

READING CONTINUUM

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> ☐ Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites. ☐ Shows interest in reading signs, labels, and logos (environmental print). ☐ Recognizes own name in print. ☑ Holds book and turns pages correctly. ☑ Shows beginning/end of book or story. ☑ Knows some letter names. ↳ Listens and responds to literature. ↳ Comments on illustrations in books. ↳ Participates in group reading (books, rhymes, poems, and songs). 	<ul style="list-style-type: none"> ☐ Memorizes pattern books, poems, and familiar books. ☐ Begins to read signs, labels, and logos (environmental print). ☑ Demonstrates eagerness to read. ☑ Pretends to read. ☑ Uses illustrations to tell stories. ☑ Reads top to bottom, left to right, and front to back with guidance. ☑ Knows most letter names and some letter sounds. ☑ Recognizes some names and words in context. ☑ Makes meaningful predictions with guidance. ↳ Rhymes and plays with words. ↳ Participates in reading of familiar books and poems. ↳ Connects books read aloud to own experiences with guidance. 	<ul style="list-style-type: none"> ☐ Reads books with simple patterns. ☐ Begins to read own writing. ☑ Begins to read independently for short periods (5-10 minutes). ☑ Discusses favorite reading material with others. ☑ Relies on illustrations and print. ☑ Uses finger-print-voice matching. ☑ Knows most letter sounds and letter clusters. ☑ Recognizes simple words. ☑ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. ☑ Begins to make meaningful predictions. ☑ Identifies titles and authors in literature (text features). ↳ Retells main event or idea in literature. ↳ Participates in guided literature discussions. ↳ Sees self as reader. ↳ Explains why literature is liked/diskliked during class discussions with guidance. 	<ul style="list-style-type: none"> ☐ Reads simple early-reader books. ☐ Reads harder early-reader books. ☐ Reads and follows simple written directions with guidance. ☐ Identifies basic genres (e.g., fiction, nonfiction, and poetry). ☑ Uses basic punctuation when reading orally. ☑ Reads independently (10-15 minutes). ☑ Chooses reading materials independently. ☑ Learns and shares information from reading. ☑ Uses meaning cues (context). ☑ Uses sentence cues (grammar). ☑ Uses letter/sound cues and patterns (phonics). ☑ Recognizes word endings, common contractions, and many high frequency words. ☑ Begins to self-correct. ↳ Retells beginning, middle, and end with guidance. ↳ Discusses characters and story events with guidance. ↳ Identifies own reading behaviors with guidance. 	<ul style="list-style-type: none"> ☐ Reads easy chapter books. ☐ Chooses, reads, and finishes a variety of materials at appropriate level with guidance. ☐ Begins to read aloud with fluency. ☑ Reads silently for increasingly longer periods (15-30 minutes). ☑ Uses reading strategies appropriately, depending on the text and purpose. ☑ Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. ☑ Increases vocabulary by using meaning cues (context). ☑ Self-corrects for meaning. ☑ Follows written directions. ☑ Identifies chapter titles and table of contents (text organizers). ↳ Summarizes and retells story events in sequential order. ↳ Responds to and makes personal connections with facts, characters, and situations in literature. ↳ Compares and contrasts characters and story events. ↳ "Reads between the lines" with guidance. ↳ Identifies own reading strategies and sets goals with guidance.
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> ☐ Reads medium level chapter books. ☐ Chooses reading materials at appropriate level. ☐ Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). ☑ Reads aloud with expression. ☑ Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. ☑ Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. ☑ Gathers and uses information from graphs, charts, tables, and maps with guidance. ☑ Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. ☑ Demonstrates understanding of the difference between fact and opinion. ☑ Follows multi-step written directions independently. ↳ Discusses setting, plot, characters, and point of view (literary elements) with guidance. ↳ Responds to issues and ideas in literature as well as facts or story events. ↳ Makes connections to other authors, books, and perspectives. ↳ Participates in small group literature discussions with guidance. ↳ Uses reasons and examples to support ideas and opinions with guidance. 	<ul style="list-style-type: none"> ☐ Reads challenging children's literature. ☐ Selects, reads, and finishes a wide variety of genres with guidance. ☐ Begins to develop strategies and criteria for selecting reading materials. ☐ Reads aloud with fluency, expression, and confidence. ☑ Reads silently for extended periods (30-40 min.). ☑ Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. ☑ Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. ☑ Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. ↳ Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. ↳ Generates thoughtful oral and written responses in small group literature discussions with guidance. ↳ Begins to use new vocabulary in different subjects and in oral and written response to literature. ↳ Begins to gain deeper meaning by "reading between the lines." ↳ Begins to set goals and identifies strategies to improve reading. 	<ul style="list-style-type: none"> ☐ Reads complex children's literature. ☐ Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. ☐ Develops strategies and criteria for selecting reading materials independently. ☑ Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. ☑ Gathers and analyzes information from graphs, charts, tables, and maps with guidance. ☑ Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. ☑ Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. ↳ Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). ↳ Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. ↳ Begins to generate in-depth responses in small group literature discussions. ↳ Begins to generate in-depth written responses to literature. ↳ Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. ↳ Uses reasons and examples to support ideas and conclusions. ↳ Probes for deeper meaning by "reading between the lines" in response to literature. 	<ul style="list-style-type: none"> ☐ Reads complex children's literature and young adult literature. ☐ Selects, reads, and finishes a wide variety of genres independently. ☑ Begins to choose challenging reading materials and projects. ☑ Integrates nonfiction information to develop deeper understanding of a topic independently. ☑ Begins to gather, analyze, and use information from graphs, charts, tables, and maps. ↳ Generates in-depth responses and sustains small group literature discussions. ↳ Generates in-depth written responses to literature. ↳ Begins to evaluate, interpret, and analyze reading content critically. ↳ Begins to develop criteria for evaluating literature. ↳ Seeks recommendations and opinions about literature from others. ↳ Sets reading challenges and goals independently. 	<ul style="list-style-type: none"> ☐ Reads young adult and adult literature. ☐ Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry). ☐ Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms) ☑ Reads challenging material for pleasure independently. ☑ Reads challenging material for information and to solve problems independently. ☑ Perseveres through complex reading tasks. ☑ Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently. ↳ Analyzes literary devices (e.g., metaphors, imagery, irony, and satire). ↳ Contributes unique insights and supports opinions in complex literature discussions. ↳ Adds depth to responses to literature by making insightful connections to other reading and experiences. ↳ Evaluates, interprets, and analyzes reading content critically. ↳ Develops and articulates criteria for evaluating literature. ↳ Pursues a widening community of readers independently.

