

# ✍️ 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 2-3 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 a full page 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.</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 easy 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>

# ✍️ WRITING CONTINUUM (Student Self-evaluation)

Preconventional	Emerging	Developing	Beginning	Expanding
<ul style="list-style-type: none"> <li>📄 I draw pictures to tell my stories or ideas.</li> <li>📄 I draw pictures and write a word or two about the pictures.</li> <li>📁 I know that letters are used to make words and stories.</li> <li>✂️ My writing looks like letters.</li> <li>✂️ I write words using the letters I know.</li> <li>😊 I can tell about my pictures and writing.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I use pictures and words to tell my stories and ideas.</li> <li>📄 I write about my pictures.</li> <li>📄 I copy names and some words.</li> <li>📁 I know that each sound has a letter or letters.</li> <li>✂️ I print with mostly upper case letters.</li> <li>✂️ I match letters to their sounds.</li> <li>✂️ I use beginning sounds to write words.</li> <li>✂️ I use beginning and ending sounds to write words.</li> <li>😊 I can almost read what I write.</li> <li>😊 I see myself as a writer.</li> <li>😊 I write new things and spell words on my own.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I can write 2-3 sentences about a topic.</li> <li>📄 I write names and favorite words.</li> <li>📁 I can think of ideas to write about.</li> <li>✂️ I write from top to bottom, left to right, and front to back.</li> <li>✂️ I use both upper and lower case letters.</li> <li>✂️ I sometimes use spaces between my words.</li> <li>✂️ I sound out words when I spell.</li> <li>✂️ I use beginning, middle and ending sounds to write words.</li> <li>😊 I can sometimes read my own writing.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I can write a full page about a topic.</li> <li>📄 I write about what I see and true things about my life.</li> <li>📄 I write true things about a topic (nonfiction) with help.</li> <li>📁 I pick ideas to write about by myself.</li> <li>✂️ I read my own writing and can find mistakes with help.</li> <li>✂️ I add more to my writing with help.</li> <li>✂️ I always use spaces between words.</li> <li>✂️ I make my letters neatly.</li> <li>✂️ I write pieces that I can read and others can read.</li> <li>✂️ I use my own spelling to write by myself.</li> <li>✂️ I use capitals correctly some of the time.</li> <li>✂️ I use ending marks correctly some of the time.</li> <li>😊 I share my writing with others.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I write short stories and poetry with help.</li> <li>📄 I write short nonfiction (facts about a topic, letters, and lists) with help.</li> <li>📁 I write with a main idea.</li> <li>📁 I write with complete sentences.</li> <li>📁 I organize my ideas to make sense in my fiction and nonfiction writing with help.</li> <li>📁 I sometimes find and use interesting language.</li> <li>✂️ I use pre-writing (web, brainstorm, picture) to get ideas with help.</li> <li>✂️ I listen to other people's ideas and give other people suggestions about their writing.</li> <li>✂️ I sometimes use other people's suggestions about my writing to make it better.</li> <li>✂️ I add description and details with help.</li> <li>✂️ I edit for capitals and punctuation with help.</li> <li>✂️ I publish some of my writing with help.</li> <li>✂️ I write so people can read my handwriting.</li> <li>✂️ I spell lots of words correctly.</li> <li>😊 I talk about what I do well as a writer and set goals with help.</li> </ul>
Bridging	Fluent	Proficient	Connecting	Independent
<ul style="list-style-type: none"> <li>📄 I write about my feelings and opinions.</li> <li>📄 I write fiction with a clear beginning, middle, and end.</li> <li>📄 I write poetry using carefully chosen language with help.</li> <li>📄 I write organized nonfiction (reports, letters, and lists) with help.</li> <li>📁 I sometimes use paragraphs to organize my ideas.</li> <li>📁 I use strong verbs, interesting language and dialogue with help.</li> <li>✂️ I ask for help and suggestions about my writing.</li> <li>✂️ I revise my writing to make sense with help.</li> <li>✂️ I make my writing more interesting by adding description and detail.</li> <li>✂️ I use a thesaurus or lists of words to make my writing better with help.</li> <li>✂️ I edit for punctuation, spelling, and grammar (correct English) with help.</li> <li>✂️ I publish my writing in polished format with help.</li> <li>✂️ I spell more words correctly by using how a word looks, spelling rules, and word parts.</li> <li>✂️ I use commas and apostrophes correctly.</li> <li>😊 I set my own writing goals with help.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I sometimes write organized fiction and nonfiction (reports, letters, biographies, and autobiographies).