Kathleen Carlisle

kcarlisle@sasktel.net

Abstract

This document contains a summary of the Stevenson Writing Skills Continuum organized by grade level and by the six writing traits: voice, ideas, organization, word choice, sentence fluency and conventions.

Writing Skills Continuum Using the six traits

K to 5

DRAFT

Writing Skills Continuum using the Six Traits (K-5)

VOICE

Kindergarten expectations:

* Is aware of an audience for writing (this card is for my mom)
* Communicates feelings with illustrations that support the ideas
* Illustrations and words are personal

 Grade 1 expectations:

* Is able to complete framed writing genres (poetry, letters, and journal entries)
* Writes for different purposes (letters, lists, poetry, stories)
* Experiments with adding emotional feeling to the writing
* Personality beginning to show through in writing
* Beginning to write from different points of view

Grade 2 expectations:

* Recognizes there are different voices in writing
* Beginning to identify own voice in writing and recognizes voices of classmates
* Uses own voice to express personal feelings and opinions in writing
* Can use pictures/illustrations to enrich the mood of the writing

Grade 3 expectations:

* Writes in a variety of voices using classroom generated ideas
* Writing is beginning to include descriptive or figurative language
* Voice matches writing topic
* Feeling and opinions are evident

Grade 4 expectations

* Can identify voice in a text sample or written work
* Participates in group character analysis study
* Can choose a voice to use in their written work
* Can identify character traits (i.e. Speech patterns & appearance)
* Uses voice in a variety of writing samples
* Can complete a character analysis to examine characteristics

Grade 5 expectations

* Can read and identify a variety of genres of writing and purposes for writing
* Can identify and share favourite voices
* Beginning to experiment with a variety of genres of writing and purposes for writing
* Beginning to experiment with personal voice in writing
* Experiments with a variety of genres of writing and purposes for writing
* Includes a personal voice in writing

IDEAS

Kindergarten expectations

* Creates a picture and talks about the message or story it conveys.
* Is aware that talk can be written down (Dictates a message for an adult to scribe)
* Is aware that writing contains a message that can be read (attempts to reread own writing attempt)
* Makes shapes that looks like letters
* Understands that writing has a purpose

Grade1 expectations

* Brainstorms ideas in a group
* Beginning to generate own topic for writing
* Able to think of a personal story

Grade 2 Expectations

* Can generate own ideas for writing and beginning to recognize the need for detail
* Uses webs, lists and illustrations to generate ideas and details as a class
* Independently uses idea organizers to generate ideas and add appropriate details

Grade 3 Expectations

* Contributes to classroom prewriting, brainstorming including generation of webs, lists and charts
* Completes short poems and stories using sentence prompts
* Can generate a personal list of writing topics
* Can write a personal story of 4 to 5 sentences which focuses on one idea
* Can include supporting details that are relevant, accurate and specific
* Can use ideas generated in classroom discussions, webs, charts and story maps
* Uses teacher generated story prompts to create fictional text
* Can identify and sort facts needed to complete a simple research project
* Can generate interview questions on specific topics
* Is able to independently write about self-selected topics
* Can focus the writing and stay on topic

Grade 4 expectations

* Explores and understands a variety of genres of writing
* Produces writing samples that span many genres
* Can identify character traits and different audiences
* Can create an original character
* Chooses a specific audience
* Published writing displays strong characters and awareness of intended audience

Grade 5 expectations

* Can participate in class brainstorming activities using personal experiences to explore, predict, and express opinions and understanding
* Explores different ways to organize ideas and information so that understanding is clarified and shaped
* Understands what connection means and assists group in making connections
* Identifies the main idea of a story
* Can expand on limited writing topics with assistance
* Can gather information/ research to include in their writing in a group setting
* Can use personal experiences to explore, predict, and express opinions and understanding with guidance
* Uses at least one method to organize ideas and information so that understanding is clarified and shaped independently
* Makes personal connections when guided to
* Identifies main idea of own writing
* Can expand on limited writing topics with some detail
* Beginning to gather information/research to bring into writing
* Can choose necessary forms from a suggested list
* Uses personal experiences to explore, predict, and express opinions and understanding independently
* Can organize ideas and information so that ideas are clarified and shaped.
* Consistently makes personal connections in writing
* Is able to identify a main idea in own writing and the writing of others
* Can identify the main idea in writing with details independently
* Can expand on limited writing topics with detail.

