

Building an Effective Writing Process Over Time

| Pre-Emergent Writers | Emergent Writers | Early Writers |
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| <ul style="list-style-type: none"> • Use sentences of 3-5 words while describing familiar events or actions • Create a picture and label it orally • Understand that each person in the class has a first and last name • Begin to understand the relationship between oral and written language • "Pretend" to write • Participate and contribute to small group or whole group dictation activities, stories, rhymes or poems • Form some letters without regard to proportion or placement • Combine some letters with pretend writing • Use drawings, letters or words to represent familiar people and experiences | <ul style="list-style-type: none"> • Understand writing conveys meaning • Perceive self as writer • Contribute to group dictation • Copy print from the environment • Write some upper and lowercase letters using appropriate letter formation • Write name with correct formation • Generate ideas for writing through conversation and looking at pictures • Demonstrate awareness of where to begin writing and directional movement principle • Record strings of letters with little or no concept of space • Hear and record some consonant letter sounds • Write a few (3-5) simple high frequency words accurately that reflect attention to print • Use rereading strategy with teacher assistance (prompting) • Edit by crossing out letters • Use ABC chart to support sound-letter match with or without teacher assistance • Demonstrate some awareness of beginning capitalization and ending punctuation • Publish with teacher support | <ul style="list-style-type: none"> • Take risks when writing • Generate ideas for writing through conversation and looking at pictures • Use appropriate spacing between words • Record series of events in chronological order with or without teacher assistance most of the time • Use rereading strategy independently • Use ABC chart to support letter-sound match • Write most letters using correct formation • Write high frequency words correctly • Use sequential phonetic spelling and some conventional spelling • Demonstrate understanding of beginning capitalization and ending punctuation • Generate stories with a beginning and an end • Use simple sentences in writing • Use conventions of written Standard American English • Demonstrate awareness of different genre writing (text structure) with teacher assistance • Edit by crossing out letters or words independently • Revise message by using a caret to add a word or two to the text • Read writing back to teacher or peers • Publish with teacher support |

Building an Effective Writing Process Over Time

| Transitional Writers | Self-Extending Writers | Advanced Writers |
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| <ul style="list-style-type: none"> • Generate topics for writing independently • Write in different modes with some understanding (letters, reports, lists, directions, notes, recipes, labels...) • Use prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers) • Include opening phrases or sentences • Identify setting and character in narrative writing • Write ideas in a logical order • Reflect personal response to text through meaningful extensions (writing, music, art, drama, etc.) • Use complete sentences • Create a paragraph that follows a logical sequence • Use a variety of sentence structures and lengths • Reread to clarify message by adding or deleting information • Include good word choice to create mind pictures • Demonstrate accurate use of beginning capitalization and ending punctuation • Use the conventions of Standard American English • Use revision and editing strategies • Write high frequency words correctly • Use correct letter formation and appropriate spacing between words • Use phonetic spelling and some conventional spelling • Use resources to check their writing (checklist, dictionary) • Publish with some teacher support | <ul style="list-style-type: none"> • Demonstrate and use prewriting strategies to plan and organize ideas (conversation, brainstorming, webbing, etc.) • Write so that the topic is clear and well developed with a clear beginning, middle and end • Organize to sustain the writer's purpose • Use complete sentences • Use varied language and sentence patterns effectively • Demonstrate voice, sense of audience and purpose • Choose to use vocabulary, ideas, themes and language structures from books in own writing • Use concepts of time and order effectively • Use paragraphs to organize information • Use the conventions of Standard American English • Use correct letter formation • Revise by adding and/or deleting for elaboration/clarification • Edit to verify and self-correct spelling, capitalization and punctuation • Assess own performance in writing and articulate a plan for improvement | <ul style="list-style-type: none"> • Demonstrate and use prewriting strategies to plan and organize ideas when needed • Write in such a way that the topic is fully elaborated with rich details • Organize to sustain the writer's purpose • Write with creative and novel use of language • Use varied language and sentence patterns effectively • Use the conventions of Standard American English • Demonstrate voice, sense of audience and purpose • Incorporate language and themes from literature into writing • Revise and edit for both content and conventions • Express meaning inferred from text • Assess own performance in writing and articulate a plan for improvement |