Stages of Writer

Learners who are encouraged to practice what they already know have a secure base to work from. They will then be ready to try new ways of working. Their attitudes and understanding will be formed by the pleasure and success they gain from both old and new paths of discovery. As writers progress, they develop and maintain characteristics of each earlier stage. In all stages, there are common elements but different emphases. The lists in the following table are not checklists into which every child will neatly fit. (<u>Dancing with the Pen</u>, p. 121)

Basic Attitudes and Understandings

Strand	PRE-EMERGENT	EARLY EMERGENT	EMERGENT	BEGINNING	TRANSITIONAL	ESTABLISHED
Basic Attitudes	▪ Interested in playing at writing ▪ Develops the concept that personal experience can be expressed ▪ Expects writing to be enjoyable ▪ Finds writing rewarding ▪ Is encouraged by own successes to write again	▪ Interested in writing on a variety of topics ▪ Is confident in own skills and ability to express thoughts	▪ Gains satisfaction from writing in a variety of genres ▪ Has confidence that personal experience is expressed with meaning in own writing	▪ Develops confidence in own skills and ability to express thoughts quickly and efficiently in writing ▪ Expects own writing to be enjoyed by others	▪ Is confident in own skills and ability to express thoughts quickly and efficiently in writing ▪ Independently reflects upon own writing	▪ Considers the audience when selecting the topic and purpose of writing ▪ Expects to overcome challenges ▪ Finds writing in different subject areas, different forms, and for different purposes rewarding for self and others
Basic Understandings	▪ Begins to understand thoughts and stories can be written down ▪ Begins to understand print holds meaning ▪ Develops the concept that writing is meaningful and communicates a message ▪ Develops an understanding of how books and stories work	▪ Understands pictures, letters, and words can be used to represent ideas ▪ Develops the concept that writing is meaningful and communicates a message or information with intent ▪ Understands print holds meaning ▪ Understands thoughts and stories can be written down	▪ Understands the concept that writing is meaningful and communicates a message or information with intent	▪ Begins to realize the importance of writing as a permanent record of events ▪ Begins to understand that writing things down helps clarify own thinking ▪ Begins to acquire the language of a writer ▪ Realizes that writing can progress through a process	▪ Realizes the importance of writing as a permanent record of events ▪ Understands that writing things down helps clarify own thinking ▪ Acquires the language of a writer ▪ Begins to take more ownership of the writing process	▪ Expects writing to play a significant part in daily living and learning ▪ Knows written word has special influence and significance ▪ Begins to critically assess written text ▪ Sees writing as a tool for learning ▪ Realizes the usefulness of the language of a writer ▪ Takes ownership of the writing process

Stages of a Writer, continued

Forming Intentions

Strand	PRE-EMERGENT	EARLY EMERGENT	EMERGENT	BEGINNING	TRANSITIONAL	ESTABLISHED
Choosing Topics	▪ Centers topics largely on own world ▪ Begins to be intentional about what is represented	▪ Centers topics based on own world and experiences/interests ▪ Intentionally represents topics	▪ Selects topics generally based on own world/experiences/ interests	▪ Selects topics beyond self ▪ Generates ideas for own topic using knowledge of genre/ content	▪ Selects from a wide range of topics from all areas of the curriculum based on purpose	▪ Selects from a wide range of topics from all areas of the curriculum based on purpose, audience and form ▪ Applies the understandings about differences between objective (factual) and subjective (opinion) writing ▪ Explores abstract topics and themes to widen authentic purposes for writing in order to influence and connect with audiences
	Revision occurs based on the writer's need to find out, select, and organize information.					
Determining the audience and purpose	● Expects own writing to belong to self	▪ Talks about self and his/her experiences	▪ Writes for the purpose of communicating own ideas and thoughts to be read by self and others	▪ Selects others as an important audience for writing ▪ Writes for a variety of purposes	▪ Aligns purpose with audience to communitcate intented ideas	▪ Uses audience and purpose to determine tone and register ▪ Adjusts style, point of view, and biases to suit different purposes and to impact audiences
	Revision occurs based on writer's needs to fine out, select, and organize information.					
Determining the form (mode)	Builds an awareness of different forms and genres of writing	Experiments with different forms and genres of writing	▪ Attempts familiar forms and genres of writing	▪ Uses familiar forms of writing ▪ Begins to link form to audience	▪ Uses knowledge of familiar forms to plan for unfamiliar forms of writing ▪ Expects the form may change based on the process ▪ Anticipates layout ▪ Selects the plan based on intended purpose and form	▪ Experiments with a variety of forms based on the purpose in order to structure the plan ▪ Plans for layout
	Revision occurs based on writer's needs to fine out, select, and organize information.					
Finding out, selecting, and organizing information	▪ Scribbles, draws pictures to generate and express ideas ▪ Uses pictures to represent ideas ▪ Uses letter like shapes, symbols, and letters to convey meaning ▪ Explains orally about own ideas within the picture with teacher support	▪ Explains orally about own ideas within the picture	▪ Plans with pictures and labels ▪ Adds details to plan in order to clarify meaning	▪ Plans with pictures, words, and phrases ▪ Organizes ideas based on purpose	▪ Uses several planning strategies ▪ Selects appropriate plan based on purpose, audience, and intended form ▪ Uses purpose and audience to determine what information is known and needed ▪ Selects and organizes important information and ideas from resources based on purpose, audience, and intended form	▪ Synthesizes relevant information from a variety of sources to create a well-developed plan based on purpose, audience, and intended form ▪ Selects which literary elements, vocabulary, and word choice to be used based on purpose, audience, intended form ▪ Uses and cites a variety of resources to check and confirm relevant information
	Revision occurs based on writer's need to find out, select, and organize information					

