



# BUILDING BLOCKS OF WRITING CONTINUUM

	EMERGENT	EMERGENT/EARLY	EARLY	EARLY/TRANSITIONAL
<p><b>Print Mechanics</b></p> <p>Print mechanics refers to the structure, formation, and representation of symbols connected to written language systems.</p>	<p>Pre-alphabetic to Partial Alphabetic Phase</p> <ul style="list-style-type: none"> <li>experiments with mark making</li> <li>begins to represent own name</li> <li>begins to represent letters</li> <li>begins to represent some upper- and lower-case letters</li> <li>begins to experiment with print conventions (e.g., spacing, left-to-right directionality)</li> </ul>	<p>Partial Alphabetic to Full Alphabetic Phase</p> <ul style="list-style-type: none"> <li>represents own name</li> <li>represents most letters</li> <li>represents most upper- and lower-case letters</li> <li>represents letters/words using left-to-right and top-to-bottom directionality</li> <li>represents letters/words using conventional spacing and letter sizing</li> <li>identifies and applies some mechanics (hand posture, grip, paper placement, use of assistive/augmentative technology, etc.)</li> </ul>	<p>Full Alphabetic to Consolidated Alphabetic Phase</p> <ul style="list-style-type: none"> <li>represents own full name and names of others with upper-case letter at beginning</li> <li>identifies and applies print conventions (upper- and lower-case letters, directionality, conventional spacing, margins)</li> <li>identifies and applies mechanics (hand posture, grip, paper placement, use of assistive/augmentative technology, etc.)</li> <li>experiments with representation (print, cursive, stylized fonts, symbols, etc.)</li> </ul>	<p>Consolidated Alphabetic to Skilled Reader Phase</p> <ul style="list-style-type: none"> <li>recognizes and applies handwriting mechanics (hand posture, grip, paper placement, use of assistive technology, etc.)</li> <li>uses print conventions and mechanics for clarity and legibility</li> <li>prints, represents, or writes in cursive, upper-case and lower-case letters</li> <li>demonstrates left-to-right and top-to-bottom directionality</li> <li>uses conventional spacing between words and sentences</li> <li>begins to use indents and spacing for simple paragraphs and separate sections</li> </ul>
<p><b>Spelling</b></p> <p>Spelling involves encoding orthographically mapped sounds, phonics patterns, syllable types, and words.</p>	<ul style="list-style-type: none"> <li>begins to use letters to represent sounds</li> <li>begins to match some letters to sounds in spoken language</li> <li>uses abbreviated letter-sound mapping (omits consonants and vowels)</li> <li>uses some phoneme segmentation during invented spelling</li> </ul>	<ul style="list-style-type: none"> <li>attempts to spell and represent single syllable words; consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)</li> <li>begins to spell out loud and finger spell to determine the sounds in a word</li> <li>represents some of the sounds in a word (e.g., "hc" for "hockey" and "mtk" for "monster truck")</li> <li>begins to use short vowel sounds in writing</li> <li>begins to show awareness of predominant sounds within words in invented spelling</li> <li>uses invented spelling or groups of words to represent a thought, idea, or to explain an illustration</li> </ul>	<ul style="list-style-type: none"> <li>spells and represents single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)</li> <li>uses some affixes in spelling (un-, re-, -s, -es, -ed, -ing, etc.)</li> <li>identifies and applies knowledge of open and closed syllable types (sit, cat, hop, to, me, so, etc.)</li> <li>spells words in chunks of letter patterns</li> <li>uses vowels in invented spelling</li> <li>demonstrates clear correspondence between number of letters in spelling and number of sounds in word (i.e., no additional letters or sounds not represented in spelling)</li> <li>begins to use irregular spellings and high frequency words in writing/representing</li> <li>begins to use knowledge of some syllable types to spell/write unknown words, including: <ul style="list-style-type: none"> <li>digraphs (ea, ee, ie, etc.)</li> <li>marker-e (can/e, tub/e, pin/e, etc.)</li> <li>r-influenced vowels (ar, er, ir, or, etc.)</li> <li>three-letter blends (scr, thr, spl, etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>spells, writes, and represents words with: <ul style="list-style-type: none"> <li>digraphs (ea, ee, ie, etc.)</li> <li>diphthongs (ow, ou, etc.)</li> <li>r-influenced vowels (ar, er, ir, or, etc.)</li> <li>three-letter blends (scr, thr, spl, etc.)</li> <li>other sounds for "y" (yard, my, silly, gym, etc.)</li> <li>le syllable types (handle, puzzle, middle, etc.)</li> <li>affixes (dis-, un-, re-, -s, -es, -er, -est, -ed, -en, -ing, etc.)</li> </ul> </li> <li>uses knowledge of phonics patterns and syllable types to spell unknown multisyllabic words</li> <li>spells a variety of high frequency words (regular and irregular spellings)</li> <li>uses grade-appropriate conventional spelling (tier two and three vocabulary relevant to grade level)</li> </ul>
