**READING CONTINUUM**

**Preconventional Ages 3-5**
- Begins to choose reading materials (e.g., books, magazines, and catalogs) that feature familiar and beloved characters.
- Shows interest in reading signs, labels, and topics environmental print.
- Responds to own name in print.
- Reads books and turns pages mentally.
- Sees beginning of look and story.
- Knows own letter names.
- Listens and responds to literature.
- Sometimes illustrates in books.
- Participates in group reading (books, rhymes, poems, and songs).

**Emerging Ages 6-8**
- Begins to notice letter shapes, points, and familiar words.
- Begins to read signs, labels, and topics (environmental print).
- Observes and recognizes letters to read.
- Pretends to read.
- Uses illustrations to tell stories.
- Reads to top to bottom, left to right, and front to back with guidance.
- Knows most letter sounds and some letter names.
- 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.
- Converts books read aloud to own experience with guidance.

**Developing Ages 8-7**
- Seeks books with simple patterns.
- Chooses to read alone.
- Begins to read independently for short periods (5-10 minutes).
- Discusses books with reading materials with others.
- Relates in illustrations and story.
- Uses significant rhymes and rhythms in reading.
- Knows most letter sounds and letter shapes.
- Recognizes simple words.
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.
- Begins to make meaningful predictions.
- Identifies titles and authors in literature (text features).
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.
- Identifies own reading behaviors with guidance.

**Beginning Ages 6-8**
- Seeks simple easy-to-read books.
- Seeks familiar easy-to-read books.
- Seeks and follows simple written directions with guidance.
- Identifies basic genres (e.g., fiction, nonfiction, poetry).
- Uses basic punctuation when reading orally.
- Reads in a variety of 30-60 minutes.
- Chooses reading materials by interest.
- Learns and shares information from reading.
- Uses making sounds (intoned).
- Seeks sense words (gender).
- Seeks text clues and patterns (context).
- Identifies word boundaries, common contractions, and many high-frequency words.
- Begins to self-correct.
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.
- Identifies own reading behaviors with guidance.

**Expanding Ages 7-9**
- Seeks easy chapter books.
- Chooses, reads, and shares a variety of materials at independent level with guidance.
- Begins to read aloud to a family.
- Seeks similar in necessary higher periods (60-90 minutes).
- Uses reading strategies appropriately, depending on the text and purpose.
- Uses word clues to read (e.g., title, margins, content, context, and clues).
- Seeks meaning and communicates with guidance.
- Identifies chapter titles and lists of contents (not organizational).
- Summarizes and makes simple inferences in sequential order.
- Responds to seek personal connections with texts, characters, and situations in literature.
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.
- Identifies own reading behaviors with guidance.

**Bridging Ages 8-10**
- Reads difficult chapter books.
- Chooses reading materials at appropriate levels.
- Knows and uses information to select appropriate strategies, resources, and materials (e.g., Internet, brochures, and guidance).
- Gathers and uses information from print, charts, tables, and maps with guidance.
- Increases vocabulary by using new words in other reading strategies, resources, and materials (e.g., Internet, brochures, and guidance).
- Recognizes key words and phrases in literature as well as facts and ideas.
- Makes connections to other authors, books, and perspectives.
- Participates in small group literature discussions with guidance.
- Seeks meaning and communicates with guidance.

**Fluent Ages 8-11**
- Reads challenging children’s literature.
- Seeks, reads, and shares a variety of materials at independent level with guidance.
- Begins to develop strategies for selecting reading materials.
- Seeks and uses information to select appropriate levels.
- Gathers and uses information from print, charts, tables, and maps with guidance.
- Increases vocabulary by using new words in other reading strategies, resources, and materials (e.g., Internet, brochures, and guidance).
- Maximizes understanding of different between fact and opinion.
- Follows multiple sets within an extended independent.
- Discussed setting, plot, characters, and point of view (literary elements) with guidance.
- Responds to ideas and questions in literature as well as facts or ideas.
- Makes connections to other authors, books, and perspectives.
- Participates in small group literature discussions with guidance.
- Seeks meaning and communicates with guidance.

