### 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.
- Prints letters other than drawing on paper (scribbles).
- Identifies awareness that print conveys meaning.
- Tells others about own writing.

- Uses pictures and print to convey meaning.
- Writes words to describe or support pictures.
- Copies signs, labels, names, and words (environmental print).
- Prints upper case letters.
- Matches letters to sounds.
- Begins beginning and ending consonants to make words.
- Pretends to read own writing.
- Sees self as writer.
- Takes risks with writing.

**Emerging**
**Ages 4-6**
- Edits for punctuation, spelling, and grammar.
- Writes organized nonfiction pieces (e.g., reports, letters, and biographies).
- Determines understanding of letter/sound relationship.
- Implements understanding of letter/sound relationship.
- Identifies awareness that print conveys meaning.
- Begins to use dialogue with guidance.
  - Uses dialogue with guidance.
  - Includes deletion in revision strategies.
  - Adds description and details to enhance ideas independently.

- Edits for punctuation, spelling, and grammar with greater guidance.
- Writes cohesive paragraphs including supportive reasons and examples.
- Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions).
- Chooses own writing topics.
- Reads own writing and notices mistakes with guidance.
- Revises by adding details with guidance.
- Forms most letters legibly.
- Uses correct punctuation and capital letters correctly.
- Shares own writing with others.

**Developing**
**Ages 5-7**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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 capital letters correctly.
- Shares own writing with others.

- 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**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

**Expanding**
**Ages 7-9**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- Writes short fiction and poetry with guidance.
- Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

**Bridging**
**Ages 8-10**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- Writes short fiction and poetry with guidance.
- Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

**Fluent**
**Ages 9-11**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- Writes short fiction and poetry with guidance.
- Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

**Proficient**
**Ages 10-13**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- Writes short fiction and poetry with guidance.
- Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

**Connecting**
**Ages 11-14**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- Writes short fiction and poetry with guidance.
- Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

**Independent**
**Ages 10-13**
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- Writes short fiction and poetry with guidance.
- Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Edits for punctuation, spelling, and grammar with increasing accuracy.
- 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.
- Forms most letters legibly.
- Uses capital letters correctly.
- Shares own writing with others.

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### 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)
- Matures pattern books, poems, and familiar books.
- Begins to read signs, labels, and tags (environmental print).
- Demonstrates eagerness to read.
- Pretends to read.
- Uses illustrations to tell stories.
- Reads top to bottom, left to right, and from top 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.
- Demonstrates eagerness to read for short periods (5-10 minutes).
- Discusses favorite reading material with others.
- Relies on illustrations and print.
- Uses finger-voice print-matching.
- Knows most letter sounds and letter clusters.
- Recognizes simple words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.
- Begins to make meaningful predictions.
- Identifies titles and authors in literature (text features).
- Retells main event or idea in literature.
- Participates in guided literature discussions.
- "Sees" self as reader.
- "Explain" why literature is liked/disliked during class discussions with guidance.

### Beginning (Ages 6-8)
- Reads simple 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 (grammatical).
- Uses letter/sound cues and patterns (phonics).
- Recognizes word endings, common contractions, and many high frequency words.
- Begins to self-correct.
- Begins reading beginning, middle, and end with guidance.
- Discusses characters and story events with guidance.
- 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.
- Begins to read aloud with fluency.
- Reads silently for increasingly longer periods (15-30 minutes).
- Uses reading strategies appropriately, depending on the text and purpose.
- Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words.
- Increases vocabulary by using meaning cues (context).
- Self-corrects for meaning.
- Follows written directions.
- Identifies chapter titles and table of contents (text organizers).
- Summarizes and retells story events in sequential order.
- Responds to and makes personal connections with facts, characters, and situations in literature.
- Compares and contrasts characters and story events.
- "Reads between the lines" with guidance.
- "Identifies own reading strategies and sets goals with guidance.

### Bridging (Ages 8-10)
- 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 clues, 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 theme (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.
- Begins to develop fluency, expression, and confidence.
- Reads silently for extended periods (30-40 min).
- Begins to use resources (e.g., encyclopedia, articles, Internet, and nonfiction texts) to locate information.
- Creates new information from graphs, charts, tables, and maps with guidance.
- Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.
- 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) independently.
- 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" with guidance.
- Begins to set goals and identifies strategies to improve reading.

### Proficient (Ages 10-13)
- Reads complex children's literature.
- Selects, reads, and finishes a wide variety of genres independently.
- Begins to develop strategies and criteria for selecting reading materials independently.
- 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 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.
- Begins to evaluate, interpret, and analyze reading content critically.
- Begins to develop criteria for evaluating literature.
- Seeks recommendations and opinions about literature from others.
- "Sets" reading challenges and goals independently.

### 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.
- Identifies own reading behaviors with guidance.

### 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.
- Perserves through complex reading tasks.
- Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently.
- Analyzes literary devices (e.g., metaphors, irony, and satire).
- Compiles unique insights and supports opinions in complex literature discussions.
- Adds depth to responses to literature by making insightful connections to other reading and experiences.
- Evaluates, interprets, and analyzes reading content critically.
- Develops and articulates criteria for evaluating literature.
- "Pursues" a widening community of readers independently.

### Types of Texts and Oral Reading
- **Fluent**
  - Identifies genre.
  - Uses a wide vocabulary.
  - Reads with expression.
  - Retells main ideas with correct and complete details.
  - Discusses literature.
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.

- **Proficient**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - Compares and contrasts characters and story events.
  - "Reads between the lines." (e.g., makes inferences, draws conclusions, evaluates)

- **Connecting**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - "Sets" reading challenges and goals independently.

- **Independent**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - "Sets" reading challenges and goals independently.

### Reading Strategies
- **Fluent**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - Compares and contrasts characters and story events.
  - "Reads between the lines." (e.g., makes inferences, draws conclusions, evaluates)

- **Proficient**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - "Sets" reading challenges and goals independently.

- **Connecting**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - "Sets" reading challenges and goals independently.

- **Independent**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - "Sets" reading challenges and goals independently.

### Comprehension and Response
- **Fluent**
  - Identifies genre.
  - Uses a wide vocabulary.
  - Reads with expression.
  - Retells main ideas with correct and complete details.
  - Discusses literature.
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.

- **Proficient**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - "Reads between the lines." (e.g., makes inferences, draws conclusions, evaluates)

- **Connecting**
  - Identifies and uses text features.
  - Uses context to identify unfamiliar words.
  - Self-corrects for meaning.
  - Discusses literature.
  - "Sets" reading challenges and goals independently.

- **Independent**
  - Identifies and uses text features.
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  - Discusses literature.
  - "Sets" reading challenges and goals independently.