

# **Supporting Readers and Writers at Home (PreK-Grade 8)**



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# PORTRAITS OF WRITERS

## PRECONVENTIONAL (AGES 3–5)

At the Preconventional stage, children rely on their pictures to show meaning. They often pretend to write by using scribble writing. Children sometimes make random letters and numbers to represent words. Some children add “words” to their pictures to share meaning. They often tell stories about their pictures.

## EMERGING (AGES 4–6)

These children begin to see themselves as writers. Some students begin to label their pictures with a few letters. They may write their name and some familiar words in a way that others can read. Students may write just the beginning or the beginning and ending sounds they hear. At the Emerging stage, children often write everything in upper case letters. They may pretend to read their own writing, often elaborating to embellish their stories.

## DEVELOPING (AGES 5–7)

Students at the Developing stage write names and familiar words. They begin to write one or two short sentences, such as “MI DG PLS” (“My dog plays”). Developing writers use beginning, middle and ending sounds to make words. For example, *learn* might be written “LRn.” This developmental reliance on the sounds of letters is called “invented spelling,” “phonetic spelling,” or “temporary spelling.” At this stage, students spell some high frequency words correctly. Students often interchange upper and lower case letters and experiment with capital letters and simple punctuation. Their writing goes from left to right and begins to include spacing. Students are able to read their own compositions aloud immediately after writing, but later may not remember what they wrote.

## BEGINNING (AGES 6–8)

At the Beginning stage, children write recognizable short sentences with some descriptive words. They can write several sentences about their lives and experiences or simple facts about a topic. Students sometimes use capitals and periods correctly. Many letters are formed legibly and adults can usually read what the child has written. Students spell some words phonetically and others are spelled correctly. They usually spell simple words and some high frequency words correctly as they become more aware of spelling patterns. Beginning writers often start a story with “Once upon a time” and finish with “The End.” Children may revise by adding details with the teacher’s

help. They enjoy sharing their writing with others. Students may stay at this stage longer than the previous ones as they build fluency.

## **EXPANDING (AGES 7–9)**

Students at this stage can write poems and stories about their experiences and interests, as well as short nonfiction pieces. They use complete sentences and their writing contains a logical flow of ideas. Their stories sometimes contain a beginning, middle, and end. Expanding writers can add description, detail, and interesting language with the teacher's guidance. They enjoy reading their writing aloud and are able to offer specific feedback to other students. Their editing skills begin to grow, although students may still need help as they edit for simple punctuation, spelling, and grammar. Their writing is legible, and they no longer labor over the physical act of writing. Students spell many common words correctly as they begin to grasp spelling patterns and rules.

## **BRIDGING (AGES 8–10)**

Bridging writers begin to develop and organize their ideas into paragraphs. Students at this stage are able to write about their feelings and opinions, as well as fiction, poetry, and nonfiction. However, this is a time of practice and their writing is often uneven. Writers may focus on one aspect of a piece and pay less attention to others. For example, a student may focus on strong verbs and descriptive language, while conventions and organization move to the back burner. Students still require a great deal of adult modeling and guidance at this stage. Bridging writers are learning that meaning can be made more precise by using description, details, and interesting language. Students experiment with dialogue in their writing. They are able to edit for spelling, punctuation, and grammar. They also experiment with different types of writing as they compose longer pieces in various genres. Bridging writers use the writing process to revise, edit, and publish their work with adult support.

## **FLUENT (AGES 9–11)**

This is a stage of increasing complexity. Students begin to write organized fiction and nonfiction pieces for different purposes and audiences. They write poetry, using carefully chosen language. Students write stories with problems and solutions, as well as multiple characters, with adult support. They experiment with leads, endings, and complex sentence structure. For example, they may start a sentence with an adverb ("Nervously, the boy sat at his desk, waiting for his turn to speak."). Students begin to revise for specific writing traits, such as ideas or word choice. Fluent writers are able to catch most spelling, punctuation, and grammatical errors independently as they edit their drafts. They begin to talk about the qualities of good writing in different genres.

## **PROFICIENT (AGES 10–13)**

These are strong writers who can write persuasively about their ideas, feelings, and opinions. Their fiction and nonfiction writing is organized, and they can weave in information from several sources with some adult guidance. They use complex sentences, sophisticated language, and imagery independently and their writing is descriptive. Proficient writers are learning how to create fiction with detailed settings and well developed plots and characters. Students revise, edit, and publish some of their work independently. They are beginning to set their own goals and identify ways in which to improve as writers.

## **CONNECTING (AGES 11–14)**

At the Connecting stage, students write in a variety of genres and forms for different purposes and audiences. Students use a variety of prewriting strategies to organize and strengthen their writing. They compose cohesive paragraphs, using reasons and examples for support. Connecting writers can integrate information from a variety of sources and can create graphs and charts to convey information. They write organized, fluent, and detailed nonfiction with bibliographies using correct format. In their fiction, students can create plots with a climax and believable characters. At this stage, writers use descriptive language, details, and imagery independently and may use dialogue to enhance character development. Connecting writers can revise for specific writing traits (such as organization or sentence fluency) independently. As they revise, students work through several drafts independently and may rewrite or delete sections. They ask for feedback and incorporate others people's suggestions into their writing.

## **INDEPENDENT**

Writers at the Independent stage create cohesive, in-depth fiction with carefully chosen language and strong characters, setting, plot, and mood. They use dialogue and literary devices (such as metaphors and imagery) effectively. They can also write accurate and fluent nonfiction on a variety of topics. Writing has become natural, and they have internalized the writing process. Independent writers seek feedback from others and work on multiple drafts. They begin to develop a personal voice and style of writing. In final drafts, there are very few spelling, punctuation, or grammatical errors. Students at this stage can analyze their own writing and set goals independently. They write with confidence and competence and persevere through complex writing projects.

# PORTRAITS OF READERS

## PRECONVENTIONAL (AGES 3–5)

Preconventional learners display curiosity about books and reading. They enjoy listening to books and may have favorites. Children focus mostly on illustrations at this stage as they talk about the story. They love songs and books with rhythm, repetition, and rhyme. Students participate in reading by chiming in when adults read aloud, and children at this age often enjoy hearing the same stories read aloud over and over. Preconventional readers are interested in environmental print, such as restaurant and traffic signs, labels, and logos. Children hold books correctly, turning the pages as they look at the illustrations. They know some letter names and can read and write their first name.

