

1- 1	1-2- 2	2-3- 3	3-4- 4	4-5- 5+
<p><b>Understands that drawings can convey ideas</b></p> <ul style="list-style-type: none"> <li>___ non-representational drawing</li> <li>___ attempts to share meaning of drawing</li> <li>___ writing-like scribble shared as writing</li> </ul>	<p><b>Understands that drawings and writing convey ideas</b></p> <ul style="list-style-type: none"> <li>___ representational drawing</li> <li>___ drawing prompts message</li> <li>___ writing-like text that writer attempts to interpret for reader</li> <li>___ may attempt copying</li> <li>___ represents name in print</li> <li>___ letter or string of letters</li> <li>___ name &amp; non-representational picture (2-)</li> <li>___ name &amp; representational picture (2)</li> <li>___ name, representational picture &amp; other letter(s) as text (2+)</li> </ul>	<p><b>Understands that ideas are conveyed and fixed in print</b></p> <ul style="list-style-type: none"> <li>___ attempts print message</li> <li>___ may copy accurately</li> <li>___ signs of labeling - some sounds represented</li> <li>___ drawing may be used to clarify message and is detailed</li> <li>___ incomplete sentence(s) and/or one sentence; three or four words (no embedded detail: I see a bear. I see the dog.)</li> </ul>	<p><b>Attempts to convey one or more ideas around a topic</b></p> <ul style="list-style-type: none"> <li>___ can write a complete sentence with embedded detail (I see a big bear. I see the brown and white dog.)</li> <li>___ details of illustration support writer's story</li> <li>___ message was understood when writer read it to teacher (teacher may take dictation)</li> <li>___ relies on familiar bank of sight words</li> <li>___ may use repetitive sentences: "Here is . . .," "I like . . .," "I can . . ." etc.</li> <li>___ uses simple sentences (syntax)</li> <li>___ sustains writing on a topic over 2-3 sentences</li> <li>___ a character is evident and something happens</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>___ may write several sentences, but lacks evidence of story knowledge</li> </ul>	<p><b>Uses elements of narrative (skeleton framework)</b></p> <ul style="list-style-type: none"> <li>___ simple story introduction--                             <ul style="list-style-type: none"> <li>*includes names of characters</li> <li>* simple setting (time or place) ex. <i>One day Tim and Nan went to the park.</i></li> </ul> </li> <li>___ several sentences in length</li> <li>___ simply states conflict or attempts to tell a story centered around a major event</li> <li>___ simple details</li> <li>___ demonstrates awareness of audience</li> <li>___ voice emerging through use of dialogue</li> <li>___ beginning signs of sentence variety (often two sentences combined with "because" or "so")</li> <li>___ clear structure is evident w/topic sentence, detail, closing (may sound formulaic)</li> </ul>
<p><b>Understands that the "real" world can be expressed through lines and/or forms</b></p> <ul style="list-style-type: none"> <li>___ non-representational drawing</li> <li>___ horizontal scribble used as print</li> <li>___ line forms</li> </ul>	<p><b>Shows evidence of print awareness</b></p> <ul style="list-style-type: none"> <li>___ uses repeated letter-like responses</li> <li>___ sprinkling of writing-like responses that show no evidence of letter-sound knowledge</li> <li>___ writes letter forms of own name</li> <li>___ most letters in name represented (2-)</li> <li>___ name accurately represented (2)</li> </ul>	<p><b>Understands that alphabetic / sound relationships represent words</b></p> <ul style="list-style-type: none"> <li>___ each spoken word is represented</li> <li>___ representation may be significant or familiar sound for what is said</li> <li>___ may know one or two beginning sight words (ex., I, like, me, the, etc.)</li> </ul>	<p><b>Assigns letter/sound chunks based on what is heard or seen</b></p> <ul style="list-style-type: none"> <li>___ chunks of word sounds represented (beginnings and endings) balloon = bn</li> <li>___ interior sounds represented in most words (may be inaccurate) balloon = bhon</li> <li>___ some evidence of sound/letter order within word interiors: balloon - bulon (relying on sound and sight)</li> <li>___ high incidence of invented spelling</li> <li>___ spelling not consistent</li> <li>___ spells most K sight words correctly</li> </ul>	<p><b>Begins self-correcting/ editing, developing sight vocabulary</b></p> <ul style="list-style-type: none"> <li>___ invented spelling conforms to consistent spelling patterns (rane for rain)</li> <li>___ vowel(s) present in every word</li> <li>___ short vowels used accurately in cvc words</li> <li>___ some words represented in multi-syllable form</li> <li>___ spells most words from Frye lists 1 &amp; 2 accurately</li> <li>___ most initial and final 2 letter blends used accurately</li> <li>___ most initial and final digraphs used accurately (sh, th, ch, wh)</li> </ul>