ORGANIZATION:

Grade 1 expectations

* Illustrations match child’s writing
* Writes a complete thought
* Starting to develop ideas sequentially
* Sentences contain a complete thought
* Writing beginning to include a beginning, middle and end

Grade 2 expectations:

* Ideas are developed sequentially
* Writing includes a beginning middle and end
* Beginning to identify and write strong topic and closing sentences
* Stays focused on topic
* Writing contains a strong beginning and remains on topic throughout
* Starting to identify and use some transition words

Grade 3 expectations:

* Begins personal writing with interesting topic sentences
* Includes 2 to 3 details to support topic sentence
* Attempts to sequence ideas
* Includes elements of story in writing: character, plot, setting problem and solution
* Uses W5 chart to organize non-fiction writing
* Work has beginning middle and a clear ending
* Work is well balanced with focus in the middle
* Work is sequential
* Transitional words appear in the writing

Grade 4 expectations

* Can identify introductions and conclusions within texts
* Identifies sentences with a common theme
* Participates in group brainstorming using a variety of organizational charts and webs
* Revises work to create more effective introductions and conclusions
* Is able to create sentences with a common theme
* Able to choose a web or chart (graphic organizer) to improve the quality of their writing
* Written work contains strong introductions and conclusions
* Attempts to group similar sentences into paragraphs
* Can use a variety of webs and lists to organize ideas and information independently

Grade 5 expectations

* Can sequence the steps of the writing process
* Can stay on topic and write with a focus (main idea) with assistance
* Can identify sequence in others writing
* Can identify a strong lead and conclusion
* Follows the writing process with guidance
* Can stay on topic and write with a focus (main idea) with minimal details
* Writing follows a reasonable order but may not be sequential
* A lead and conclusion is evident in the writing
* Can consistently follow the writing process independently
* Can stay on topic and write with a focus (main idea) and supporting details
* Writing and details are sequential and ordered
* A strong lead and conclusion is evident in writing

WORD CHOICE

Kindergarten expectations:

* Pictures stand for words or phrases
* Copies environmental print
* Attempts to use high frequency words
* Uses words to tell the story of their illustration

Grade 1 expectations:

* Attempts to use varied vocabulary (i.e. theme words)
* Uses high frequency words
* Includes descriptive words in writing
* Changes word order
* Uses book language (e.g. Once upon a time)
* Uses high frequency words including sequencing words (then, next, etc.)
* Uses captions, labels and illustrations to enhance meaning

Grade 2 expectations:

* Beginning to use synonyms for variety in writing
* Uses writing folder to locate and/or record new vocabulary with assistance
* Independently uses writing folder to revise written work
* Chooses a variety of appropriate words to improve written content

Grade 3 expectations:

* Uses high frequency words independently
* Uses word lists to enhance personal writing
* Edits work for more interesting word choice with teacher assistance
* Beginning to use varied, interesting word choice independently
* Adjectives and adverbs appear in writing
* Pronouns used accurately

Grade 4 expectations

* Can identify synonyms for a variety of common words
* Can identify adjectives in text and writing samples
* Can use a thesaurus with assistance to extend vocabulary
* Explores the use of adjectives in their written work
* Can use a thesaurus independently to extend vocabulary
* Uses a variety of descriptive words

Grade 5 expectations

* Can identify descriptive writing in others’ work
* Attempts to use strong verbs in writing to create a picture
* Consistently uses strong descriptive writing to create a picture
* Beginning to eliminate wordiness
* Can infer meaning from context
* Uses word choice that matches purpose

SENTENCE FLUENCY

Kindergarten expectations:

* Attempts simple sentences by stringing words together into phrases
* Attempts to read own writing

Grade 1 expectations:

* Uses environmental print
* Uses 2 or more sentence frames (eg. I like…)
* Writes one or more simple sentences
* Is able to write 3 or more complete simple original sentences
* Experiments with sentence patterns
* Is able to write 5 or more complete sentences
* Sentences are becoming more complex
* Experiments with a variety of sentence patterns

Grade 2 expectations:

* Beginning to recognize the need for variations in sentence types in order to make writing more interesting
* Uses a combination of long and short sentences
* Begins each sentence with a variety of words
* Writes a paragraph containing a variety of sentences relating to the topic

Grade 3 expectations:

* Use of both simple and compound sentences
* Writing is accurate and includes compete thoughts
* Sentences sound like oral conversation when read out loud
* Uses a variety of sentence starters

