



**THREE VILLAGE CENTRAL SCHOOL DISTRICT
WRITING CONTINUUM (6th Grade)
For Parents/Guardians**

	K	K-1	1-2	2-3
Ideas & Organization <i>How the writer develops topics and puts ideas together</i>	<ul style="list-style-type: none"> • Uses drawings and/or random letters to express ideas • Begins to tell simple oral stories • May write or pretend write through play 	<ul style="list-style-type: none"> • Uses drawings, letters, and simple sentences to express ideas • May include details in illustrations to enhance the topic • Writes from left to right and top to bottom • Begins to tell and/or write simple stories • Begins to read back own writing 	<ul style="list-style-type: none"> • Uses simple sentences to develop ideas • Includes a few details • Includes a basic beginning, middle, and end • Writes text that begins to make sense and is understandable to the reader 	<ul style="list-style-type: none"> • Uses many sentences to develop ideas and topics • Includes some details • Includes a beginning, middle and end • Begins to plan, revise and edit with support
Craft <i>How the writer uses personality, descriptive language and sentence style</i>	<ul style="list-style-type: none"> • Begins to convey one's thoughts and feelings about a topic orally or through pictures 	<ul style="list-style-type: none"> • Conveys one's thoughts and feelings about a topic through pictures and a word or two • May use resources in one's environment to spell and choose words 	<ul style="list-style-type: none"> • Begins to show thoughts and feelings about a topic in pictures and text in a few places (exclamation points, Big Bold letters) • Writes text that begins to sound the way the writer speaks in one or two places • Uses mostly general words; an interesting word or two may be used to engage the reader • Writes sentences that are usually simple and short 	<ul style="list-style-type: none"> • Begins to show thoughts and feelings about the topic in several places • Writes text that begins to sound the way the writer speaks in several places • Begins to use interesting words or phrases to engage the reader • Begins to use a variety of sentence lengths and beginnings
Conventions <i>The correct use of spelling, capitalization, punctuation, and grammar</i>	<ul style="list-style-type: none"> • May lack spacing between letters and words • Is learning formation of letters and numbers 	<ul style="list-style-type: none"> • Begins to use appropriate spacing between letters and words • Uses a mix of upper and lower case letters • Begins to use letter sounds when writing words; first applied to the beginning of words, then to the end • May spell some easy high frequency words correctly 	<ul style="list-style-type: none"> • Uses appropriate spacing between letters and words • Begins to use simple capitalization and end punctuation rules • Usually represents most sounds in words • Begins to increase the number of accurately spelled high frequency words • Begins to recognize and apply simple spelling patterns (hat, top, man, etc...) 	<ul style="list-style-type: none"> • Capitalizes sentence beginnings and proper nouns often • Applies a variety of spelling rules and patterns to many words • Continues to increase the number of accurately spelled high frequency words



THREE VILLAGE CENTRAL SCHOOL DISTRICT

WRITING CONTINUUM (6th Grade)

For Parents/Guardians

	3-4	4-5	5-6	6+
	(6 th grade level 1)	(6 th grade level 2)	(6 th grade level 3)	(6 th grade Level 4)
Ideas & Organization <i>How the writer develops topics and puts ideas together</i>	<ul style="list-style-type: none"> • Uses paragraphs to develop ideas and topics • Relevant details are present • Includes a more developed beginning, middle, and end • Uses the writing process to plan, draft, revise and edit • Experiments with writing for various purposes 	<ul style="list-style-type: none"> • Uses paragraphs with leads and conclusions to develop focused ideas and topics • Includes strong details • Chooses an effective format that reflects the purpose (essays, nonfiction, narratives, poems, etc.) • Applies all phases of the writing process to improve writing • Chooses a style appropriate for various purposes and audiences 	<ul style="list-style-type: none"> • Uses paragraphs with effective leads and conclusions to develop focused and interesting ideas and topics • Includes strong details that are accurate, relevant and interesting • Chooses an effective format that reflects the purpose of the writing • Applies all phases of the writing process to improve writing and responds to feedback 	<ul style="list-style-type: none"> • Uses well developed paragraphs fluently with creative leads and conclusions to engage the reader • Includes strong details that engage the reader, enhancing and clarifying the meaning of the writing • Easily organizes the writing so smoothly, that the reader hardly thinks about it • Independently uses an internalized writing process to improve, clarify, and strengthen writing
Craft <i>How the writer uses personality, descriptive language and sentence style</i>	<ul style="list-style-type: none"> • Shows thoughts and feelings about topic and captures a general mood such as happy, sad, or angry • Writes text that begins to sound the way the writer speaks in many places • Uses more descriptive and varied language with less repetition of general words • Uses sentence structure beyond simple statements; varied sentence beginnings and lengths occur often 	<ul style="list-style-type: none"> • Writes with an expressive voice that connects with the reader • Uses a broad range of specific and descriptive words appropriate to audience and purpose • Begins to choose various sentence structures, that help the writing flow 	<ul style="list-style-type: none"> • Demonstrates a commitment to the topic with appropriate and consistent tone of voice and feeling • Uses a broad range of words which have been carefully chosen and thoughtfully placed to impact audience • Writes sentences that are carefully crafted, enhancing the meaning and the flow of the piece 	<ul style="list-style-type: none"> • Writes with a strong commitment to the topic; the writer passionately shows the reader why he or she needs to know the topic • Chooses words that convey the intended message in an exceptionally interesting, and precise way • Writes sentences that are extensive in variation enhancing the meaning, flow and rhythm of the piece
Conventions <i>The correct use of spelling, capitalization, punctuation, and grammar</i>	<ul style="list-style-type: none"> • Applies basic knowledge of spelling principles and strategies • Applies basic capitalization rules consistently • Uses end punctuation frequently and may experiment with advanced punctuation (commas, dashes, ellipses, quotation marks) • May experiment with advanced capitalization (Mr. PhD, MGM Studios, etc...) • Writes one or more paragraphs • Begins to use standard grammar 	<ul style="list-style-type: none"> • Applies spelling principles and strategies to more advanced words • Applies basic capitalization rules • Continues to experiment with advanced punctuation • Writes several correctly organized and indented paragraphs • Applies standard grammar often 	<ul style="list-style-type: none"> • Spells most words correctly and continues to master spelling of advanced words • Begins to use advanced capitalization consistently • Begins to use advanced punctuation consistently • Writes many well developed paragraphs that reinforce the organizational structure • Applies standard grammar consistently 	<ul style="list-style-type: none"> • Spells advanced words correctly • Applies advanced capitalization consistently and effectively • Applies advanced punctuation and standard grammar consistently and effectively • May manipulate standard grammar to enhance writing