Stages of a Writer, continued

Composing/Drafting/Revising as you go

Strand	PRE-EMERGENT	EARLY EMERGENT	EMERGENT	BEGINNING	TRANSITIONAL	ESTABLISHED
Focusing on developing ideas	▪ Uses pictures as a basis for writing ▪ Draws pictures, scribbles, uses letter like shapes and symbols to convey meaning and express ideas ▪ Begins to represent stories and experiences through pictures, dictation, and in play ▪ Begins to use scribbles, Uses familiar experiences and books as a resource for developing ideas with teacher support ▪ Shows some knowledge of alphabet beginning with the letters in their name ▪ Shows some awareness of differences between one letter and another ▪ Begins to develop some knowledge of writing left to right ▪ Begins to orient the page to start writing ▪ Begins to distinguish between print and pictures	▪ Draws pictures to generate and express ideas ▪ Uses letter like shapes, symbols, letters and strings of letters to represent words ▪ Uses familiar experiences and books as a resource for developing ideas ▪ Begins to develop awareness of letter sound connection based on names (i.e. own name, family members names, classmates names) ▪ Begins to distinguish one letter from another (i.e. *f* is different from *m*) ▪ Develops how to orient the page to start writing ▪ Develops knowledge of writing left to right ▪ Develops ability to distinguish between print and pictures ▪ Begins to use spaces between words based on knowledge of beginning and ending sounds	▪ Uses plan to write and adds details to plan to support writing ▪ Writes imitating familiar genre specific language and mentor text ▪ Writes ideas using familiar sentence structures ▪ Uses room resources to support writing ▪ Uses knowledge of letter/ sound relationships to spell words ▪ Uses knowledge of letter sequencing to make words ▪ Uses learned writing conventions while drafting ▪ Uses learned sight words correctly ▪ Makes organizational decisions about writing ▪ Applies knowledge about concepts of print ▪ Uses new and favorite words	▪ Stays on topic ▪ Writes using familiar plans as a guide but stays flexible ▪ Includes information relevant to the intended audience ▪ Creates text which expresses own personality or feelings ▪ Uses resources (including mentor text) to support writing ▪ Accesses and writes using meaningful print from the environment ▪ Creates text with simple and complex sentence structures ▪ Uses knowledge of more complex letter/sound relationships ▪ Uses knowledge of letter sequencing, spelling patterns, and word structure to make words ▪ Uses learned writing conventions while drafting ▪ Creates text that is readable by self and others	▪ Writes with intended purpose, audience, topic, and form in mind ▪ Develops writing style according to intended purpose and audience ▪ Writes with voice ▪ Uses mentor text to influence own writing ▪ Writes logically organized paragraphs ▪ Writes in first and third person ▪ Writes using descriptive language structures (similes) ▪ Spells words using knowledge of word structures, word solving actions, and word meaning ▪ Writes paragraph(s) using text structures with main idea, supporting details, conclusion	▪ Writes with intended purpose, audience, topic, and form in mind and considers their response ▪ Writes using relevant details and descriptive/ figurative language to create interest, enhance meaning, and engage the audience ▪ Writes using literary elements and to engage the reader ▪ Writes a well – organized text ▪ Writes in first and third person depending on purpose and audience ▪ Uses precise vocabulary as determined by purpose, audience, and form ▪ Uses strong, active verbs, figurative language, and dialogue to develop voice ▪ Expands writing style according to intended purpose and audience ▪ Uses content-specific vocabulary to explain, describe, and define ▪ Uses a variety of sentence structures ▪ Writes using knowledge of spelling conventions, exceptions, and word origins ▪ Develops paragraphs that focus on one topic with a main idea, related ideas grouped together, supporting details, and a concluding statement ▪ Creates a fluid text that can be understood by others and meets writers intent
Focusing on creating effective meaning and interest	▪ Shares picture and/or words with others and talks about it with teachers support	▪ Shares picture and writing with others	▪ Rereads own writing ▪ Shares draft with others	▪ Reads, understands, and explains own writing ▪ Shares draft with others to receive feedback and make adjustments ▪ Adds detail to clarify meaning	▪ Adds details to enhance, clarify, and extend the meaning ▪ Checks writing to make meaning clear, to impact audience, and to meet purpose ▪ Sets a purpose for revision and shares draft with others to receive feedback and make adjustments	▪ Uses knowledge of the writing process to formulate own questions for revision

