

## READING CONTINUUM

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> <li>☐ Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.</li> <li>☐ Shows interest in reading signs, labels, and logos (environmental print).</li> <li>☐ Recognizes own name in print.</li> <li>☑ Holds book and turns pages correctly.</li> <li>☑ Shows beginning/end of book or story.</li> <li>☑ Knows some letter names.</li> <li>↳ Listens and responds to literature.</li> <li>↳ Comments on illustrations in books.</li> <li>↳ Participates in group reading (books, rhymes, poems, and songs).</li> </ul>	<ul style="list-style-type: none"> <li>☐ Memorizes pattern books, poems, and familiar books.</li> <li>☐ Begins to read signs, labels, and logos (environmental print).</li> <li>☑ Demonstrates eagerness to read.</li> <li>☑ Pretends to read.</li> <li>☑ Uses illustrations to tell stories.</li> <li>☑ Reads top to bottom, left to right, and front to back with guidance.</li> <li>☑ Knows most letter names and some letter sounds.</li> <li>☑ Recognizes some names and words in context.</li> <li>☑ Makes meaningful predictions with guidance.</li> <li>↳ Rhymes and plays with words.</li> <li>↳ Participates in reading of familiar books and poems.</li> <li>↳ Connects books read aloud to own experiences with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads books with simple patterns.</li> <li>☐ Begins to read own writing.</li> <li>☑ Begins to read independently for short periods (5-10 minutes).</li> <li>☑ Discusses favorite reading material with others.</li> <li>☑ Relies on illustrations and print.</li> <li>☑ Uses finger-print-voice matching.</li> <li>☑ Knows most letter sounds and letter clusters.</li> <li>☑ Recognizes simple words.</li> <li>☑ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.</li> <li>☑ Begins to make meaningful predictions.</li> <li>☑ Identifies titles and authors in literature (text features).</li> <li>↳ Retells main event or idea in literature.</li> <li>↳ Participates in guided literature discussions.</li> <li>↳ Sees self as reader.</li> <li>↳ Explains why literature is liked/diskliked during class discussions with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads simple early-reader books.</li> <li>☐ Reads harder early-reader books.</li> <li>☐ Reads and follows simple written directions with guidance.</li> <li>☐ Identifies basic genres (e.g., fiction, nonfiction, and poetry).</li> <li>☑ Uses basic punctuation when reading orally.</li> <li>☑ Reads independently (10-15 minutes).</li> <li>☑ Chooses reading materials independently.</li> <li>☑ Learns and shares information from reading.</li> <li>☑ Uses meaning cues (context).</li> <li>☑ Uses sentence cues (grammar).</li> <li>☑ Uses letter/sound cues and patterns (phonics).</li> <li>☑ Recognizes word endings, common contractions, and many high frequency words.</li> <li>☑ Begins to self-correct.</li> <li>↳ Retells beginning, middle, and end with guidance.</li> <li>↳ Discusses characters and story events with guidance.</li> <li>↳ Identifies own reading behaviors with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads easy chapter books.</li> <li>☐ Chooses, reads, and finishes a variety of materials at appropriate level with guidance.</li> <li>☐ Begins to read aloud with fluency.</li> <li>☑ Reads silently for increasingly longer periods (15-30 minutes).</li> <li>☑ Uses reading strategies appropriately, depending on the text and purpose.</li> <li>☑ Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words.</li> <li>☑ Increases vocabulary by using meaning cues (context).</li> <li>☑ Self-corrects for meaning.</li> <li>☑ Follows written directions.</li> <li>☑ Identifies chapter titles and table of contents (text organizers).</li> <li>↳ Summarizes and retells story events in sequential order.</li> <li>↳ Responds to and makes personal connections with facts, characters, and situations in literature.</li> <li>↳ Compares and contrasts characters and story events.</li> <li>↳ "Reads between the lines" with guidance.</li> <li>↳ Identifies own reading strategies and sets goals with guidance.</li> </ul>
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> <li>☐ Reads medium level chapter books.</li> <li>☐ Chooses reading materials at appropriate level.</li> <li>☐ Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).</li> <li>☐ Reads aloud with expression.</li> <li>☑ Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.</li> <li>☑ Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance.</li> <li>☑ Gathers and uses information from graphs, charts, tables, and maps with guidance.</li> <li>☑ Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.</li> <li>☑ Demonstrates understanding of the difference between fact and opinion.</li> <li>☑ Follows multi-step written directions independently.</li> <li>↳ Discusses setting, plot, characters, and point of view (literary elements) with guidance.</li> <li>↳ Responds to issues and ideas in literature as well as facts or story events.</li> <li>↳ Makes connections to other authors, books, and perspectives.</li> <li>↳ Participates in small group literature discussions with guidance.</li> <li>↳ Uses reasons and examples to support ideas and opinions with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads challenging children's literature.</li> <li>☐ Selects, reads, and finishes a wide variety of genres with guidance.</li> <li>☐ Begins to develop strategies and criteria for selecting reading materials.</li> <li>☐ Reads aloud with fluency, expression, and confidence.</li> <li>☑ Reads silently for extended periods (30-40 min.).</li> <li>☑ Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.</li> <li>☑ Gathers information using the table of contents, captions, glossary, and index (text organizers) independently.</li> <li>☑ Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas.</li> <li>↳ Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft.</li> <li>↳ Generates thoughtful oral and written responses in small group literature discussions with guidance.</li> <li>↳ Begins to use new vocabulary in different subjects and in oral and written response to literature.</li> <li>↳ Begins to gain deeper meaning by "reading between the lines."</li> <li>↳ Begins to set goals and identifies strategies to improve reading.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads complex children's literature.</li> <li>☐ Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance.</li> <li>☐ Develops strategies and criteria for selecting reading materials independently.</li> <li>☑ Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.</li> <li>☑ Gathers and analyzes information from graphs, charts, tables, and maps with guidance.</li> <li>☑ Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.</li> <li>☑ Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently.</li> <li>↳ Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing).</li> <li>↳ Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft.</li> <li>↳ Begins to generate in-depth responses in small group literature discussions.</li> <li>↳ Begins to generate in-depth written responses to literature.</li> <li>↳ Uses increasingly complex vocabulary in different subjects and in oral and written response to literature.</li> <li>↳ Uses reasons and examples to support ideas and conclusions.</li> <li>↳ Probes for deeper meaning by "reading between the lines" in response to literature.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads complex children's literature and young adult literature.</li> <li>☐ Selects, reads, and finishes a wide variety of genres independently.</li> <li>☑ Begins to choose challenging reading materials and projects.</li> <li>☑ Integrates nonfiction information to develop deeper understanding of a topic independently.</li> <li>☑ Begins to gather, analyze, and use information from graphs, charts, tables, and maps.</li> <li>↳ Generates in-depth responses and sustains small group literature discussions.</li> <li>↳ Generates in-depth written responses to literature.</li> <li>↳ Begins to evaluate, interpret, and analyze reading content critically.</li> <li>↳ Begins to develop criteria for evaluating literature.</li> <li>↳ Seeks recommendations and opinions about literature from others.</li> <li>↳ Sets reading challenges and goals independently.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads young adult and adult literature.</li> <li>☐ Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry).</li> <li>☐ Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms)</li> <li>☑ Reads challenging material for pleasure independently.</li> <li>☑ Reads challenging material for information and to solve problems independently.</li> <li>☑ Perseveres through complex reading tasks.</li> <li>☑ Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently.</li> <li>↳ Analyzes literary devices (e.g., metaphors, imagery, irony, and satire).</li> <li>↳ Contributes unique insights and supports opinions in complex literature discussions.</li> <li>↳ Adds depth to responses to literature by making insightful connections to other reading and experiences.</li> <li>↳ Evaluates, interprets, and analyzes reading content critically.</li> <li>↳ Develops and articulates criteria for evaluating literature.</li> <li>↳ Pursues a widening community of readers independently.</li> </ul>

