

EMERGENT

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I talk before I write. - I talk about things I've seen. - I talk about things I've done. - I talk about how I feel. - I talk about what I think.	
I make marks to draw and write.	
I use words, numbers, and pictures I see around me to help me write.	
I write or type my name.	
I know most alphabet letters by name.	
I print most alphabet letters.	
I write the beginning letter of words I know.	
I tell about my writing or drawing.	
I use my pictures to tell about my writing.	
I ask questions. - I ask when I am not sure. - I ask when I want to know more. - I ask when I need to find out.	
I listen carefully to stories.	
I draw or write about stories I've heard.	

EARLY

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I write my ideas on paper.	
I know what a letter is.	
I know what a number is.	
I know what a word is.	
I use letter sounds to make words.	
I write words from around the classroom.	
I write from left to right and top to bottom.	
I use upper and lower case letters.	
I use periods at the end of my sentences.	
I write sentences that follow a pattern.	
I try to correctly spell words I know.	
I use labels in my drawings.	
I use details in my drawings.	
I use details in my stories.	
I use my writing and drawing to tell others what I'm thinking.	
I know writing tells me something.	
I read my own writing.	
I am a writer.	

DEVELOPING

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I am writing more ideas.	
I use new words.	
I have spaces between my words when I write.	
I use words that I have learned.	
I use beginning, middle, and end sounds to make words.	
I print all upper case and lower case letters correctly.	
I type all upper case and lower case letters correctly.	
I write in sentences.	
I use capital letters in my writing. <ul style="list-style-type: none">- I use a capital when I write "I".- I use a capital at the beginning of my name.- I use a capital at the beginning of a sentence.	
I use periods at the end of my sentences.	
I use question marks when I ask a question.	
I am starting to correctly spell words I know.	
My writing has a beginning, middle, and end.	
I use charts to show how things are the same or different.	
I put my writing in order from beginning to end using pictures or sentences.	
My writing makes sense to me.	
My writing makes sense to others.	

TRANSITIONAL

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I organize ideas. I use story maps and planners with guidance.	
I use others' ideas/information in my own words.	
I use a variety of forms with guidance. <ul style="list-style-type: none">- I write letters.- I write poems.- I write reports.- I write stories.- I write down my feelings and thoughts.	
I sound out new words I am trying to write.	
I write words I know correctly.	
I write detailed sentences with guidance.	
I use commas in a list with guidance.	
I use apostrophes with guidance.	
I use quotation marks with guidance.	
I capitalize most proper nouns like days of the week, months, etc.	
I make sure I have complete sentences.	
I make sure I use correct end punctuation.	
I use joining words with guidance.	
I write pieces with a beginning, middle and end on my own.	
I set goals with guidance.	

EXPANDING

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I think about who I am writing for with guidance.	
I think about why I am writing with guidance.	
I think about what I am writing with guidance.	
I independently use strategies before I write. - I use webs. - I use charts. - I use lists. - I use graphs. - I use maps.	
I join sentences with guidance.	
I use conjunctions with guidance.	
I share my writing with others.	
I use suggestions to improve my writing.	
I suggest ideas to others based on criteria.	
I add details to my writing using adjectives.	
I add details to my writing using adverbs.	
I add details to my writing using prepositional phrases.	
I correct spelling using word walls, dictionaries, spell check, and online resources with guidance.	
I edit my writing for commas, apostrophes, quotation marks, and capitalization with guidance.	
I understand it is important to think about my writing to become a better writer.	
I think about my writing using pre-made criteria.	
I set goals to improve my writing based on my reflections with guidance.	

BRIDGING

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I know who (audience), what (form), and why (purpose) I am writing.	
I organize my ideas in a logical sequence.	
I use an opening in my writing.	
I am beginning to use paragraphs.	
I use relevant supporting details.	
I use interesting words to create voice when I write.	
I use voice to create an emotional response from my audience.	
I use criteria to revise my writing during conferencing and reflection.	
I revise to improve my ideas using supporting details or information with guidance during peer and teacher conferences.	
I consider others' ideas to improve my writing.	
I ask questions when something does not make sense or I need more information.	
I take repetitive words and ideas out of my writing during peer and teacher conferences.	
I recognize when a word does not look right and edit with guidance.	
I edit for capitalization, end punctuation, commas in series, and quotation marks.	
I identify areas of success and set goals for my writing with guidance.	

CONVENTIONAL

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I use pre-writing strategies to help me write a first draft.	
I use my own and others' ideas as sources for my writing.	
I continue to use a variety of writing forms.	
I am beginning to write paragraphs with an introduction, supporting details, and a conclusion.	
I use a variety of sentence patterns.	
I am beginning to use appropriate transition words.	
I am beginning to use interesting language and literary devices such as similes, metaphors, etc.	
I revise for specific writing traits such as ideas, organization, word choice, sentence fluency, and voice with guidance.	
I compare my ideas to others during peer conferencing.	
I ask questions that are important to the main idea and supporting details of my writing.	
I edit for correct subject/verb agreement, verb tense, and pronoun use.	
I edit for correct punctuation.	
I consistently use correct spelling in my writing.	
I reflect on the writing process and my work with guidance.	

CONNECTING

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I choose a pre-writing strategy appropriate to form/audience/purpose.	
I use a form appropriate to audience and purpose.	
I use openings to catch readers' attention and establish purpose.	
I use effective, powerful conclusions.	
I use a variety of sentences.	
I use descriptive language and sentence variation to create sensory images and mood.	
I use transitional language to keep ideas flowing.	
I revise for specific writing traits such as ideas, organization, word choice, sentence fluency, and voice.	
I value the ideas of others and sometimes integrate them into my own writing.	
I use a variety of tools to edit unfamiliar words.	
I reflect on stages of process.	
I reflect on my finished product.	
I set goals in writing, based on my reflection of process and product according to criteria.	
I evaluate new information for appropriateness to my audience and purpose according to criteria.	

PROFICIENT

Writing Continuum Student Characteristics

Student Demonstrated Descriptors	✓
I adapt specific forms to match content/audience/purpose.	
I create well developed paragraphs.	
I use writing elements that work together to support purpose.	
I use different types of format and presentation for effect.	
I revise to enhance meaning and effect according to criteria.	
I edit and proofread my own and others' work.	
I reflect upon overall effect of writing process and product.	
I plan, revise, and edit to ensure writing achieves its purpose.	
I use dialogue to create an effect appropriate for my purpose and audience.	
I enhance my work to take it beyond the predictable.	
I select from a variety of tools and strategies to gather and evaluate information.	