

LONGWOOD CENTRAL SCHOOL DISTRICT

READING CONTINUUM K-4

Pre-Emergent Reader	Emergent Reader <i>Simple stories with 1-2 lines</i>		Beginning Reader <i>Longer books with high frequency words and supportive illustrations</i>		Transitional Reader <i>Text with many lines of print; books organized into short chapters; more difficult picture books; wider variety of genres</i>		Independent Reader <i>Wide reading of a variety of long and short texts; variety of genres</i>		Advanced Reader <i>Wide reading of a variety of genres and for a range of purposes.</i>	
Pre-Emergent	Early Emergent (EE)	Advanced Emergent (AE)	Early Beginning (EB)	Advanced Beginning (AB)	Early Transitional (ET)	Advanced Transitional (AT)	Early Independent (EI)	Advanced Independent (AI)	Self-Extending Reader (SE)	Very Advanced Reader (VA)
	F & P Level A	F & P Level B	F & P Level C, D, E, F	F & P Level G, H, I	F & P Level J, K, L	F & P Level M, N	F & P Level O, P	F & P Level Q, R	F & P Level S, T, U, V	F & P Level W, X, Y, Z
<ul style="list-style-type: none"> Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites Shows interest in reading signs, labels and logos Recognizes own name in print Holds books 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) 	<ul style="list-style-type: none"> Begins to display awareness of some conventions of print: front-back of book, left-right progression, top-bottom Focuses mainly on pictures Can talk about the pictures Uses pictures almost exclusively to gain understanding Begins to know the difference between pictures and print May recognize familiar words occasionally May engage in “pretend” reading Needs much assistance and support from an adult Recognizes some environmental print 	<ul style="list-style-type: none"> Awareness of conventions of print is established: front-back of book, left-right progression, top-bottom Focuses on print as well as pictures Knows the difference between pictures and print Begins to demonstrate that letters form words Is beginning to recognize a few familiar words on sight May engage in “pretend” reading, using book language (“Once upon a time, “the end”) etc. May “read” from memory May draw upon predictable language patterns to anticipate or recall the text May demonstrate an awareness of some letter-sound relationships – mostly beginning consonants Needs assistance and support from an adult Relies mostly on picture clues and recall of story line to make sense of print Demonstrates an understanding of a story through comments, reactions, discussions, and/or drawings 	<ul style="list-style-type: none"> Relies more on print to find the meaning of the text, but pictures play an important role Concept of word is fairly established Some sight-word vocabulary is evident Some high frequency words in text are recognized Begins to use some aspects of cueing systems (meaning, structure, and visual information) Starts to self-monitor and correct own reading Reading requires considerable effort and continued assistance from an adult Can identify some of the attributes in the text: character, setting, problem, and resolution Retells general story or subject of text, but awareness of sequence of events may not be demonstrated 	<ul style="list-style-type: none"> Relies mainly on print to find out meaning of text with pictures playing a supporting role Sight vocabulary is established and many high frequency words are recognized Readily uses cueing systems (meaning, structure, and visual information) with prompting from an adult Self-monitoring and correcting are becoming established Reading requires effort and some assistance from an adult Can identify and discuss many of the attributes in the text: main idea or subject, characters, setting, problem and solution 	<ul style="list-style-type: none"> Uses cueing systems (meaning, structure, and visual information) to problem-solve text difficulties with increasing