|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Developmental Writing Continuum and Rubric | | | | | | | | | | | | | |
| Stage | Message Represented by scribbles | | Drawing/  Random Letters | | Beginning  Sounds | | Ending Sounds | | Medial Sounds | | Alphabetic Principle | | Word Pattern Spellers |
| Evidence in student writing the child… the child….    the child…. | * Scribbles- no picture * Writes random marks on the paper to represent their thinking and oral message * May not be able to reveal the meaning their picture carries * With prompting and support. Approach the page with an intention to carry meaning. * Name begins with an uppercase letter | | * Draws a picture that is related to the message * Draws a picture but some details are missing * Can tell the reader what their picture is about if no words are present * Uses marks to show ideas * May write random strings of letters or copy/list words * Begin to use some beginning sounds * Puts a space between first and last name * Labels their picture | | * Begins to see the difference between letters and words * Message makes sense and matches the picture * Begins to develop sound-symbol relationship * Consistently representing beginning sounds * Writes or draws a response to a shared or guided reading text * Uses feelings in their writing and pictures * Uses lines for their words * Uses spaces between words | | * Represents beginning sounds in ALL words * Represents some ending sounds. * Begins to uppercase * and lowercase letters correctly * Reads own writing | | * Represents ALL ending sounds in words * Some vowel sounds are present * Represents some medial sounds | | * Represents most of the sounds in their words * Begins to sound out words proceeding from the first sound to the next sound to the next (in order- alphabetic principle) * Accurately spells some STAR WORDS * May write more than one sentence, but may be formulaic * Responds to   encouragement to add on ideas to what they have already written   * Read others writing | | * Uses word patterns * Writes   multiple sentences   * Has internalized many spelling patterns in an automatic way * Begins to edit own writing * Adds feelings to writing * Spells most STAR WORDS correctly * Orders pages/   sentences  when appropriate   * Uses a capital letter and period for most sentences |
|  | Most Children Will Demonstrate by… | | | | | | | | | | | | |
| Month / Unit | August | Beginning of September | | End of October | | End of November | | Beginning of December | | End of March | | End of May | |
| Unit 1 | | | Unit 2 | | Unit 3  Unit 4 and 5 | | | | | | Unit 6 | |
| Writing Sample |  | | |  | |  | | | | | |  | |