

## READING CONTINUUM

### Global Portrait of a Student with a Moderate or Severe Intellectual Disability

Discovery	Engagement	Imitation	Trial & Error	Take off	Some autonomy
The student opens up to the world of books	The student becomes familiar with what books are	The student pretends to read or write; he/she adopts his/her first reading behaviours	The student is aware of the importance of reading; he/she can read words and looks for meaning	The student engages more actively in his/her appropriation of text	The student takes advantage of his/her reading abilities to answer his/her needs and/or interests
<ul style="list-style-type: none"> <li>• He treats books differently than other objects.</li> <li>• He learns some useful rules that enable him to handle a book.</li> <li>• He starts to pay attention to illustrations that are of interest to him.</li> <li>• He participates in the discovery of a book when invited to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• She begins to ask to look at books.</li> <li>• She asks to look at a favourite book.</li> <li>• She recognizes when a book is upside-down.</li> <li>• She turns the pages with some care.</li> <li>• She points out illustrations that interest her.</li> <li>• She tries to find again illustrations that particularly interest her.</li> <li>• She begins to recognize that there is a stability/consistency throughout the illustrations.</li> <li>• She speaks or reacts non-verbally, when invited to do so, about illustrations, events, and characters from a story.</li> <li>• She takes pleasure in listening and re-listening to a familiar story.</li> </ul>	<ul style="list-style-type: none"> <li>• Through his verbal and non-verbal reactions, the student demonstrates that he understands that a television show, a story, a book have a message; he is now beginning to manifest signs of comprehension.</li> <li>• He likes to handle books familiar to him or that he appreciates and does it properly.</li> <li>• He plays at reading:               <ul style="list-style-type: none"> <li>• he tells a story based on the illustrations;</li> <li>• he retells it in his own way;</li> <li>• he simulates reading.</li> </ul> </li> <li>• He recites a familiar text while following with his finger.</li> <li>• He begins to recognize the difference between print and illustrations.</li> <li>• He reacts to written signs in his environment.</li> <li>• He scribbles, draws pretend letters, uses word labels to simulate writing.</li> <li>• He recognizes certain words used frequently in a familiar context (eg. his name, a favourite activity).</li> </ul>	<ul style="list-style-type: none"> <li>• She anticipates the subject of a story by relying on the illustrations and title when the subject of the story is familiar to her.</li> <li>• She can express an opinion about a story when it has been read several times; she can respond to it.</li> <li>• She knows that spoken words can be written.</li> <li>• She observes that written words stay the same (stability of the written message).</li> <li>• In a phrase, she can generally recognize known words.</li> <li>• She recognizes, in a familiar context, frequent words and words that have meaning for her.</li> <li>• She demonstrates that she knows the general direction of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• He can take advantage of different mechanisms (interactive reading, guided, in pairs, tandem) to construct the meaning of different types of text and learn to respond by sharing his impressions and making connections with his personal experiences.</li> <li>• To find meaning, he makes an effort to read a sentence or sentences.</li> <li>• After practising to read one or more sentences with known words, he can, if questioned:               <ul style="list-style-type: none"> <li>• name the characters or the actions;</li> <li>• extract explicit information;</li> <li>• make connections with his personal experience.</li> </ul> </li> <li>• He shows signs of integrating certain comprehension strategies (he makes use of the context, the illustrations; he generally recognizes words).</li> <li>• He takes advantage of writing activities to reinforce some reading skills.</li> <li>• He generally recognizes more words:               <ul style="list-style-type: none"> <li>• recognizes the same word in different contexts;</li> <li>• uses different strategies to identify words (illustrations, beginning letter, the shape of the word, some letter/sound relationships).</li> </ul> </li> <li>• He reads “word for word” in a laborious way one or more sentences with known words.</li> <li>• He likes to read to someone.</li> </ul>	<ul style="list-style-type: none"> <li>• She begins to read adapted books and texts and has less need to be reassured regarding her comprehension and her ability to read text aloud.</li> <li>• She chooses and uses different genres of texts to address her needs.</li> <li>• She can predict the content of a text by relying on the title, the illustrations, the context, her knowledge and the reading intention.</li> <li>• She begins to manage encountered difficulties by combining different hints/clues and by using adapted reference tools.</li> <li>• She increases her bank of words which she can recognize instantly in a variety of contexts.</li> <li>• She resorts to reading more naturally to entertain herself or to find information.</li> <li>• She takes advantage of writing activities to reinforce her reading skills.</li> </ul>

**Note:** ‘He’ and ‘she’ have been used interchangeably and are not linked to any particular level in the continuum.

Version September 20, 2017

This document has been translated and revised under the supervision of Kymberley Morin - Centre of Excellence for the Physically, Intellectually, and Multi-Challenged.

ORIGINAL DOCUMENT: *Continuum en lecture pour les élèves présentant une déficience intellectuelle moyenne à sévère (DIM-S)* ». Travaux complétés en 2015 sous la responsabilité de Rose-Anne Bourdages, Service régional de soutien et d’expertise en déficience intellectuelle, Région de la Capitale-Nationale