## EMERGING (AGES 4–6)

At the Emerging stage, children are curious about print and see themselves as potential readers. They may pretend to read familiar poems and books. Children rely on the illustrations to tell a story but are beginning to focus on the print. They participate in readings of familiar books and often begin to memorize favorites, like *Brown Bear, Brown Bear, What Do You See?* (Bill Martin, Jr., 1967). Children begin to make connections between books read aloud, and their own lives and experiences. They enjoy rhyming and playing with words. Emerging readers know most letter names and some letter sounds. They recognize some names, signs, and familiar words. These children are often highly motivated to learn to read and may move through this stage quickly.

## DEVELOPING (AGES 5–7)

These children see themselves as readers. They can read books with simple patterns, like *Dear Zoo* (Rod Campbell, 1982) or *Quick as a Cricket* (Audrey Wood, 1990) or simple texts, like *Go Dog Go* (P. D. Eastman, 1961). Later in this stage, they can read books with patterns that vary more, like *Just for You* (Mercer Mayer, 1975), or *Cookie's Week* (Cindy Ward, 1988). They begin to look at books independently for short periods of time (5–10 minutes) and like to share books with others. Developing readers know most letter sounds and can read simple words (such as “dog” and “me”) and a few sight words (such as “have” and “love”). Recognizing patterns and word families helps readers generalize what they know about one word to similar new words. They use both print and illustrations to make meaning as they read. Children often read aloud word by word, particularly with a new text. They gain fluency with familiar books and repeated readings. These young readers can retell the main idea of a story and participate in

whole group discussions of literature. This is another stage that children may pass through quickly.

## **BEGINNING (AGES 6–8)**

Beginning readers rely more on print than on illustrations to create meaning. When they read aloud, they understand basic punctuation, such as periods, question marks, and exclamation marks. At first, they read simple early readers, like *Sammy the Seal* (Syd Hoff, 1959) and picture books with repetition, like *The Napping House* (Audrey Wood, 1984). Students take a big step forward when they learn to read longer books, like *The Cat in the Hat* (1957) or *Green Eggs and Ham* (1960) by Dr. Seuss.

Later in this stage, they can read more difficult early readers, such as *Frog and Toad Together* (Arnold Lobel, 1971) and more challenging picture books, such as *A Bargain for Frances* (Russell Hoban, 1970). They often enjoy simple series books, such as the *Little Bear* books by Else Minarik or the humorous *Commander Toad* series by Jane Yolen. Many of these books are labeled “I Can Read” books on the covers. Beginning readers take a developmental leap as they begin to integrate reading strategies (meaning, sentence structure, and phonics cues). They are able to read silently for 10–15 minutes. These children know many words by sight and occasionally correct themselves when their reading doesn’t make sense. They are able to discuss the characters and events in a story with the teacher’s help. When they read simple nonfiction texts, such as *Mighty Spiders* (Fay Robinson, 1996) or *Dancing with the Manatees* (Faith McNulty, 1994), they are able to talk about what they learn. It may take significantly longer for children to move through this stage since there is a wide range of text complexity at this level.

## **EXPANDING (AGES 7–9)**

At the Expanding stage, students solidify skills as they read beginning chapter books. Many children read series books and re-read old favorites while stretching into new types of reading. In the early part of this stage, they may read short series books, like *Pee Wee Scouts* (Judy Denton) or *Pinky and Rex* (James Howe). As they build fluency, students often devour series books, like *Cam Jansen* (David Adler), *Bailey School Kids* (Debbie Dadey and Marcia Thornton Jones), or *Amber Brown* (Paula Danziger). They may also read nonfiction texts on a topic, such as *Pompeii . . . Buried Alive!* (Edith Kunhardt, 1987). Students are learning how to choose books at their reading level and can read silently for 15–30 minutes. They read aloud fluently and begin to self-correct when they make mistakes or their reading doesn’t make sense. They can usually figure out difficult words but are still building their reading vocabulary. At this stage, children use a variety of reading strategies independently. These students make connections between reading and writing and their own experiences. Expanding readers are able to compare characters and events from different stories. They can talk about their own reading strategies and set goals with adult help.

## **BRIDGING (AGES 8–10)**

This is a stage of consolidation when students strengthen their skills by reading longer books with more complex plots, characters, and vocabulary. They often choose well known children’s books, such as the *Ramona* books (Beverly Cleary) or the *Encyclopedia Brown* series (Donald Sobol). Students also enjoy more recent series, like *Goosebumps* (R. L. Stine), *Animorphs* (K. A. Applegate), and the *Baby-sitters Club* books (Ann Martin). They may broaden their interests by reading a wider variety of materials, such as *Storyworks*, *Contact for Kids*, or *Sports Illustrated for Kids* magazines, or *The Magic Schoolbus* (Joanna Cole) nonfiction series. They begin to read aloud with expression and often memorize some of the humorous poetry by Shel Silverstein and Jack Prelutsky. With adult guidance, Bridging readers can use resources, such as encyclopedias and the Internet, to find information. They can respond to issues and ideas in books, as well as facts and story events. Many students are able to make connections between their reading and other books and authors. Students at this stage begin to support their opinions with reasons and examples during small group literature discussions.

## **FLUENT (AGES 9–11)**

By the Fluent stage, students are well launched as independent readers. They read challenging children’s literature in various genres for longer periods of time (30–40 minutes). Many readers begin to enjoy mysteries, like the *Nancy Drew* (Carolyn Keene) and *Hardy Boys* (Franklin Dixon) series and survival books like *Hatchet* (Gary Paulsen, 1987) and *On the Far Side of the Mountain* (Jean Craighead George, 1990). Other children prefer fantasy books, like *James and the Giant Peach* (1961) or *Matilda* (1988) by Roald Dahl. The books they read contain fully developed characters and more challenging plots than in the previous stage. They can use resources, such as a dictionary and thesaurus, to learn new words and can find information in encyclopedias and on the Internet. Many readers enjoy magazines like *World: National Geographic for Kids*, *American Girl*, or *Time for Kids*. Students contribute thoughtful responses when they write or talk about books and begin to “read between the lines” to get at deeper levels of meaning. They are learning to evaluate their own reading strategies and set goals.

