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Pre-Emergent (Kindergarten)	
	Relies primarily on pictures to convey meaning. (Communicating with Others)
	Begins to label and add “words” to pictures. (Communicating with Others)
	*Writes first name.
	*Demonstrates awareness that print conveys meaning.
	Makes marks other than drawing on paper (scribbles). (Communicating with Others)
	Writes random recognizable letters to represent words. (Communicating with Others)
	Tells about own pictures and writing. (Communicating with Others)















Emergent (Kindergarten, Grade 1)	
	Uses pictures and print to convey meaning. (Communicating with Others)
	Writes words to describe or support pictures. (Communicating with Others)
	Copies signs, labels, names, and words (environmental print). (Communicating with Others)
	Demonstrates understanding of letter/sound relationship.
	Prints with upper case letters. (Applying English Language Conventions)
	*Matches letters to sounds.
	Uses beginning consonants to make words. (Applying English Language Conventions)
	Uses beginning and ending consonants to make words. (Applying English Language Conventions)
	Pretends to read own writing.
	Sees self as writer.
	Writes new things and attempts to spell words independently. (Applying English Language Conventions)
















Developing (Grade 1)	
	Writes 1-2 sentences about a topic.
	Writes names and familiar words (Communicating with Others)
	Generates own ideas for writing. (Communicating with Others)
	*Writes from top to bottom, left to right, and front to back.
	Intermixes upper and lower case letters. (Applying English Language Conventions)
	Uses capitals correctly some of the time. (Applying English Language Conventions)
	Uses periods correctly some of the time. (Applying English Language Conventions)
	*Begins to use spacing between words.
	Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.
	Spells words on the basis of sounds without regard for conventional spelling patterns.
	Uses beginning, middle, and ending sounds to make words. (Applying English Language Conventions)
	Begins to read own writing. (Communicating with Others; Applying English Language Conventions)
















Beginning (Grade 1, Grade 2)	
	Writes several sentences about a topic. (Communicating with Others)
	Writes about observations and experiences. (Communicating with Others)
	Writes short nonfiction pieces (simple facts about a topic) with guidance. (Communicating with Others)
	Chooses own writing topics. (Communicating with Others)
	Reads own writing and notices mistakes with guidance. (Communicating with Others)
	Revises by adding details with guidance.
	Uses spacing between words consistently.
	Forms most letters legibly.
	Writes pieces that self and others can read. (Communicating with Others)
	Uses phonetic spelling to write independently. (Applying English Language Conventions)
	Spells simple words and some high frequency words correctly. (Applying English Language Conventions)
	Begins to use periods and capital letters correctly. (Applying English Language Conventions)
	Shares own writing with others. (Communicating with Others)

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PRIMARY K-2 WRITING CONTINUUM (continued)

Transitional (Grade 2, Grade 3)	
	Writes short stories and poetry with guidance. (Communicating with Others)
	Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. (Communicating with Others)
	Writes with a central idea. (Communicating with Others)
	Writes using complete sentences. (Communicating with Others; Applying English Language Conventions)
	Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. (Communicating with Others)
	Begins to recognize and use descriptive language.
	Uses several prewriting strategies (e.g., web, brainstorm) with guidance. (Communicating with Others)
	Listens to others' writing and offers feedback. (Applying English Language Conventions)
	Begins to consider suggestions from others about own writing. (Communicating with Others)
	Adds description and detail with guidance.
	Edits for capitals and punctuation with guidance. (Applying English Language Conventions)
	Publishes own writing with guidance.
	Writes legibly.
	Spells most sight words correctly and moves toward conventional spelling. (Applying English Language Conventions)
	Identifies own writing strategies and sets goals with guidance. (Communicating with Others)

Early Fluent (Grade 2, Grade 3)	
	Writes about feelings and opinions.
	Writes stories with clear beginning, middle, and end. (Communicating with Others)
	Writes poetry using carefully chosen language with guidance. (Communicating with Others)
	Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. (Communicating with Others)
	Begins to use paragraphs to organize ideas. (Communicating with Others)
	*Uses strong verbs, descriptive language, and dialogue with guidance.
	Seeks feedback on writing.
	Revises for clarity with guidance.
	Revises to enhance ideas by adding description and detail.
	Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance.
	Edits for punctuation, spelling, and grammar.
	Publishes writing in polished format with guidance.
	Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.
	Uses commas and apostrophes correctly with guidance.
	Uses criteria for effective writing to set own writing goals with guidance.

Fluent (Grade 3)	
	Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). (Communicating with Others)
	Develops stories with plots that include problems and solutions with guidance. (Communicating with Others)
	Creates characters in stories with guidance.
	Writes poetry using carefully chosen language. (Communicating with Others)
	Begins to experiment with sentence length and complex sentence structure.
	Varies leads and endings with guidance.
	*Uses description, details, and similes with guidance.
	Uses dialogue with guidance.
	Uses a range of strategies for planning writing.
	Adapts writing for purpose and audience with guidance.
	Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance.
	Incorporates suggestions from others about own writing with guidance.
	Edits accurately for punctuation, spelling and grammar.
	Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.
	Develops criteria for effective writing in different genres with guidance.

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