<p><b>Sentence Structure</b></p> <p>Sentence structure refers to the elements of simple, compound, and complex sentences.</p>	<ul style="list-style-type: none"> <li>uses drawings, letters, and approximations to record meaning</li> <li>begins to use sequence when representing ideas visually and orally</li> <li>begins to express feelings, opinions, and imaginative ideas orally, through pictures</li> <li>begins to experiment with meaningful documentation of own thoughts or oral language</li> </ul>	<ul style="list-style-type: none"> <li>begins to create simple sentences (e.g., subject-verb-object)</li> <li>begins to ask questions using pictures and other representations</li> <li>begins to represent or write complete thoughts and sentences</li> <li>experiments with spacing and punctuation</li> <li>uses one-to-one correspondence when presenting representations and written ideas</li> <li>begins to use articles and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>begins to represent legibly and with clarity</li> <li>uses repetitive simple sentences and patterns (I like..., and then..., etc.)</li> <li>begins to create compound and complex sentences</li> <li>uses conversational language</li> <li>writes complete sentences (with and without appropriate punctuation)</li> <li>experiments with punctuation (periods after every word, use of exclamation mark, use of question mark, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>uses tier one, two, and three vocabulary to communicate and enhance the meaning in written works/representations</li> <li>begins to write longer and more complex sentences</li> <li>uses compound and complex sentences to share ideas and experiences</li> <li>experiments with paragraph form</li> <li>writes with increasing clarity and fluency</li> <li>uses consistent regular past tense</li> <li>begins to use irregular past tense</li> <li>uses nouns, pronouns, and verbs correctly</li> <li>uses simple words to indicate comparisons (but, so, however, etc.)</li> <li>uses descriptive language (adjectives, active verbs, adverbs, etc.)</li> <li>begins to use commas, apostrophes, and quotation marks</li> <li>uses reference materials (anchor charts, dictionaries, word walls, environmental print, etc.)</li> </ul>
<p><b>Composition</b></p> <p>Composition involves strategies for drafting, organizing, writing, and representing cohesively and with clarity.</p>	<ul style="list-style-type: none"> <li>explains pictures and story representations</li> <li>begins to represent or tell a story, properly sequenced</li> <li>begins to identify story elements</li> </ul>	<ul style="list-style-type: none"> <li>begins to generate ideas in writing (pictures, jot notes, etc.)</li> <li>begins to organize ideas in writing (story map, story plan, etc.)</li> <li>chooses particular forms for specific audiences and purposes</li> <li>begins to gather information for research</li> <li>uses strategies for prewriting (storytelling, drawing, creating, shared experiences, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>generates ideas for writing and representing (peer and class discussions, topic lists, personal interests, models, etc.)</li> <li>organizes ideas in writing and representing for a specific purpose (drawings, graphic organizers, story boards, etc.)</li> <li>gathers information for research</li> <li>identifies audience and purpose for writing and representing</li> <li>begins to communicate intended purpose of written works</li> <li>uses strategies for prewriting (storytelling, drawing, sharing experiences, discussion, etc.)</li> <li>uses strategies for revising, editing, and presenting (read to self or partner, review wording for spelling and clarity, expand upon thoughts or ideas etc.)</li> <li>begins to evaluate personal representations</li> <li>presents information to support or refute ideas</li> <li>introduces information or topic in opening section</li> <li>writes persuasively or to form an argument</li> <li>creates various written or represented forms based on personal interest and choice</li> </ul>	<ul style="list-style-type: none"> <li>generates and organize ideas for writing and representing (discussions, topic lists, personal interests, models, drawings, graphic organizers, research, key words, headings, etc.)</li> <li>identifies general topic and purpose (experiences, opinions, facts, feelings, etc.)</li> <li>communicates intended audience and purpose of written works</li> <li>uses form and formatting to match intended purpose</li> <li>presents information in a logical sequence</li> <li>elaborates on complex topics</li> <li>links ideas in a variety of ways, creating some flow to the writing (e.g., When it stopped raining. )</li> <li>links ideas using a variety of connecting words (and, then, so, first, next, finally, because, etc.)</li> <li>creates various written or represented forms based on personal interest and choice</li> <li>drafts a piece of writing that is has a topic focus, basic sequence, and supporting details</li> <li>includes an obvious conclusion restating the topic or purpose</li> <li>re-reads and revises written works for clarity, word order, and spelling based on personal observations and teacher or peer feedback</li> <li>edits written works using a simple checklist for conventions (upper-case/lower-case, punctuation, and spelling)</li> <li>shares a finished piece of work with others (bulletin board, orally, online, etc.)</li> </ul>