## **PROFICIENT (AGES 10–13)**

Proficient readers seek out complex children’s literature and can choose books to read independently. They read a variety of genres, such as realistic fiction, historical fiction, biographies, nonfiction, and poetry. These books are sometimes set in other countries and time periods. Novels often deal with complex issues such as survival (e.g., *Island of the Blue Dolphin* by Scott O’Dell, 1960), death (e.g., *Bridge to Terabithia* by Katherine Paterson, 1977), or war (e.g., *Number the Stars* by Lois Lowry, 1989). Students are able to talk about the theme, author’s purpose, style, and author’s craft. Proficient

readers begin to write and talk about literature at a deeper level and use reasons and examples to support their opinions. They delve into topics by reading both fiction and nonfiction materials and can locate information on a topic using several resources independently. Some students at the Proficient stage enjoy challenging magazines, such as *Zillions: Consumer Reports for Kids*.

## **CONNECTING (AGES 11–14)**

At the Connecting stage, students read both complex children's literature and young adult literature. These books include fully developed plots that often focus on complex issues, such as freedom, truth, good and evil, and human rights. Books like *Nothing but the Truth* (Avi, 1991) or *Slave Dancer* (Paula Fox, 1973) often require background knowledge and the ability to examine multiple perspectives on an issue. Many books include sophisticated language (such as the *Redwall* series by Brian Jacques), or complex plots (like *A Wrinkle in Time* by Madeleine L'Engle, 1962). Other books, like *The Giver* (Lois Lowry, 1993), *Winger* (Jerry Spinelli, 1997), or *The Last Book in the Universe* (Rodman Philbrick, 2000), raise challenging issues. Characters in these novels are often approaching adolescence. Students at this stage read a variety of genres independently and are able to integrate information from fiction and nonfiction to develop a deeper understanding of a topic. They can contribute to and sustain discussions about what they read and start developing criteria for evaluating literature. They seek recommendations and opinions about books from others. Connecting readers are able to set reading goals and challenges for themselves independently.

## **INDEPENDENT**

Students at this stage read both young adult and adult literature. These books often focus on issues of growing up and entering adulthood. They include multiple characters who encounter complex issues and challenging obstacles. Some examples of young adult novels are *Ironman* (Chris Crutcher, 1995), *The Devil's Arithmetic* (Jane Yolen, 1988), *The Golden Compass* (Philip Pullman, 1995), *Shabanu* (Suzanne Fisher Staples, 1989), and the *Lord of the Rings* series by J. R. R. Tolkien. These students read a range of sophisticated materials for pleasure, to learn information, and to solve problems. For instance, they may read newspapers and magazines, download information off the Internet, or read longer biographies, such as *Eleanor Roosevelt* by Russell Freedman (1993). When they respond to literature during discussions or in writing, students add insightful comments as they make connections between other books and authors, their background knowledge, and their own lives. They stick with complex reading challenges and are able to evaluate and analyze what they read. Independent readers are interested in hearing other perspectives and sharing their opinions about what they have read.



## KEY BENCHMARK BOOKS

### PRECONVENTIONAL/EMERGING

*Look! Look! Look!* by Tana Hoban  
*Good Dog, Carl* by Alexandra Day  
*School* by Emily Arnold McCully  
*Dig, Dig* by Leslie Wood  
*The Bath* by Judy Nayer  
*A Party* by Joy Cowley  
*A Toy Box* by Andrea Butler  
*Look What I Can Do* by Jose Aruego  
*A Zoo* by Andrea Butler  
*Growing Colors* by Bruce McMillan (NF)

### EMERGING

*Have You Seen My Cat?* by Eric Carle  
*Have You Seen My Duckling?* by Nancy Tafuri  
*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.  
*The Bicycle* by Joy Cowley  
*I Went Walking* by Sue Williams  
*The Chick and the Duckling* by Mirra Ginsburg  
*I Like Books* by Anthony Browne  
*Mary Wore Her Red Dress* by Merle Peek  
*School Bus* by Donald Crews  
*We Like the Sun* by Ena Keo (NF)

### DEVELOPING: EARLY

*All By Myself* by Mercer Mayer  
*Quick as a Cricket* by Audrey Wood  
*Mrs. Wishy-Washy* by Joy Cowley  
*Go, Dog, Go* by P. D. Eastman  
*Where's Spot?* by Eric Hill  
*Dear Zoo* by Rod Campbell  
*A Dark, Dark Tale* by Ruth Brown  
*Rosie's Walk* by Pat Hutchins  
*Our Sense* by Brenda Parkes (NF)

## **DEVELOPING: LATER**

*Soccer Game!* by Grace Maccarone  
*Cookie's Week* by Cindy Ward  
*The Carrot Seed* by Ruth Kraus  
*More Spaghetti, I Say!* by Rita Gelman  
*Just Like Daddy* by Frank Asch  
*Sheep in a Jeep* by Nancy Shaw  
*I Like Me* by Nancy Carlson  
*Mouse Paint* by Ellen Stoll Walsh  
*Each Peach Pear Plum* by Janet and Allan Ahlberg  
*Bread, Bread, Bread* by Ann Morris (NF)

## **BEGINNING: EARLY (EARLY-READER BOOKS)**

*Put Me In the Zoo* by Robert Lopshire  
*Whose Mouse Are You?* by Robert Kraus  
*Just Me and My Puppy* by Mercer Mayer  
*The Napping House* by Audrey Wood  
*There's a Nightmare in My Closet* by Mercer Mayer  
*Are You My Mother?* by P. D. Eastman  
*Hop on Pop* by Dr. Seuss  
*Green Eggs and Ham* by Dr. Seuss  
*The Cat in the Hat* by Dr. Seuss  
*Mighty Spiders* by Fay Robinson (NF)

## **BEGINNING: LATER (HARDER EARLY-READERS)**

*Mouse Soup* by Arnold Lobel  
*Little Bear* series by Else Holmelund Minarik  
*Oliver Button is a Sissy* by Tomie de Paola  
*Poppleton* series by Cynthia Rylant  
*Nate the Great* series by Marjorie Weinman Sharmat  
*Frog and Toad* series by Arnold Lobel  
*Henry and Mudge* series by Cynthia Rylant  
*Pinky and Rex* series by James Howe  
*Dancing with the Manatees* by Faith McNulty (NF)  
*Keep the Lights Burning, Abbie* by Connie and Peter Roop (NF)

