

WRITING CONTINUUM and TEACHING FOCUS (Taken from the Washington State Writing Frameworks), Levels: Beginning - Bridging

Continuum

Beginning, Ages 6-8 years	Expanding, Ages 7-9 years	Bridging, Ages 8-11 years
<ul style="list-style-type: none"> Writes recognizable short sentences. 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 letters legibly. Writes pieces that self and others can read. Uses phonetic spelling to write independently. Generally uses capitals correctly. Generally uses endmarks correctly. Shares own writing with others. 	<ul style="list-style-type: none"> Writes short fiction 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 w/ guidance. Begins to recognize and use interesting language. Uses several pre-writing 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 detail with guidance. Edits for capitals and punctuation with guidance. Publishes own writing with guidance. Writes legibly. Moves beyond phonetic spelling toward conventional spelling. Identifies own writing strategies and sets goals with guidance. 	<ul style="list-style-type: none"> 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, 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 with guidance. 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.

Teaching Focus

Students at the Beginning level are learning to:	Students at the Expanding level are learning to:	Students at the Bridging level are learning to:
<p>1) Types of Text</p> <ul style="list-style-type: none"> Use "formal" or "book" language within some writing (non-fiction) Respond to literature in some detail Use more visual forms e.g. diagrams, especially in nonfiction writing Produce a variety of written forms, including stories, reports, letters, journal entries Explain why one form is more appropriate than another <p>2) Writing Process</p> <ul style="list-style-type: none"> Plan more deliberately & in more detail, often using a word web or story frame - <i>ideas/organization</i> Reread frequently while writing Use plan to draft text, but willing to amend where necessary - <i>organization</i> Take note of suggestions and assistance to clarify and refine writing Use a simple checklist for revising and editing with guidance Use a dictionary and spelling lists to check accuracy and meaning - <i>conventions</i> Maintain interest from one time to another on same piece – <i>organization/word choice</i> <p>3) Writing Traits</p> <ul style="list-style-type: none"> Maintain focus on topic - <i>organization</i> Have a clear beginning, middle and end in story plot – <i>organization</i> Answer a simple question in a complete sentence, in writing - <i>conventions</i> Include details in retelling and personal narratives – <i>word choice/organization</i> Include supporting information through adjectives or explanatory sentences – <i>word choice/ sentence fluency</i> Attend to sequence, often using indicators such as "next", "first", "after" – <i>organization/word choice</i> Be aware that group ideas are sometimes grouped in paragraphs – <i>organization/conventions</i> Vary sentence beginnings, often including prepositional phrases–<i>word choice/sentence fluency</i> Choose appropriate title for work – <i>ideas/word choice</i> Maintain consistent "person" – <i>voice/conventions</i> Write in first and third person – <i>voice/conventions</i> Show awareness of audience in letters and procedural forms by using second person - <i>voice/conventions</i> Reflect author's style and personality in personal writing (e.g., journals, letters, learning logs)-<i>voice</i> <p>4) Mechanics and Conventions</p> <ul style="list-style-type: none"> Use more correctly spelled words than those approximated Use priority words correctly in writing Introduce quotation marks for dialogue Maintain consistent tense, especially past Attend to spelling, punctuation and tense in final edit with guidance Maintain consistent size, spacing and formation in handwriting, especially in published work Use contemporary D'Nealian manuscript; transition from 3 lined paper to lined, wide ruled notebook paper with correct letter size 	<p>1) Types of Text</p> <ul style="list-style-type: none"> Maintain more than one character throughout narrative Identify time & setting, & refer to these beyond introductory section when narrating story or event Increase range of topics but writing shows preference Use dialogue to develop character Respond to literature from personal experience and explain view <p>2) Writing Process</p> <ul style="list-style-type: none"> Select vocabulary according to topic, purpose, and audience – <i>word choice</i> Include headings, table of contents, captions in final products - <i>organization</i> Distinguish between writing for self, people, teacher, wider audience and reflect this in vocabulary and syntax – <i>word choice/sentence fluency</i> Take notes as information is gathered and use these in prewriting and drafting - <i>ideas</i> Show increasing awareness of purposes and format of wider