

**Turtle River Early Years Writing Process Continuum DRAFT April 2007**

	<b>Emergent</b>	<b>Early</b>	<b>Developing</b>	<b>Transitional</b>	<b>Expanding</b>	<b>Bridging</b>
<p><b>Exploration: [Reading / Writing Connection]</b> Read Aloud, show/tell, sharing reading, exploring authors' strategies to make a quality piece of work.</p>	<ul style="list-style-type: none"> <li>Shares own "stories" (speaking, drawing, singing...) with others.</li> <li>Begins to talk about what authors and illustrators "do", during story time.</li> <li>Notices that signs, symbols, labels and writing have meaning/purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Talks about books, authors' and illustrators' work/ strategies during/after *Read Aloud and *Shared Reading, with guidance.</li> <li>*N.B. these are teacher directed</li> <li>Recognizes pictures and words work together to tell stories and explain information.</li> <li>Recognizes that information can be expressed in a variety of forms &amp; genres (eg. Poetry, articles, stories, songs...).</li> </ul>	<ul style="list-style-type: none"> <li>Talks about ideas, feelings, when celebrating reading and the work of authors and illustrators.</li> </ul>	<ul style="list-style-type: none"> <li>Makes personal connections and talks about opinions/insights after reading.</li> </ul>	<ul style="list-style-type: none"> <li>Thinks about texts and personal experiences to generate ideas for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Questions and reflects on ideas and information from sources with others, and teacher guidance.</li> </ul>
<p><b>Goal Setting</b> <i>Gradual Release of Responsibility</i> from teacher modeled during Read Aloud, Shared Reading, interactive writing, to teacher-student negotiated, student initiated.</p>	<ul style="list-style-type: none"> <li>Participates in setting whole class writing goals, with guidance.</li> <li>I.e. We're going to write like an "expert" when we publish our class <i>How to ___ book.</i></li> </ul>	<ul style="list-style-type: none"> <li>Reflects on whole class writing goals, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Sets and reviews personal writing goals at group/ individual writing conferences, with guidance.</li> </ul>		<ul style="list-style-type: none"> <li>Sets &amp; reviews attainable writing goals at peer and individual writing conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on goal(s) to improve writing skills and strategies</li> </ul>
<p><b>Planning for Writing</b> -audience (self or others) -forms to use -setting criteria</p>	<ul style="list-style-type: none"> <li>Notices that different forms are used to represent ideas for different audiences and purposes during teacher modeling.</li> <li>Discusses <i>What I like about this writing</i>, at Read Aloud, Shared Reading, SSR...,with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Explores a variety of forms (narrative, informational, expository and poetic) for an audience and purpose, with guidance.</li> <li>Begins to talk about 'quality' writing for an audience during interactive writing, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Practices using a variety of forms to represent ideas for an audience &amp; purpose, with guidance.</li> <li>Participates in constructing criteria for quality writing, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Uses graphic organizer to create narrative (B-M-E) and informational text, with guidance.</li> <li>Participates in constructing and revising criteria for quality writing, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to choose appropriate forms for particular audiences &amp; purposes such as letters, narrative, poetry and reports, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of forms for particular audiences and purposes such as letters, narrative/ descriptive stories, paragraphing, poems..., with guidance.</li> </ul>
<p><b>Gather &amp; Manage Ideas</b> From own experiences, literature, sources. ...</p>	<ul style="list-style-type: none"> <li>Shares what is known about a topic during teacher modeling and interactive writing.</li> </ul>	<ul style="list-style-type: none"> <li>Adds own experiences and feelings to brainstorming list, class web, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to include ideas/ information from discussion &amp; reading to own writing, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Uses brainstorm, webs, charts, lists, graphs &amp; maps to generate ideas for writing, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of prewriting strategies such as brainstorming, webs, charts, lists, graphs, maps to generate ideas</li> </ul>	<ul style="list-style-type: none"> <li>Uses prewriting strategies such as jotting, point form notes, mind mapping, story frames to manage ideas.</li> </ul>
<p><b>Drafting /</b> -draft, read, draft, re-read... making sense and attending to conventions.</p>	<ul style="list-style-type: none"> <li>Draws pictures to tell story.</li> <li>May use letters to support picture.</li> <li>Uses inventive writing such as scribbles and random letters.</li> <li>Understands print is organized left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Writes some familiar words.</li> <li>Begins to use beginning and ending sounds.</li> <li>Begins to write sentences to describe pictures and tell stories.</li> </ul>	<ul style="list-style-type: none"> <li>Writes familiar words correctly &amp; tries to spell new words using letter sounds.</li> <li>Writes ideas and thoughts in complete sentences.</li> <li>Uses strategies such as word families and endings to spell unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Writes ideas and information from own experiences and resources</li> <li>Writes and re-reads during drafting to make sense to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to organize ideas/ information in narrative and expository texts, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Writes narrative and expository texts with guidance.</li> </ul>
<p><b>Revise/ Editing</b> -share, rewrite, reread, clarify with others. <b>NB Focus only on 1-2 areas/criteria for revision/editing</b></p>	<ul style="list-style-type: none"> <li>Participates in whole class revisions during modeled writing experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in whole class revisions during interactive writing, with teacher guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to revise own writing for organizing/adding ideas, with help.</li> </ul>	<ul style="list-style-type: none"> <li>Shares writing with partners /small groups to improve writing.</li> <li>Revises by adding details, with guidance Such as simple and compound sentences.</li> <li>Edits with guidance for complete sentences, punctuation (periods, question marks, capitalization and spelling)..</li> </ul>	<ul style="list-style-type: none"> <li>Adds ideas/information from prior knowledge and other sources (peers and texts) in own words, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Adds ideas/information from prior knowledge &amp; other sources (peers and texts) in own words with some independence.</li> <li>Edits own writing for Conventions ex.punctuation, capitalization,and spelling with guidance.</li> </ul>
<p><b>Celebrate</b> -sharing</p>	<ul style="list-style-type: none"> <li>"Reads" own pictures, inventive writing with teacher and others.</li> </ul>	<ul style="list-style-type: none"> <li>Shares writing with peers to give and receive praise.</li> </ul>	<ul style="list-style-type: none"> <li>Shares writing through talking, story telling, pictures, singing, illustrations and print.</li> </ul>	<ul style="list-style-type: none"> <li>Shares writing (puppet plays, readers' theatre, letters, published books, poetry, posters, newsletters) with reading buddies, and others.</li> </ul>		