### **EXPANDING: EARLY (EASY CHAPTER BOOKS)**

*Polk Street* series by Patricia Reilly Giff  
*Pee Wee Scouts* series by Judy Denton  
*Cam Jansen* series by David Adler  
*Junie B. Jones* series by Barbara Park  
*Arthur* series by Marc Brown  
*Magic Treehouse* series by Mary Pope Osborne  
*Marvin Redpost* series by Louis Sachar  
*Freckle Juice* by Judy Blume  
*Bailey School Kids* series by Marcia Thornton Jones and Debbie Dadey  
*Kate Shelley and the Midnight Express* by Margaret Wetterer (NF)

### **EXPANDING: LATER (EASY CHAPTER BOOKS)**

*The Littles* series by John Peterson  
*Flat Stanley* by Jeff Brown  
*Chalk Box Kid* by Clyde Robert Bulla  
*Stories Julian Tells* series by Ann Cameron  
*Pioneer Cat* by William Hooks  
*Amber Brown* series by Paula Danziger  
*All About Sam* by Lois Lowry  
*Wayside School* series by Louis Sachar  
*The Titanic: Lost . . . And Found* by Judy Donnelly (NF)  
*Pompeii . . . Buried Alive!* by Edith Kunhardt (NF)

### **BRIDGING: EARLY (MEDIUM LEVEL CHAPTER BOOKS)**

*Ramona* series by Beverly Cleary  
*Boxcar Children* series by Gertrude Chandler Warner  
*Goosebumps* series by R. L. Stine  
*How to Eat Fried Worms* by Thomas Rockwell  
*Yang the Third* series by Lensey Namioka  
*Baby-Sitter's Club* series by Ann Martin  
*Superfudge* series by Judy Blume  
*Koya DeLaney* series by Eloise Greenfield  
*Bunnicula* by Deborah and James Howe  
*Five Notable Inventors* by Wade Hudson (NF)

## BRIDGING: LATER (MEDIUM LEVEL CHAPTER BOOKS)

*Fantastic Mr. Fox* by Roald Dahl  
*Soup and Me* series by Robert Newton Peck  
*Encyclopedia Brown* series by Donald Sobol  
*Bingo Brown* series by Betsy Byars  
*The Time Warp Trio* series by Jon Scieszka  
*Charlotte's Web* by E. B. White  
*Babe: The Gallant Pig* by Dick King-Smith  
*Sarah, Plain and Tall* by Patricia MacLachlan  
*The Magic Schoolbus* series by Joanna Cole (NF)  
*Amazing Poisonous Animals* by Alexandra Parsons (Eyewitness Junior series) (NF)

## FLUENT (CHALLENGING CHILDREN'S LITERATURE)

*Charlie and the Chocolate Factory* by Roald Dahl  
*Shiloh* series by Phyllis Reynolds Naylor  
*Nancy Drew* series by Carolyn Keene  
*Little House* series by Laura Ingalls Wilder  
*Hatchet* by Gary Paulsen  
*The War with Grandpa* by Robert Kimmel Smith  
*In the Year of the Boar and Jackie Robinson* by Bette Bao Lord  
*The Lion, the Witch, and the Wardrobe* by C. S. Lewis  
*My Side of the Mountain* by Jean Craighead George  
*Muscles: Our Muscular System* series by Seymour Simon (NF)

## PROFICIENT (COMPLEX CHILDREN'S LITERATURE)

*The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis  
*Julie of the Wolves* by Jean Craighead George  
*The Boggart* by Susan Cooper  
*Number the Stars* by Lois Lowry  
*Bridge to Terabithia* by Katherine Paterson  
*Holes* by Louis Sachar  
*Island of the Blue Dolphins* by Scott O'Dell  
*Maniac Magee* by Jerry Spinelli  
*You Want Women to Vote, Lizzie Stanton?* by Jean Fritz (NF)  
*Immigrant Kids* by Russell Freedman (NF)

## **CONNECTING (COMPLEX CHILDREN'S LITERATURE/YOUNG ADULT LITERATURE)**

*A Wrinkle in Time* by Madeleine L'Engle  
*The True Confessions of Charlotte Doyle* by Avi  
*The Witch of Blackbird Pond* by Elizabeth George Speare  
*Slave Dancer* by Paula Fox  
*Roll of Thunder, Hear My Cry* by Mildred Taylor  
*Redwall* series by Brian Jacques  
*The Giver* by Lois Lowry  
*The View from Saturday* by E. L. Konigsburg  
*Nightjohn* by Gary Paulsen  
*Children of the Dust Bowl* by Jerry Stanley (NF)

## **INDEPENDENT (YOUNG ADULT LITERATURE)**

*Shabanu* by Suzanne Fisher Staples  
*Ironman* by Chris Crutcher  
*The Hobbit* series by J. R. Tolkien  
*The Devil's Arithmetic* by Jane Yolen  
*The Golden Compass* series by Philip Pullman  
*The Outsiders* by S. E. Hinton  
*The Ear, the Eye, and the Arm* by Nancy Farmer  
*Anne Frank: The Diary of a Young Girl* (autobiography) by Anne Frank (NF)  
*Children of Topaz* by Michael O. Tunnell and George Chilcoat (NF)  
*Lincoln: A Photobiography* (biography) by Russell Freedman (NF)

## **FAMILY SUPPORT: PRECONVENTIONAL WRITER (AGES 3–5)**

- Read aloud to your child on a regular basis. By listening to books, young children begin to understand that print carries meaning.
- Provide writing materials (such as paper, pens, chalkboard, markers) and a corner or area for writing. You might want to have a writing box with paper, markers, and crayons in one convenient place.
- Provide magnetic letters on the refrigerator and plastic letters in the bathtub so your child can play with letters and words.
- Model everyday writing (such as lists, letters, notes). Ask your child to add a word or picture.
- Keep a grocery list on the refrigerator. Have your child add to the list.
- Share letters and birthday and holiday cards.
- Take pictures and make a book about your child as he or she grows up.
- Invite your child to write along with you when you're writing lists or letters.
- Have your child dictate a story to you and make it into a simple book.
- Respond to your child's awareness of the writing around them ("Wow, how did you know that said K-Mart? That's great reading!").
- Play with language by singing, pointing out signs, rhyming words, and talking about words and letters.
- When your child draws, scribbles, or writes random letters, ask him or her to tell you about the writing or drawing.
- Encourage risk-taking as your child learns to write and experiments with letters and words.
- Encourage your child to label drawings with a word or letter and sign his/her name.
- Respond enthusiastically to early attempts at writing.