range of forms - <i>organization</i> Brainstorm to select ideas and information, sometimes elaborate on these before writing Work for accuracy and detail at draft stage – <i>organization/ideas</i> Attend to clarity and interest of ideas or information when revising - <i>ideas</i> Use more than one reference - including dictionary, known books, simple thesaurus - when editing <p>3) Writing Traits</p> <ul style="list-style-type: none"> Write using story plot (i.e., setting, characters, problem, important events, solution, ending) - <i>organization</i> Maintain focus on topic with supporting details in paragraph form – <i>word choice/organization</i> Use adjectives, adverbs, and some similes and metaphors to form imagery or provide details – <i>word choice</i> Use transitional phrases and sentences to connect episodes, descriptions, explanations or facts – <i>sentence fluency/conventions</i> Develop bank of useful and interesting words and use these in a range of contexts – <i>word choice</i> Include more specialized vocabulary in non-fiction writing – <i>word choice</i> Begin to reflect author's style and personality in writing – <i>voice</i> Write using first and third person – <i>voice/conventions</i> <p>4) Mechanics and Conventions</p> <ul style="list-style-type: none"> Spell most grade-level words accurately (though often some carelessness in verbs and tense) Use priority words correctly in writing Edit for conventions of form, spelling, punctuation, tense and syntax Write legibly using appropriate formations & link in cursive writing (contemporary D'Nealian cursive) Section work into paragraphs or "chapters" <p>5) Attitude and Self-Evaluation</p> <ul style="list-style-type: none"> Offer opinions and advice on peers' writing, often comparing with own Revisit previous efforts and comments on new learnings Maintain a log, journal, and/or personal dictionary more consistently 	<p>1) Types of Text</p> <ul style="list-style-type: none"> Refer to personal experiences and research to clarify, compare, extend, or explain an opinion or idea Distinguish between: texts in response to what is read and to questions, and texts to inform, to persuade, to direct, to request and those to reflect Show understanding of more than one purpose within a form, e.g. a letter can be to inform, request or persuade Adapt basic form to meet requirements of task or content area, e.g. book report or science report Synthesize information from more than one resource, especially for informational writing or to respond to a question or prompt <p>2) Writing Process</p> <ul style="list-style-type: none"> Select vocabulary suitable for form, topic, audience, and purpose – <i>voice/word choice</i> Talk about how audience and purpose determines form, organization and style - <i>organization</i> Show awareness of audience and purpose through selection of vocabulary, form, length and style – <i>word choice/organization</i> Use notes, lists, free writing, webs or clusters to record information or ideas at prewriting and/or drafting stages – <i>ideas/organization</i> Write an accurate first draft when necessary Use more than one word source (including a thesaurus when revising and editing) – <i>word choice</i> Seek input from peers when revising Reread work several times when revising and editing and has a focus for each reading - <i>conventions</i> Publish longer pieces and attend to layout, graphics and illustrative enhancements - <i>organization</i> Publish in a wider range of forms and modes, sometimes including more than one form within a piece - <i>organization</i> <p>3) Writing Traits</p> <ul style="list-style-type: none"> Write in first and third person – <i>voice/conventions</i> Use conjunctions, ordinals, compound sentences, and sentences to present ideas, information and explanations consistently – <i>sentence fluency/word choice</i> Include adverbial and adjectival phrases and clauses when developing characters, plot, and setting – <i>word choice</i> Use similes, metaphors, alliteration, rhyme and repetition for effect and to develop imagery – <i>word choice</i> Experiment with different verse forms and rhyme patterns – <i>sentence fluency</i> Write using multiple paragraphs to a prompt identifying topic, audience, and purpose in an organized plot form - <i>organization</i> Reflect author's style and personality in writing - <i>voice</i> <p>4) Mechanics and Conventions</p> <ul style="list-style-type: none"> Attend to spelling when writing in content areas as well as in personal writing Use priority words correctly in writing Maintain speed and consistency of handwriting, especially when an audience is anticipated Use syllabication and word and letter patterns when writing new or unusual words Use contemporary D'Nealian cursive (review and use majority of the time) <p>5) Attitude and Self-Evaluation</p> <ul style="list-style-type: none"> Identify weakness of piece of own writing

Target for Grade 2

Target for Grade 3

Target for Grade 4