


















Writing Continuum Charts

Teacher Version














Preconventional Writer

-  Relies primarily on pictures to convey meaning.
-  Begins to label and add "words" to pictures.
-  Writes first name.
-  Demonstrates awareness that print conveys meaning.
-  Makes marks other than drawing on paper (scribbles).
-  Writes random recognizable letters to represent words.
-  Tells about own pictures and writing.














Emerging Writer

-  Uses pictures and print to convey meaning.
-  Writes words to describe or support pictures.
-  Copies signs, labels, names, and words (environmental print).
-  Demonstrates understanding of letter/sound relationship.
-  Prints with upper case letters.
-  Uses beginning consonants to make words.
-  Uses beginning and ending consonants to make words.
-  Pretends to read own writing.
-  Sees self as writer.
-  Takes risks with writing.















Developing Writer

-  Writes 1–2 sentences about a topic.
-  Writes names and familiar words.
-  Generates own ideas for writing.
-  Writes from top to bottom, left to right, and front to back.
-  Intermixes upper and lower case letters.
-  Experiments with capitals.
-  Experiments with punctuation.
-  Begins to use spacing between words.
-  Matches letters to sounds.
-  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.
-  Begins to read own writing.
















Beginning Writer

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
















Expanding Writer

-  Writes short stories and poetry with guidance.
-  Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
-  Writes with a central idea.
-  Writes using complete sentences.
-  Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance.
-  Begins to recognize and use interesting language.
-  Uses several prewriting strategies (e.g., web, brainstorm) with guidance.
-  Listens to others' writing and offers feedback.
-  Begins to consider suggestions from others about own writing.
-  Adds description and details with guidance.
-  Edits for capitals and punctuation with guidance.
-  Publishes own writing with guidance.
-  Writes legibly.
-  Spells most high frequency words correctly and moves toward conventional spelling.
-  Identifies own writing strategies and sets goals with guidance.
















Bridging Writer

-  Writes about feelings and opinions.
-  Writes fiction with clear beginning, middle, and end.
-  Writes poetry using carefully chosen language with guidance.
-  Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance.
-  Begins to use paragraphs to organize ideas.
-  Uses strong verbs, interesting 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 Writer

-  Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies).
-  Develops stories with plots that include problems and solutions with guidance.
-  Creates characters in stories with guidance.
-  Writes poetry using carefully chosen language.
-  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 for punctuation, spelling, and grammar with greater precision.
-  Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.
-  Develops criteria for effective writing in different genres with guidance.
















Proficient Writer

-  Writes persuasively about ideas, feelings, and opinions
-  Creates plots with problems and solutions.
-  Begins to develop the main characters and describe detailed settings.
-  Begins to write organized and fluent nonfiction, including simple bibliographies.
-  Writes cohesive paragraphs including reasons and examples with guidance.
-  Uses transitional sentences to connect paragraphs.
-  Varies sentence structure, leads, and endings.
-  Begins to use descriptive language, details, and similes.
-  Uses voice to evoke emotional response from readers.
-  Begins to integrate information on a topic from a variety of sources.
-  Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions).
-  Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.
-  Selects and publishes writing in polished format independently.
-  Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately.
-  Begins to set goals and identify strategies to improve writing in different genres.

Connecting Writer

-  Writes in a variety of genres and forms for different audiences and purposes independently.
-  Creates plots with a climax.
-  Creates detailed, believable settings and characters in stories.
-  Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format.
-  Writes cohesive paragraphs including supportive reasons and examples.
-  Uses descriptive language, details, similes, and imagery to enhance ideas independently.
-  Begins to use dialogue to enhance character development.
-  Incorporates personal voice in writing with increasing frequency.
-  Integrates information on a topic from a variety of sources independently.
-  Constructs charts, graphs, and tables to convey information when appropriate.
-  Uses prewriting strategies effectively to organize and strengthen writing.
-  Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently.
-  Includes deletion in revision strategies.
-  Incorporate suggestions from others on own writing independently.
-  Uses complex punctuation (commas, colons, semicolons, quotation marks) with increasing accuracy.