<p><b>Shows clear evidence of control over paper and pages</b></p> <ul style="list-style-type: none"> <li>___ writing/drawing remains on surface of paper</li> <li>___ uses space deliberately</li> <li>___ few examples of "over" or "under" bearing</li> </ul>	<p><b>Understands the simple directional patterns of text</b></p> <ul style="list-style-type: none"> <li>___ writes letters to create text</li> <li>___ writes name on line and in fixed form</li> </ul>	<p><b>Shows on-line and line-to-line understanding for direction</b></p> <ul style="list-style-type: none"> <li>___ writing moves in a fixed direction and on line, appears separate from name</li> <li>___ may use unconventional means to separate thoughts (lines, dots, etc.)</li> </ul>	<p><b>Uses line-to-line direction along with one-to one correspondence</b></p> <ul style="list-style-type: none"> <li>___ poor penmanship may interfere with message clarity</li> <li>___ some spacing between words</li> <li>___ evidence of return sweep (each new thought may be written on a new line)</li> <li>___ some errors in letter case (capitals where they don't belong - the)</li> </ul>	<p><b>Begins to incorporate direction, spacing and return sweep with punctuation</b></p> <ul style="list-style-type: none"> <li>___ letter placed appropriately on lines (if hand written) and correct letter formation</li> <li>___ spaces between most words (appropriate not exaggerated)</li> <li>___ simple end punctuation and capitalizaion adds to message clarity</li> <li>___ capital I used accurately</li> <li>___ fluid return sweep</li> <li>___ few errors in letter case usage</li> </ul>

6-	6	6-7-	7	7-8-	8	8-9-	9	9-10-	10	10-
	<p><b>Understands that a narrative tells a story</b></p> <p>___ topic sentence or opening specific to the prompt/ assignment</p> <p>___ names character(s), setting (may be simple)</p> <p>___ emerging ability to logically sequence events around a central situation</p> <p>___ signs of expanding details with supporting sentence(s)</p> <p>___ varies sentence beginnings</p> <p>___ signs of message organization (beginning, middle, end)</p> <p>___ beginning signs of variety in sentence structures (simple, compound, complex)</p> <p>___ beginning signs of variety in sentence types (declarative, interrogative, exclamatory, imperative)</p> <p>___ single main idea; sticks to topic</p> <p>___ may have two simple paragraphs</p> <p>___ risks errors for developing voice</p> <p>___ beginning signs of expressive language abilities</p> <p>___ richer word choice emerging (1 or 2 instances)</p> <p>___ closing is evident</p>	<p><b>Demonstrates understanding that narrative elements are combined to tell a clear story: plot, conflict, setting, character, theme</b></p> <p>___ simple lead/introduction</p> <p>___ definitive paragraphs</p> <p>___ purposeful variety in sentence structure evident</p> <p>___ expands details with sensory descriptions or examples</p> <p>___ developing voice</p> <p>___ maintains a central focus while introducing more than one of some narrative elements (multiple characters, settings, or plot lines)</p> <p>___ mature word choice emerging</p> <p>___ simple transitions help with overall flow of the piece (then, so, next, etc.)</p> <p>___ closing is focused</p>	<p><b>Demonstrates control of the essential elements of narrative: plot, conflict, setting, character, theme</b></p> <p>___ inviting lead/introductory paragraph draws reader into the story</p> <p>___ maintains central focus or theme while developing narrative elements</p> <p>___ narrative clearly presents a central problem and solution through events, settings, and/or characters</p> <p>___ voice engages reader</p> <p>___ effective sequencing within sentences and between paragraphs</p> <p>___ significant details capture reader's interest</p> <p>___ moderate control of variety of sentence structures</p> <p>___ recognizable closing/denouement connects to theme</p>	<p><b>Demonstrates advanced control of the essential elements of narrative through increasing complexity of plot, conflict, setting, character, and/or theme</b></p> <p>___ lead "hooks" and sustains attention</p> <p>___ introduces stimulating/important ideas or insights about the human condition -- theme</p> <p>___ narrative engagingly presents a central problem/solution through increasingly complex events, settings, and/or characters</p> <p>___ voice engages reader and supports narrative elements; active and passive voice used effectively</p> <p>___ narrative structure is well organized and sequenced (paragraphing, arrangement)</p> <p>___ effective closing connects to major narrative elements</p> <p>___ purposeful use of transitional words, such as: therefore, meanwhile, however, etc., for smooth flow of ideas</p> <p>___ memorable voice evoke emotion from reader</p> <p>___ quality details inform surprise, delight reader</p>	<p><b>Extensive, complex narrative thoughtfully developed</b></p> <p>___ distinctive/clever lead</p> <p>___ theme/insight about human condition purposefully presented</p> <p>___ narrative convincingly presents one or more central problems/solutions through complex events, settings, and/or characters</p> <p>___ strong closure -- leaves reader with ideas/theme to ponder</p> <p>___ purposeful use of more sophisticated transitional words/phrases which create a polished piece (otherwise, henceforth, to that end, on the one hand, etc.)</p> <p>___ parallel themes may be presented</p> <p>___ distinctive voice indicates emerging personal style</p> <p>___ quality details expand the writer's thinking</p> <p>___ phrasing is original/memorable/poetic</p>					
