



## Developmental Stages Of Writing

Characteristics	Instructional Focus	Example
<p><b>Emergent Writers:</b></p> <ul style="list-style-type: none"> <li>■ understands writing communicates ideas</li> <li>■ uses pictures to communicate ideas</li> <li>■ scribbles, letter-like symbols, or random letters adding writing to pictures</li> <li>■ does not connect letters and sounds</li> <li>■ pretends to read the text</li> <li>■ does not understand writing is permanent in meaning</li> </ul>	<ul style="list-style-type: none"> <li>■ oral language development: vocabulary and storytelling</li> <li>■ telling stories with pictures and words</li> <li>■ letter and sounds</li> <li>■ knowing and using the language of writers</li> </ul>	
<p><b>Early Writers:</b></p> <ul style="list-style-type: none"> <li>■ writes more than one detail on a topic</li> <li>■ chooses topics that are generally related to experience</li> <li>■ has many concepts about print e.g. <i>directionality</i></li> <li>■ may not understand spaces around words</li> <li>■ connects letters to sounds</li> <li>■ has a small repertoire of high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>■ generating several details on a topic</li> <li>■ readable phonetic spellings representing every sound in a word</li> <li>■ conventional spelling of high-frequency words</li> <li>■ concept of "word boundaries"</li> <li>■ revision by "adding on"</li> <li>■ <b><i>should be moved from writing words to sentences to groups of sentences</i></b></li> </ul>	
<p><b>Developing Writers:</b></p> <ul style="list-style-type: none"> <li>■ writes many details on a topic</li> <li>■ can write about topic beyond personal experience</li> <li>■ begins to experiment with description and word choice</li> <li>■ uses mostly simple and complex sentences</li> <li>■ spells many words conventionally or uses phonetic spelling</li> <li>■ uses punctuation</li> </ul>	<ul style="list-style-type: none"> <li>■ organizing information and details</li> <li>■ planning – beginning, middle, end</li> <li>■ expanding descriptive language</li> <li>■ writing with personality and voice</li> <li>■ spelling patterns and strategies</li> <li>■ sentence combining</li> </ul>	<p style="text-align: center;"><b>Pets Are Fun</b></p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>
<p><b>Fluent Writers:</b></p> <ul style="list-style-type: none"> <li>■ creates writing that has a flow and sounds fluent</li> <li>■ writes about imaginative ideas beyond personal experience</li> <li>■ prewrites using a variety of organizational and planning tools</li> <li>■ accesses a variety of text forms for different purposes</li> <li>■ uses descriptive language and complex sentences</li> <li>■ demonstrates a writer's voice appropriate to purpose and audience.</li> <li>■ has age appropriate mastery of conventions</li> </ul>	<ul style="list-style-type: none"> <li>■ increasing control of conventions</li> <li>■ increasing sophistication of vocabulary and sentences</li> <li>■ precise word choice energized by powerful verbs</li> <li>■ figurative language</li> <li>■ variety in text forms, audience, perspective</li> <li>■ independent revision and editing</li> <li>■ attention to writer's craft</li> </ul>	<p>Mrs. Stern was the meanest teacher in the world. She never let her students go on field trips or watch videos. Worst of all, while the rest of the school had parties, we sat and worked. Work, work, work! That's all we ever did. She was also boring and wore the same jet black dress everyday. She was worse than a dragon. A dragon is probably better.</p>