Writing Ideas Continuum K-1

Experimenting	Emerging	Developing
• Dictates a simple story	• Dictates a story with some structure	• Attempts to write a story with a beginning, middle and end
• Scribbles in place of letters and words	• Some letters and words are recognizable	• Words can be read
• Some pictures present	• Pictures go with the story, might show more details than the writing	• Pictures add to the story
• Pictures show one or more topics	• No or very few details	• Simple details (colors, numbers, size, etc.)
	• Topic is present	• The pictures and words are mostly on topic
	• Many different ideas without a focus	• Some ideas are clear
		• Some details are clear

Writing Ideas Continuum 2-3

Developing	Proficient / Capable	Experienced
• Attempts to write a story with a beginning, middle and end	• Writes a story with a beginning, middle and end	• Writes a story with a problem and solution, has a logical sequence
• Words can be read	• Pictures use details to support the story	• Pictures enhance the writing, pictures give clues to the reader
• Pictures add to the story	• Details support the story	• Details help the reader visualize the story
• Simple details (colors, numbers, size, etc.)	• Stays on topic	• Expands on topic
• The pictures and words are mostly on topic	• One main idea is developed	• One clear main idea
• Some ideas are clear	• Details support the story or main idea	• Interesting and important details that support the story or main idea

• Some details are clear

Writing
Organization Continuum K-1

Experimenting	Emerging	Developing
• No title	• No title	• Title given if asked
• No beginning or ending	• Attempts beginnings	• Clear beginning
• Ideas not connected	• Begins to group ideas/words/pictures	• Concludes with "the end"
• No transition words	• Transition words not consistent	• Some ideas connected
• No evidence of sequencing	• Sequencing not consistent	• Some transition words used correctly
		• Sequencing begins to appear

Writing
Organization Continuum 2-3

Developing	Proficient / Capable	Experienced
• Title given if asked	• Title included	• Creative title
• Clear beginning	• Ending wraps up story	• Original ending
• Concludes with "the end"	• Ideas are connected	• Ideas are connected
• Some ideas connected	• Transition words add to the writing	• Sequencing shows logical sequencing of story elements
• Some transition words used correctly	• Logical sequencing is present	• Transitions connect ideas
• Sequencing begins to appear	• Details support the story or main idea	• In informational text, sequencing shows logical sequence of details

Writing

Voice Continuum K-1

Experimenting	Emerging	Developing
• Writer not aware of audience	• Writer not concerned about audience	• Writer aware of a general audience
• Writing is similar to peers	• Writing shows original thinking	• Writing begins to show personality
• Might communicate no feeling	• Words and pictures begin to show feeling	• Writer shares predictable feelings in pictures and words
• Communicates some feeling with pictures	• Writer shows mood in one way (words or pictures)	• Writer attempts to develop mood in more than one way
• Mood not present	• Topic addressed in a predictable way	• Begins to show personal feelings towards topic
• Writer has no connection to the topic		

Writing
Voice Continuum 2-3

Developing	Proficient / Capable	Experienced
• Writer aware of a general audience	• Writer is aware of a specific audience	• Writer is focused on a specific audience
• Writing begins to show personality	• Personality shows in writing	• Personality shows in writing
• Writer shares predictable feelings in pictures and words	• Writer shows personal feelings or emotions	• Writer evokes emotions from reader
• Writer attempts to develop mood in more than one way	• Mood of the writing is clear	• Mood makes an impact on the writing
• Begins to show personal feelings towards topic	• Writer shows personal feelings about the topic	• Writer shows strong connection to the topic

Writing
Word Choice Continuum K-1

Experimenting	Emerging	Developing
• Groups letters to show understanding of word formation	• Some recognizable words	• Sight words and/or familiar words used
• Copies environmental print	• Uses environmental print correctly	• Uses available resources to help find words (word wall, environmental print, classmates)
• Pictures in place of words or phrases	• Words and beginning phrases present	• Uses common words in their phrases and sentences

Writing
Word Choice Continuum 2-3

Developing	Proficient / Capable	Experienced
• Sight words and/or familiar words used	• Uses a variety of words/language correctly	• Uses creative language in writing
• Uses available resources to help find words (word wall, environmental print, classmates)	• Using words from their own vocabulary	• Uses unique words to enhance writing
• Uses common words in their phrases and sentences	• Sentences contain words chosen with care	• Uses specific words to help create visual images

Writing
Sentence Fluency Continuum K-1

Experimenting	Emerging	Developing
• Stringing of letters mimics real writing • Sentences not present	• Some phrasing • Tries some simple sentences • Use of sentence patterns • Uses repetition in short sentences • Dialogue might be shown in speech bubbles	• Simple sentences • Attempts different sentence patterns • Repetition in sentence beginnings • Writing lacks some clarity • Some dialogue attempted

Writing
Sentence Fluency Continuum 2-3

Developing	Proficient / Capable	Experienced
• Writer aware of a general audience	• More complex sentences present	• Uses a variety of sentences consistently
• Writing begins to show personality	• Attempts more difficult sentence patterns	• Sentence beginnings varied
• Writer shares predictable feelings in pictures and words	• Some variation in sentence beginnings	• Sentences clarify important ideas
• Writer attempts to develop mood in more than one way	• Writing has clarity	• Dialogue contributes to the story
• Begins to show personal feelings towards topic	• Dialogue is a part of the writing	

Writing

Grammar & Conventions Continuum K-1

Experimenting	Emerging	Developing
• Prints some letters	• Prints some upper and lowercase letters	• Prints all upper and lowercase letters
• Groups letters as "words"	• Words are spaced	• Words spaced correctly
• Some spacing of "words" present	• Phonetic spelling attempted	• Phonetic spelling used
• Some directionality - left to right, top to bottom	• Some sight words spelled correctly	• Many sight words spelled correctly
• Punctuation and capitalization not used/ not used correctly	• Directionality consistently used	• Uses directionality appropriately
• Student help needed for readability	• Some punctuation and capitalization	• Text is readable
	• Some assistance needed for readability	• Consistent capitalization of first word, I, dates and names capitalized
	• Uses common nouns and verbs	• Consistent use of end punctuation
		• Use of commas in dates and words in a series
		• Uses different parts of speech
		• Uses verbs to show past, present and future
		• Uses question words appropriately
		• Uses different types of sentences

Writing
Grammar & Conventions Continuum K-1

Writing
Grammar & Conventions Continuum 2-3

Developing	Proficient / Capable	Experienced
• Prints all upper and lowercase letters	• Sight words spelled correctly most of the time	• Sights words spelled correctly
• Words spaced correctly	• Uses known word patterns along with phonetic spelling	• Uses resources to help spell words when needed
• Phonetic spelling used	• Capitalization used correctly	• Capitalization used correctly, including titles
• Many sight words spelled correctly	• Consistent use of end punctuation	• Punctuation used correctly or for effect
• Uses directionality appropriately	• Uses commas correctly most of the time	• Uses commas correctly
• Text is readable	• Uses different parts of speech consistently	• Begins correct usage of dialogue
• Consistent capitalization of first word, I, dates and names capitalized	• Begins to expand sentences	• Sentences are more complex
• Use of end punctuation	• Uses apostrophes in contractions	• Uses apostrophes correctly
• Use of commas in dates and words in a series	• Some paragraphing present	• Indents consistently to show paragraphs
• Uses different parts of speech		
• Uses verbs to show past, present and future		
• Uses question words appropriately		
• Uses different types of sentences		
• Writing may be one long paragraph		

Writing
Grammar & Conventions Continuum 2-3