

## SECONDARY READING CONTINUUM

“The reading process itself does not change from grade level to grade level. What changes is the difficulty of the reading material, range of genres, and complexity of thinking needed for full comprehension. Therefore, continuity in literacy instruction needs to be maintained throughout the grades.” . . . From “Rules for the Administration of Colorado Basic Literacy Act: Proficiency Levels,” *Implementing the Colorado Basic Literacy Act*, Colorado Department of Education (2004)

	EARLY MIDDLE SCHOOL	LATE MIDDLE SCHOOL/ EARLY HIGH SCHOOL	ADVANCED HIGH SCHOOL
<b>Meaning Making</b>	<ul style="list-style-type: none"> <li>Constructs basic meaning from a variety of texts and is able to problem solve through difficult text</li> </ul>	<ul style="list-style-type: none"> <li>Has strategies for unlocking difficult text in order to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Selects texts that are abstract or removed from personal experience by effectively applying meaning-making strategies</li> </ul>
	<ul style="list-style-type: none"> <li>Makes connections to personal experience, background knowledge, understanding of the world and other texts as an ongoing part of meaning making</li> </ul>	<ul style="list-style-type: none"> <li>Makes increasingly sophisticated connections among texts using relevant experiences and a developing knowledge of the world</li> </ul>	<ul style="list-style-type: none"> <li>Synthesizes information within and across texts by critically reflecting on and responding to complex text, providing different levels of interpretation and adopting alternative viewpoints</li> </ul>
	<ul style="list-style-type: none"> <li>Reads, retells and/or summarizes grade level appropriate text and makes own interpretations based on understanding of issues and ideas in the text</li> </ul>	<ul style="list-style-type: none"> <li>Provides support for personal interpretation of text and understands that a text may be viewed differently by different readers</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on own reactions to author's viewpoints and weighs relative strengths, styles and credibility</li> <li>Acknowledges the potential of texts to provide multiple valid interpretations and reflects a willingness to re-examine original opinions</li> </ul>
	<ul style="list-style-type: none"> <li>Analyzes and justifies inferences and predictions that support meaning making in informational as well as narrative text</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes and justifies more sophisticated inferences and predictions in increasingly complex text</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes and justifies more sophisticated inferences and predictions in complex text</li> </ul>
	<ul style="list-style-type: none"> <li>Interprets text and generalizes to modify and extend own knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Makes generalizations that challenge, criticize or respond to text critically</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes text critically to identify techniques and features such as style and tone designed to influence readers</li> </ul>
	<ul style="list-style-type: none"> <li>Recognizes author's purpose and use of bias, propaganda and stereotypes in texts</li> </ul>	<ul style="list-style-type: none"> <li>Uses understanding of bias, propaganda and stereotyping in text to read critically and evaluate ideas</li> </ul>	<ul style="list-style-type: none"> <li>Questions and analyzes author's purpose to detect layers of ambiguity and innuendo meant to influence readers</li> </ul>
	<ul style="list-style-type: none"> <li>Has increasing bank of known words acquired through wide reading and uses strategies to identify unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to recognize and talk about the ways authors use words to clarify and enhance meaning</li> <li>Identifies and applies appropriate strategies for dealing with unfamiliar words in context</li> </ul>	<ul style="list-style-type: none"> <li>Navigates increasingly complex text using a wide range of strategies when encountering unfamiliar words in content specific text as well as in reading for pleasure</li> </ul>
	<ul style="list-style-type: none"> <li>Applies basic research skills to extract information from a variety of sources to answer authentic questions</li> </ul>	<ul style="list-style-type: none"> <li>Is developing skill in using content texts, outside reading, and media other than text as resources for building understanding and formulating opinions during the research process</li> </ul>	<ul style="list-style-type: none"> <li>Can easily and effectively formulate and apply research strategies</li> <li>Evaluates information from multiple sources, acknowledges contradictory interpretations and brings outside reading to bear when formulating opinions and hypotheses</li> </ul>
<b>Use of Strategies</b>	<ul style="list-style-type: none"> <li>Occasionally needs support but is mostly efficient in using reading strategies such as self-correcting, re-reading, making predictions, etc. to construct and regain meaning</li> </ul>	<ul style="list-style-type: none"> <li>Automatically uses strategies to construct and regain meaning</li> </ul>	<ul style="list-style-type: none"> <li>Automatically uses an array of strategies to construct and regain meaning</li> </ul>
	<ul style="list-style-type: none"> <li>Is able to select and articulate some of the strategies used for making meaning</li> </ul>	<ul style="list-style-type: none"> <li>Is able to strategically select and articulate which strategies were effective for making meaning</li> </ul>	<ul style="list-style-type: none"> <li>Is able to reflect with increasing complexity which strategies were effective for making meaning</li> </ul>
	<ul style="list-style-type: none"> <li>Uses word identification strategies including word segmentation, root words and suffixes and prefixes when encountering new vocabulary in order to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Flexibly uses word knowledge, including derivations, affixes and word segmentation to infer the meaning of unknown words</li> </ul>	
<b>Observable Behaviors</b>	<ul style="list-style-type: none"> <li>Demonstrates increased stamina during reading</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates stamina when reading longer and/or complex text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates perseverance with complex reading tasks even when challenged with frustrating and/or confusing text</li> </ul>
	<ul style="list-style-type: none"> <li>Engages in reading increasingly complex text and recognizes when additional support is necessary in order to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Remains engaged when challenged with complex text and seeks support as necessary to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Remains engaged when challenged with complex text and seeks support as necessary to make meaning</li> </ul>
	<ul style="list-style-type: none"> <li>Articulates criteria and purpose for book selection</li> </ul>	<ul style="list-style-type: none"> <li>Uses increasingly sophisticated criteria when selecting books and can articulate reasons for text selection</li> </ul>	<ul style="list-style-type: none"> <li>Uses increasingly sophisticated criteria when selecting books and can articulate reasons for text selection</li> </ul>
	<ul style="list-style-type: none"> <li>Independently selects books to read for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a willingness to explore a variety of genre for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Selects books across a wide range of genre for pleasure and information</li> </ul>

**SOURCES:**

- Aurora Public Schools. (2000) “Reading Process Continuums.” *K-8 Literacy Curriculum Guide*
- Colorado Department of Education. (2003) *Student Assessment/Colorado Basic Literacy Act/Implementing the Colorado Basic Literacy Act.* Retrieved from <http://www.cde.state.co.us>
- The Learning Record Assessment System.* (1997) Center for Language in Learning. El Cajon, CA. Retrieved from <http://learningrecord.org> on May 12, 2004
- Rees, Diana. (1996) *Reading Developmental Continuum.* Western Australia Ministry of Education. Portsmouth, NH: Heinemann

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