☐ Types of Texts and Oral Reading

☑ Attitude

☑ Reading Strategies

↳ Comprehension and Response

↳ Self-Evaluation

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✎ WRITING CONTINUUM

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> ✎ Relies primarily on pictures to convey meaning. ✎ Begins to label and add “words” to pictures. ✎ Writes first name. ✎ Demonstrates awareness that print conveys meaning. ✎ Makes marks other than drawing on paper (scribbles). ✎ Writes random recognizable letters to represent words. ☺ Tells about own pictures and writing. 	<ul style="list-style-type: none"> ✎ Uses pictures and print to convey meaning. ✎ Writes words to describe or support pictures. ✎ Copies signs, labels, names, and words (environmental print). ✎ Demonstrates understanding of letter/sound relationship. ✎ Prints with upper case letters. ✎ Matches letters to sounds. ✎ Uses beginning consonants to make words. ✎ Uses beginning and ending consonants to make words. ☺ Pretends to read own writing. ☺ Sees self as writer. ☺ Takes risks with writing. 	<ul style="list-style-type: none"> ✎ Writes 1-2 sentences about a topic. ✎ Writes names and familiar words. ✎ Generates own ideas for writing. ✎ Writes from top to bottom, left to right, and front to back. ✎ Intermixes upper and lower case letters. ✎ Experiments with capitals. ✎ Experiments with punctuation. ✎ Begins to use spacing between words. ✎ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words. ✎ Spells words on the basis of sounds without regard for conventional spelling patterns. ✎ Uses beginning, middle, and ending sounds to make words. ☺ Begins to read own writing. 	<ul style="list-style-type: none"> ✎ Writes several sentences about a topic. ✎ Writes about observations and experiences. ✎ Writes short nonfiction pieces (simple facts about a topic) with guidance. ✎ Chooses own writing topics. ✎ Reads own writing and notices mistakes with guidance. ✎ Revises by adding details with guidance. ✎ Uses spacing between words consistently. ✎ Forms most letters legibly. ✎ Writes pieces that self and others can read. ✎ Uses phonetic spelling to write independently. ✎ Spells simple words and some high frequency words correctly. ✎ Begins to use periods and capital letters correctly. ☺ Shares own writing with others. 	<ul style="list-style-type: none"> ✎ Writes short fiction and poetry with guidance. ✎ Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. ✎ Writes with a central idea. ✎ Writes using complete sentences. ✎ Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. ✎ Begins to recognize and use interesting language. ✎ Uses several prewriting strategies (e.g., web, brainstorm) with guidance. ✎ Listens to others’ writing and offers feedback. ✎ Begins to consider suggestions from others about own writing. ✎ Adds description and detail with guidance. ✎ Edits for capitals and punctuation with guidance. ✎ Publishes own writing with guidance. ✎ Writes legibly. ✎ Spells most high frequency words correctly and moves toward conventional spelling. ☺ Identifies own writing strategies and sets goals with guidance.
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> ✎ Writes about feelings and opinions. ✎ Writes fiction with clear beginning, middle, and end. ✎ Writes poetry using carefully chosen language with guidance. ✎ Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. ✎ Begins to use paragraphs to organize ideas. ✎ Uses strong verbs, interesting language, and dialogue with guidance. ✎ Seeks feedback on writing. ✎ Revises for clarity with guidance. ✎ Revises to enhance ideas by adding description and detail. ✎ Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. ✎ Edits for punctuation, spelling, and grammar. ✎ Publishes writing in polished format with guidance. ✎ Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly. ✎ Uses commas and apostrophes correctly with guidance. ☺ Uses criteria for effective writing to set own writing goals with guidance. 	