**Proficient Ages 10-13**
- Reads complex children’s literature.
- Seeks, reads, and shares a variety of materials at independent level with guidance.
- Begins to choose challenging reading materials and projects.
- Analyzes relationships information in developing deeper understanding of a topic independently.
- Begins to gather, analyze, and use information from print, charts, tables, and maps.
- Identifies causes and effects in literature discussions.
- Integrates information from multiple sources to develop a deeper understanding of a topic with guidance.
- Uses research (e.g., library and Internet) to increase knowledge.
- Identifies key words and phrases (e.g., suspense, inference, interpretation, and evaluation) in literature discussions.
- Discusses literature with reference to schema, author’s purpose, and style (literary elements) in a variety of settings.
- Begins to generate predictions in small group literature discussions.
- Comprehends text and maintains competence in literature discussions.
- Begins to generate predictions in small group literature discussions.
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.
- Seeks meaning and communicates with guidance.

**Connecting Ages 11-14**
- Reads complex children’s literature and young adult literature.
- Seeks, reads, and shares a wide variety of materials at independent level with guidance.
- Begins to choose challenging reading materials and projects.
- Analyzes relationships information in developing deeper understanding of a topic independently.
- Begins to gather, analyze, and use information from print, charts, tables, and maps.
- Integrates information from multiple sources to develop a deeper understanding of a topic with guidance.
- Seeks meaning and communicates with guidance.
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**Independent**
- Reads young adult and adult literature.
- Chooses and compiles a wide variety of materials with sociocultural, psychological, and cultural perspectives.
- Seeks, reads, and shares a wide variety of materials at independent level with guidance.
- Begins to read aloud to and share with others.
- Analyzes relationships information in developing deeper understanding of a topic independently.
- Begins to gather, analyze, and use information from print, charts, tables, and maps independently.
- Integrates information from multiple sources to develop a deeper understanding of a topic with guidance.
- Seeks meaning and communicates with guidance.
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### Writing Continuum

#### Preconventional (Ages 3–5)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- Uses pictures and print to convey meaning.
- Writes words to describe or support pictures.
- Copies signs, labels, names, and words (environmental print).
- Tries to write own name.
- Takes risks with writing.

#### Emerging (Ages 4–6)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- Uses 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.
- Interchanges upper and lower case letters.
- Experiments with capitalization.
- 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 in the basic sequence of sounds without regard for conventional spelling patterns.
- Uses beginning, middle, and ending sounds to make words.
- Begins to read own writing.

#### Developing (Ages 7–8)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- 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 and writes notices and letters with guidance.
- Includes deletion in revision strategies.
- Chooses appropriate punctuation (e.g., periods, commas, colons, semicolons) and quotation marks appropriately.
- Chooses spellings that self and others can read.
- Uses phonetic spelling to write independently.
- Spells complete words and some high-frequency words correctly.
- Begins to use periods and capital letters correctly.
- Shares own writing with others.

#### Beginning (Ages 6–8)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- Begins to write organized and nonfiction (e.g., reports, letters, lists) with guidance.
- Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and hyperbole).
- Can discuss and share ideas with others.
- Begins to develop personal voice and style of writing.
- Begins to incorporate personal voice in writing with increasing frequency.
- Begins to read and write notices and letters with guidance.
- Chooses appropriate punctuation (e.g., periods, commas, colons, semicolons, quotation marks) and quotation marks appropriate.
- Chooses spellings that self and others can read.
- Uses phonetic spelling to write independently.
- Spells complete words and some high-frequency words correctly.
- Begins to use periods and capital letters correctly.
- Shares own writing with others.

#### Expanding (Ages 7–9)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- Writes short fiction and poetry with guidance.
- Uses a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Writes with a clear idea.
- Uses a variety of punctuation marks with guidance.
- Chooses appropriate punctuation (e.g., periods, commas, colons, semicolons, quotation marks) and quotation marks appropriately.
- Chooses spellings that self and others can read.
- Uses phonetic spelling to write independently.
- Spells most high-frequency words correctly and moves toward conventional spelling.
- Identifies own writing strategies and sets goals with guidance.

#### Bridging (Ages 8–10)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- Begins to write organized and nonfiction (e.g., reports, letters, lists) with guidance.
- Begins to use complex punctuation (e.g., periods, commas, colons, semicolons) with increasing accuracy.
- Chooses appropriate punctuation (e.g., periods, commas, colons, semicolons, quotation marks) and quotation marks appropriately.
- Chooses spellings that self and others can read.
- Uses phonetic spelling to write independently.
- Spells complete words and some high-frequency words correctly.
- Begins to use periods and capital letters correctly.
- Shares own writing with others.