## **FAMILY SUPPORT: EMERGING WRITER (AGES 4–6)**

- Read aloud to your child on a regular basis. Reading provides the foundation for writing and builds vocabulary.
- Provide writing materials where your child can get them easily.
- Provide Post-it notes for lists and notes.
- Invite your child to write alongside you as you use daily writing ("Could you write that for me on the grocery list?" "Why don't you put a sign on the door?" "Stick a Post-it note on the refrigerator so we don't forget.").
- Demonstrate the many ways you use writing as you make lists, address envelopes, pay bills, and write notes and letters.
- Keep a family calendar where you and your child can write down upcoming events and things to remember.
- Encourage invented spelling rather than spelling the words for your child, so he or she can become an independent writer (Ask, "What sounds do you hear?").
- Encourage your child to label things in his/her room or around the house.
- Encourage your child to write the names of family and friends.
- Encourage your child to add pictures and a few words to thank you notes or cards.
- Create a message center with a bulletin board or slots for mail. Encourage your child to write notes to members of the family.
- Play letter/word recognition games while driving ("Let's look for things that start with 'p' or look for license plates from different states.").
- Cut up words and letters from magazines and glue them together to make words and sentences.
- Write a story together.
- Encourage your child to make up plays and puppet shows.

## **FAMILY SUPPORT: DEVELOPING WRITER (AGES 5–7)**

- Read aloud to your child on a regular basis. Reading helps children develop an ear for language and a love of reading.
- Make a writing center with Post-it notes, paper, stickers, staplers, pencils, and a pencil sharpener. Try to include inviting paper and bright pens or colorful markers.
- Make or buy an alphabet strip with upper and lower case letters to put in a writing area or on a desk.
- Display your child's artwork and writing.
- Leave simple notes in your child's lunchbox, under the pillow, on the mirror, or on the refrigerator.
- Make lists of jobs, friends, birthdays, favorite restaurants, good jokes, etc.
- Encourage your child to write notes and reminders ("Why don't you add that to the message board, refrigerator, or calendar?").
- Involve your child in writing party invitations, name tags, thank you notes, valentines, holiday cards, etc. Be sure to plan ahead enough so your child will have lots of time.
- Have your children send friends postcards when you're on a trip. Be sure to take stamps and their addresses with you.
- Tell "add-on" stories as you hike or on a car trip.
- Make simple books together after a trip, about your family, or about a subject your child finds interesting.
- Show your child how you use writing in your job and in daily life.
- Ask your child to tell you about the work that comes home from school. Have your child read you what he or she has written. Focus on content.
- Encourage risk-taking and the use of invented spelling as your child first writes. This helps your child express ideas and feelings independently without becoming discouraged by the mechanics of writing.
- Save your child's work and compare with earlier writing to point out and celebrate growth.



## **FAMILY SUPPORT: BEGINNING WRITER (AGES 6–8)**

- Read chapter books aloud to your child. Anticipating the next installment each night is motivating!
- Keep materials for writing available (old checks, music paper, telephone message pads, paper, chalk and chalkboard, markers, pens, and pencils).
- Encourage letter writing (pick a friend or relative who will answer!).
- If you have a computer, encourage your child to email friends and relatives.
- Keep a family journal of trips, favorite restaurants, funny stories, visitors, movies, etc. Ask your child to add comments and reactions.
- Make a family joke book. Check out joke books from the library and add your favorites.
- Have your child read you what he/she has written. Respond first to the content and ideas. At this stage, a child's confidence and attitude about writing are very important.
- Praise the "good ideas" evident in your child's writing and use of invented spelling ("That was a great guess. You got the first and last letters.").
- Share your thinking as you write.
- Encourage the use of your child's own spelling (invented spelling) so he or she can become an independent writer. When asked, "How do you spell that?", encourage your child to write the sound he or she hears.
- Correct your child's spelling or punctuation only if asked. Focus on only one skill so your child doesn't become overwhelmed.
- Save your child's quality school work and art and keep it in a book or folder. Be sure to date the work and call attention to changes and growth.

## **FAMILY SUPPORT: EXPANDING WRITER (AGES 7–9)**

- Read chapter books aloud to your child. Reading provides a model of story structure.
- Talk about lovely language, descriptions, and details in the books you read together.
- Point out the beginning, middle, and end of stories. Discuss the exciting parts or parts that made you want to read more.
- Provide empty notebooks or blank books to use as journals or diaries.
- Keep Post-it notes in the car and around the house for notes and messages.
- If you have a computer, provide writing programs (such as Creative Writer, Writer Rabbit).
- Give your child a children's dictionary.
- Discuss the types of writing you do at home and at work (such as checks, lists, and memos).
- Suggest writing topics (things you've done as a family, family stories, trips).
- Make books together about trips, events, holidays, and your family.
- Encourage your child to make books about their interests (such as soccer, horses).
- Encourage your child to write to friends and relatives who will answer promptly.
- Respond to the ideas and content first when your child shares his or her writing.
- Point out patterns in English as your child tries to spell challenging words.
- When asked, help your child by focusing on one skill at a time (for instance, only discuss how “y” is changed to “ies” when making a plural word like “babies”).
- Be encouraging as your child tackles longer writing pieces and begins to revise and edit.
- Be a supportive audience for your child's writing.

