

DEVELOPMENTAL PHASES OF WRITING

Scoring student writing is driven by a teacher's knowledge of where that child falls developmentally in the progression of writing skills and competencies. This "developmental phase" is a confluence of foundational literacy skills in both reading and writing. Knowing the characteristics of writing at each phase can help the teacher determine what the student can do and what things they should be learning to do next.

Each quarter, the teacher will use the outline of writing phases in this guide to determine a writing phase for the student based on the assessed writing samples included in the literacy portfolio. This is marked on the Composition Evaluation Sheet. See the chart below:

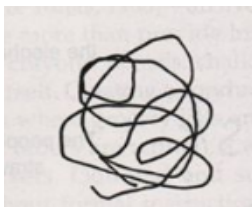

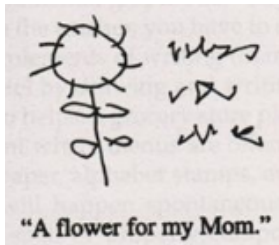
Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kindergarten	Emergent	Early Letter Name	Early Letter Name	Letter Name
First Grade	Letter Name	Letter Name	Letter Name	Transitional
Second Grade	Transitional	Transitional	Transitional	Intermediate & Advanced

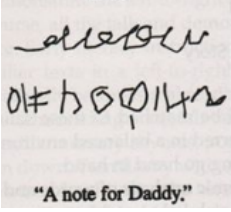
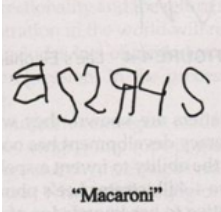
WRITING CHARACTERISTICS



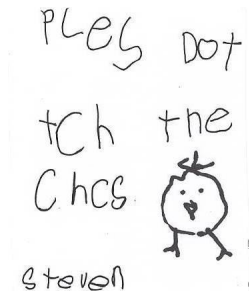
Determining a student's Developmental Phase requires examining the characteristics of the student's writing

When analyzing samples of children's writing, knowing what to look for and how to interpret it will assist the teacher in monitoring the student's progress effectively. These factors will also aid in making appropriate instructional decisions. Monitoring how the student is progressing and documenting that growth throughout the year is an important task.

The following writing characteristics will help the teacher assess the development and progress of each student:

Emergent Writers		
Random Marks	Representational Drawing	Drawing Distinct from Writing
		

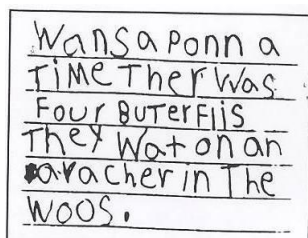
Mock Linear or Letter Like	Symbol Salad
 <p>"A note for Daddy."</p>	 <p>"Macaroni"</p>
<p>Writing at the emergent stage of literacy development contains scribbles, circles, scrawls, and lines with a few letters thrown in at random. These letters are usually "just there" and connections between letters and words are coincidental. At this stage, a student:</p> <ul style="list-style-type: none"> • begins with scribbling and then develops towards knowledge of alphabet, evident by use of some letter forms. • strings random letters and numbers. • shows preference for uppercase letters when writing. • probably not showing left to right directionality. • uses a lot of drawing to convey their meaning. • demonstrates little/no knowledge of sound-symbol relationships. • repeats use of a few known alphabet symbols resulting in long lists of alphabet letters. • progresses towards an understanding that their writing has meaning. 	

Beginning Writers		
Early Letter Name or Semi-phonetic		
 <p><i>My mom blew out my candles.</i></p>	 <p><i>I have a goldfish named Alfred.</i></p>	 <p><i>Please don't touch the chickens.</i></p>

Writers at the beginning stage of literacy development are letter name spellers. This shift can be seen when words begin to be represented by a letter or two. Some beginning and ending sounds will start to appear. *Type* might be written with a "t" or "tp." This stage indicates that the child is beginning to understand letter-sound relationships. At this stage, a student:

- produces drawings that often hold meaning and can be read back over time by the writer.
- develops alphabet knowledge and letter formation (may reverse some letters).
- uses one beginning letter or prominent sound to write a word, e.g. m = mom, t = not.
- uses resources around the room to record letters and familiar words
- represents words, sounds, or syllables with the letters that match their letter names, e.g. c = s, y = w.
- begins to use spaces between words/letters although not consistently.
- progresses towards demonstrating left to right sequential arrangements of letters in words
- shows developing ability to hear sounds in sequence in words.
- rarely uses punctuation.
- begins to read back their own writing.