</li> <li>📄 I develop plots that have a problem and solution with help.</li> <li>📄 I create characters in stories with help.</li> <li>📄 I write poetry using carefully chosen language.</li> <li>📁 I try writing different types of sentences.</li> <li>📁 I try different types of leads and endings with help.</li> <li>📁 I use description, details, and similes (comparing using "like" or "as") with help.</li> <li>📁 I use dialogue in my stories with help.</li> <li>✂️ I use different pre-writing strategies (web, outline, free write).</li> <li>✂️ I write for different purposes and audiences with help.</li> <li>✂️ I revise for writing traits (ideas, organization, word choice, sentence fluency, voice, and conventions) with help.</li> <li>✂️ I use people's suggestions about my writing with help.</li> <li>✂️ I edit accurately for punctuation, spelling, and grammar.</li> <li>✂️ I use tools (dictionary, word lists, and spell checker) to edit with help.</li> <li>😊 I use what I know about good writing in different genres to make my writing better with help.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I write persuasively about my ideas, feelings, and opinions</li> <li>📄 I create plots with problems and solutions.</li> <li>📄 I sometimes develop main characters and describe detailed settings.</li> <li>📄 I sometimes write organized and fluent nonfiction, including simple bibliographies.</li> <li>📁 I write clear paragraphs that include reasons and examples with help.</li> <li>📁 I use transitional sentences to connect paragraphs together.</li> <li>📁 I use different types of sentences, leads, and endings.</li> <li>📁 I sometimes use descriptive language, details, and similes.</li> <li>📁 I use personal voice to get an emotional response from readers.</li> <li>📁 I sometimes gather and use information on a topic from a variety of sources.</li> <li>✂️ I sometimes revise for writing traits (ideas, organization, word choice, sentence fluency, voice, and conventions).</li> <li>✂️ I use tools (dictionary, word lists, and spell checker) to edit independently.</li> <li>✂️ I publish some of my writing in polished format independently.</li> <li>✂️ I sometimes use complex punctuation (commas, colons, semicolons, and quotation marks) correctly.</li> <li>😊 I sometimes set my own goals and identify ways to improve my writing in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I write in a variety of genres and forms for different audiences and purposes.</li> <li>📄 I create plots with a climax.</li> <li>📄 I create detailed, believable settings and characters in stories.</li> <li>📄 I write organized, fluent, and detailed nonfiction independently, including bibliographies with correct format.</li> <li>📁 I write cohesive paragraphs including reasons and examples.</li> <li>📁 I use descriptive language, details, similes, and imagery to enhance my ideas.</li> <li>📁 I sometimes use dialogue to enhance character development.</li> <li>📁 I incorporate personal voice in my writing with increasing frequency.</li> <li>📁 I integrate information on a topic from a variety of sources.</li> <li>📁 I construct charts, graphs, and tables to convey information when appropriate.</li> <li>✂️ I use prewriting strategies effectively to organize and strengthen my writing.</li> <li>✂️ I revise for specific writing traits (ideas, organization, word choice, sentence fluency, voice, and conventions).</li> <li>✂️ I include deletion in my revision strategies.</li> <li>✂️ I incorporate suggestions from others about my own writing.</li> <li>✂️ I use complex punctuation (commas, colons, semicolons, and quotation marks) with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>📄 I write organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format.</li> <li>📄 I write cohesive, fluent, and effective poetry and fiction.</li> <li>📁 I use a clear sequence of paragraphs with effective transitions.</li> <li>📁 I use literary devices (imagery, metaphors, personification, and foreshadowing) in my writing.</li> <li>📁 I weave dialogue effectively into my stories.</li> <li>📁 I develop plot, characters, setting, and mood (literary elements) effectively.</li> <li>📁 I begin to develop a personal voice and style of writing.</li> <li>✂️ I revise through multiple drafts independently.</li> <li>✂️ I seek feedback from others and incorporate suggestions in order to strengthen my writing.</li> <li>✂️ I publish my writing for different audiences and purposes in polished format independently.</li> <li>✂️ I internalize the writing process.</li> <li>✂️ I use correct grammar (e.g., subject/verb agreement and verb tense) consistently.</li> <li>😊 I write with confidence and competence on a range of topics.</li> <li>😊 I persevere through complex or challenging writing projects.</li> <li>😊 I set writing goals independently by analyzing and evaluating my writing.</li> </ul>