	<p><b>Uses flexible graphophonic system; rapidly developing visual and conventional phonetic abilities</b></p> <p>___ growing knowledge of vowel usage: double vowels, silent-e, r-controlled vowels, and abstract vowel patterns (ou, ow, oi, au)</p> <p>___ flexible system including most common sight words and some invented spelling (see Frye lists 1-4)</p> <p>___ more common multi-syllable words emerging (television, spaghetti)</p> <p>___ takes spelling risks for richer vocabulary (run-dash, pretty-stunning)</p> <p>___ accurate spelling of many plurals (s,es,ies)</p> <p>___ most contractions spelled accurately</p> <p>___ growing knowledge of complex consonant patterns: 3 letter bends (str, squ), silent consonants (k, w, b), final <i>tch, dge</i></p>	<p><b>Manages a graphophonic system that is fluid; sound-symbol relationships do not interfere with reading or writing</b></p> <p>___ vowel usage accurate</p> <p>___ conventional spelling predominant in extended text: r-controlled in stressed syllables (declare, harvest, margin); unstressed syllable vowel patterns (sharpen, golden, button); long vowel patterns in the stressed syllable (afraid, locate, failure); abstract vowel patterns in the stressed syllable (cartoon, avoid, faucet); doubling and e-drop with ed and ing; plurals and possessives (change y to i and add es)</p> <p>___ takes spelling risks with a variety of multi-syllabic words</p>	<p><b>Good command of graphophonic system</b></p> <p>___ understands silent consonants, (muscle); consonant changes: ss+ion=expression, d-drop+tion=extension, e-drop+ion=education, t-drop+ssion=admission, permission; be-drop+ption=description, prescription; e-drop+ial=official, e-drop+ious=malicious, t+ial=partial, c+ize=publicize</p> <p>___ understands meaning/spelling connection: ian, ion;</p> <p>___ understands vowel alternations: long to short, long to schwa, short to schwa</p> <p>___ accurate use of homonyms and common homophones (if used) (pair, pear, pare; whether, weather; there, their, they're)</p>	<p><b>Advanced command of graphophonic system</b></p> <p>___ a few minor errors in spelling; correct use of suffixes -- ible/able, ant, ance, ancy/ent, ence, ency, ary, i/ery/ory</p> <p>___ correct word usage including homophones; e.g., capital/capitol, principal/principle, allowed/aloud, its/it's, passed/past</p>	<p><b>Complete command of graphophonic system</b></p> <p>___ precise/rich/clever word choice throughout enhances meaning</p> <p>___ successfully includes poetic (figurative) language</p> <p>___ correct use of assimilated prefix: in-relevant=irrelevant</p>					
	<p><b>Uses text with few difficulties that involve direction, spacing, letter formation, mechanics</b></p> <p>___ few errors in capitalization of words that begin sentences, names, proper nouns and titles of books</p> <p>___ accurate use of letter case</p> <p>___ punctuation beyond simple end punctuation which adds to message clarity (commas, apostrophe in possessives or contractions, quotation marks, dash) (may be used inaccurately as knowledge is developing)</p>	<p><b>Manages longer text with few difficulties with direction/ mechanics</b></p> <p>___ indentation of paragraphs</p> <p>___ capitalization errors rare (less than 3)</p> <p>___ punctuation variety used to support message clarity (apostrophes w/contractions &amp; possessives; commas in compound sentences)</p> <p>___ few errors with subject-verb agreement in simple and compound sentences</p> <p>___ few errors with established point of view</p> <p>___ knowledge of dialogue punctuation evident (if piece contains dialogue)</p> <p>___ penmanship neat/legible (if handwritten)</p>	<p><b>Manages extensive text with few difficulties with direction/mechanics</b></p> <p>___ few errors (1-2) subject-verb agreement including complex sentence structures (compound-complex)</p> <p>___ few errors (1-2) in verb tense agreement</p> <p>___ punctuation variety used to support message clarity (apostrophe w/plural possessive; commas w/non-essential information: appositives, direct address, interjections; semi-colons attempted)</p> <p>___ few errors in dialogue punctuation (if dialogue is used)</p>	<p><b>Manages extensive text with few difficulties with direction/mechanics</b></p> <p>___ correct application of common grammatical rules (simple possessives and contractions, agreement, who v. whom, who v. that, well v. good, lie &amp; lay)</p> <p>___ accurate use and variety of punctuation which adds to message clarity (commas in phrases and clauses)</p> <p>___ capitalization errors rare (proper nouns)</p>	<p><b>Manages extensive text with mature control of direction/mechanics</b></p> <p>___ uses knowledge of paragraphs effectively to develop and organize ideas</p> <p>___ complexity and length showcase a wide range of conventions: colon, semi-colon, commas, ellipses, dashes, etc.</p> <p>___ grammatically correct throughout (proper placement of modifiers, no split infinitives, correct use of which v. that)</p>					