

Reading developmental continuum (adapted from Bonnie Campbell Hill)

Emerging (age 4-6)	Developing (age 5-7)	Beginning (age 6-8)
*Memorizes pattbooks, poems, and familiar books	*Reads books with simple patterns and early readers	*Reads early reader books and increasingly complex books
*Begins to read signs, symbols, and logos	*Begins to read own writing and simple texts	*Begins to read aloud with fluency
*Demonstrates eagerness to read <i>and will look at books on own</i>	*Begins to read independently for short times (5-10 minutes)	*Reads silently for increasingly longer periods (10-15 minutes)
Shows a love of books and likes to choose and look at them	* Discusses favorite reading material with others	*Chooses reading materials independently
	* Relies on both illustration and print	*Learns and shares information from reading
*Pretends to read, using illustrations to tell stories	*Uses finger-print-voice matching	*Uses meaning cues from content of text
*Reads top to bottom, left to right, and front to back with guidance	*Knows most letter sounds and letter clusters	*Uses sentence cues (grammar) and knows phonics combinations
*Knows most letter names and some letter sounds	*Recognizes simple words	*Uses letter/sound cues and patterns (phonics)
*Recognizes some names and words in context	* Uses awareness of sound segments (Phonemes, syllables, rhymes) to read words	*Recognizes word endings, common contractions, and many high frequency words
*Makes meaningful predictions with guidance	*Begins to make meaningful predictions	*Begins to self correct
*Rhymes and plays with words	*Identifies titles and authors in literature	*Retells beginning, middle, and end with guidance
*Participates in reading of familiar books and poems	*Retells main event or idea in literature	*Discusses characters and story events with guidance
*Connects books read aloud to own experience with guidance	*Participates in guided literature discussions	*Identifies own reading behaviors with guidance
	*Sees self as a reader	
	*Explains why literature is liked/disliked during class discussions with guidance	

*Types of texts and oral reading

*Comprehension and response

*Attitude

*Self-evaluation

*Reading strategies

Writing Continuum (adapted from Bonnie Campbell Hill)

Emerging (age 4-6)	Developing (age 5-7)	Beginning (age 6-8)
Uses pictures and print to convey meaning	Writes 1-2 sentences about a topic	Writes several sentences about a topic
Writes words to label or support pictures	Writes names and familiar words	Writes about observations and experiences
Copies signs, labels, names, and words from the environment	Generates own ideas for writing	Writes short nonfiction pieces (simple facts about a topic) with guidance
Demonstrates understanding of letter/sound relationship	Writes from top to bottom, left to right, and front to back	Chooses own writing topics
Prints with upper case letters	Intermixes upper and lower case letters	Reads own writing and notices mistakes with guidance
Matches letters to sounds	Experiments with capitals	Revises by adding details with guidance
Uses beginning consonants to make words	Experiments with punctuation	Uses spacing between words consistently
Uses beginning and ending consonants to make words	Begins to use spacing between words	Forms most letters legibly
Pretends to read own writing	Uses growing awareness of sound segments to write words	Writes pieces that self and others can read
Sees self as writer	Spells words on the basis of sounds without regard for conventional spelling patterns	Uses phonetic spelling to write independently
Takes risks with writing	Uses beginning, middle, and ending sounds to make words	Spells simple words and some high frequency words correctly
	Begins to read own writing	Begins to use periods and capital letters correctly
		Shares own writing with others

*Types of texts

*Content and traits

*Process

*Mechanics and conventions

*Attitude and self evaluation