

Using the Developmental Reading Continuum P-3 in a Balanced Literacy Program

The purpose of the Developmental Reading Continuum P-3 is to provide teachers with a tool to align instruction and assessment when planning. This tool highlights what students should have under control by the end of grade/stage in the four categories on the continuum (Selecting Texts, Concepts About Print, Strategic Processing of Text, and Responding to Text).

The act of reading is to make meaning from print by comprehending the author's intended message. All four categories within the continuum work in unison to support students in the development of effective comprehension skills.

When looking across the continuum, it is important to note that some practices are developmentally appropriate at certain stages (eg. Concepts About Print) and some are developmentally appropriate in the later stages (eg. some items from Vocabulary Development category). Where there are blanks in the continuum the category is either under control or has yet to be developed.

It is important when planning, and delivering reading instruction that teachers monitor and evaluate how students are doing in order to best respond to the needs of all learners. All reading instructional practices should yield measurable results and provide ongoing evidence of the impact on student learning.

This continuum aligns with current support resources and was designed specifically to assist in the use of Nova Scotia English language arts curricula. As per the Inclusive Education policy, additional and timely support for students in reading will be determined and implemented with Teaching Support and Student Planning teams to ensure the on-going well-being and achievement of individual students.

Developmental Reading Continuum P-3

Emergent	Mid Early	Late Early	Transitional
Grade Primary: student can read texts that include features and structures found in level C text	Grade 1: student can read texts that include features and structures found in level I text	Grade 2: student can read texts that include features and structures found in level L text	Grade 3: student can read texts that include features and structures found in level P text
SELECTING TEXT			
engage in daily reading/viewing with a variety of texts as sources of interest, enjoyment, and information	engage in daily reading/viewing with a variety of texts as sources of interest, enjoyment, and information with growing stamina	engage in daily reading/viewing with a variety of texts as sources of interest, enjoyment, and information for longer periods of time	engage in daily reading/viewing with a variety of texts based on interest and learning needs
choose texts appropriate to their interests and learning needs	choose texts appropriate to their interests and learning needs		choose texts appropriate to their interests and learning needs
recognize texts that demonstrate a respect for diversity	recognize texts that demonstrate a respect for diversity		recognize texts that demonstrate a respect for diversity
share ideas in discussions about texts	share ideas and personal connections in discussions about text	share ideas, connections, and opinions in discussions about text	share ideas and opinions supported by evidence from the text
reread/revisit favorite stories and other texts including those read aloud	reread/revisit favorite stories and other texts including those read aloud		read familiar texts, texts of interest including series
identify basic communication forms of texts (letters, videos, poems, posters, etc.)	identify some text characteristics (i.e. genre, structure, themes)		seek different genre with support and/or encouragement
locate the author, illustrator, and title of a text	use some text features (i.e. titles, authors, illustrators), and ideas close to students' experience to obtain information	use features of text to determine content, locate topics, and obtain information (titles, illustrations, table of contents, index, glossary)	use features of text to determine content, locate topics, and obtain information (pictorial, typographical and organizational)
locate relevant information with assistance (library, home, computer)	locate relevant information with assistance (library, home, computer)		locate relevant information with assistance (library, home, computer)