## **FAMILY SUPPORT: BRIDGING WRITER (AGES 8–10)**

- Read chapter books aloud to your child. Don't stop reading aloud when your child can read independently! Introduce your child to new authors and genres.
- As you read aloud, talk about the author's style and what makes powerful writing.
- Provide blank books for a personal journal (the ones with a key are particularly appealing at this age) as well as stamps, stationery, and writing materials.
- Purchase a dictionary and thesaurus and show your child how to use them.
- Point out words that are related (such as "sign" and "signal").
- Talk about root words, prefixes, and suffixes that help children see the patterns of English spelling.
- If you have a computer, show your child how to use email, the spell checker, and the Internet.
- Read a poem once a week at dinner. Let family members take turns picking poems.
- Encourage your child to write and/or perform plays at home.
- Help your child learn how to research a topic using the computer, nonfiction books, and magazine articles, as well as the encyclopedia. Encourage your child to take notes in his or her own words.
- Play word games, such as *Jr. Scrabble*, *Yahtzee*, or informal word games with similes and alliteration.
- On final drafts, help your child revise for meaning first. Revision involves communicating and presenting the ideas logically. Editing for spelling and punctuation come after revision. (A secretary can edit, but rarely revises.) Leave the pencil in your child's hands!
- Help with a few skills at a time so revision doesn't become overwhelming. Revising and editing are challenging for young writers.

## **FAMILY SUPPORT: FLUENT WRITER (AGES 9–11)**

- Read chapter books aloud to your child. Reading provides a model for good writing.
- Help your child locate information on the Internet, in encyclopedias, and in nonfiction materials.
- Involve your child in doing research before you buy a major purchase or go on a trip.
- Encourage your child to send postcards to friends when you're on a trip. (Gather addresses and stamps before you leave.)
- Have your child keep the family journal on a trip.
- Take your child to hear a children's author speak about writing.
- Talk about how you revise and edit your own writing.
- Help your child revise for only one thing. Edit when asked for help.
- Ask your child to circle misspelled words and look them up, then check the words.
- Help your child become comfortable with writing tools, such as spell checkers, dictionaries, and a thesaurus.
- Encourage your child to share finished writing and to talk about his or her writing process.
- Find different audiences for your child's writing (friends, relatives, or contests).
- Subscribe to magazines, such as *Highlights*, *Cricket*, or *Stone Soup* that publish student writing. Encourage your child to submit a story, book review, or poem.
- Help your child identify his or her strengths as a writer and set realistic goals.

## **FAMILY SUPPORT: PROFICIENT WRITER (AGES 10–13)**

- Read chapter books aloud to your child. Read young adult novels that spark great discussions. Talk about point of view and the author's style.
- Help your child learn to locate information in encyclopedias, on the Internet, and in nonfiction materials.
- Do crossword puzzles together.
- Encourage your child to send editorials or letters to the editor with opinions, reactions, or concerns. Receiving a response can be very motivating.
- Encourage your child to submit his or her writing to contests.
- Encourage your child to write letters, plays, newspapers, movie reviews, etc.
- Have your child collect family stories and make them into a book as a gift.
- Encourage your child to write to favorite authors. (You can write to authors in care of the publisher. The publisher's address is near the copyright date at the front of the book.) Be sure to include a return envelope and postage.
- Discuss movies and TV shows together. Talk about the writer's or director's decisions and choices. Compare the book and the movie versions if available.

## **FAMILY SUPPORT: CONNECTING WRITER (AGES 11–14) AND INDEPENDENT WRITER**

- Read young adult and adult books aloud. You can begin to analyze and evaluate books together.
- Encourage your child to take writing classes in school or to form a writers club.
- Encourage your child to correspond via email.
- Encourage your child to take writing or journalism classes or to work on the school newspaper or literary magazine.
- Ask your child to share his or her writing with you.
- Analyze effective writing in literature and talk about the author's styles in the books you read.
- Provide support as your child tackles challenging writing projects.

## **FAMILY SUPPORT: PRECONVENTIONAL READER (AGES 3–5)**

- Read books with appealing pictures that match your child’s age and interests. Children at this age like books with rhythm, rhyme, and repetition.
- Have a cozy reading corner that invites reading.
- Read aloud daily, even if it's only for 10 minutes. Snuggle up on the couch or hold your child in your lap.
- Reading at bedtime is a wonderful way to end the day.
- Talk about the story and pictures in the books you read together. This time together should be natural and fun.
- Encourage risk-taking as children learn to read and memorize their first books. Have your child chime in on repeated lines or a chorus.
- Respond enthusiastically to early attempts at reading. Never say, “She’s not reading. She has just memorized the book.” Memorizing is one of the first steps in learning to read.
- Play with magnetic letters on the refrigerator or plastic letters in the tub.
- Encourage children to notice words in their world, such as signs, logos, and labels.
- Help your child learn to recognize his or her name in print.
- Share your love of books and reading.
- Visit bookstores and libraries with your child.
- Take your child to hear authors or storytellers at bookstores or the library.
- Make singing and talking together part of your daily routine.
- Watch TV shows together, such as *Sesame Street*, that incorporate reading and books.
- Buy or make tapes of favorite songs and books to listen to at home or in the car.

## **FAMILY SUPPORT: EMERGING READER (AGES 4–6)**

- Read aloud daily to your child.
- Make a cozy place to read at home.
- Talk about the books and materials you read with your child. Model reading.
- Go to the library regularly and visit bookstores. The people who work there can often help you find just the right books for your child.
- Check out books on tape from the library. Listen to them at bedtime or in the car.
- Take books everywhere you go. Keep books in the car and in every room.
- Write notes to your child (in his or her lunchbox, on the bed, on the mirror, or under the pillow) using simple words.
- Read picture books with predictable patterns and rhymes and familiar stories.
- Re-read favorite stories and poems.
- Encourage your child to chime in as you read stories, sing songs, or recite poems.
- Ask questions about what you read to help your child connect books with their life and experiences.
- Ask your child to guess what will happen next as you read aloud.
- Reinforce early reading attempts *without correcting mistakes*.
- Celebrate early memorizing as reading (it's the first step!).
- Point out words around you (such as signs, logos, commercials, and billboards).
- Tell stories and ask family members and friends to tell stories.
- Encourage your child to tell stories from pictures in magazines and newspapers.
- Tape record your child telling a story. Send it to relatives or friends.