<ul style="list-style-type: none"> ✎ Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). ✎ Develops stories with plots that include problems and solutions with guidance. ✎ Creates characters in stories with guidance. ✎ Writes poetry using carefully chosen language. ✎ Begins to experiment with sentence length and complex sentence structure. ✎ Varies leads and endings with guidance. ✎ Uses description, details, and similes with guidance. ✎ Uses dialogue with guidance. ✎ Uses a range of strategies for planning writing. ✎ Adapts writing for purpose and audience with guidance. ✎ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. ✎ Incorporates suggestions from others about own writing with guidance. ✎ Edits for punctuation, spelling, and grammar with greater precision. ✎ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. ☺ Develops criteria for effective writing in different genres with guidance. 	<ul style="list-style-type: none"> ✎ Writes persuasively about ideas, feelings, and opinions. ✎ Creates plots with problems and solutions. ✎ Begins to develop the main characters and describe detailed settings. ✎ Begins to write organized and fluent nonfiction, including simple bibliographies. ✎ Writes cohesive paragraphs including reasons and examples with guidance. ✎ Uses transitional sentences to connect paragraphs. ✎ Varies sentence structure, leads, and endings. ✎ Begins to use descriptive language, details, and similes. ✎ Uses voice to evoke emotional response from readers. ✎ Begins to integrate information on a topic from a variety of sources. ✎ Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions). ✎ Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently. ✎ Selects and publishes writing in polished format independently. ✎ Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. ☺ Begins to set goals and identify strategies to improve writing in different genres. 	<ul style="list-style-type: none"> ✎ Writes in a variety of genres and forms for different audiences and purposes independently. ✎ Creates plots with a climax. ✎ Creates detailed, believable settings and characters in stories. ✎ Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format. ✎ Writes cohesive paragraphs including supportive reasons and examples. ✎ Uses descriptive language, details, similes, and imagery to enhance ideas independently. ✎ Begins to use dialogue to enhance character development. ✎ Incorporates personal voice in writing with increasing frequency. ✎ Integrates information on a topic from a variety of sources independently. ✎ Constructs charts, graphs, and tables to convey information when appropriate. ✎ Uses prewriting strategies effectively to organize and strengthen writing. ✎ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently. ✎ Includes deletion in revision strategies. ✎ Incorporates suggestions from others on own writing independently. ✎ Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy. 	<ul style="list-style-type: none"> ✎ Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format. ✎ Writes cohesive, fluent, and effective poetry and fiction. ✎ Uses a clear sequence of paragraphs with effective transitions. ✎ Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing). ✎ Weaves dialogue effectively into stories. ✎ Develops plots, characters, setting, and mood (literary elements) effectively. ✎ Begins to develop personal voice and style of writing. ✎ Revises through multiple drafts independently. ✎ Seeks feedback from others and incorporates suggestions in order to strengthen own writing. ✎ Publishes writing for different audiences and purposes in polished format independently. ✎ Internalizes writing process. ✎ Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently. ☺ Writes with confidence and competence on a range of topics independently. ☺ Perseveres through complex or challenging writing projects independently. ☺ Sets writing goals independently by analyzing and evaluating own writing.