Emergent	Mid Early	Late Early	Transitional
CONCEPTS ABOUT PRINT			
<ul style="list-style-type: none"> ▪ directionality (Left to Right and Top to Bottom on a page, return sweep) ▪ front and back of book ▪ print gives the message ▪ concept of word ▪ concept of letter ▪ concept of the capital letter (beginning of sentence, names and “I”) ▪ able to identify first and last part of a story ▪ spacing between words ▪ developing an awareness of letter/sound relationships (individual letters and their sounds) ▪ one-to-one matching 	<ul style="list-style-type: none"> ▪ compare the purpose of upper- and lower-case letters ▪ use punctuation in text (including period, question mark, apostrophes in singular possessives and contractions) ▪ use many letter-sound relationships (blends, digraphs, etc.) ▪ use text features such as title, author, and illustrator ▪ adhere to line order, word order, letter order, and left page before right 	<ul style="list-style-type: none"> ▪ use apostrophes in singular possessives and contractions ▪ use quotation marks in simple quotes 	
explain the concept of “story”	explain the concept of “story”		
interact with the rhyme and rhythm of language	interact with the rhyme and rhythm of language		
recognize oral language patterns in text	recognize oral language patterns in text		
use finger pointing when they need to problem solve at word or text level (most commonly observed around text level C)	use finger pointing only at points of difficulty		
read and write at least 10 words with automaticity, such as: I, a, am, at, is, my, the, and, he, she, like, come, look	read and write 45+ different (not word families) words commonly seen in reading and writing with automaticity	read and write high frequency words with automaticity	
construct and use orally the language patterns in text	construct meaning: <ul style="list-style-type: none"> ▪ when a sentence extends beyond one line of text ▪ when processing compound sentences with a series of nouns, verbs, adverbs and adjectives 		

Emergent	Mid Early	Late Early	Transitional
STRATEGIC PROCESSING OF TEXT			
<i>Searching for and Using Information to Make Meaning</i>			
search for and use meaning and structure and/or visual information (MSV) <ul style="list-style-type: none"> meaning (personal experiences, context, picture clues) structure: knowledge of oral language and book patterns (syntax) visual: sound-symbol relationships (initial consonants, final consonants, medial letters) 	search using all sources of information (MSV) <ul style="list-style-type: none"> meaning (personal experiences, context, picture clues) structure: knowledge of oral language and book patterns (syntax) visual: sound-symbol relationships (initial consonants, final consonants, medial letters) 	integrate all sources of information (MSV) <ul style="list-style-type: none"> meaning (personal experiences, context, picture clues) structure: knowledge of oral language and book patterns (syntax) visual: sound-symbol relationships (initial consonants, final consonants, medial letters) 	integrate all sources of information (MSV) <ul style="list-style-type: none"> meaning (personal experiences, context, picture clues) structure: knowledge of oral language and book patterns (syntax) visual: sound-symbol relationships (initial consonants, final consonants, medial letters)
communicate stories from pictures and often uses language and text structures	recognize and predict language and simple text structures depending on the genre	recognize and predict language and complex text structures depending on the genre	recognize and use the explicit and implicit language
use background knowledge to understand information	use background knowledge to understand information		use background and new knowledge to understand information
reread to search for information	reread to search for more information and may self-correct	reread to search for and use information	reread when comprehension is lost
recognize dialogue to understand who is speaking	recognize dialogue to understand who is speaking		use split dialogue to understand who is speaking
		understand information over long stretches of dialogue with multiple characters talking	understand information over long stretches of dialogue with multiple characters talking
	use text features such as setting, plot, character, and procedure	use text features such as simple chart or graph, index, glossary, scaled drawings, sidebars, graphics and placement of text	use text features such as simple chart or graph, index, glossary, scaled drawings, sidebars, graphics and placement of text
	sustain comprehension across picture and series books	sustain comprehension across chapters and series	sustain comprehension across chapters and series
<i>Monitoring and Self-correcting</i>			
check on meaning and identifies known and unknown words	check on meaning and identifies known and unknown words		check on meaning and identifies known and unknown words
cross check using two sources of information, checking one against the other (meaning and/or structure and/or visual)	self-monitor using all sources of information (meaning, structure and visual information)		self-monitor using all sources of information (meaning, structure and visual information)
self-correct using meaning, structure, and/or visual information	self-correct using meaning, structure, and/or visual information at the phrase level	self-correct using meaning, structure, and visual information at the word or phrase level	self-correct with automaticity
confirm that the word they are saying is the word on the page	confirm that the word they are saying is the word on the page	confirm meaning using dialogue, content knowledge and knowledge of specific forms	confirm meaning
use meaningful substitutions	use meaningful substitutions		use meaningful substitutions