## FAMILY SUPPORT: DEVELOPING READER (AGES 5–7)

- Read different things aloud in addition to stories (such as recipes, letters, and directions).
- Subscribe to a magazine (such as *Sesame Street*, or *Ranger Rick*) and read it together.
- Visit bookstores and libraries regularly.
- Find books with patterns, rhythm, and rhyme that help children as they first begin to read on their own.
- Make “word cards” of the words your child can read. Make sentences with the words. The focus is on “playing with the words” rather than drilling!
- Encourage your child to read to friends, children in your family, or other relatives.
- As you read together, ask your child to predict what might happen next or talk about how the book relates to your child's life.
- Once in awhile, make a mistake while you're reading and problem-solve with your child about how to figure out what would make more sense.
- Talk about authors, illustrators, or interesting words.
- Talk about the characters in the books you read. Ask questions such as, "Does that character remind you of anyone you know or a character in another book?"
- After reading a story aloud, retell it in your own words with your child's help.
- Keep a list of "Favorite Books We've Read" or a wish list of "Books to Buy."
- Ask friends and relatives to give books as gifts.
- Read the Sunday comics with your child.
- Watch educational TV shows together, like *Reading Rainbow*.
- Expose your child to computer games related to reading (such as *Reader Rabbit* and *Magic Schoolbus*).

## FAMILY SUPPORT: BEGINNING READER (AGES 6–8)

- Read aloud daily. Your child might be ready for you to read a chapter book aloud, a chapter or two each night. Children also enjoy picture books, nonfiction, and joke books.
- Begin to read series books. If you read a few, children will often read the rest of the series on their own.
- Read poems, magazines, cartoons, recipes, maps, and nonfiction, as well as fiction.
- Provide time each night for your child to read on his or her own (10–15 minutes).
- Help your child find books at the right reading level, since at this stage children need lots of practice to become fluent readers. Ask your child's teacher for suggestions.
- Visit bookstores and libraries regularly.
- Talk about books you enjoyed when you were little.
- Give books as gifts.
- Watch television shows together (such as *Reading Rainbow*) or movies based on children's books.
- Be supportive as your child reads his or her first *I Can Read* books. Help with difficult words so your child can keep the flow of the story.
- Ask your child to make predictions as you read a story. ("What do you think this story will be about?" "What do you think will happen next?")
- Encourage your child to re-read a sentence when it doesn't make sense.
- Ask your child to retell a story you have read together.
- Point out ways to figure out words in addition to "sounding it out" (such as looking at the picture, breaking the word into smaller words, reading on, or thinking what would make sense).
- Point out punctuation as you read aloud. ("Oops, an exclamation mark! I'd better read that a little louder.")
- Talk about the strategies you use as a reader when you're looking for a book, when you come across a word you don't know, or want to learn more about something.

## **FAMILY SUPPORT: EXPANDING READER (AGES 7–9)**

- Keep reading to your child, even when he or she can read independently.
- Provide time for your child to read at night (15–30 minutes).
- Encourage your child to practice reading aloud to siblings, relatives, or senior citizens.
- Use the public library for storyteller sessions, books on tape, book lists, and recommendations.
- Look for books that match your child's interests. (Bookstore staff, librarians, and your child's teacher can help you.)
- Talk about how you select books and the types of things you like to read.
- Have your child keep a list of books he or she finishes or would like as gifts.
- Help your child learn how to find information in books.
- Model how you look up words you don't know in a dictionary.
- Subscribe to children's magazines, such as *Kid City*, *Ranger Rick*, or *Contact Kids*.
- Talk about the characters from books, movies, and television programs.
- Read and compare several versions of a story (such as a fairy tale or folktale).
- When your child reads aloud and makes a mistake, don't correct your child right way. Provide enough time for your child to self-correct.
- Talk with your child about his/her reading strategies. Give positive encouragement.
- Play word games, such as *Boggle*, *Hangman*, or *Junior Scrabble*.
- Cook together. Ask your child to read and explain the directions.
- Ask relatives to send your child postcards when they go on trips.

## FAMILY SUPPORT: BRIDGING READER (AGES 8–10)

- Continue reading aloud to your child. You can model fluent reading.
- Provide a reading routine when everyone in the family reads (30 minutes).
- Children at this age often delve into series books, such as *Goosebumps*, *Nancy Drew*, *The Baby-Sitter's Club* or *Animorphs*. This comfort zone helps build fluency. Go to the library so your child can get the next book in the series!
- Invite your child to read more challenging books, as well as books at his/her level.
- Encourage your child to try new genres of reading (poetry, fantasy, and nonfiction).
- Have your child keep a list of "Books I've Read" or "Favorite Books."
- Talk together about why you like or dislike certain books or authors.
- Talk about interesting words and language.
- Look up new words together in a dictionary.
- Talk about the characters, theme, and exciting or favorite parts in movies or books.
- Go to a local children's theatre. If the play is based on a book, read it together before you go, then compare the book and the play.
- Encourage your child to read aloud a favorite book, poem, or story to friends, relatives, or to younger children.
- Subscribe to children's magazines that match your child's interests, such as *Sports Illustrated for Kids*, *American Girl*, or *Zillions: Consumer Reports for Kids*.
- Discuss facts and opinions about community events or world news.
- When your child asks questions, seek answers together in books, encyclopedias, the newspaper, or on the Internet.

## **FAMILY SUPPORT: FLUENT READER (AGES 9–11)**

- Continue reading aloud to your child. This type of shared reading opens the door for conversation about reading and life.
- Provide time for your child to read (30–40 minutes per day) on a regular basis. Research shows a direct correlation between how much a student reads during the day and reading achievement and success in school.
- Provide a quiet place for homework, writing, and reading.
- Listen to books on tape in the car, especially on long trips.
- Visit the public library regularly to check out books and tapes and to find information.
- Help your child find books. Keep up with new children's books by talking to teachers, friends, librarians, and bookstore staff. Encourage your child to try new genres and types of books.
- Read book reviews in newspapers and magazines, then look for those books in the library.
- Talk about the books and materials you read and how you find new books.
- Help your child find information in books, in articles, and on Internet.
- Look up the meaning of an interesting word together. Talk about the interesting words you find as you read.
- Ask your child to read aloud a favorite book, poem or story into a tape recorder and send the tape to a younger child far away as a gift.
- Encourage your child to participate in community programs that include reading and writing, such as writing contests, summer reading programs, or reading to younger children at the library.
- Point out what your child does well as a reader and celebrate successes.