Independent Writer

-  Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format.
-  Writes cohesive, fluent, and effective poetry and fiction.
-  Uses a clear sequence of paragraphs with effective transitions.
-  Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing).
-  Weaves dialogue effectively into stories.
-  Develops plots, characters, setting, and mood (literary elements) effectively.
-  Begins to develop personal voice and style of writing.
-  Revises through multiple drafts independently.
-  Seeks feedback from others and incorporates suggestions in order to strengthen own writing.
-  Publishes writing for different audiences and purposes in polished format independently.
-  Internalizes the writing process.
-  Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently.
-  Writes with confidence and competence on a range of topics independently.
-  Perseveres through complex or challenging writing projects independently.
-  Sets writing goals independently by analyzing and evaluating own writing.

Writing Continuum Charts Student Version

Preconventional Writer



I use pictures to tell my stories or ideas.



I draw pictures and write a word or two about the pictures.



I can write my name.



I know that letters are used to make words and stories.



My writing looks like letters.














I write words using the letters I know.















I can tell about my pictures and writing.














Emerging Writer

-  I use pictures and words to tell my stories and ideas.
-  I write about my pictures.
-  I copy names and some words.
-  I know that each sound has a letter or letters.
-  I print with mostly upper case letters.
-  I match letters to their sounds.
-  I use beginning sounds to write words.
-  I use beginning and ending sounds to write words.
-  I can almost read what I write.
-  I see myself as a writer.
-  I take risks with writing (write new things and spell words on my own).
















Developing Writer

-  I write 1–2 sentences about a topic.
-  I write names and favorite words.
-  I can think of ideas to write about.
-  I write from top to bottom, left to right, and front to back.
-  I use both upper and lower case letters.
-  I use capitals correctly some of the time.
-  I use periods correctly some of the time.
-  I sometimes use spaces between my words.
-  I use what I know about sounds and rhymes to write words.
-  I sound out words when I spell.
-  I use beginning, middle, and ending sounds to write words.
-  I can sometimes read my own writing.
















Beginning Writer

-  I can write several sentences about a topic.
-  I write about what I see and true things about my life.
-  I write true things about a topic (nonfiction) with help.
-  I pick ideas to write about by myself.
-  I read my own writing and can find mistakes with help.
-  I add more to my writing with help.
-  I always use spaces between words.
-  I make my letters neatly.
-  I write pieces that I can read and others can read.
-  I use creative spelling to write by myself.
-  I spell easy words and some common words correctly.
-  I sometimes use periods and capital letters correctly.
-  I share my writing with others.
















Expanding Writer

-  I write short stories and poetry with help.
-  I write short nonfiction (facts about a topic, letters, lists) with help.
-  I write with a main idea.
-  I write with complete sentences.
-  I organize my ideas to make sense in my writing with help.
-  I sometimes find and use interesting language.
-  I use prewriting strategies (web, brainstorm) to get ideas with help.
-  I listen to other people's ideas and give other people suggestions about their writing.
-  I sometimes use other people's suggestions about my writing to make it better.
-  I add description and details with help.
-  I edit for capitals and punctuation with help.
-  I publish some of my writing with help.
-  I write so people can read my writing.
-  I spell most common words and many other words correctly.
-  I talk about what I do well as a writer and set goals with help.

Bridging Writer

-  I write about my feelings and opinions.
-  I write fiction with a clear beginning, middle, and end.
-  I write poetry with carefully chosen language with help.
-  I write organized nonfiction (reports, letters, and lists) with help.
-  I sometimes use paragraphs to organize my ideas.
-  I use strong verbs, interesting language, and dialogue with help.
-  I ask for help and suggestion about my writing.
-  I revise my writing to make sense with help.
-  I make my writing more interesting by adding description and detail.
-  I use a thesaurus or lists of words to make my writing better with help.
-  I edit for punctuation, spelling, and grammar (correct English).
-  I publish my writing in polished format with help.
-  I spell more words correctly by using how a word looks, spelling rules, and word parts.
-  I use commas and apostrophes correctly.
-  I use what I know about good writing to set my writing goals with help.
