independence Substantial sight vocabulary is established Self-monitoring and correcting are used regularly Oral reading begins to have fluency and expression Beginning to develop confidence and independence as a reader Can identify and discuss main idea or subject, characters, setting, problem and solution (comprehension) Retells and discusses story or subject of text with awareness of sequence of events Begins to use higher level thinking strategies (inferences, drawing conclusions, cause and effect) 	<ul style="list-style-type: none"> Uses all cueing systems (meaning, structure, and visual information) to independently problem-solve Recognized most words in text Self-monitoring and correcting are used regularly and quickly to solve problems Oral reading has increasing fluency and expression with attention to punctuation Demonstrates increasing confidence and independence as a reader Can identify and discuss main idea or subject, characters, setting, problem and solution (comprehension) Retells and discusses subject of text with awareness of sequence of events and attention to details Uses higher level thinking strategies (inferences, drawing conclusions, cause and effect) 	<ul style="list-style-type: none"> Cueing systems (meaning, structure, and visual information) are generally internalized Decodes words quickly and automatically Problem-solving strategies are internalized Oral expression during reading reflects the subtleties of the text Demonstrates a strong sense of confidence and independence as a reader Reads for sustained periods Can provide a coherent synthesis of the meaning of the text, using relevant details Analysis and interpretation skills are developing Awareness of literary aspects of text and/or nuances of text is developing, including author’s purpose May relate ideas in text to other ideas, experiences, and/or literature when prompted 	<ul style="list-style-type: none"> Cueing systems (meaning, structure, and visual information) are internalized Decodes words quickly and automatically Problem-solving strategies are internalized Oral expression during reading reflects the subtleties of the text Demonstrates a strong sense of confidence and independence as a reader Reads for sustained periods Demonstrates fluency in oral reading Can provide a coherent synthesis of the meaning of the text, with extensive use of relevant details Analysis and interpretation skills are clearly evident Appreciates nuances and subtleties of text Identifies literary aspects such as voice, plot, setting, and character Can volunteer independently how ideas in text relate to other ideas, experiences, and/or literature 	<ul style="list-style-type: none"> Uses a variety of strategies to decode words Demonstrates complete confidence and independence as a reader Reads for sustained periods Uses a variety of strategies to construct meaning from text Demonstrates understanding of writer’s intent and purpose when reading Evaluates point of view and voice in text and poetry Interprets figurative language such as imagery, metaphor, simile, personification, and idioms Makes connections in texts to prior knowledge and information 	<ul style="list-style-type: none"> Understands how words work; employs a wide range of word solving strategies, including analogy to known words, word roots, base words and affixes Summarizes the main idea of complex texts and recognizes supporting details Identifies relationships among literary elements Uses graphic information to aid in interpretation of text Forms opinions, using extensive supporting details Explores and develops an appreciation for varied topics and genres Uses reading as a tool for learning in the content areas Reads for personal growth by exploring philosophical and social issues Analyzes, interprets, and synthesizes information from a variety of text sources to compare, contrast, conclude and summarize