## **FAMILY SUPPORT: PROFICIENT READER (AGES 10–13)**

- Continue reading aloud to your child. Read young adult novels together. It's an important way to stay connected as your child grows into adolescence.
- Read the newspaper and magazines and discuss articles together.
- Provide a quiet place for homework, writing, and reading.
- Help your child make time for reading and set goals as a reader.
- Visit the public library regularly to check out books and do research.
- Help your child find books. Keep up with new young adult and children's books by talking to teachers, friends, librarians, and bookstore staff. Read some of the books yourself so you can talk about them with your child.
- Join a parent/child book club.
- Collect books by a favorite author. Have your child write to the author. Send the letter to the publisher listed near the copyright information in the front of the book.
- Encourage wide reading of different genres and types of texts.
- Provide support as your child begins to read informational texts in different subject areas.
- Do crossword puzzles together.
- Discuss the concepts, symbols, well-written passages, and the author's craft as you read. Reading a book together also provides an opportunity to talk about issues.
- Talk about deeper levels of meaning in song lyrics.
- Talk about multiple perspectives and the complexity of issues in the news.

## **FAMILY SUPPORT: CONNECTING READER (AGES 11–14) AND INDEPENDENT READER**

- Continue reading aloud to your child. Read young adult or adult novels together. This may be the only time you can have genuine conversations with your teenager!
- Read the same books your child is reading so you can talk about the books together.
- Continue to visit the public library.
- Talk about the books and materials you are reading. Acknowledge your teen's mature interests and recommend appropriate adult books.
- Discuss the concepts, symbols, well-written passages, and the author's craft as you read.
- Help your child make time for reading and set goals as a reader.
- Help your child find books. Keep up with new books by talking to teachers, friends, librarians, and bookstore staff. Share book reviews.
- Encourage wide reading of many genres and types of texts.
- Ask your child to discuss his or her favorite genres, titles, and authors.
- Ask your child to explain why he or she likes or dislikes a book or author.
- Discuss articles and editorials from the newspaper. Share the sports page or entertainment section.
- Have your child read the map when you're going somewhere new.
- Provide support as your child reads informational texts in many subject areas.
- Provide encouragement as your child tackles challenging reading projects.
- Give your child a subscription to a teen or adult magazine based on his or her interests. Even if you might prefer a different subject matter, it will keep your child reading at an age when reading tends to decline.
- Start a mother-daughter book club with friends (or father-daughter, mother-son, etc.).

Mom! Dad!  
When we finish reading, ask me some of these questions:

- Which words rhyme in the story?
- What happened in the story?
- Who are the characters in the story?
- What was your favorite part of the story?
- Tell me about the (things, places, or animals) in this story.
- What is the title of the story?

**EMERGENT**

Mom! Dad!  
When we finish reading, ask me some of these questions:

- What happened at the beginning (or end) of the story?
- What happened in the story?
- Who are the characters in the story?
- What was your favorite part of the story?
- Tell me about the (things, places, or animals) in this story.
- How were (name two characters) alike/different from each other?

**DEVELOPING**

Mom! Dad!  
When we finish reading, ask me some of these questions:

- What happened at the (beginning, middle or end) of the story?
- What was the main idea of the story?
- Who are the characters in the story?
- Who was the main character? Did you like/dislike them?
- What was the setting?
- How were (name two characters) alike/different from each other?
- What was the problem in the story and how was it solved?
- Does this story remind you of something you have done or read about?

**BEGINNING**



Mom! Dad!  
When we finish  
reading, ask me some  
of these questions:

- Retell the main events in the story in order.
- What was the main idea of the story?
- Who are the characters in the story and what were they like?
- Why do you think (pick a character) acted that way?
- What was the setting?
- How were (name two characters) alike/different from each other?
- What was the problem in the story and how was it solved?
- Does this story remind you of something you have done or read about?
- What was the author trying to tell the reader?

**EXPANDING**

Mom! Dad!  
When we finish  
reading, ask me some  
of these questions:

- Summarize what happened in the story.
- What was the main idea of the story?
- Who are the characters in the story and what were they like?
- Why do you think (pick a character) acted that way?
- What do you think the author's purpose was in writing this piece?
- How were (name two characters) alike/different from each other?
- Which sentence gives the most important idea in the selection?
- Does this story remind you of something you have done or read about?
- What was the author trying to tell the reader?

**BRIDGING**

When finished  
reading, ask yourself  
these questions:

- Summarize what happened in the story.
- What was the main idea of the piece?
- Describe the characters, their traits, and how they interact with each other in this story.
- Why do you think (pick a event) happened that way?
- What do you think the author's message was in writing this piece? Do you agree with it?
- What problem did the character face in the piece? How did the character feel about the problem?
- What do you think will happen next if the book continued?
- What was the author trying to tell the reader?

**FLUENT**

When finished reading, ask yourself these questions:

- Summarize what happened in the story.
- What was the main idea of the piece? Which sentences support your view?
- Describe the characters, their traits and how they interact with each other in this story.
- Find two similes or metaphors in the piece.
- What do you think the author's message was in writing this piece? Do you agree with it?
- What problem did the character face in the piece? How did the character feel about the problem?
- How would you describe this author's style?
- What was the author trying to tell the reader?

**PROFICIENT**

When finished reading, ask yourself these questions:

- Summarize what happened in the story.
- What was the main idea of the piece? Which sentences support your view?
- Analyze the characters, their traits and how they interact with each other in this story.
- Find two similes or metaphors in the piece.
- Would you recommend this piece to someone else? Why?
- What problem did the character face in the piece? How did the character feel about the problem?
- How would you describe this author's style?
- What is the author's purpose in writing this piece?

**CONNECTING AND INDEPENDENT**

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

<b>New to English</b>	<b>Early Acquisition</b>	<b>Becoming Familiar</b>
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<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>
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<b>Becoming Competent</b>	<b>Becoming Fluent</b>	<b>Fluent</b>
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<ul style="list-style-type: none"> <li> Begins to contribute to group discussions and to 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>
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Listening and Comprehension   
 Oral Expression   
 Vocabulary   
 Pronunciation and Fluency   
  Grammar   
 Attitude   
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