

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

Continuum

Fluent, Ages 9-12 years	Proficient, Ages 10-13 years	Connecting, Ages 11-14 years
<ul style="list-style-type: none"> • Begins to write organized fiction and non-fiction (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, checklists and spell checkers) to edit with guidance. • Develops criteria for effective writing in different genres with guidance. 	<ul style="list-style-type: none"> • 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 and includes sources. • 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, checklists, 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. 	<ul style="list-style-type: none"> • 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. • 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. • Incorporates suggestions from others on own writing independently. • Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy.

Teaching Focus

Students at the Fluent level are learning to:	Students at the Proficient level are learning to:	Students at the Connecting level are learning to:
<p>1) Types of Text</p> <ul style="list-style-type: none"> • Express opinion or point of view with sufficient supporting information and appropriate emphasis • Include cause and effect, opinions, and other or opposing opinions in persuasive writing • Explore forms associated with specific tasks or careers, e.g. receipts, forms • Develop more complex plot with character and dialogue <p>2) Writing Process</p> <ul style="list-style-type: none"> • Determine emphasis by considering purpose, audiences' probable interest and knowledge of topic, in all stages of writing – <i>word choice/ideas and content</i> • Gather information from a range of sources and use an organizer to analyze, synthesize, select, and plan – <i>ideas and content</i> • Revise and edit through reorganizing, adding, deleting, or simplifying; and clustering at all stages of writing – <i>conventions/organization</i> • Use technology for gathering information, revising or preparing final copy <p>3) Writing Traits</p> <ul style="list-style-type: none"> • Link incidents, facts, & opinions logically and effectively through language, organization, & layout – <i>organization</i> • Create impact & suspense through syntactical elements and organizations as well as vocabulary – <i>word choice/ideas and content/organization</i> • Write clear, coherent explanations, instructions, and factual reports on a range of issues & topics – <i>ideas</i> • Work to develop inviting introduction and a satisfying or thought-provoking ending with a logical and engaging body or text – <i>organization</i> • Use formal, informal, and specialized vocabulary appropriate for audience and purpose – <i>word choice</i> • Inject humor, tension, and/or mood into writing through word choice, varying sentence structure, and organizational techniques such as flashbacks – <i>word choice/sentence fluency/ organization</i> • Write with a clearly defined personal voice – <i>voice</i> • Show understanding of synonyms, antonyms, and some word origins and derivatives – <i>word choice</i> • Expand known forms in length as well as depth and variety – <i>ideas and content</i> <p>4) Mechanics and <i>Conventions</i></p> <ul style="list-style-type: none"> • Use a multi-strategy approach to spelling (visual patterns, sound patterns, meanings) • Use priority words correctly in writing • Use an increasing range of punctuation conventions (including quotation marks for quotes or thoughts) and layout conventions <p>5) Attitude and Self-Evaluation</p> <ul style="list-style-type: none"> • Apply conventions of forms consistently and consider these when evaluating effort and product • Develop own criteria for editing • Use established as well as own criteria to reflect on quality and effort in writing • Study the writing of others, especially those whose work is of special interest, and identify qualities and techniques • Contribute to team effort to create, revise, edit, and evaluate writing 	<p>1) Types of Text</p> <ul style="list-style-type: none"> • Writes well-rounded, researched, and reasoned texts on a variety of topics and themes • Addresses a theme or issue in informational and literary texts • Varies method of developing character, setting, mood, and suspense, and of indicating resolution • Includes more descriptive detail, cause and effect, and comparative facts in informational writing • Provides detailed labeling, captions, headings, and sub-headings • Pursues personal writing independently • Writes about the same topic, theme or issue in more than one form and for more than one purpose • Responds to questions and texts and completes assignments from a considered personal stance and includes experiences or examples to support <p>2) Writing Process</p> <ul style="list-style-type: none"> • Selects relevant information for a specific purpose from a range of material and expands, paraphrases or summarizes it according to purpose – <i>ideas</i> • Plans, drafts, and records interviews, debates, and speeches • Uses technical and career documents to gather information • Devotes more time to prewriting, revising and editing stages, working for greater accuracy in content and presentation • Revises and edits to maintain reader's interest while emphasizing personal point of view and voice and style • Publication includes a wider range of graphics and illustrative material (such as graphs, charts and tables) and is often presented through technological means <p>3) Writing Traits</p> <ul style="list-style-type: none"> • Selects from an increasing repertoire of structures and techniques to maintain own interest as well as that of audience – <i>sentence fluency/organization</i> • Uses precise and specialized language in content writing – <i>word choice</i> • Checks nuances of meaning or searches for alternatives to words usually chosen – <i>word choice</i> • Uses complex sentences confidently and competently in a range of contexts – <i>sentence fluency</i> • Maintains own voice long term but, at the same time experiments with others while exploring new audiences, topics and forms – <i>voice</i> <p>4) Mechanics and <i>Conventions</i></p> <ul style="list-style-type: none"> • Maintains a perspective or argues point of view from third person as well as first person • Uses more than one form maintaining appropriate punctuation, layout, and conventions for each • Varies placement and format in the way references, acknowledgments, and credits are cited <p>5) Attitude and Self-Evaluation</p> <ul style="list-style-type: none"> • Evaluates own work and that of others for the craft of writing as well as the content • Accepts criticism as a means of improving writing • Collaborates with peers on long-term projects, e.g., class newspaper 	<p>1) Types of Text</p> <ul style="list-style-type: none"> • Writes extended texts, especially on topics or forms of special interest • Presents ideas persuasively with coherent, concise, and relevant supporting data • Presents reasoned cases supporting and/or refuting points of view on current personal, local, national, and international issues • Writes material appropriate in form and content for visual and dramatic presentations • Shows increased understanding and use of the function and nature of more formal or job-specific forms of writing <p>2) Writing Process</p> <ul style="list-style-type: none"> • Manages several pieces of work at any one time and follows each through to completion • Compares features, purposes, and conventions of text forms in detail at prewriting stage – <i>ideas and content/organization</i> • Composes, revises, and edits speedily when necessary • Uses technology for all stages of the writing process <p>3) Writing Traits</p> <ul style="list-style-type: none"> • Includes irony or rhetorical questions for greater impact, especially in the introductions or conclusions – <i>ideas and content/organization</i> • Maintains appropriate and consistent voice in historical, realistic, fantasy, and humorous fiction – <i>voice</i> • Reflects cultures in fiction writing, responses to literature, and in speeches or debates – <i>ideas/word choice</i> • Displays real interest in content through language, style, & sometimes through humor & tension – <i>ideas and content/sentence fluency</i> • Uses technical or specialized terms for a range of subjects in a variety of contexts – <i>word choice</i> <p>4) Mechanics and <i>Conventions</i></p> <ul style="list-style-type: none"> • Uses a wide range of syntax, maintaining correct grammar and conventions • Spells almost all words accurately at draft stage <p>5) Attitude and Self-Evaluation</p> <ul style="list-style-type: none"> • Uses writing as a tool for exploring and sharing thought • Develops scoring guide according to form, purpose, content, organization and style • Uses appropriate terminology to describe and justify language and techniques used • Shows preference for form, choosing to write in this genre independently and often uses it for assignments or when writing to prompts • Critiques and discusses style and content of own writing and that of others • Discusses how and why decisions were made at each stage about topic, form, audience, purpose and style • Collaborates with peers at revision and editing stages for criticism and advice

Target for Grade 5

Target for Grade 6

Target for Grade 7