Stages of a Writer, continued

Strand	PRE-EMERGENT	EARLY EMERGENT	EMERGENT	BEGINNING	TRANSITIONAL	ESTABLISHED
Checking ideas, organization, and voice	▪ Adds onto picture/story with teacher support ▪ Begins to realize writing can be changed or reworked with adult help ▪ Approximates at reading own story back using picture and/or words	▪ Adds onto story with decreasing teacher support ▪ Reads own story back using picture and writing	▪ Rereads draft and adjusts plan and/or draft with teacher support ▪ Adds onto story ▪ Crosses out irrelevant information/ideas in plan	▪ Checks to see if sentences are about the same topic ▪ Adds, cuts, and rewords to clarify meaning ▪ Consults plan to support organization when adding new ideas	▪ Refers frequently to plan and adjusts writing accordingly ▪ Adds, cuts, rewords, and rearranges as needed focusing on ideas, organization, and voice ▪ Checks writing to maintain a consistent point of view and verb tense ▪ Checks writing for interesting ideas and phrases	▪ Rereads to reaffirm and/or adjust according to original writing intentions ▪ Adds, cuts, rewords, and rearranges as needed to create a fluid text ▪ Checks and rewrites to ensure that personal attitude and/ or point of view is clear
Checking for sentence fluency and word choice				▪ Adds, cuts, and rewords for fluency and to create interest for the intended audience ▪ Clarifies meaning for intended audience by using descriptive words ▪ Checks text for varied sentence beginnings ▪ Joins simple sentences with conjunctions	▪ Adds, cuts, rewords, and rearranges as needed to impact audience and to meet purpose ▪ Uses a variety of descriptive words to clarify meaning and create interest ▪ Enhances meaning by using adverbs and adjectives	▪ Rereads to determine if text is expressive and engaging for intended audience ▪ Uses resources to expand word choices and choose precise vocabulary ▪ Checks for use of content-specific vocabulary to explain, describe, and define ▪ Rewrites parts of text as needed to create a fluid text that can be understood by others

Proofreading/Editing

Strand	PRE-EMERGENT	EARLY EMERGENT	EMERGENT	BEGINNING	TRANSITIONAL	ESTABLISHED
Grammar/ Usage and Sentence Structure				▪ Checks and corrects writing based on learned grammatical structures	▪ Checks and corrects for a variety of sentence patterns	
Punctuation			▪ Checks and corrects for periods ▪ Checks and corrects for spaces between words	▪ Checks and corrects known ending punctuation	▪ Checks and corrects known punctuation	
Capitalization			▪ Checks and corrects capitalization of the pronoun "I"	▪ Checks and corrects both upper and lower case letters ▪ Checks and corrects capitalization of own name, others' names, and other proper nouns ▪ Checks and corrects capitalization at the beginning of sentences	▪ Checks and corrects for known capitalization	

Stages of a Writer, continued

Spelling	▪ Begins to realize the spelling of their own name stays the same	▪ Begins to realize the spelling of personal words stays the same ▪ Constructs words from letters ▪ Approximates letter sounds and words when writing	▪ Uses knowledge of letter/ sound relationships to check spelling of unknown words ▪ Uses knowledge of letter sequencing to check spelling ▪ Checks and corrects learned high-frequency using resources	▪ Checks that learned high-frequency words are spelled correctly using resources ▪ Uses letter-sound relationships, word structure, and spelling patterns to check spelling of unknown words	▪ Checks that learned high-frequency words are spelled correctly ▪ Checks and corrects spellings of words using resources ▪ Uses word solving-actions and word meaning to check spelling of unknown words

Publishing

Strand	PRE-EMERGENT	EARLY EMERGENT	EMERGENT	BEGINNING	TRANSITIONAL	ESTABLISHED
Publishing	▪ Represents ideas through picture	▪ Creates illustrations that match the text	▪ While conferring with student, teacher prepares a legible, error-free final copy	▪ Teacher and/or student prepares a legible, error-free final copy ▪ Makes decisions about how own text will be published ▪ Creates detailed illustrations that match the text	▪ Student prepares a legible, error-free final copy ▪ Initiates support from resources and/or others when publishing in a new form ▪ Plans for and creates a published piece that reflects the form, purpose, and audience ▪ Uses a variety of media to publish own writing that enhances the reader's understanding	

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Outcomes

Strand	PRE-EMERGENT	EARLY EMERGENT	EMERGENT	BEGINNING	TRANSITIONAL	ESTABLISHED
Outcomes	▪ Retells the story using the picture with teacher support	▪ Retells the story using the picture	▪ Reads and rereads published pieces to develop fluency ▪ Shares published piece with an audience ▪ Receives feedback from audience	▪ Rehearses for pieces that are intended to be delivered orally ▪ Shares published piece with intended audience ▪ Expects feedback from intended audience	▪ Plans for, rehearses for, and shares pieces considering, voice, tone, style, eye contact, body language ▪ Shares published piece with intended audience and broader audience ▪ Elicits feedback from intended audience ▪ Listens objectively to other's responses and for future writing ▪ Recognizes the purpose and value of receiving feedback	