

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

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