



THREE VILLAGE CENTRAL SCHOOL DISTRICT READING CONTINUUM 4-6

	4	5	6	6+
	Text Levels P, Q, R, S	Text Levels S, T, U, V	Text Levels V, W, X, Y	Text Levels Y, Z
Text Characteristics	<p>Q</p> <ul style="list-style-type: none"> — Sophisticated humor, complex plots and interesting ideas often without illustrations — Wide variety of genres including more biographies and hybrid texts — Complex plots with numerous episodes and time passing <p>R-S</p> <ul style="list-style-type: none"> — Longer books that require a great deal of sustained interest — Settings may be distant from children’s experiences — Some vocabulary is sophisticated and challenging — Literary devices such as simile and metaphor will require background knowledge — Wide range of genres include more autobiographies 	<p>T</p> <ul style="list-style-type: none"> — Large amounts of text require readers to remember information and connect ideas over a long period of time — Historical fiction often connects to social studies topics — Complex ideas and information require the reader to take on diverse perspectives — Many words and phrases used beyond their literal meaning <p>U-V</p> <ul style="list-style-type: none"> — Themes focus on the problems of pre-adolescence and understanding of history, politics, and cultural diversity — Complex plots and subplots — Complex layouts with fine print — Wide range of genres now including more science fiction — Full range of literary devices including flashback, story within a story, symbolism and figurative language 	<p>W-X-Y</p> <ul style="list-style-type: none"> — Young Adult literature with content appropriate only for mature elementary students — Extremely complex in structure and/ or usually difficult to follow — Challenging content- specific vocabulary and technical words — Multiple themes that are often controversial and requiring abstract thinking 	<p>Z</p> <ul style="list-style-type: none"> — Young Adult literature with content appropriate only for mature elementary students — Wide range of genres now including satire, parody, allegory, and monologue — Unusual text organizations such as flashback, flashforward, shifts in time, embedded diverse stories, etc... — Archaic language is used as well as many technical words — Mature societal themes and issues
Reading Behaviors	<ul style="list-style-type: none"> — Applies problem solving strategies to technical words and challenging proper nouns — Uses tools both within and outside the text to gather information (dictionaries, pronunciation guides, internet sources) — Responds to suspense by reading on — Self-initiates reading for own purposes during and beyond the school day — Identifies favorite genres, authors and topics and shares with others — Adjusts rate of reading to ensure comprehension when text becomes more challenging — Reads independently for 30-45 minutes at a time 	<ul style="list-style-type: none"> — Employs a wide range of word-solving strategies, including making analogies — Continues to acquire new vocabulary through reading — Uses reading as a tool for learning in the content areas — Forms implicit questions and searches for answers while reading — Develops stamina to sustain meaning of longer stretches of text over periods of time, days or weeks — Reads independently for 35-50 minutes 	<ul style="list-style-type: none"> — Applies a wide range of word solving strategies — Derives the meaning of words that reflect regional or historical dialects as well as words from languages other than English — Reads to explore the world, including philosophical, moral, and social issues — Reads independently for 40-55 minutes at a time 	<ul style="list-style-type: none"> — Uses a variety of word solving strategies that are internalized and automatic — Understands when a writer uses words in a satirical or symbolic way that changes the surface meaning — Continuously monitors understanding of a sophisticated text — Continues to read to explore the world, including philosophical, moral, and social issues — Reads independently for 50-60 minutes at a time
Comprehension	<ul style="list-style-type: none"> — Makes a wide range of predictions using evidence to justify thinking — Infers main ideas, messages, and themes and how they apply to life today — Follows multiple characters in different episodes — Speculates and infers alternate meanings of text — Interprets character’s motives, actions, or themes that are unfamiliar — Makes connections between real life experiences and a wide range of fiction and nonfiction texts in order to understand diverse cultures and settings — Demonstrates changing perspectives as events in a story unfold — Notices and evaluates some aspects of a text that add to enjoyment or interest — Assesses whether a text is authentic and consistent with life experiences — Summarizes the important events and ideas in texts with multiple episodes 	<ul style="list-style-type: none"> — Changes and revises predictions as new information is gathered from a text — Infers the main ideas, messages, and themes with mature issues and interprets how they apply to life today — Infers the meaning of symbols that the writer uses to enhance meaning (objects, events, or characters) — Makes inferences about multiple characters, complex plots, and some subplots — Makes more sophisticated connections between characters, plots and settings — Combines new information or ideas with existing knowledge to create new understandings — Uses multiple sources of information to check authenticity of texts — Understands the role of the setting in a variety of genres — Organizes and summarizes important information to add to background knowledge 	<ul style="list-style-type: none"> — Uses characteristics of genre to make predictions before and during reading — Infers character’s thinking process and struggles at key points — Connects and compares characters within and across genres by circumstance, traits or actions — Mentally form categories of related information and revises them as new information is acquired — Critiques a text as an example of a genre — Recognizes the use of figurative language and discusses how it adds to the quality of a text — Analyzes aspects of the writer’s craft (style, language, perspective, themes) — Constructs summaries that are concise and reflect the important main ideas and themes 	<ul style="list-style-type: none"> — Makes and continually revises a wide range of predictions — Uses all inferring strategies and applies them to texts with explicit, mature, and complex themes — Makes connections between current social and moral issues and those presented in text — Develops new perspectives on own life based on situations presented in young adult texts — Critiques text for bias, exaggeration and misinformation — Analyzes the structure of complex plots in fiction and the organizational structure in nonfiction — Recognizes and interprets the writer’s use of irony — Evaluates the effectiveness of literary devices such as exaggeration, imagery, and personification — Constructs summaries with selective details to support interpretations of text

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