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WRITING CONTINUUM K-4

Pre-Emergent Writer	Emergent Writer		Beginning Writer		Transitional Writer		Independent Writer		Advanced Writer	
	<i>Simple labels and sentences with approximated spelling.</i>		<i>One or more sentences around a single idea on a few pages; some conventionally spelled words.</i>		<i>Longer texts with several ideas; mostly conventional spelling and punctuation; simple sentence structure.</i>		<i>A variety of genres; conventional use of spelling and punctuation; more complex sentence structure; development of ideas in fiction and nonfiction, use a variety of ways to organize nonfiction.</i>		<i>A variety of long and short compositions; wide variety of purpose and genre' literacy quality in fiction and poetry; variety of ways to organize informational text.</i>	
Pre-Emergent	Early Emergent (EE)	Advanced Emergent (AE)	Early Beginning (EB)	Advanced Beginning (AB)	Early Transitional (ET)	Advanced Transitional (AT)	Early Independent (EI)	Advanced Independent (AI)	Self-Extending Writer (SEW)	Very Advanced Writer (VAW)
<ul style="list-style-type: none"> Relies primarily on pictures to convey meaning Begins to label "words" to pictures Writes first name Demonstrates awareness that print conveys in meaning Makes marks other than drawing on paper (scribbles, pretend writing) Writes random recognizable letters to represent words Tells about own pictures and writing 	<ul style="list-style-type: none"> Uses pictures to convey ideas May make marks and random letters to represent ideas/words/information Begins to tell simple oral stories Begins to convey one's thoughts and feelings about a topic orally or through pictures Is learning formation of letters and numbers Writes name left to right Labels drawings 	<ul style="list-style-type: none"> Uses pictures and letters to convey ideas Begins to use left/right and top/bottom orientation of print Begins to represent a whole word with one or more letters, relying heavily on the most obvious sounds of a word Conveys one's thoughts and feelings about a topic through pictures and words May use some easy high frequency words May include details in illustrations to enhance the topic May use resources in one's environment to spell and choose words Pretends to read back their own writing 	<ul style="list-style-type: none"> Ideas are conveyed through words and pictures Begins to demonstrate an understanding of sentence format Left/right and top/bottom orientation is established Uses a mix of capital and lower case letters Begins to understand the need for spacing between letters and words Represents words by spelling phonetically, relying on obvious sounds of a word Begins to show thoughts and feelings about a topic in pictures and text in a few places (exclamation marks) Uses some high frequency words Begins to read back their own writing 	<ul style="list-style-type: none"> Ideas are conveyed through simple, repetitive sentences and pictures Topic/theme is generally evident, though may not be in sequential sentence order Uses appropriate spacing between letters and words Uses developmental and some conventional spelling Begins to experiment with the use of punctuation, capitalization, and upper/lower case letters Begins to show thoughts and feelings about a topic in pictures and text in several places (exclamation marks) Begins to share their own writing 	<ul style="list-style-type: none"> Main idea, topic, theme is established supported by some detail Writes sentences in sequential order to develop a theme or present information, may include a beginning, middle, end Begins to demonstrate sentence variety Conventional spelling, punctuation, capitalization and upper/lower case letters are used often Developing thoughts and feelings about a topic 	<ul style="list-style-type: none"> Begins to use paragraphs to develop main idea, topic, theme has a clear beginning, middle, and end, and is supported by detail Vocabulary includes descriptive words Demonstrates sentence variety Conventions of writing are established Begins to plan, edit, and revise using the writing process Demonstrates thoughts and feelings about a topic and captures a general mood such as happy, sad or angry May experiment with dialogue 	<ul style="list-style-type: none"> Often uses paragraphs to present and develops ideas with supporting details Often connects topic, theme, and major ideas with other ideas, and themes Connects ideas to indicate points of view, sense of content and/or characters Demonstrates sentence variety beyond simple sentences Uses varied and descriptive vocabulary Requires support in some phases of the writing process (planning, drafting, revising, and editing) Begins to use traditional problem/solution structure Begins to write with an expressive voice 	<ul style="list-style-type: none"> Consistently presents, develops, and elaborates ideas using many supportive details Connects topic, theme, main ideas with other ideas and themes Connects ideas to clearly present point of view, sense of conflict, and/or characters Uses varied and descriptive language with less repetition of general words Uses expressive individual voice Begins to use some phases of the writing process independently (planning, drafting, revising, and editing) Creates a balance of dialogue, actions, and setting Writes with an expressive voice that connects to the reader 	<ul style="list-style-type: none"> Presents ideas and information with relevant detail, in a logical sequence through the use of theme, paragraphs, transitions, introductions, and conclusions Develops pieces of writing that use an expressive, individual voice and show an awareness of audience Writes in a variety of formats, using relevant details to explain or clarify information, establishing purpose, audience, and point of view Uses different genres of writing such as news articles, book reviews, essays, reports, memoirs, narratives, letters, and poetry Begins using figurative language such as simile, metaphor, personification, and alliteration Revises to improve written expression Sentences vary in both structure and length Improves the mechanics of writing using proper grammar and punctuation Uses all phases of the writing process (planning, drafting, revising, and editing) Uses more complex treatment of time (flashback, foreshadowing) Stories may contain more than a single episode Stories not only convey a feeling, but a message or idea 	<ul style="list-style-type: none"> The organization of the writing flows smoothly from introduction to conclusion, with transitions that guide the reader through the piece Uses a wide range of techniques to engage the reader Writes for a variety of purposes: narrative, expressive, informative and poetic as well as for different audiences Uses note taking, outlining, and proper notation for works cited for research purposes Integrates literary elements such as character development, plot, climax, setting, and descriptive language in written work Uses rich vocabulary and vivid language Engages in all phases of the writing process (planning, drafting, revising, and editing) Stories are more internal than external with more interpretation of the events Uses more complex characters showing mood and personality