☐ Types of Texts and Oral Reading

☑ Attitude

☑ Reading Strategies

↳ Comprehension and Response

↳ Self-Evaluation

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## ✍️ WRITING CONTINUUM

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> <li>📄 Relies primarily on pictures to convey meaning.</li> <li>📄 Begins to label and add “words” to pictures.</li> <li>📄 Writes first name.</li> <li>📄 Demonstrates awareness that print conveys meaning.</li> <li>✂️ Makes marks other than drawing on paper (scribbles).</li> <li>✂️ Writes random recognizable letters to represent words.</li> <li>😊 Tells about own pictures and writing.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Uses pictures and print to convey meaning.</li> <li>📄 Writes words to describe or support pictures.</li> <li>📄 Copies signs, labels, names, and words (environmental print).</li> <li>📄 Demonstrates understanding of letter/sound relationship.</li> <li>✂️ Prints with upper case letters.</li> <li>✂️ Matches letters to sounds.</li> <li>✂️ Uses beginning consonants to make words.</li> <li>✂️ Uses beginning and ending consonants to make words.</li> <li>😊 Pretends to read own writing.</li> <li>😊 Sees self as writer.</li> <li>😊 Takes risks with writing.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Writes 1-2 sentences about a topic.</li> <li>📄 Writes names and familiar words.</li> <li>📄 Generates own ideas for writing.</li> <li>✂️ Writes from top to bottom, left to right, and front to back.</li> <li>✂️ Intermixes upper and lower case letters.</li> <li>✂️ Experiments with capitals.</li> <li>✂️ Experiments with punctuation.</li> <li>✂️ Begins to use spacing between words.</li> <li>✂️ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.</li> <li>✂️ Spells words on the basis of sounds without regard for conventional spelling patterns.</li> <li>✂️ Uses beginning, middle, and ending sounds to make words.</li> <li>😊 Begins to read own writing.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Writes several sentences about a topic.</li> <li>📄 Writes about observations and experiences.</li> <li>📄 Writes short nonfiction pieces (simple facts about a topic) with guidance.</li> <li>📄 Chooses own writing topics.</li> <li>✂️ Reads own writing and notices mistakes with guidance.</li> <li>✂️ Revises by adding details with guidance.</li> <li>✂️ Uses spacing between words consistently.</li> <li>✂️ Forms most letters legibly.</li> <li>✂️ Writes pieces that self and others can read.</li> <li>✂️ Uses phonetic spelling to write independently.</li> <li>✂️ Spells simple words and some high frequency words correctly.</li> <li>✂️ Begins to use periods and capital letters correctly.</li> <li>😊 Shares own writing with others.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Writes short fiction and poetry with guidance.</li> <li>📄 Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.</li> <li>📄 Writes with a central idea.</li> <li>📄 Writes using complete sentences.</li> <li>📄 Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance.</li> <li>✂️ Begins to recognize and use interesting language.</li> <li>✂️ Uses several prewriting strategies (e.g., web, brainstorm) with guidance.</li> <li>✂️ Listens to others’ writing and offers feedback.</li> <li>✂️ Begins to consider suggestions from others about own writing.</li> <li>✂️ Adds description and detail with guidance.</li> <li>✂️ Edits for capitals and punctuation with guidance.</li> <li>✂️ Publishes own writing with guidance.</li> <li>✂️ Writes legibly.</li> <li>✂️ Spells most high frequency words correctly and moves toward conventional spelling.</li> <li>😊 Identifies own writing strategies and sets goals with guidance.</li> </ul>
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> <li>📄 Writes about feelings and opinions.</li> <li>📄 Writes fiction with clear beginning, middle, and end.</li> <li>📄 Writes poetry using carefully chosen language with guidance.</li> <li>📄 Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance.</li> <li>📄 Begins to use paragraphs to organize ideas.</li> <li>✂️ Uses strong verbs, interesting language, and dialogue with guidance.</li> <li>✂️ Seeks feedback on writing.</li> <li>✂️ Revises for clarity with guidance.</li> <li>✂️ Revises to enhance ideas by adding description and detail.</li> <li>✂️ Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance.</li> <li>✂️ Edits for punctuation, spelling, and grammar.</li> <li>✂️ Publishes writing in polished format with guidance.</li> <li>✂️ Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.