

## 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:

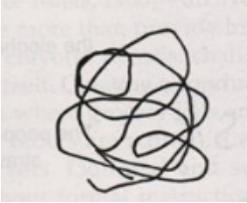
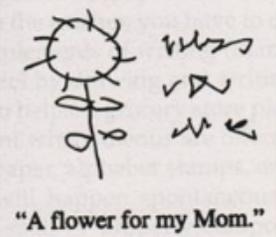
Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kindergarten	Emergent	Early Letter Name	Early Letter Name	Letter Name
First Grade	Letter Name	Letter Name	Letter Name	Transitional
Second Grade	Transitional	Transitional	Transitional	Intermediate & Advanced

## 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:

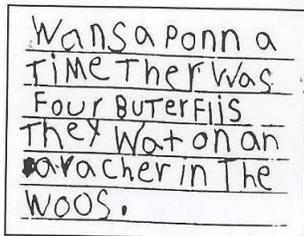
Emergent Writers		
<b>Random Marks</b> 	<b>Representational Drawing</b> 	<b>Drawing Distinct from Writing</b> 



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.

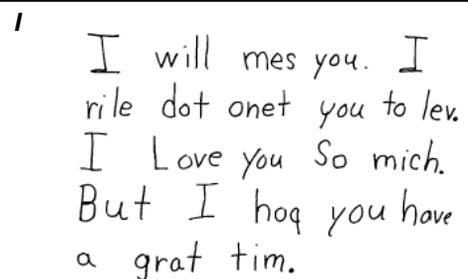
### Mid-Late Letter Name or Phonetic



**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 truk  
 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 truk 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 Pu+ 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 can never be friends! He  
 ever! Never! Why Never? Because; Because  
 by: I like you cat please be my friend  
 Okay! Okay! Well be friend.

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 bet 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 doing good  
 for you Mrs. Shaw,  
 everybody in school miss  
 you Mrs. Shaw, if we all  
 are having you feel better

Love,  
 Michael 2th gr

RM 12, ok, 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 lander missions 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.