

WRITING CONTINUUM

Student: _____

LEVEL A

- COMMUNICATES**
- Communicates ideas through speaking, drawing and dictating.
 - Uses words or phrases in conversation.

ORGANIZES

- Understands that print has meaning.
- Assigns meaning to own symbols.

- CONFERS** • Talks about own drawings and writing.

- REVISES** • In conversation, adds details about own ideas, thoughts or events.

LEVEL B

- COMMUNICATES**
- Communicates ideas through pictures that may be supported by letters or words.
 - Uses both statements and questions in conversation.

ORGANIZES

- Understands the correspondence between written and spoken words.
- Identifies form of own writing (e.g. "This is my shopping list.").

- CONFERS** • Responds appropriately to ideas or suggestions about pictures or writing.

- REVISES** • When requested, verbally clarifies or adds details about own pictures or writing.

LEVEL C

- COMMUNICATES** ideas through pictures that are supported with labels, captions, or sentences.

ORGANIZES

- Understands that print carries a consistent message.
- Attempts familiar forms of writing such as lists, notes, recounts, stories, and messages.

- CONFERS** • Talks with others about own writing.

- REVISES** • Adds details to own writing.

LEVEL D

- COMMUNICATES** thoughts, ideas, or experiences by writing simple sentences, supported by pictures.

ORGANIZES

- Reads back own writing.
- Writes in various forms (e.g. stories, letters, journals, responses to text, cards, notes, lists).

- CONFERS** • Gives and receives ideas or suggestions about writing.

- REVISES** • When requested, adds details to own writing to improve clarity.

LEVEL E

- COMMUNICATES** thoughts, ideas, or experiences in one piece of writing.

ORGANIZES

- Partially organizes stories (e.g. beginning and middle; no ending) or informational text.
- Writes in various forms (e.g. stories, letters, journals, responses to text, cards, notes, lists).

- CONFERS** • Gives and receives ideas or suggestions about writing.

- REVISES** • Adds details to own writing to improve clarity.

- WORD CHOICE** • Experiments with words drawn from literature, oral language, and media.

LEVEL F

- COMMUNICATES** • Communicates thoughts, ideas or experiences by writing 3 or more complete sentences on a single topic.

ORGANIZES

- Organizes writing (e.g. stories with a beginning, middle, end; informational text with a recognizable structure).
- Writes in various forms (e.g. stories, letters, journals, learning logs, responses to literature, reports).

- CONFERS** • Gives and receives ideas or suggestions about writing.

- REVISES** • Includes, adds, or rearranges details to own writing to improve clarity.

- WORD CHOICE** • Chooses interesting and appropriate words.

CONVENTIONS AND PRESENTATION

APPLIES CONVENTIONS

- Copies basic lines and shapes.
- Imitates print.
- Randomly copies words from the environment.
- Attempts to write own name.

HANDWRITING

- Writes known letters or shapes that look like letters.
- Uses a functional pencil grasp.
- Places symbols randomly on page.
- Writes strings of letters showing awareness of directionality.

HANDWRITING

- Using correct formation process, constructs upper and lower case letters and numbers.
- Uses correct pencil grip.
- Uses correct spatial orientation of words on a page (e.g. writes left to right, top to bottom).
- Uses correct spacing between letters.

- SPELLS** • Uses sound/letter correspondence when composing.

APPLIES CONVENTIONS

- During shared writing, provide end punctuation and beginning capitalization.
- Experiments with beginning capitalization and end punctuation.

HANDWRITING

- Using correct formation process, constructs most letters and numbers correctly and legibly.
- Uses upper and lower case letters indiscriminately.
- Usually uses spaces between words.

- SPELLS** • Uses beginning and/or ending sounds to spell words.

APPLIES CONVENTIONS

- During shared writing, provide initial capitalization of names and spelling of grade appropriate high frequency spelling words.
- Uses beginning capitalization and end punctuation.
- Writes own first and last name with initial capitals and lower case letters.

HANDWRITING

- Forms letters and numbers correctly and legibly.
- Uses upper and lower case letters appropriately.
- Writes using spaces between words.

SPELLS

- Represents most letter sounds in spelling, including some vowels.
- Corrects spelling of some high frequency, grade appropriate words.