✎ Types of Texts ✎ Content and Traits ✎ Process ✎ Mechanics and Conventions ☺ Attitude and Self-Evaluation

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English as an Additional Language (EAL) Listening & Speaking Continuum

New to English	Early Acquisition	Becoming Familiar
<ul style="list-style-type: none"> Listens attentively to an English speaker with guidance. Follows one-step directions. Uses context cues to respond appropriately to classroom routines. Responds to greetings with nods and gestures. Responds to simple questions with guidance. Expresses needs in English with single words and gestures. Responds during classroom discussions with nods and gestures. Participates non-verbally in the classroom. Names simple objects with guidance. Repeats English words and phrases with guidance. Echoes single words and/or short phrases. Produces single words and/or stock phrases with guidance. Demonstrates enthusiasm about learning English. 	<ul style="list-style-type: none"> Begins to follow illustrated stories and classroom instruction Follows two-step directions. Responds to greetings with single words and/or phrases. Begins to respond to simple questions with one-word answers. Begins to express needs and give basic information (e.g., "I'm fine" and "this car"). Participates orally in classroom discussions with guidance. Uses some basic classroom vocabulary. Understands everyday classroom and subject area language with guidance. Begins to repeat new English words and phrases clearly. Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., "I want to go shop buy toy.>"). Practices English and tries new words and phrases. 	<ul style="list-style-type: none"> Begins to listen attentively to an English speaker. Follows multi-step directions. Begins to use English in social situations. Responds to greetings with phrases. Responds to simple questions with more than one-word answers. Uses different language functions in discussions (e.g., predicting and describing) with guidance. Participates in classroom discussions and offers opinions and feedback with guidance. Begins to understand classroom and subject area language. Begins to use expanding vocabulary that is less context-bound. Begins to speak English clearly. Communicates using short phrases and simple language patterns. Begins to use connected discourse (e.g., "Yesterday I go pool and I swam.>").
Becoming Competent	Becoming Fluent	Fluent
<ul style="list-style-type: none"> Begins to contribute to group discussions and to offer opinions and/or feedback during discussions. Paraphrases oral information with guidance. Uses English in social situations. Begins to respond to more complex questions. Expresses needs and gives information independently. Begins to ask questions to clarify content and meaning. Begins to use more complex language functions (e.g., hypothesizing and reasoning) within an academic context. Begins to use an extensive vocabulary, using some abstract and specialized subject area words. Understands classroom and subject area language with repetition, rephrasing, or clarification. Speaks English clearly. Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g., "next" and "then"). Begins to use correct form when asking questions. Begins to use correct verb tense to express present, past, and future. Shows interest in improving language skills and accuracy. 	<ul style="list-style-type: none"> Listens attentively to an English speaker. Listens to others and offers opinions and/or feedback. Begins to paraphrase oral information. Uses language appropriately across the curriculum for different purposes and audiences. Responds to complex questions independently. Asks questions to clarify content and meaning. Develops awareness that there are appropriate forms and styles of language for different purposes and audiences. Begins to speak with confidence in front of a group. Uses more extensive vocabulary, using abstract and specialized subject area words independently. Understands classroom and subject area language at nearly normal speed. Speaks English with near-native fluency; any hesitation does not interfere with communication. Begins to vary speech appropriately using intonation/ stress. Uses correct form when asking questions. Speaks confidently and uses new vocabulary flexibly. 	<ul style="list-style-type: none"> Contributes to group discussion with ideas and appropriate suggestions. Paraphrases oral information independently. Communicates competently in social and academic settings. Participates and performs competently in all subject areas. Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age. Speaks with confidence in front of a group. Understands a wide range of classroom and subject area language with native competence. Uses vocabulary approximating that of a native speaker. Speaks as fluently as a native speaker. Varies speech appropriately using intonation and stress independently. Uses a wide range of language patterns and complex compound tenses to create properly connected discourse (e.g., "Tomorrow I will be going on a long trip and I will see my good friend.>").

Listening and Comprehension
 Oral Expression
 Vocabulary
 Pronunciation and Fluency
 Grammar
 Attitude

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