

Three Village Central School District Speaking & Listening Continuum Kindergarten

Emergent Listener (EL)	Beginning Listener (BL)	Independent Listener (IL)	Experienced Listener (ExpL)	Advanced Listener (AL)
<ul style="list-style-type: none"> • Developing the ability to focus attention • Relies on repetition to understand information • Sometimes listens without interrupting • Sometimes responds appropriately 	<ul style="list-style-type: none"> • Focuses attention for limited period of time • Requires cues to understand information • Usually listens without interrupting • Usually responds appropriately 	<ul style="list-style-type: none"> • Listens attentively • Focuses attention for sustained periods of time • Understands information • Responds appropriately 	<ul style="list-style-type: none"> • Focuses attention for extended periods of time • Understands complex information • Responses are appropriate, relevant, and may extend beyond what is asked 	<ul style="list-style-type: none"> • Follows and correctly interprets multi-step directions • Listens respectfully and responsively, considering others' point of view, in order to foster social relationships • Listens attentively in order to comprehend, evaluate, and respond to ideas, text and data • Selects and uses strategies for organizing, categorizing and recording information

Emergent Speaker (ES)	Beginning Speaker (BSp)	Independent Speaker (IS)	Experienced Speaker (ExpS)	Advanced Speaker (ASp)
<ul style="list-style-type: none"> • Participation in class discussion is limited • Communicates ideas with simple phrases • Responses to discussions may be random and unrelated to the topic 	<ul style="list-style-type: none"> • Participates in discussions • Communicates ideas clearly • Responses are generally related to the topic 	<ul style="list-style-type: none"> • Actively participates in discussions • Communicates ideas in an organized and effective manner • Responses are appropriate and relevant 	<ul style="list-style-type: none"> • Participates respectfully and productively in group discussions • Presents information clearly, using relevant facts and supporting details • Responses are appropriate, relevant and extended 	<ul style="list-style-type: none"> • Expresses and supports opinions and judgments • Generates pertinent questions to advance understanding • Contributes actively to discussions, encouraging the contribution of others • Communicates ideas using rich and expressive language • Demonstrates the use of effective presentation skills



