Using the Developmental Reading Continuum P-6 in a Balanced Literacy Program

The purpose of the Developmental Reading Continuum P-6 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 overarching categories on the continuum (eg. Selecting Texts, Concepts About Print).

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 earlier 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 achievement.

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 supports for students in writing 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-6

Emergent	Early	Transitional	Fluent
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	**Grades 4-6:** student can read texts that include features and structures found in level Q-Z 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 for longer periods of time	engage in daily reading/viewing with a variety of texts based on interest and learning needs	engage in daily reading/viewing with a wide variety of texts based on learning purpose, interests, or individual learning goals
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	choose texts that meet their range of 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	select and engage with texts that demonstrate a respect for diversity
share ideas in discussions about texts	share ideas and opinions in discussions about text	share ideas and opinions supported by evidence from the text	share ideas, opinions, and perspectives 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	read texts of personal preference but with a level of comfort reading a wide range of text
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	read a wide range of text types and various authors
locate the author, illustrator, and title of a text	use features of text to determine content, locate topics, and obtain information (titles, illustrations, table of contents)	use features of text to determine content, locate topics, and obtain information (pictorial, typographical and organizational)	use a range of fiction and non-fiction features of text, based on the learning purpose
locate relevant information with assistance (library, home, computer)	locate relevant information with assistance (library, home, computer)	locate relevant information with assistance (library, home, computer)	locate relevant information
CONCEPTS ABOUT PRINT			
- 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	- compare the purpose of upper- and lower-case letters - examine the purpose of punctuation in text - use apostrophes in singular possessives and contractions - use quotation marks in simple quotes - use many letter-sound relationships (blends, digraphs, etc.) - use text features such as title, author, and illustrator		

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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		
locate some high-frequency sight words	locate high frequency words with automaticity		
construct and use orally the language patterns in text	construct meaning: ▪ when a sentence extends beyond one line of text ▪ when processing compound sentences with a series of nouns, verbs, adverbs and adjectives		
STRATEGIC PROCESSING OF TEXT			
Searching for and Using Information to Make Meaning			
search for and use meaning and structure and/or visual information (MSV) ▪ 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) ▪ 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) ▪ 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)	orchestrate all sources of information (MSV) ▪ thinking ahead and anticipating the next word, sentence, paragraph
communicate stories from pictures and often uses language and text structures	recognize and predict language and text structures	recognize and use the explicit and implicit language	use explicit and implicit information to anticipate the next sentences, paragraphs, and sections of the text
use background knowledge to understand information	use background knowledge to understand information	use background and new knowledge to understand information	use background, new knowledge, and the way texts are structured to understand information
reread to search for information	reread to search for and use information	reread when comprehension is lost	maintain comprehension over increasingly complex text
recognize dialogue to understand who is speaking	recognize dialogue to understand who is speaking	use split dialogue to understand who is speaking	understand and use a variety of dialogue types including unassigned dialogue
	understand information over long stretches of dialogue with multiple characters talking	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 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	use text features such as table of contents, index, glossary, appendix, graphs, scaled drawings, graphics, time lines, placement of text, sidebars, sub headings, callout
	sustain comprehension across chapters and series	sustain comprehension across chapters and series	sustain comprehension across chapters and series

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Monitoring and Self-Correcting			
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	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)	cross check using all sources of information (meaning, structure and visual information)	cross check using all sources of information (meaning, structure and visual information)	orchestrate 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 with automaticity	internalize self-correcting strategies prior to or after an error
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	confirm and sustain meaning within a wide range of forms
use meaningful substitutions	use meaningful substitutions	use meaningful substitutions	make high level substitutions that orchestrate all sources of information
Solving Words			
begin to use first and last letters and pictures to solve unknown words	use multiple ways to solve unknown words ▪ take words apart in syllables ▪ use inflectional endings (ing) ▪ separate words into onset and rime ▪ say words slowly from left to right ▪ segment and blend words ▪ use prefixes and suffixes ▪ use patterns to solve more complex words ▪ use consonants, vowels, blends, and digraphs	use multiple ways to solve unknown words ▪ use knowledge of known words, affixes (prefixes and suffixes), roots, compounds; and syllabication ▪ use inflectional endings (ing) ▪ 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	flexibly use multiple ways to solve unknown words ▪ use knowledge of known words, affixes (prefixes and suffixes), roots, compounds; and syllabication ▪ use inflectional endings (ing) ▪ segment and blend multisyllabic words ▪ use word parts and connections to known words ▪ use patterns to solve complex words ▪ use double consonants, vowels, blends, and digraphs ▪ infer the meaning of new words by knowledge of word part ▪ use reference materials to solve proper nouns, words from other languages, and academic words
use high frequency words	use high frequency words with automaticity	use high frequency words with automaticity	use high frequency and other multisyllabic words with automaticity
Vocabulary Development			
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	recognize and use a large body of words that appear in text
connect words, pictures, and/or context	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	confirm the meaning of a new word ▪ from the context of a sentence or story ▪ word function ▪ connection to other words ▪ reference materials ▪ word parts ▪ idiomatic words