APPLIES CONVENTIONS

- Writes statements, questions and exclamations using beginning capitalization and end punctuation.

HANDWRITING

- Writes legibly.

SPELLS

- Uses strategies to spell words (e.g. memory, sound/letter correspondence, in order, referring to printed words, temporary spelling).
- Identifies and corrects spelling of some high frequency, grade appropriate words.

APPLIES CONVENTIONS

- Writes statements, questions and exclamations using beginning and proper noun capitalization and end punctuation
- Identifies and corrects beginning and proper noun capitalization and end punctuation.

HANDWRITING

- Forms numbers and words automatically, quickly and legibly.

SPELLS

- Uses strategies to spell words (e.g. memory, sound/letter correspondence, in order, referring to printed words, temporary spelling).
- Identifies and corrects spelling of most high frequency, grade appropriate words.

- SHARES** own writing with an audience.

Record teacher name, date (month/year), and student's level by letter.

DATE	LEVEL
SPRING	
MONTH	COMPOSITION
YEAR	CONVENTIONS

K Teacher

DATE	LEVEL
FALL	
MONTH	COMPOSITION
YEAR	CONVENTIONS

1ST Teacher

DATE	LEVEL
SPRING	
MONTH	COMPOSITION
YEAR	CONVENTIONS

2ND Teacher

DATE	LEVEL
FALL	
MONTH	COMPOSITION
YEAR	CONVENTIONS

2ND Teacher

DATE	LEVEL
SPRING	
MONTH	COMPOSITION
YEAR	CONVENTIONS

2ND Teacher

WRITING CONTINUUM

LEVEL G

3RD GRADE EXPECTATION

- COMMUNICATES
- Communicates thoughts, ideas or experiences by writing a main idea paragraph on a single topic with 2 or more supporting details.
 - Uses a variety of simple sentences including statements, questions, and exclamations.

- ORGANIZES
- Organizes writing for specific purposes (e.g., stories with a beginning, middle, end; informational text with a recognizable structure).
 - Chooses appropriate forms for writing poems, stories, lists, letters, etc. to match a purpose.

- CONFERS
- Gives and receives appropriate feedback about writing.
- REVISES
- Includes, adds or rearranges details to develop ideas.
 - Revises writing after re-reading own writing.

- WORD CHOICE
- Uses expressive language orally and in writing (including voice, imagery or specific and interesting vocabulary).

- APPLIES CONVENTIONS
- Identifies, uses and edits capitalization and end punctuation (i.e., periods, question marks, beginning of sentences, proper nouns).

- GRAMMAR
- Identifies nouns, pronouns and verbs in a sentence.
 - Identifies mistakes in noun/pronoun agreement and past/present verb tense usage.

- HANDWRITING
- Rewrites handwritten work for legibility, if necessary.

- SPELLS
- Uses strategies to spell words including memory, word families, sound/letter correspondence in order, rules for inflectional endings (e.g., s, es, ed, ing).
 - Identifies spelling errors of grade-appropriate or high frequency words and corrects errors using word lists or personal spelling lists.

- SHARES
- Responds orally to questions/statements about own writing.
 - Shares own writing with individuals and groups, using appropriate volume and intonation and generally facing the audience.

- CTES
- Lists authors and titles of books and other materials used in written work.

LEVEL H

4TH GRADE EXPECTATION

- COMMUNICATES
- Communicates thoughts, ideas or experiences by writing at least three paragraphs on a single topic, with each paragraph maintaining a focused idea and including details that support the main idea.
 - Writes a variety of simple, compound and complex sentences including the conjunctions and, or, but or because.

- ORGANIZES
- Organizes ideas logically in a story or composition, including a beginning, middle and concluding statement.
 - Writes in a variety of forms, both fiction and non-fiction, using appropriate information and structure (i.e., personal letters, recounts, descriptions and observations, journals, writers' notebooks, interviews, research reports, memoirs, poems, plays or lyrics)
 - Writes an understandable story that incorporates setting, character, problem and solution

- CONFERS
- Gives and receives appropriate feedback using established criteria (e.g., peer conferences, rubrics, checklists, scoring guides).