Emergent	Mid Early	Late Early	Transitional
<i>Solving Words</i>			
begin to use first and last letters and pictures to solve unknown words	use multiple ways to solve unknown words <ul style="list-style-type: none"> ▪ take words apart in syllables (1-3 syllable words) ▪ take apart compound words ▪ use inflectional endings (ed, ing, s) ▪ separate words into onset and rime ▪ say words slowly from left to right ▪ segment and blend words ▪ use patterns (CVC and known short vowel sounds) to solve more complex words ▪ use consonants, vowels, blends, and digraphs 	use multiple ways to solve unknown words quickly <ul style="list-style-type: none"> ▪ take words apart in syllables ▪ use inflectional endings (ed, ing, es) ▪ begins to notice word parts and connections to known words ▪ segment and blend words ▪ use prefixes and suffixes (er, est, or, ar, ist) ▪ use patterns to solve more complex words ▪ use consonants, vowels, blends, and digraphs 	use multiple ways to solve unknown words quickly <ul style="list-style-type: none"> ▪ use knowledge of known words, affixes (prefixes and suffixes), roots, compounds; and syllabication ▪ use inflectional endings ▪ segment and blend multisyllabic words ▪ use word parts and connections to known words ▪ use patterns to solve complex words ▪ use consonants, vowels, blends, and digraphs ▪ infer the meaning of new words by knowledge of word part
use high frequency words	use high frequency words with automaticity		use high frequency words with automaticity
<i>Vocabulary Development</i>			
hear and use oral language structures to show actions, words that describe people, places or things, and time markers (before or after)	expand oral vocabulary through reading text		expand oral vocabulary through reading text and its use in writing
connect words, pictures, and/or context	confirm the meaning of a new word from the context of a picture, sentence or story	confirm the meaning of a new word from the context of a sentence or story	confirm the meaning of a new word from the context of a sentence or story
identify a few words that indicate dialogue (asked; said)	begin to build an understanding of <ul style="list-style-type: none"> ▪ present and past tense ▪ contractions ▪ compound words ▪ synonym and antonym 	identify and use <ul style="list-style-type: none"> ▪ present and past tense ▪ verbs and adverbs ▪ synonym and antonym ▪ homophones and homographs (begin to build) develop a deeper understanding of <ul style="list-style-type: none"> ▪ a word by connecting it to known words ▪ key words in graphics (maps, diagrams, and charts) 	develop a deeper understanding of words by <ul style="list-style-type: none"> ▪ connecting to known words or parts ▪ using base words ▪ using prefixes and suffixes that add or change the meaning or function
recognize and experiment with new vocabulary and language of school	use academic language in context		use academic language in context
			use the same word to express multiple meanings and different pronunciations (homograph) (eg. bass, minute)
			use words that sound alike but have different meanings and different spellings (homophone) (eg. air/heir, shore/sure)