THREE VILLAGE CENTRAL SCHOOL DISTRICT READING CONTINUUM K-3

	K	1	2	3
	Text Levels Pre-A, A, B, C	Text Levels C, D, E, F, G, H, I	Text Levels I, J, K, L, M	Text Levels M, N, O, P
Text Characteristics	<p>Pre A- A</p> <ul style="list-style-type: none"> — Short, predictable sentences that are similar to children's natural language — Words in text are large, well spaced with only one line of print — A simple illustration or picture without distracting detail accompanies and directly corresponds to the text <p>B-C</p> <ul style="list-style-type: none"> — Short, predictable sentences that are similar to children's natural language are frequently repeated — Simple pictures support the main idea and correlate with text — Focuses on one idea or topic familiar to young children — 1-5 lines of print containing easy frequently used words such as <i>is, and, or my</i> 	<p>D, E, F</p> <ul style="list-style-type: none"> — More complex sentences occur but concepts are still within the child's experiences — Many frequently used and easy to decode words are present — Illustrations provide important information about the text — Contains a simple sequence of events, usually ending in a predictable way <p>G, H, I</p> <ul style="list-style-type: none"> — Size of print and spacing between words diminishes — Illustrations are no longer directly support word solving but are used to develop the understanding of the text — Begins to include literary language, such as <i>once upon a time, suddenly, etc...</i> — Contains a single plot with a distinct problem and solution — Genres begin to vary including fiction and nonfiction 	<p>J-K</p> <ul style="list-style-type: none"> — More complex words to solve — Longer and more complex texts require the reader to hold on to information over longer stretches of time — Increased use of literary language such as <i>exclaimed, indeed, etc...</i> — Increased use of dialogue to tell stories — Genres continue to vary including more folktales, realistic stories, and informational texts — Illustrated chapter books <p>L-M</p> <ul style="list-style-type: none"> — Variety in sentence length and complexity with little or no illustrations or graphics — Some new vocabulary and content specific words are explained or illustrated — Single plot with several characters and events — Genres continue to vary including more mystery and fantasy — Text with multiple points of view revealed through character's actions and dialogue 	<p>N</p> <ul style="list-style-type: none"> — Subtleties of plot and humor require the reader to read critically and inferentially — Character development and relationships take on a more prominent role — Content requires reader to take on perspectives from diverse cultures <p>O-P</p> <ul style="list-style-type: none"> — Wide range of genres including more historical fiction — Chapter books with sequels — More challenging themes with deeper meanings and important social issues are presented — More complex layout — Print is smaller with minimal spacing — Memorable characters who change and develop over time — Complex sentence structure and more difficult vocabulary
Reading Behaviors	<ul style="list-style-type: none"> — Begins to follow print left to right and top to bottom with the assistance of teacher pointer or own finger — Begins to recognize easy, frequently used words — Notices information in pictures — Begins to use word by word matching to self-correct — Begins to use the first letter of a word in connection with the context of the story to solve words — Participates in group and individual reading — Begins to see self as a reader and rereads familiar texts independently 	<ul style="list-style-type: none"> — Begins to follow print without finger pointing — Recognizes a large number of words including many frequently used words — Demonstrates knowledge of flexible ways to solve words (using letter sound relationships in sequence, known words, and word parts) — Rereads to problem solve, self-correct, or confirm — Demonstrates phrased, fluent oral reading with some expression — Participates in group and individual reading including discussions about text — Reads independently for 10-15 minutes at a time 	<ul style="list-style-type: none"> — Demonstrates flexible ways to solve words (noticing word parts, endings, and prefixes) — Solves words of two or three syllables and words with complex letter sound relationships — Connects words that have similar meanings to understand a text and acquire new vocabulary — Self-corrects when errors interfere with understanding — Demonstrates phrased and fluent reading (appropriate stress on words, pausing and phrasing, expression, and use of punctuation) — Participates in discussions about books with others — Begins to choose books at an independent reading level with assistance — Reads independently for 15-25 minutes at a time 	<ul style="list-style-type: none"> — Solves unfamiliar words while maintaining fluency — Uses the context of a sentence, paragraph, or whole text to determine the meaning of a word — Begins to notice new and interesting words and actively adds them to speaking or writing vocabulary — Uses graphics and tools within the text to gather information (diagrams, captions, maps, charts, headings, glossaries, and authors' notes) — Consistently checks on understanding and searches for information when confusion occurs — Reads silently and orally at an appropriate rate, neither too fast nor too slow — Reads independently for 20-30 minutes at a time
Comprehension	<ul style="list-style-type: none"> — Makes predictions based on information in pictures — Uses pictures to infer character's feelings — Talks about own experiences in relation to text — Identifies new information through text and pictures — Understands how the ideas in a book are related to the title — Understands the main idea of books read 	<ul style="list-style-type: none"> — Makes predictions based on personal experience and background knowledge — Interprets and infers causes for characters' feelings, motives or actions — Makes connections between texts, characters and personal experiences based on books that have been read or heard — Acquires and discusses new information from text — Begins to share opinions about books — Notices parts of a book — Recalls and retells the sequence of events 	<ul style="list-style-type: none"> — Uses text layout and information gained through reading to make predictions about the problem, solution or outcome of the story — Demonstrates understanding of characters and their traits using evidence from text — Brings background knowledge to the interpretation or understanding of the text before, during, and after the reading — Specifies the nature of connections and opinions (topic, content, genre, author, recurring characters) — Differentiates between what is known and new information — Begins to notice writer's style, and aspects of genre — Identifies important events and ideas 	<ul style="list-style-type: none"> — Searches for and uses information to confirm or adjust predictions — Infers the main ideas, messages, themes of text — Notices changes in characters across time and infers possible reasons for development — Begins to use background knowledge to understand characters and events that may not be within their experiences — Begins to express changes in their ideas after reading and discussing a text — States opinions about a text and shows evidence to support their opinions — Notices the way texts are organized — Summarizes the important events and ideas of a longer text at intervals during reading