

EMERGENT

WRITING CONTINUUM
STUDENT CHARACTERISTICS



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



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



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.

- 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



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.

- 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



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



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



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



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, organi-
zation, 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



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.