Emergent	Mid Early	Late Early	Transitional
<i>Maintaining fluency</i>			
reads with expression	adjust tone to convey the character's feelings	adjust rate and expression to convey the character's feelings and mood in a script or a story	adjust rate and expression to suit the text
group familiar 2- and 3-word phrases (i.e. - "said mom" or "Look at me.")	use chunking, phrasing, and expression to make the print sound like talking		integrate prosody (pause, pitch, stress, volume, tempo, rhythm, intonation, expression) to understand the author's message
read aloud with accuracy, fluency, and comprehension	maintain accuracy, fluency, and comprehension while reading aloud and during short spurts of silent reading	read orally and silently with accuracy, fluency, and comprehension	read silently with comprehension
sustain momentum through an entire text; slowing down to attend to unknown words and end punctuation	pause to problem solve meaning or multisyllabic words and then pick the rate up again	pause to problem solve meaning or complex words and then pick the rate up again	pause to problem solve then pick the rate up again
use bold print to adjust tone	recognize and begin to use dialogue and punctuation to reflect the meaning	use dialogue and punctuation to reflect the meaning	use dialogue and punctuation to reflect the meaning
<i>Adjusting</i>			
adjust between fiction and non-fiction text	adjust reading <ul style="list-style-type: none"> ▪ between fiction and non-fiction text ▪ to notice information in a picture or drawing ▪ to understand how procedural books are organized 	<ul style="list-style-type: none"> ▪ adjust between types of fiction such as mystery, adventure, and sport stories ▪ adjust to read parts of a script or a play ▪ adjust reading to understand graphic text and biographies 	adjust reading to recognize the purpose and characteristics of genre
adjust thinking based on the results of their predictions	adjust thinking based on the results of their predictions and new information from text		adjust predictions on the plot and sequence
adjust pacing by slowing down to problem solve and resuming reading momentum	adjust pacing by slowing down to problem solve and resuming reading momentum		adjust pacing to accommodate embedded text features
identify labels and photographs	identify labels, captions on photographs and use them to support meaning	accommodate embedded text features	accommodate embedded text features
adjust meaning based on events in the story	adjust meaning based on events in the story or new content learning from non-fiction text	adjust meaning based on multiple events and character development	adjust meaning based on multiple events and character development

Emergent	Mid Early	Late Early	Transitional
RESPONDING TO TEXT			
respond to text in a variety of ways (drawing, painting, writing, talking)	respond to text in a variety of ways (drawing, painting, writing, talking)		respond to text in a variety of ways (drawing, painting, writing, talking)
engage in conversations about text and may use new ideas when writing	engage in conversations about text and experiment with new forms when writing	engage in conversations about text and mirror different forms in their writing	engage in conversations about text and mirror an author's style in their writing
<i>Summarizing</i>			
recall the relevant information to understand the story or the main idea	recall the relevant information to: <ul style="list-style-type: none"> understand the story or the main idea select important information retell in sequence 	recall the relevant information to: <ul style="list-style-type: none"> understand the story, the main idea, plot, problem, solution, and characters retell narrative non-fiction or biography in time order 	<ul style="list-style-type: none"> recall and organize relevant information within a variety of genre summarize important sections or chapter of a text use graphics to summarize
<i>Predicting</i>			
<ul style="list-style-type: none"> begin to understand there are predictable patterns in stories make predictions based on information in pictures predict the ending of the story after hearing the beginning and middle of the story 	<ul style="list-style-type: none"> use predictable patterns in stories make predictions based on personal experience and experiences from reading predict endings based on the plot 	make predictions throughout a text based on known genres and forms	<ul style="list-style-type: none"> use grammatical structures (clauses and phrases) and experience with written language to anticipate the text make predictions throughout a text based on previous reading experiences predict potential solutions to the problem in a story
chime in, using repetitive language structures	predict using a variety of language structures		predict the plot and sequence of a known book based on its title, pictures, and personal knowledge of the topic
generate and answer questions such as "What do you think will happen next?" or "What do you think that character will do?"	generate and answer questions such as "What do you think will happen next?" or "What do you think that character will do?"	predict content using information from the text along with personal knowledge and experiences	alter and/or confirm predictions over time as they read
<i>Making Connections</i>			
make personal connections to the texts read and begin to make text to text connections	make text to text, and text to self connections	make text to text, text to self, and text to world connections	make text to text, text to self, and text to world connections
make connections across books	make connections across books with the same characters	make connections across books in a series	make connections across topics, genre, and series
use personal experiences to ask questions of the text	use personal experiences to ask questions to understand familiar characters, setting, and topics	use knowledge of the genre to ask questions and make connections to the text	use knowledge of the genre to make connections between previous events and what is happening at another point in the text
make connections to academic language from other areas of study to text	make connections to academic language from other areas of study to the text		make connections to academic language from other areas of study to the text