# 📖 READING CONTINUUM (Student Self-evaluation)

Preconventional	Emerging	Developing	Beginning	Expanding
<ul style="list-style-type: none"> <li>📖 I choose things to read and have favorite books.</li> <li>📖 I try to read signs, labels, and logos.</li> <li>📖 I can read my own name.</li> <li>☑️ I hold a book and turn the pages correctly.</li> <li>☑️ I can show the beginning and end of a book.</li> <li>☑️ I know some letter names.</li> <li>👉 I listen to books read aloud.</li> <li>👉 I talk about the pictures in books.</li> <li>👉 I read along when we share books, rhymes, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I have memorized some pattern books and poems.</li> <li>📖 I read signs, labels, and logos.</li> <li>😊 I like to read.</li> <li>☑️ I can almost read some books.</li> <li>☑️ I use the pictures to tell a story.</li> <li>☑️ I read from top to bottom, left to right, and front to back with help.</li> <li>☑️ I know most of my letter names and some letter sounds.</li> <li>☑️ I read some names and words.</li> <li>☑️ I make good guesses about what will happen next in a story.</li> <li>👉 I can make rhymes and play with words.</li> <li>👉 I read along when we read books and poems I know.</li> <li>👉 I connect the books we read to my own life with help.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I read books with patterns.</li> <li>📖 I can sometimes read my own writing.</li> <li>😊 I can read to myself for a little while (5-10 minutes).</li> <li>😊 I talk about what I'm reading with others.</li> <li>☑️ I use both the pictures and the words when I read.</li> <li>☑️ I can point to the words as I read.</li> <li>☑️ I know most letter sounds.</li> <li>☑️ I read some words.</li> <li>☑️ I make good guesses about what will happen next in a book.</li> <li>☑️ I can show the title and author's name in a book.</li> <li>👉 I can tell the main idea of a book or story.</li> <li>👉 I talk about a book or story during discussions.</li> <li>👉 I see myself as a reader.</li> <li>👉 I explain why I like or don't like a story during discussions with help.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I read simple early-reader books.</li> <li>📖 I read harder early-reader books.</li> <li>📖 I read and follow simple written directions with help.</li> <li>📖 I know about different types of writing (fiction, nonfiction, and poetry).</li> <li>📖 I use punctuation marks when I read out loud.</li> <li>😊 I can read by myself for 10-15 minutes.</li> <li>😊 I choose what to read on my own.</li> <li>😊 I learn information from reading and share what I learn with others.</li> <li>☑️ I use meaning (context) to make sense when I read.</li> <li>☑️ I use how English works (grammar) to make sense when I read.</li> <li>☑️ I use letter sounds and patterns (phonics) to make sense when I read.</li> <li>☑️ I read sight words easily.</li> <li>☑️ I sometimes correct myself when my reading doesn't make sense.</li> <li>👉 I can retell the beginning, middle, and ending of a story with help.</li> <li>👉 I can talk about the characters and events in a story with help.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I read easy chapter books.</li> <li>📖 I choose, read, and finish lots of different reading materials (books, poems, comics, and magazines) with help.</li> <li>📖 I can sometimes read aloud smoothly.</li> <li>😊 I can read by myself for 15-30 minutes.</li> <li>☑️ I read differently, depending on why and what I'm reading.</li> <li>☑️ I use what I know about word parts (prefix, contractions, and word families) to figure out hard words.</li> <li>☑️ I use meaning (context) when I'm reading to learn new words.</li> <li>☑️ I correct myself when my reading doesn't make sense.</li> <li>☑️ I follow written directions.</li> <li>☑️ I can find the chapter titles and table of contents in a book or magazine.</li> <li>👉 I can retell the events from a story in order.</li> <li>👉 I talk about how facts, characters, and events in books relate to my life.</li> <li>👉 I can compare different characters and story events.</li> <li>👉 I can "read between the lines" with help.</li> <li>👉 I talk about what I do well as a reader and set goals with help.</li> </ul>
Bridging	Fluent	Proficient	Connecting	Independent