#### Fluent (Ages 9–11)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- 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.
- Uses a variety of transitional sentences to enhance character development.
- Incorporates personal voice in writing with increasing frequency.
- Integrates information on a topic from a variety of sources independently.
- Constructs clear ideas, graphics, and tables to convey information when appropriate.
- Uses a variety of strategies effectively to organize and strengthen writing.
- Reviews for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently.
- Includes revision in revision strategies.
- Chooses appropriate punctuation (e.g., periods, commas, colons, semicolons, quotation marks) and quotation marks appropriately.
- Chooses spellings that self and others can read.
- Uses phonetic spelling to write independently.
- Spells complete words and some high-frequency words correctly.
- Begins to use periods and capital letters correctly.
- Shares own writing with others.

#### Proficient (Ages 10–13)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- 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.
- Uses a variety of transitional sentences to enhance character development.
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- Uses phonetic spelling to write independently.
- Spells complete words and some high-frequency words correctly.
- Begins to use periods and capital letters correctly.
- Shares own writing with others.

#### Connecting (Ages 11–14)
- Begins to label and sort “things” in pictures
- Demonstrates awareness that print conveys meaning
- Begins to use recognizable letters to represent words
- Talks about own pictures and writing

- 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.
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- Uses descriptive language, details, similes, and imagery to enhance ideas independently.
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- Reviews for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently.
- Includes revision in revision strategies.
- Chooses appropriate punctuation (e.g., periods, commas, colons, semicolons, quotation marks) and quotation marks appropriately.
- Chooses spellings that self and others can read.
- Uses phonetic spelling to write independently.
- Spells complete words and some high-frequency words correctly.
- Begins to use periods and capital letters correctly.
- Shares own writing with others.
## English as an Additional Language (EAL) Listening & Speaking Continuum

<table>
<thead>
<tr>
<th>New to English</th>
<th>Early Acquisition</th>
<th>Becoming Familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively to an English speaker with guidance.</td>
<td>Begins to listen attentively to an English speaker.</td>
<td>Includes listening attentively to spoken English with appropriate feedback.</td>
</tr>
<tr>
<td>Uses context cues to respond appropriately to classroom routines.</td>
<td>Responds to greetings with single words and/or phrases.</td>
<td>To use English in social situations.</td>
</tr>
<tr>
<td>Responds to greetings with nods and gestures.</td>
<td>Begins to respond to simple questions with one-word answers.</td>
<td>Responds to greetings with phrases.</td>
</tr>
<tr>
<td>Expresses needs in English with single words and gestures.</td>
<td>Begins to express needs and give basic information (e.g., &quot;I’m fine” and &quot;this car&quot;).</td>
<td>Responds to simple questions with more than one-word answers.</td>
</tr>
<tr>
<td>Responds during classroom discussions with nods and gestures.</td>
<td>Participates orally in classroom discussions with guidance.</td>
<td>Uses different language functions in discussions (e.g., predicting and describing) with guidance.</td>
</tr>
<tr>
<td>Participates non-verbally in the classroom.</td>
<td>Uses some basic classroom vocabulary.</td>
<td>Participation in classroom discussions and offers opinions and feedback with guidance.</td>
</tr>
<tr>
<td>Names simple objects with guidance.</td>
<td>Understands everyday classroom and subject area language with guidance.</td>
<td>Begins to understand classroom and subject area language.</td>
</tr>
<tr>
<td>Repeats English words and phrases with guidance.</td>
<td>Begins to repeat new English words and phrases clearly.</td>
<td>Begins to use expanding vocabulary that is less context-bound.</td>
</tr>
<tr>
<td>Echoes single words and/or short phrases.</td>
<td>Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., &quot;I want to go shop buy toy&quot;).</td>
<td>Begins to speak English clearly.</td>
</tr>
<tr>
<td>Demonstrates enthusiasm about learning English.</td>
<td></td>
<td>Begins to use connected discourse (e.g., &quot;Yesterday I go pool and I swim.&quot;).</td>
</tr>
</tbody>
</table>

### Listening and Comprehension
- 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.
- 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.
- 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.

### Oral Expression
- 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 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").