</li> <li>✂️ Uses commas and apostrophes correctly with guidance.</li> <li>😊 Uses criteria for effective writing to set own writing goals with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies).</li> <li>📄 Develops stories with plots that include problems and solutions with guidance.</li> <li>📄 Creates characters in stories with guidance.</li> <li>📄 Writes poetry using carefully chosen language.</li> <li>📄 Begins to experiment with sentence length and complex sentence structure.</li> <li>✂️ Varies leads and endings with guidance.</li> <li>✂️ Uses description, details, and similes with guidance.</li> <li>✂️ Uses dialogue with guidance.</li> <li>✂️ Uses a range of strategies for planning writing.</li> <li>✂️ Adapts writing for purpose and audience with guidance.</li> <li>✂️ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance.</li> <li>✂️ Incorporates suggestions from others about own writing with guidance.</li> <li>✂️ Edits for punctuation, spelling, and grammar with greater precision.</li> <li>✂️ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.</li> <li>😊 Develops criteria for effective writing in different genres with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Writes persuasively about ideas, feelings, and opinions.</li> <li>📄 Creates plots with problems and solutions.</li> <li>📄 Begins to develop the main characters and describe detailed settings.</li> <li>📄 Begins to write organized and fluent nonfiction, including simple bibliographies.</li> <li>📄 Writes cohesive paragraphs including reasons and examples with guidance.</li> <li>✂️ Uses transitional sentences to connect paragraphs.</li> <li>✂️ Varies sentence structure, leads, and endings.</li> <li>✂️ Begins to use descriptive language, details, and similes.</li> <li>✂️ Uses voice to evoke emotional response from readers.</li> <li>✂️ Begins to integrate information on a topic from a variety of sources.</li> <li>✂️ Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions).</li> <li>✂️ Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.</li> <li>✂️ Selects and publishes writing in polished format independently.</li> <li>✂️ Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately.</li> <li>😊 Begins to set goals and identify strategies to improve writing in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Writes in a variety of genres and forms for different audiences and purposes independently.</li> <li>📄 Creates plots with a climax.</li> <li>📄 Creates detailed, believable settings and characters in stories.</li> <li>📄 Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format.</li> <li>📄 Writes cohesive paragraphs including supportive reasons and examples.</li> <li>✂️ Uses descriptive language, details, similes, and imagery to enhance ideas independently.</li> <li>✂️ Begins to use dialogue to enhance character development.</li> <li>✂️ Incorporates personal voice in writing with increasing frequency.</li> <li>✂️ Integrates information on a topic from a variety of sources independently.</li> <li>✂️ Constructs charts, graphs, and tables to convey information when appropriate.</li> <li>✂️ Uses prewriting strategies effectively to organize and strengthen writing.</li> <li>✂️ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently.</li> <li>✂️ Includes deletion in revision strategies.</li> <li>✂️ Incorporates suggestions from others on own writing independently.</li> <li>✂️ Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>📄 Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format.</li> <li>📄 Writes cohesive, fluent, and effective poetry and fiction.</li> <li>✂️ Uses a clear sequence of paragraphs with effective transitions.</li> <li>✂️ Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing).</li> <li>✂️ Weaves dialogue effectively into stories.</li> <li>✂️ Develops plots, characters, setting, and mood (literary elements) effectively.</li> <li>✂️ Begins to develop personal voice and style of writing.</li> <li>✂️ Revises through multiple drafts independently.</li> <li>✂️ Seeks feedback from others and incorporates suggestions in order to strengthen own writing.</li> <li>✂️ Publishes writing for different audiences and purposes in polished format independently.</li> <li>✂️ Internalizes writing process.</li> <li>✂️ Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently.</li> <li>😊 Writes with confidence and competence on a range of topics independently.</li> <li>😊 Perseveres through complex or challenging writing projects independently.</li> <li>😊 Sets writing goals independently by analyzing and evaluating own writing.</li> </ul>

