



# IST WRITING CONTINUUM

Child's Name: \_\_\_\_\_

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> <li> Relies primarily on pictures to convey meaning.</li> <li> Begins to label and add "words" to pictures.</li> <li> Writes first name.</li> <li> Demonstrates awareness that print conveys meaning.</li> <li> Makes marks other than drawing on paper (scribbles).</li> <li> Writes random recognizable letters to represent words.</li> <li> Tells about own pictures and writing.</li> </ul>	<ul style="list-style-type: none"> <li> Uses pictures and print to convey meaning.</li> <li> Writes words to describe or support pictures.</li> <li> Copies signs, labels, names, and words (environmental print).</li> <li> Demonstrates understanding of letter/sound relationship.</li> <li> Prints with upper case letters.</li> <li> Matches letters to sounds.</li> <li> Uses beginning consonants to make words.</li> <li> Uses beginning and ending consonants to make words.</li> <li> Pretends to read own writing.</li> <li> Sees self as writer.</li> <li> Takes risks with writing.</li> </ul>	<ul style="list-style-type: none"> <li> Writes 1-2 sentences about a topic.</li> <li> Writes names and familiar words.</li> <li> Generates own ideas for writing.</li> <li> Writes from top to bottom, left to right, and front to back.</li> <li> Intermixes upper and lower case letters.</li> <li> Experiments with capitals.</li> <li> Experiments with punctuation.</li> <li> Begins to use spacing between words.</li> <li> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.</li> <li> Spells words on the basis of sounds without regard for conventional spelling patterns.</li> <li> Uses beginning, middle, and ending sounds to make words.</li> <li> Begins to read own writing.</li> </ul>	<ul style="list-style-type: none"> <li> Writes several sentences about a topic.</li> <li> Writes about observations and experiences.</li> <li> Writes short nonfiction pieces (simple facts about a topic) with guidance.</li> <li> Chooses own writing topics.</li> <li> Reads own writing and notices mistakes with guidance.</li> <li> Revises by adding details with guidance.</li> <li> Uses spacing between words consistently.</li> <li> Forms most letters legibly.</li> <li> Writes pieces that self and others can read.</li> <li> Uses phonetic spelling to write independently.</li> <li> Spells simple words and some high frequency words correctly.</li> <li> Begins to use periods and capital letters correctly.</li> <li> Shares own writing with others.</li> </ul>	<ul style="list-style-type: none"> <li> Writes short fiction and poetry with guidance.</li> <li> Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.</li> <li> Writes with a central idea.</li> <li> Writes using complete sentences.</li> <li> Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance.</li> <li> Begins to recognize and use interesting language.</li> <li> Uses several prewriting strategies (e.g., web, brainstorm) with guidance.</li> <li> Listens to others' writing and offers feedback.</li> <li> Begins to consider suggestions from others about own writing.</li> <li> Adds description and detail with guidance.</li> <li> Edits for capitals and punctuation with guidance.</li> <li> Publishes own writing with guidance.</li> <li> Writes legibly.</li> <li> Spells most high frequency words correctly and moves toward conventional spelling.</li> <li> Identifies own writing strategies and sets goals with guidance.</li> </ul>
<ul style="list-style-type: none"> <li> Writes about feelings and opinions.</li> <li> Writes fiction with clear beginning, middle, and end.</li> <li> Writes poetry using carefully chosen language with guidance.</li> <li> Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance.</li> <li> Begins to use paragraphs to organize ideas.</li> <li> Uses strong verbs, interesting language, and dialogue with guidance.</li> <li> Seeks feedback on writing.</li> <li> Revises for clarity with guidance.</li> <li> Revises to enhance ideas by adding description and detail.</li> <li> Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance.</li> <li> Edits for punctuation, spelling, and grammar.</li> <li> Publishes writing in polished format with guidance.</li> <li> Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.</li> <li> Uses commas and apostrophes correctly with guidance.</li> <li> Uses criteria for effective writing to set own writing goals with guidance.</li> </ul>	<ul style="list-style-type: none"> <li> Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies).</li> <li> Develops stories with plots that include problems and solutions with guidance.</li> <li> Creates characters in stories with guidance.</li> <li> Writes poetry using carefully chosen language.</li> <li> Begins to experiment with sentence length and complex sentence structure.</li> <li> Varies leads and endings with guidance.</li> <li> Uses description, details, and similes with guidance.</li> <li> Uses dialogue with guidance.</li> <li> Uses a range of strategies for planning writing.</li> <li> Adapts writing for purpose and audience with guidance.</li> <li> Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance.</li> <li> Incorporates suggestions from others about own writing with guidance.</li> <li> Edits for punctuation, spelling, and grammar with greater precision.</li> <li> Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.</li> <li> Develops criteria for effective writing in different genres with guidance.</li> </ul>	<ul style="list-style-type: none"> <li> Writes persuasively about ideas, feelings, and opinions.</li> <li> Creates plots with problems and solutions.</li> <li> Begins to develop the main characters and describe detailed settings.</li> <li> Begins to write organized and fluent nonfiction, including simple bibliographies.</li> <li> Writes cohesive paragraphs including reasons and examples with guidance.</li> <li> Uses transitional sentences to connect paragraphs.</li> <li> Varies sentence structure, leads, and endings.</li> <li> Begins to use descriptive language, details, and similes.</li> <li> Uses voice to evoke emotional response from readers.</li> <li> Begins to integrate information on a topic from a variety of sources.</li> <li> Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions).</li> <li> Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.</li> <li> Selects and publishes writing in polished format independently.</li> <li> Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately.</li> <li> Begins to set goals and identify strategies to improve writing in different genres.</li> </ul>	<ul style="list-style-type: none"> <li> Writes in a variety of genres and forms for different audiences and purposes independently.</li> <li> Creates plots with a climax.</li> <li> Creates detailed, believable settings and characters in stories.</li> <li> Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format.</li> <li> Writes cohesive paragraphs including supportive reasons and examples.</li> <li> Uses descriptive language, details, similes, and imagery to enhance ideas independently.</li> <li> Begins to use dialogue to enhance character development.</li> <li> Incorporates personal voice in writing with increasing frequency.</li> <li> Integrates information on a topic from a variety of sources independently.</li> <li> Constructs charts, graphs, and tables to convey information when appropriate.</li> <li> Uses prewriting strategies effectively to organize and strengthen writing.</li> <li> Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently.</li> <li> Includes deletion in revision strategies.</li> <li> Incorporates suggestions from others on own writing independently.</li> <li> Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li> Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format.</li> <li> Writes cohesive, fluent, and effective poetry and fiction.</li> <li> Uses a clear sequence of paragraphs with effective transitions.</li> <li> Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing).</li> <li> Weaves dialogue effectively into stories.</li> <li> Develops plots, characters, setting, and mood (literary elements) effectively.</li> <li> Begins to develop personal voice and style of writing.</li> <li> Revises through multiple drafts independently.</li> <li> Seeks feedback from others and incorporates suggestions in order to strengthen own writing.</li> <li> Publishes writing for different audiences and purposes in polished format independently.</li> <li> Internalizes writing process.</li> <li> Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently.</li> <li> Writes with confidence and competence on a range of topics independently.</li> <li> Perseveres through complex or challenging writing projects independently.</li> <li> Sets writing goals independently by analyzing and evaluating own writing.</li> </ul>