- REVISES
- Revises own writing by rearranging and/or adding details to improve focus and to support main ideas.

- WORD CHOICE
- Uses expressive written language (including voice, imagery, uncommon vocabulary and unique phrasing that reflects deliberate word choice).

- APPLIES CONVENTIONS
- Identifies, uses and edits capitalization and punctuation (i.e., periods, question marks, exclamation marks, and apostrophes in contractions and commas in dates, in a series and in salutations and closings in letters).

- GRAMMAR

- Identifies and uses nouns, verbs, pronouns, adverbs and adjectives in sentences.
- Identifies and corrects mistakes in noun/verb agreement, noun/pronoun agreements and past/present/future verb tense usage.

- SPELLS

- Uses strategies to spell words including memory, word families, sound/letter correspondence in order, rules for irregular plurals (e.g., women, mice etc.) and inflectional endings (e.g., s, es, ed, ing).
- Identifies spelling errors of grade-appropriate or high frequency words and corrects errors using dictionaries, word lists or personal spelling lists.

- SHARES

- Responds orally to questions/statements about own writing.
- Makes an oral presentation of own or others' writing to a variety of audiences, using appropriate volume and intonation, facing the audience and using appropriate eye contact.

- CTES
- Cites titles and sources of information including author, storyteller, translator, songwriter or artist.

Student:

LEVEL I

5TH GRADE EXPECTATION

COMMUNICATES

- Communicates thoughts, ideas or experiences by writing multiple paragraphs that maintain a focused idea and include details that support the main idea of each paragraph.
- Varies the beginnings, lengths and patterns of sentences to improve flow and to enhance meaning of writing.
- Uses dialogue effectively.

ORGANIZES

- Organizes ideas logically, using transition words or phrases that reveal order or chronology within and between paragraphs.
- Expands the variety of fiction and non-fiction written forms to include business letters, biographies and step by step directions.
- Writes an understandable story that incorporates setting, character and basic plot.

- CONFERS
- Gives and receives appropriate feedback using established criteria (e.g., peer conferences, rubrics checklists, or scoring guides).

- REVISES
- Revises own writing by rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear.

- WORD CHOICE
- Uses expressive written language (including voice, imagery, figurative language or literary devices such as onomatopoeia, metaphor or simile).

APPLIES CONVENTIONS

- Identifies, uses and edits capitalization, end punctuation, quotation marks, and commas.

- GRAMMAR

- Identifies paragraphs or uses paragraph breaks.
- Identifies and uses nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions and interjections in sentences.
- Identifies and corrects usage mistakes in noun/verb, noun/pronoun agreement and verb tense agreement, possessives, sentence fragments and run-on sentences.

SPELLS

- Uses strategies to spell words including: memory, word families, sound/letter correspondence in order, rules for regular and irregular plurals; inflectional endings and rules for adding suffixes.
- Identifies and corrects spelling errors of grade-appropriate, high frequency words, contractions and homophones using dictionaries, electronic spell-checkers, word lists and personal spelling lists.

SHARES

- Responds orally to questions/statements about own writing.
- Makes a formal oral presentation to an audience including community members using appropriate volume and intonation, facing the audience, using appropriate eye contact and appropriately using visual aids.

- CTES
- Cites titles and sources of information, ideas and images including author, storyteller, translator, songwriter, and artist.

Record teacher name, date (month/year), and student's level by letter.

3 RD Teacher	DATE	FALL	DATE	FALL	DATE	SPRING	LEVEL
	MONTH	YEAR	MONTH	YEAR	MONTH	YEAR	LEVEL
		Composition		Composition		Composition	
		Conventions		Conventions		Conventions	

4TH Teacher

4 TH Teacher	DATE	FALL	DATE	FALL	DATE	SPRING	LEVEL
	MONTH	YEAR	MONTH	YEAR	MONTH	YEAR	LEVEL
		Composition		Composition		Composition	
		Conventions		Conventions		Conventions	

5TH Teacher

5 TH Teacher	DATE	FALL	DATE	FALL	DATE	SPRING	LEVEL
	MONTH	YEAR	MONTH	YEAR	MONTH	YEAR	LEVEL
		Composition		Composition		Composition	
		Conventions		Conventions		Conventions	