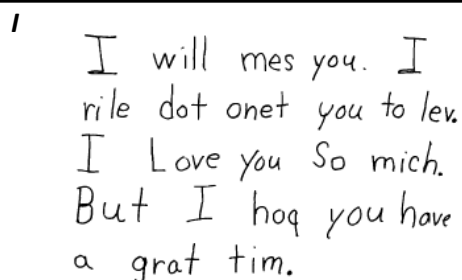
Mid-Late Letter Name or Phonetic



Once upon a time, there was four butterflies. They went on an adventure in the woods.



One day me and my doll went to jump and my doll got caught in the fan.



will miss you. I really don't want you to leave. I love you so much. But I hope you have a great time.

As writers move through the beginning stage of literacy development, they learn to segment the individual phonemes within words to match an appropriate letter or letter pairs to those sounds. As a result of this developing phonemic awareness, vowels will begin to appear. The vowels are not necessarily the correct vowels but they are used. Most sounds are represented by at least one letter. Ex. *type* will probably be written "tip." When children are in this stage you can read most of what they write. At this stage a student:

- consistently controls consonant sounds.
- includes some vowels but often not the correct ones.
- shows consistent left to right direction, letter orientation, and word spacing.
- frequently assigns letters strictly on the basis of sound, e.g. confusing c/k, s/c, and t/ed.
- confuses letter sequence with words, e.g., nad = and.
- spells some high frequency words correctly in a sentence.
- produces drawings and one or two sentences that can be read back over time.
- begins to use punctuation.
- uses but confuses capitalization.

Transitional Writers

Within Word Pattern

IFel out of the truck
 I Was olea 2 yir's old and
 my Dad was olea 19 yir's old.
 I was wiring a dipr and a srt
 and me and my Dad was
 kuming bak frum kolneline and
 we wr hof wa home and
 I opind the dor and fel out
 of the truck and I wit kboun
 on the rod. My dipr got tor up
 topecis The End.

Hot Dogs
 mustard meat
 ketchup Buns
 FIRST PUT Water
 in a pan. Then I
 cook it on The
 Stove for a minute.
 I Put the meat in
 the BULL. Then Put
 the mustard
 and ketchup on
 the meat. Eat it.

Will you be my friend? No! Why not?
 because I am a cat, and you are a dog.
 what? Cats and dogs are never friends.
 ever? Never! Why? Never? Because, because
 by I like you cat please be my friend.
 Okay! Okay! We'll be friends.

Transitional writers are within word pattern spellers. Students at this stage of development spell most single syllable short-vowel words correctly, along with most initial consonant digraphs and blends. In this stage all sounds are represented and the spelling is usually an English spelling even though it may not be the correct spelling. Vowels will appear in each syllable and they begin using long vowel markers in their spelling. Ex. type might be spelled "tipe." At this stage, a student:

- shows evidence of transition from reliance on sound.
- uses learned words in great abundance.
- correctly spells several high frequency words in sentences.
- begins to insert vowels in every syllable, e.g. tayol = tal = tail.
- writes more than one sentence that can be read back.
- uses punctuation most of the time.
- uses capitalization correctly most of the time.
- write extended texts and begin revising and editing.

Intermediate and Advanced Writers

Syllables and Affixes/Derivational Relations

Michael Friday December 7, 2007

Dear Mrs. Shaw

I wish you was here I am getting good grades. I am getting A's and B's. I am getting better in school. I got you I am getting to get Rhonda on the front quarter. I kind of did bad on the first quarter but I have to keep trying to get smart in class. I miss when you was here it was fun. Dasha still miss you my sister is going good for you Mrs. Shaw. Everybody in school miss you Mrs. Shaw. We all are hoping you feel better.

I love
Michael 2nd gr

Rm 12. Pk. You carry the best Principle over.

Mars

The pretty thing about Mars is that it is so close and bright. You can't live on Mars. People thought you could live on Mars but there was no water and no plants. Mars is the fourth planet. The Russians have landed on Mars to see could you live on Mars. They found out you could not live on Mars. They stayed on Mars for five days. They came down from space. They told what they saw.

Intermediate and advanced writers are typically syllables and affixes spellers or derivational relations spellers. Children at this stage are composing freely and independently using both invented and conventional spelling. At this stage, a student:

- uses both invented and conventional spelling.
- correctly spells most high frequency words.
- uses more complex and varied sentence structures.
- uses capitalization and punctuation correctly.
- writes freely, creatively, and independently.
- demonstrates voice and tone.
- writes a 4 or 5 sentence paragraph on a related topic.
- displays growing accuracy in use of consonants and an "s" doubling consonants.
- utilizes knowledge of some word structures, prefixes, contractions, and compound words.
- shows understanding of irregular spellings.
- reads their written message back over time.