ("Once upon a time, "the end,") etc. May "read" from memory May draw upon predictable language patterns to anticipate or recall the text May demonstrate an awareness of some letter-sound relationships – mostly beginning consonants Needs assistance and support from an adult Relies mostly on picture clues and recall of story line to make sense of print Demonstrates an understanding of a story through comments, reactions, discussions, and/or drawings 	<ul style="list-style-type: none"> Relies more on print to find the meaning of the text, but pictures play an important role Concept of word is fairly established Some sight-word vocabulary is evident Some high frequency words in text are recognized Begins to use some aspects of cueing systems (meaning, structure, and visual information) Starts to self monitor and correct own reading Reading requires considerable effort and continued assistance from an adult Can identify some of the attributes in the text: character, setting, problem, and resolution Retells general story or subject of text, but awareness of sequence of events may not be demonstrated 	<ul style="list-style-type: none"> Relies mainly on print to find out meaning of text with pictures playing a supporting role Sight vocabulary is established and many high frequency words are recognized Readily uses cueing systems (meaning, structure, and visual information) with prompting from an adult Self monitoring and correcting are becoming established Reading requires effort and some assistance from an adult Can identify and discuss many of the attributes in the text: main idea or subject, characters, setting, problem and solution 	<ul style="list-style-type: none"> Uses cueing systems (meaning, structure, and visual information) to problem-solve text difficulties with increasing independence Substantial sight vocabulary is established Self monitoring and correcting are used regularly Oral reading begins to have fluency and expression Beginning to develop confidence and independence as a reader Can identify and discuss main idea or subject, characters, setting, problem and solution (comprehension) Retells and discusses story or subject of text with awareness of sequence of events 	<ul style="list-style-type: none"> Uses all cueing systems (meaning, structure, and visual information) to independently problem-solve Recognizes most words in text Self monitoring and correcting are used regularly and quickly to solve problems Oral reading has increasing fluency and expression with attention to punctuation Demonstrates increasing confidence and independence as a reader Can identify and discuss main idea or subject, characters, setting, problem and solution (comprehension) Retells and discusses subject of text with awareness of sequence of events and attention to details 	<ul style="list-style-type: none"> Cueing systems (meaning, structure, and visual information) are generally internalized Word problems are rarely encountered during reading Oral reading has momentum, fluency, and expression with attention to punctuation Demonstrates confidence and independence as a reader Can provide a coherent synthesis of the meaning of the text, using relevant details Analysis and interpretation skills are developing Awareness of literary aspects of text and/or nuances and subtleties of text is developing, including author's purpose May relate ideas in text to other ideas, experiences, and/or literature when prompted 	<ul style="list-style-type: none"> Cueing systems (meaning, structure, and visual information) are internalized Word problems are rarely encountered during reading Problem-solving strategies are internalized Oral expression during reading reflects the subtleties of the text Demonstrates a strong sense of confidence and independence as a reader Reads for sustained periods Demonstrates fluency in oral reading Can provide a coherent synthesis of the meaning of the text, with extensive use of relevant details Analysis and interpretation skills are clearly evident Appreciates nuances and subtleties of text Identifies literary aspects such as voice, plot, setting, and character Can volunteer independently how ideas in text relate to other ideas, experiences, and/or literature 	<ul style="list-style-type: none"> Uses a variety of strategies to decode words Demonstrates complete confidence and independence as a reader Reads for sustained periods Uses a variety of strategies to construct meaning from text Demonstrates understanding of writer's intent and purpose when reading Evaluates point of view and voice in text and poetry Interprets figurative language such as imagery, metaphor, simile, personification, and idioms Makes connection in texts to prior knowledge and information 	<ul style="list-style-type: none"> Understands how words work; employs a wide range of word solving strategies, including analogy to known words, word roots, base words, and affixes Summarizes the main idea of complex texts and recognizes supporting details Identifies relationships among literary elements Uses graphic information to aid in interpretation of text Forms opinions, using extensive supporting details Explores and develops an appreciation for varied topics and genres Uses reading as a tool for learning in the content areas Reads for personal growth by exploring philosophical and social issues Analyzes, interprets, and synthesizes information from a variety of text sources to compare, contrast, conclude, and summarize

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