Fluent Writer

-  I sometimes write organized fiction and nonfiction (reports, letters, biographies, and autobiographies).
-  I develop plots that have a problem and solution with help.
-  I create characters in stories with help.
-  I write poetry using carefully chosen language.
-  I try writing different types of sentences.
-  I try different types of leads and endings with help.
-  I use description, details, and similes (comparing using "like" or "as") with help.
-  I use dialogue in my stories with help.
-  I use different prewriting strategies.
-  I write for different purposes and audiences with help.
-  I revise for writing traits (ideas, organization, word choice, sentence fluency, voice, and conventions) with help.
-  I use people's suggestions about my writing with help.
-  I edit accurately for punctuation, spelling, and grammar.
-  I use tools (dictionaries, word lists, and spell checkers) to edit with help.
-  I use what I know about good writing in different genres to make my writing better with help.
















Proficient Writer

-  I write persuasively about my ideas, feelings, and opinions
-  I create plots with problems and solutions.
-  I sometimes develop main characters and describe detailed settings.
-  I sometimes write organized and fluent nonfiction, including simple bibliographies.
-  I write clear paragraphs that include reasons and examples with help.
-  I use sentences to connect paragraphs together.
-  I use different types of sentences, leads, and endings.
-  I sometimes use descriptive language, details, and similes.
-  I use personal voice to get an emotional response from readers.
-  I sometimes gather and use information on a topic from a variety of sources.
-  I sometimes revise for writing traits (ideas, organization, word choice, sentence fluency, voice, and conventions).
-  I use tools (dictionaries, word lists, and spell checkers) to edit independently.
-  I publish some of my writing in polished format independently.
-  I sometimes use complex punctuation (commas, colons, semicolons, and quotation marks) correctly.
-  I sometimes set my own goals and identify ways to improve my writing in different genres.






Connecting Writer

-  I write in a variety of genres and forms for different audiences and purposes independently.
-  I create plots with a climax.
-  I create detailed, believable settings and characters in stories.
-  I write organized, fluent, and detailed nonfiction independently, including bibliographies with correct format.
-  I write cohesive paragraphs including reasons and examples.
-  I use descriptive language, details, similes, and imagery to enhance my ideas independently.
-  I sometimes use dialogue to enhance character development.
-  I incorporate personal voice in my writing with increasing frequency.
-  I integrate information on a topic from a variety of sources.
-  I construct charts, graphs, and tables to convey information when appropriate.
-  I use prewriting strategies effectively to organize and strengthen my writing.
-  I revise for specific writing traits (ideas, organization, word choice, sentence fluency, voice, conventions) independently.
-  I include deletion in my revision strategies.
-  I incorporate suggestions from others about my own writing independently.
-  I use complex punctuation (commas, colons, semicolons, and quotation marks) with increasing accuracy.






Independent Writer

-  I write organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format.
-  I write cohesive, fluent, and effective poetry and fiction.
-  I use a clear sequence of paragraphs with effective transitions.
-  I use imagery, metaphors, personification, and foreshadowing (literary devices) in my writing.
-  I weave dialogue effectively into my stories.
-  I develop plot, characters, setting, and mood (literary elements) effectively.
-  I begin to develop a personal voice and style of writing.
-  I revise through multiple drafts independently.
-  I seek feedback from others and incorporate suggestions in order to strengthen my writing.
-  I publish my writing for different audiences and purposes in polished format independently.
-  I internalize the writing process.
-  I use correct grammar (e.g., subject/verb agreement and verb tense) consistently.
-  I write with confidence and competence on a range of topics independently.
-  I persevere through complex or challenging writing projects independently.
-  I set writing goals independently by analyzing and evaluating my writing.

Writing Continuum Key

-  Types of Texts
-  Content and Traits
-  Process
-  Mechanics and Conventions
-  Attitude and Self-Evaluation

Reading Continuum Key

-  Types of Texts and Oral Reading
-  Attitude
-  Reading Strategies
-  Comprehension and Response
-  Self-Evaluation