Emergent	Mid Early	Late Early	Transitional
<i>Synthesizing</i>			
talk about information from a variety of sources (personal, world, literary knowledge) to think differently about a topic or a text	combine information from a variety of sources (personal, world, literary knowledge) to think differently about a topic or a text		combine information from a variety of sources (personal, world, literary knowledge) to think differently about a topic or a text
talk about what is known before reading and what new information they learned from reading the text	talk about what is known before reading and what new information they learned about the characters, plot, solution or topic from reading the text		talk about what is learned about other cultures and places from characters or settings
talk about a personal reaction to a character or favourite part	talk about characters and problems in a story	talk about what is learned from the characters, the problem in a story, events, or topics	<ul style="list-style-type: none"> ▪ reflect upon and justify multiple reasons for a character's behavior ▪ compare previous understanding with new understandings the text provides
talk about the author's message	talk about the author's intended message and explore new ideas	talk about the author's intended message based on new learning from the text	express new ways of thinking about the author's intended message and the lessons learned
discuss the perspective of a character	recognize and discuss perspective of a character or topic, based on personal experience and experiences from reading	recognize and discuss a variety of perspectives	recognize and discuss a variety of perspectives from diverse cultures
<i>Inferring</i>			
infer how a character feels and provide evidence from the pictures	infer how characters feel with evidence from the story	infer a character's feelings and motivations based on and provide evidence from the pictures, text, and personal experiences	construct meaning from the text by reasoning about known facts or evidence that may be implied, but not directly stated by the author
infer ideas about familiar content (friendship, family, pets)	infer character traits from the story and pictures (brave, funny, kind)	infer character traits based on actions of the character and what others in the text say or think about them	infer multiple dimensions of a character based on actions of the character and what others in the text say or think about them
begin to infer where the story took place	draw inferences based on setting and illustrations	draw inferences based on elements of the story (setting, character, plot, figurative language, tone)	infer the theme based on elements of the story
<i>Analysing</i>			
reflect on how the title is related to the story	reflect upon and share how events, content and ideas are related to the title	reflect on the significance of a title	reflect upon and discuss the author's choice of title
use specific language to talk about text features of fiction and non-fiction (front and back cover; photographs and illustrations)	reflect upon and share an author's use of text features in fiction and non-fiction text	understand there are different genres within fiction and non-fiction	recognize author's use of text features in different genres
begin to talk about the author's use of language and how pictures show feeling	reflect upon and discuss the author's use of language and the illustrator's use of pictures	reflect upon and discuss the author's use of book and print features (labels, captions, author's notes)	recognize how graphics and use of language add to the quality of the text

recognize there are characters within a story	share identified character traits from the story and pictures	begin to share the evidence an author provides to show character attributes and motives	reflect on and share how characters could have made different decisions, behaved differently, and changed as a result
<ul style="list-style-type: none"> recognize that a text can be imagined (fiction) or it can give information (non-fiction) begin to recognize different points of view 	<ul style="list-style-type: none"> recognize that a text can be imagined (fiction) or it can give information (non-fiction) begin to recognize different points of view 	understand the perspective from which a story is told and discuss why the author selected it	<ul style="list-style-type: none"> reflect on and discuss whether a text is authentic and consistent with life experience, and background knowledge notice and discuss an author's use of underlying text structures (description, cause and effect, question & answer)
<i>Critiquing</i>			
formulate an opinion about a familiar topic	formulate and provide evidence to support an opinion		formulate and provide evidence to support an idea or opinion about a text
talk about what they like and their favourite part of the story	talk about what books are liked and why they are a favourite	formulate and provide evidence about why the plot and characters are believable	express tastes and preferences in reading and provide evidence to support recommendations
discuss the author's message from a favourite book	discuss the important message from the text	discuss how a writer makes a topic interesting or important	recognize how the author uses point of view to guide the reader
discuss how the story is similar to their lived experience	discuss the point of view the story is told from	discuss how you can have two differing points of view in a story about the same event	recognize whose voices are heard and whose are not included in the text
			identifying prejudice, bias, and stereotyping in the text