✏ WRITING CONTINUUM

Preconventional
Ages 3-5

- 📄 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.

Emerging
Ages 4-6

- 📄 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.

Developing
Ages 5-7

- 📄 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.

Beginning
Ages 6-8

- 📄 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.

Expanding
Ages 7-9

- 📄 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 pre-writing 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

- 📄 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.

Fluent
Ages 9-11

- 📄 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.

Proficient
Ages 10-13

- 📄 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.

Connecting
Ages 11-14

- 📄 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 pre-writing 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.

Independent
Ages —

- 📄 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

📖 READING CONTINUUM

Preconventional
Ages 3-5

- 📖 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).

Emerging
Ages 4-6

- 📖 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.

Developing
Ages 5-7

- 📖 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.
- ᵔ Sees self as reader.
- ᵔ Explains why literature is liked/disliked during class discussions with guidance.

Beginning
Ages 6-8

- 📖 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.
- ᵔ Identifies own reading behaviors with guidance.

Expanding
Ages 7-9

- 📖 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.
- ᵔ Identifies own reading strategies and sets goals with guidance.

Bridging
Ages 8-10

- 📖 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.

Fluent
Ages 9-11

- 📖 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."
- ᵔ Begins to set goals and identifies strategies to improve reading.

Proficient
Ages 10-13

- 📖 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.

Connecting
Ages 11-14

- 📖 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.
- ᵔ Sets reading challenges and goals independently.

Independent

- 📖 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.
- ᵔ Pursues a widening community of readers independently.

📖 Types of Texts and Oral Reading   ☺ Attitude   ☑ Reading Strategies   ✍ Comprehension and Response   ᵔ Self-evaluation