<ul style="list-style-type: none"> <li>📖 I read medium level chapter books.</li> <li>📖 I choose things to read that are at my reading level.</li> <li>📖 I understand the difference between genres (realistic fiction, historical fiction, and fantasy)</li> <li>📖 I read aloud with expression.</li> <li>☑️ I can find information in the encyclopedia, on the computer, and in nonfiction with help.</li> <li>☑️ I can find information using the table of contents, captions, glossary, and index with help.</li> <li>☑️ I can gather information from graphs, charts, tables, and maps with help.</li> <li>☑️ I learn new words by reading and by using tools (dictionary and thesaurus) with help.</li> <li>☑️ I can talk about the difference between fact and opinion.</li> <li>☑️ I can follow complex written directions.</li> <li>👉 I can discuss setting, plot, characters, and point of view with help.</li> <li>👉 I can talk about the issues and ideas in literature as well as the facts or story events.</li> <li>👉 I make connections to other authors, books, and points of view.</li> <li>👉 I participate in small group literature discussions with help.</li> <li>👉 I use reasons and examples to support my ideas and opinions with help.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I read challenging children's books.</li> <li>📖 I choose, read, and finish a wide variety of genres with help.</li> <li>📖 I sometimes use strategies for picking good materials to read.</li> <li>📖 I read aloud with fluency, expression, and confidence.</li> <li>😊 I read silently for extended periods (30-40 minutes).</li> <li>☑️ I sometimes use different resources (encyclopedias, articles, Internet, and nonfiction texts) to find information.</li> <li>☑️ I can gather information using the table of contents, captions, glossary, and index on my own.</li> <li>☑️ I use tools (dictionary and thesaurus) to learn new words in different subject areas.</li> <li>👉 I discuss literature by talking about setting, plot, characters, theme, and author's craft.</li> <li>👉 I share thoughtful responses when I talk and write about literature with help.</li> <li>👉 I use new vocabulary when I write and talk about what I read.</li> <li>👉 I sometimes gain deeper meaning by "reading between the lines."</li> <li>👉 I sometimes set goals and identify strategies to improve my reading.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I read complex children's literature.</li> <li>📖 I read and understand want ads, brochures, schedules, catalogs, and manuals with help.</li> <li>📖 I can select reading materials on my own.</li> <li>☑️ I use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.</li> <li>☑️ I gather and analyze information from graphs, charts, tables, and maps with help.</li> <li>☑️ I use information from many nonfiction sources to deepen my understanding of a topic with help.</li> <li>☑️ I use resources (e.g., dictionary and thesaurus) to increase my vocabulary independently.</li> <li>👉 I can identify similes, metaphors, personification, and foreshadowing (literary devices).</li> <li>👉 I discuss literature with reference to theme, author's purpose, style, and author's craft.</li> <li>👉 I sometimes generate in-depth responses in small group literature discussions.</li> <li>👉 I sometimes generate in-depth written responses to literature.</li> <li>👉 I use more complex vocabulary when I talk and write about what I read.</li> <li>👉 I use reasons and examples to support my ideas and conclusions.</li> <li>👉 I look for deeper meaning by "reading between the lines" in response to literature.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I read complex children's literature and young adult literature.</li> <li>📖 I select, read, and finish a wide variety of genres independently.</li> <li>😊 I sometimes choose challenging reading materials and projects.</li> <li>☑️ I can integrate nonfiction information to develop a deeper understanding of a topic independently.</li> <li>☑️ I sometimes gather, analyze, and use information from graphs, charts, tables, and maps.</li> <li>👉 I generate in-depth responses and sustain small group literature discussions.</li> <li>👉 I generate in-depth written responses to literature.</li> <li>👉 I can sometimes evaluate, interpret, and analyze reading content critically.</li> <li>👉 I am beginning to develop criteria for evaluating literature.</li> <li>👉 I seek recommendations and opinions about literature from others.</li> <li>👉 I set my reading goals and challenges independently.</li> </ul>	<ul style="list-style-type: none"> <li>📖 I read young adult and adult literature.</li> <li>📖 I choose and comprehend a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry).</li> <li>📖 I read and understand informational texts (e.g., manuals, consumer reports, applications, and forms).</li> <li>😊 I read challenging material for pleasure independently.</li> <li>😊 I read challenging material for information and to solve problems independently.</li> <li>😊 I persevere through complex reading tasks.</li> <li>☑️ I gather, analyze, and use information from graphs, charts, tables, and maps independently.</li> <li>👉 I analyze literary devices (e.g., metaphors, imagery, irony, and satire).</li> <li>👉 I contribute unique insights and support my opinions in complex literature discussions.</li> <li>👉 I add depth in my responses to literature by making insightful connections to other authors, texts, and experiences.</li> <li>👉 I evaluate, interpret and analyze reading content critically.</li> <li>👉 I develop and articulate criteria for evaluating literature.</li> <li>👉 I pursue a widening community of readers independently.</li> </ul>