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identify a few words that indicate dialogue (asked; said)	identify and use ▪ present and past tense ▪ contractions ▪ compound words ▪ synonym	develop a deeper understanding of words by ▪ connecting to known words or parts. ▪ using base words ▪ using prefixes and suffixes that add or change the meaning or function	develop a deeper understanding of words by using previous strategies and ▪ slang words ▪ author created words ▪ multiple meanings ▪ figurative meanings ▪ homonyms (homophones, homographs)
recognize and experiment with new vocabulary and language of school	use academic language in context	use academic language in context	expand and apply a repertoire of academic language
		use the same word to express multiple meanings and different pronunciations (homograph) (eg. bass, minute)	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)	Use words that sound alike but have different meanings and different spellings (homophone) (eg. air/heir, shore, sure)
Maintaining Fluency			
reads with expression	adjust tone to convey the character's feelings	adjust rate and expression to suit the text	adjust rate and expression to suit the complexity and type of 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	integrate prosody (pause, pitch, stress, volume, tempo, rhythm, intonation, expression) to understand the author's message
read aloud with accuracy, fluency, and comprehension	read aloud with accuracy, fluency, and comprehension	read silently with 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 multisyllabic words and then pick the rate up again	skim and scan to search for information quickly and pick up the rate again
use bold print to adjust tone	use dialogue and punctuation to reflect the meaning	use dialogue and punctuation to reflect the meaning	flexibly use features of text to enhance meaning
Adjusting			
adjust between fiction and non-fiction text	adjust between fiction and non-fiction text	adjust reading to recognize the purpose and characteristics of genre	adjust reading to recognize the purpose and characteristics of genre (flashbacks, overarching theme, change in perspective, parallel plots, time lapse)
adjust thinking based on the results of their predictions.	adjust thinking based on the results of their predictions	adjust predictions on the plot and sequence	adjust predictions based on experience with a variety of genre
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	adjust pacing by slowing down to search for or reflect on information and resume reading
identify labels and photographs	accommodate embedded text features	accommodate embedded text features	adjust to accommodate embedded forms and text features (letters, diaries, journal entries and other authentic documents)
adjust meaning based on events in the story	adjust meaning based on multiple events and character development	adjust meaning based on multiple events and character development	adjust to process text with changing perspective, multiple or parallel plots, and many graphic features

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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)	respond to text and author's craft in a variety of ways
engage in conversations about text and may use new ideas when writing	engage in conversations about text and use new ideas when writing	engage in conversations about text and mirror an author's style in their writing	share meaningful personal connections that support comprehension orally and or in writing
Summarizing			
recall the relevant information to understand the story or the main idea.	recall the relevant information to understand the story, the main idea, and/or problem	recall and organize relevant information within a variety of genre	recall and organize relevant information within a variety of genre
Predicting			
begin to understand there are predictable patterns in stories	use predictable patterns in stories	use grammatical structures and experience with written language to anticipate the text	use experience, content knowledge and organizational structure to anticipate the text
chime in, using repetitive language structures	predict using a variety of language structures	predict the plot and sequence of a known book	predict the plot and sequence based on previous experiences with an author, text series or genre
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?"	alter and/or confirm predictions over time as they read	alter and/or confirm predictions over time based on evidence from the text
Making Connections			
make personal connections to the texts read and begin to 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 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 with the same characters	make connections across books in a series	make connections across topics, genre, and series	make connections across topics, genre, and series
use personal experiences to ask questions of the text	use personal experience and knowledge to ask questions of the text	use personal experience and knowledge to ask questions of the text	use personal experience and knowledge to ask questions of the text, the perspectives of characters and historical or current events within 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	make connections to academic language from other areas of study to the text
Synthesizing			
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	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 or topic from reading the text	talk about what is learned about other cultures and places from characters or settings	talk about what is learned about other cultures, places or times in history from characters or settings

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talk about the main character	talk about characters and problems in a story	reflect upon and justify multiple reasons for a character's behavior	reflect upon and justify multiple reasons for a character's behavior
talk about the author's message	talk about the author's intended message based on new learnings from the text	express new ways of thinking about the author's intended message	express new ways of thinking about the author's intended message and compare previous understandings with new understandings
discuss the perspective of a character	recognize and discuss a variety of perspectives from the story	recognize and discuss a variety of perspectives	recognize and discuss a variety of perspectives and points of view
Inferring			
infer how a character feels and provide evidence from the pictures	infer how a character feels 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	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 multiple dimensions of a character 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 multiple perspectives
begin to infer where the story took place	draw inferences based on elements of the story (setting, character, plot, figurative language, tone)	infer the theme based on elements of the story	infer abstract themes and ideas based on elements of the story
Analysing			
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 upon and discuss the author's choice of title	reflect upon and discuss the author's choice of title and suggest other options
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	recognize author's' use of text features in different genres	recognize how the author used text features to engage the reader in a variety of genre and forms
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	recognize how graphics and use of language add to the quality of the text	understand how author's use of graphics and language add to the quality of the text
		reflect on and share how characters could have made different decisions or behaved differently	reflect on and share on perspectives and points of view presented by the author
		Reflect on and discuss whether a text is authentic and consistent with life experience, and background knowledge	determine whether a text is authentic and consistent with life experience, and background knowledge
Critiquing			
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	share opinions about a text and give examples and supporting evidence
talk about what they like and their favourite part of the story	talk about what books are liked and why they are a favourite	express tastes and preferences in reading and provide evidence to support recommendations	express tastes and preferences in reading and provide evidence to support recommendations
		recognize how the author uses point of view to guide the reader	recognize how the author uses point of view to guide the reader

Emergent	Early	Transitional	Fluent
		recognize whose voices are heard and whose are not included in the text	recognize with evidence from the text whose voices are heard and whose are not
		identifying prejudice, bias, and stereotyping in the text	identify with evidence from the text prejudice, bias, and stereotyping