Grade 4 expectations

* Explores different sentence lengths and structures
* Uses different sentence lengths and structures with assistance
* Published writing contains a variety of sentence structures

Grade 5 expectations

* Can identify a variety of sentence lengths in others’ writing
* Beginning to revise text with support
* Beginning to experiment with a variety of sentence lengths
* Can identify choppy writing
* Attempts to include dialogue in own writing
* Can revise text with guidance
* Can use a variety of sentence lengths
* Can edit choppy writing
* Beginning to use dialogue appropriately in writing
* Can read and revise own text independently

CONVENTIONS

Kindergarten expectations:

* Creates standard letter shapes
* Uses mixed upper and lower case letters
* Beginning to match sounds with letters and to use initial consonants to spell words
* Prints first name with a capital letter followed by lower case letters
* Uses correct directionality (left to right)
* Uses capital letter at the beginning of a sentence
* Prints some words using initial and final consonants
* Uses semi phonetic spelling
* Prints some high frequency words (I, see, as, is)

Grade 1 expectations:

* Leaves spaces between words
* Uses correct directionality
* Uses initial and final consonants correctly when spelling
* Uses an uppercase first letter for their name
* Capitalizes the word I
* Some vowel sounds present in spelling
* Spells a number of high frequency words correctly
* Demonstrates an understanding of word families
* Capitalizes names and the beginning of sentences
* Uses periods at the end of sentences
* Uses most short vowel sounds correctly in spelling
* Beginning to spell blends and digraphs correctly
* Beginning to re-read to self-edit for printing neatness, capitals and periods and to see if it makes sense (includes all of the necessary words)

Grade 2 Expectations:

* Beginning to use capitals and periods correctly
* Uses invented spelling which is readable
* Uses capitals at the beginning of sentences and on the word I
* Uses periods and question marks appropriately
* Beginning to recognize the difference between editing and revising
* Consistently uses writing folder for editing work
* Prints with spaces between words
* Correct letter formation
* Introduction to nouns, verbs, adjectives, and adverbs
* Uses capital letters at the beginning of sentences and for the names of people
* Uses periods and question marks correctly
* Understands difference between editing and revising
* Uses invented spelling for harder words

Grade 3 Expectations:

* Printed letters formed neatly
* Spacing between letters and words is even
* Size of letters is even
* Most high frequency words are spelled correctly
* Periods and question marks are used consistently and accurately
* Beginning of sentences are capitalized consistently
* Organizes work neatly: Where appropriate uses name, date, heading or title, left and right margin, and blank lines where required
* Recognizes cursive letters
* Uses singular and plural nouns accurately
* Uses cursive writing accurately
* Edits own writing for complete sentences, capitals and punctuation
* Uses exclamation marks consistently
* Recognizes use of quotation marks

Grade 4 expectations

* Can identify where capital letters are required
* Beginning to experiment with a variety of punctuation
* Can edit the grammar of their written work with assistance
* Uses capitalization with greater accuracy
* Uses a variety of punctuation marks in their written work with assistance
* Uses capitalization accurately where required
* Participates in self and peer editing
* Uses a variety of punctuation in written work independently
* Understands various grammar rules

Grade 5 expectations

* Can identify fragmented and run on sentences
* Can spell high frequency words and class spelling words correctly
* Beginning to revise and edit with assistance
* Can identify the difference between revising and editing
* Can identify spelling errors in written work
* Can identify a variety of punctuation for different uses
* Can identify what to be aware of when editing (COPS)
* Can edit fragmented and run on sentences with guidance
* Using spelling conventions more frequently
* Can revise and edit with guidance
* Beginning to use a variety of sources to correct errors
* Uses the correct punctuation for compound sentences most of the time
* Uses self and peer editing with direction
* Can edit to eliminate fragmented and run on sentences
* Can apply spelling conventions using a variety of strategies
* Can show the difference between revising and editing and can demonstrate both
* Paragraphing is evident
* Can identify and correct errors
* Punctuates compound sentences
* Can spell grade level words correctly in final draft
* Uses peer and self-editing

K. Carlisle (2014)

***Sources:***

***Stevenson Writing Continuum*** [***http://www.sjsd.net/~mckiel/FOV1-000447C0/main.htm***](http://www.sjsd.net/~mckiel/FOV1-000447C0/main.htm)

***Links to Rubrics for 6 plus one traits:*** [***http://educationnorthwest.org/resource/464***](http://educationnorthwest.org/resource/464)