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

New to English	Early Acquisition	Becoming Familiar
<ul style="list-style-type: none"> <li> Listens attentively to an English speaker with guidance.</li> <li> Follows one-step directions.</li> <li> Uses context cues to respond appropriately to classroom routines.</li> <li> Responds to greetings with nods and gestures.</li> <li> Responds to simple questions with guidance.</li> <li> Expresses needs in English with single words and gestures.</li> <li> Responds during classroom discussions with nods and gestures.</li> <li> Participates non-verbally in the classroom.</li> <li> Names simple objects with guidance.</li> <li> Repeats English words and phrases with guidance.</li> <li> Echoes single words and/or short phrases.</li> <li><input checked="" type="checkbox"/> Produces single words and/or stock phrases with guidance.</li> <li> Demonstrates enthusiasm about learning English.</li> </ul>	<ul style="list-style-type: none"> <li> Begins to follow illustrated stories and classroom instruction</li> <li> Follows two-step directions.</li> <li> Responds to greetings with single words and/or phrases.</li> <li> Begins to respond to simple questions with one-word answers.</li> <li> Begins to express needs and give basic information (e.g., "I'm fine" and "this car").</li> <li> Participates orally in classroom discussions with guidance.</li> <li> Uses some basic classroom vocabulary.</li> <li> Understands everyday classroom and subject area language with guidance.</li> <li> Begins to repeat new English words and phrases clearly.</li> <li><input checked="" type="checkbox"/> Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., "I want to go shop buy toy.").</li> <li> Practices English and tries new words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li> Begins to listen attentively to an English speaker.</li> <li> Follows multi-step directions.</li> <li> Begins to use English in social situations.</li> <li> Responds to greetings with phrases.</li> <li> Responds to simple questions with more than one-word answers.</li> <li> Uses different language functions in discussions (e.g., predicting and describing) with guidance.</li> <li> Participates in classroom discussions and offers opinions and feedback with guidance.</li> <li> Begins to understand classroom and subject area language.</li> <li> Begins to use expanding vocabulary that is less context-bound.</li> <li> Begins to speak English clearly.</li> <li><input checked="" type="checkbox"/> Communicates using short phrases and simple language patterns.</li> <li><input checked="" type="checkbox"/> Begins to use connected discourse (e.g., "Yesterday I go pool and I swam.").</li> </ul>

Becoming Competent	Becoming Fluent	Fluent
<ul style="list-style-type: none"> <li> Begins to contribute to group discussions and offer opinions and/or feedback during discussions.</li> <li> Paraphrases oral information with guidance.</li> <li> Uses English in social situations.</li> <li> Begins to respond to more complex questions.</li> <li> Expresses needs and gives information independently.</li> <li> Begins to ask questions to clarify content and meaning.</li> <li> Begins to use more complex language functions (e.g., hypothesizing and reasoning) within an academic context.</li> <li> Begins to use an extensive vocabulary, using some abstract and specialized subject area words.</li> <li> Understands classroom and subject area language with repetition, rephrasing, or clarification.</li> <li> Speaks English clearly.</li> <li><input checked="" type="checkbox"/> Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g., "next" and "then").</li> <li><input checked="" type="checkbox"/> Begins to use correct form when asking questions.</li> <li><input checked="" type="checkbox"/> Begins to use correct verb tense to express present, past, and future.</li> <li> Shows interest in improving language skills and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li> Listens attentively to an English speaker.</li> <li> Listens to others and offers opinions and/or feedback.</li> <li> Begins to paraphrase oral information.</li> <li> Uses language appropriately across the curriculum for different purposes and audiences.</li> <li> Responds to complex questions independently.</li> <li> Asks questions to clarify content and meaning.</li> <li> Develops awareness that there are appropriate forms and styles of language for different purposes and audiences.</li> <li> Begins to speak with confidence in front of a group.</li> <li> Uses more extensive vocabulary, using abstract and specialized subject area words independently.</li> <li> Understands classroom and subject area language at nearly normal speed.</li> <li> Speaks English with near-native fluency; any hesitation does not interfere with communication.</li> <li> Begins to vary speech appropriately using intonation/ stress.</li> <li><input checked="" type="checkbox"/> Uses correct form when asking questions.</li> <li> Speaks confidently and uses new vocabulary flexibly.</li> </ul>	<ul style="list-style-type: none"> <li> Contributes to group discussion with ideas and appropriate suggestions.</li> <li> Paraphrases oral information independently.</li> <li> Communicates competently in social and academic settings.</li> <li> Participates and performs competently in all subject areas.</li> <li> Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age.</li> <li> Speaks with confidence in front of a group.</li> <li> Understands a wide range of classroom and subject area language with native competence.</li> <li> Uses vocabulary approximating that of a native speaker.</li> <li> Speaks as fluently as a native speaker.</li> <li> Varies speech appropriately using intonation and stress independently.</li> <li><input checked="" type="checkbox"/> 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.").</li> </ul>

 Listening and Comprehension  
  Oral Expression  
  Vocabulary  
  Pronunciation and Fluency  
  Grammar  
  Attitude