📄 Types of Texts    📄 Content and Traits    ✂️ Process    ✂️ Mechanics and Conventions    😊 Attitude and Self-Evaluation

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

New to English	Early Acquisition	Becoming Familiar
<ul style="list-style-type: none"> <li> Listens attentively to an English speaker with guidance.</li> <li> Follows one-step directions.</li> <li> Uses context cues to respond appropriately to classroom routines.</li> <li> Responds to greetings with nods and gestures.</li> <li> Responds to simple questions with guidance.</li> <li> Expresses needs in English with single words and gestures.</li> <li> Responds during classroom discussions with nods and gestures.</li> <li> Participates non-verbally in the classroom.</li> <li> Names simple objects with guidance.</li> <li> Repeats English words and phrases with guidance.</li> <li> Echoes single words and/or short phrases.</li> <li> 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> Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., "I want to go shop buy toy.&gt;").</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> Communicates using short phrases and simple language patterns.</li> <li> Begins to use connected discourse (e.g., "Yesterday I go pool and I swam.&gt;").</li> </ul>
Becoming Competent	Becoming Fluent	Fluent
<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> Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g., "next" and "then").</li> <li> Begins to use correct form when asking questions.</li> <li> 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> 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> 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.&gt;").</li> </ul>

Listening and Comprehension  
 Oral Expression  
 Vocabulary  
 Pronunciation and Fluency  
 Grammar  
 Attitude

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