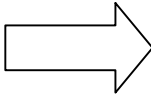


**FRONTIER SCHOOL DIVISION
WRITING CONTINUUM
Student Characteristics**

Student Name: _____

School: _____

Emergent	Early	Developing	Transitional	Expanding		
<ul style="list-style-type: none"> ___ Talks/shares personal experiences, feelings and ideas before writing ___ Connects symbols in environment to print and uses them in own writing ___ Writes (types) or attempts to write own name ___ Uses letters, numbers and symbols interchangeably and/or randomly on the page ___ Makes marks other than drawing ___ Recognizes and prints most letters of the alphabet ___ Writes initial letters for familiar words ___ Includes scribbles as symbols ___ Tells about own writing/drawing ___ Relies on pictures to convey meaning when telling about their "writing" ___ Asks questions for inquiry, to satisfy curiosity and for information needs ___ Responds to stories by actively listening/drawing/writing 	<ul style="list-style-type: none"> ___ Experiments with own ideas ___ Recognizes difference among the concepts of a letter, number, and a word ___ Connects sound, letter, picture to meaning (uses one or two letters to represent a word) ___ Can copy familiar words using print from the classroom environment (for example: word walls) ___ Writes from left to right and top to bottom ___ Uses upper case letters randomly ___ Begins to use periods ___ Uses patterned sentences in stories ___ Attempts to write a few familiar words correctly ___ Recognizes that print carries a message ___ Adds labels and details to stories and drawings ___ Uses print and pictures to convey meaning ___ Sees self as a writer, knows writing has meaning, can read own writing, but others may not be able to read it 	<ul style="list-style-type: none"> ___ Takes greater risks expressing their own ideas in writing ___ Uses or attempts to use unfamiliar words ___ Writes words with spaces between them ___ Uses words in writing that they have learned in other contexts, e.g., uses words from shared reading ___ Uses beginning, middle, and end sounds to make words ___ Forms all letters legibly, upper and lower case, whether writing or using the keyboard ___ Constructs simple complete sentences ___ Begins to use capitalization, including I, their name, beginnings of sentences ___ Begins to use punctuation, including periods (.) and question marks (?) ___ Begins to write familiar words correctly ___ Writes pieces with beginning, middle, and end ___ Represents information in categories according to similarities, differences, and sequence ___ Writes pieces that make sense to self and others 	<ul style="list-style-type: none"> ___ Develops and arranges ideas using pre-established organizers, such as story maps and planners with guidance ___ Includes ideas/information from other sources in own words ___ Uses a variety of forms for particular audiences and purposes, such as letters, narratives, poetry, reports and other expository writing with guidance ___ Uses phonetic spelling to write unfamiliar words independently ___ Writes familiar words correctly ___ Composes complete sentences with more detail by adding detail with guidance ___ Expands use of punctuation such as commas in a series, apostrophes, and quotation marks with guidance ___ Expands use of capitalization to include days of the week, months and most proper nouns ___ Edits for complete sentences including end punctuation ___ Begins to use basic transition words with guidance ___ Composes pieces with clear beginning, middle, and end independently ___ Sets goals based on feedback with guidance 	<ul style="list-style-type: none"> ___ Considers audience, purpose, and form with guidance ___ Uses a variety of pre-writing strategies such as webs, charts, lists, graphs, maps independently ___ Composes more complex sentences using conjunctions and sentence combining with guidance ___ Shares writing and begins to use feedback to improve writing ___ Offers feedback on writing using pre-established criteria ___ Revises by expanding descriptions using adjectives, adverbs and prepositional phrases ___ Begins to edit for spelling using word walls, dictionaries, spell check, online resources, etc. with guidance ___ Edits for commas in a series, apostrophes, quotation marks, and more sophisticated uses of capitalization with guidance ___ Recognizes the importance of reflection in writing with guidance ___ Reflects on writing using pre-established criteria ___ Sets goals based on reflection with guidance 		
Bridging	Conventional	Connecting	Proficient	Grade	Teacher	Year
<ul style="list-style-type: none"> ___ Recognizes the relationship among audience, purpose and form ___ Asks questions to fill gaps in information ___ Includes an opening ___ Organizes ideas in logical sequence ___ Begins to use paragraphing ___ Eliminates unnecessary information (repetition of words and ideas) with guidance ___ Uses pre-determined criteria to revise during conferencing and reflection ___ Considers others' ideas for revision ___ Recognizes spelling errors in unfamiliar words and edits with guidance ___ Edits for capitalization, end punctuation, commas in series, and quotation marks ___ Uses relevant supporting details ___ Revises to expand ideas using supporting details or information with guidance ___ Creates voice by taking risks with word choice to evoke an emotional response ___ Identifies areas of success and sets goals for writing with guidance 	<ul style="list-style-type: none"> ___ Uses pre-writing strategies to guide the drafting process ___ Contributes ideas from self and other sources ___ Maintains a variety of given forms ___ Begins to write paragraphs with introductions and conclusions, supporting details, and a variety of sentence patterns. ___ Begins to use transition words appropriate for text structure and form. ___ Begins to use interesting language and literary devices. ___ Revises for specific writing traits (including ideas, organization, word choice, sentence fluency, and voice) with guidance ___ Asks questions relevant to main ideas and supporting details ___ Compares own and others' ideas during revision ___ Edits for correct verb use (subject/verb agreement, tense) and pronoun reference ___ Edits for conventional punctuation ___ Consistently applies spelling conventions to writing ___ Reflects on writing process and product with guidance 	<ul style="list-style-type: none"> ___ Chooses pre-writing strategy appropriate to form/audience/purpose independently ___ Maintains form appropriate to audience and purpose ___ Uses openings to catch readers' attention and direct purpose ___ Uses strong conclusions ___ Uses a variety of sentences ___ Uses transitional devices to maintain flow of ideas ___ Revises for specific writing traits (ideas, word choice, sentence fluency, and voice) independently ___ Acknowledges the value of, and integrates others' ideas into own writing ___ Uses a variety of tools to edit for unfamiliar words (dictionaries, spell check, online resources, thesaurus, etc) ___ Reflects on stages of process ___ Reflects on product ___ Sets future goals in writing based on self-assessment of process and product using pre-determined criteria ___ Uses words, language and sentence variation to create sensory images and mood ___ Evaluates new information for completeness and relevance to audience and purpose using predetermined criteria 	<ul style="list-style-type: none"> ___ Adapts specific forms to match content/audience/purpose, i.e., story to diagram, news report to poem/comic strip ___ Creates well developed paragraphs ___ Uses writing elements that work together to support purpose ___ Uses different types of format and presentation for effect ___ Revises to enhance meaning and effect according to pre-determined criteria ___ Edits and proofreads own and others' work independently ___ Reflects upon overall effect of writing process and product independently ___ Takes responsibility for the planning, revising, and editing to ensure writing achieves its purpose ___ Uses dialogue to create an effect appropriate to purpose and audience with guidance ___ Uses relevant details that go beyond the obvious or predictable ___ Selects from a variety of previously acquired tools and strategies for gathering and evaluating information 			
						

"Learning is a journey; not a race."

Revised September 2009

