

Three Village Central School District Elementary Writing, Listening, Speaking Continuums

Emergent Writer		Beginning Writer		Independent Writer		Experienced Writer		Advanced Writer	
Early Emergent (EE)	Advanced Emergent (AE)	Early Beginning (EB)	Advanced Beginning (AB)	Early Independent (EI)	Advanced Independent (AI)	Experienced (Exp)	Very Experienced (VExp)	Self-Extending Writer (SEW)	Very Advanced Writer (VAW)
<ul style="list-style-type: none"> • Uses pictures to convey ideas • May make marks and random letters to represent ideas/words/information 	<ul style="list-style-type: none"> • Uses pictures and letters to convey ideas • Begins to use left/right and top/bottom orientation of print • May use environmental print • Begins to represent a whole word with one or more letters, relying heavily on the most obvious sounds of a word • May use some high frequency words 	<ul style="list-style-type: none"> • Ideas are conveyed through words and pictures • Begins to demonstrate an understanding of sentence format • Left/right and top/bottom orientation is established • Uses a mix of capital and lower case letters • Begins to understand the need for spacing between words • Represents words by spelling phonetically, relying on obvious sounds of a word • Uses some high frequency words 	<ul style="list-style-type: none"> • Ideas are conveyed through simple, repetitive sentences and pictures • Topic/theme is generally evident, though may not be in sequential sentence order • Uses developmental and some conventional spelling • Begins to experiment with the use of punctuation, capitalization, and upper/lower case letters 	<ul style="list-style-type: none"> • Main idea, topic, theme is established, supported by some detail • Writes sentences in sequential order to develop a theme or present information, may include a beginning, middle, end • Uses illustrations to enhance topic/theme of writing • Begins to demonstrate sentence variety • Conventional spelling, punctuation, capitalization, and upper/lower case letters are used often 	<ul style="list-style-type: none"> • Main idea, topic, theme has a clear beginning, middle, and end, and is supported by detail • Vocabulary includes descriptive words • Demonstrates sentence variety • Conventions of writing are established • Begins to plan, edit, and revise using the writing process 	<ul style="list-style-type: none"> • Presents and develops ideas with supporting details • Often connects topic, theme, and major ideas with other ideas, and themes • Connects ideas to indicate points of view, sense of content and/or characters • Uses varied and descriptive vocabulary • Requires support in some phases of the writing process (planning, drafting, revising, and editing) 	<ul style="list-style-type: none"> • Presents, develops, and elaborates ideas using many supportive details • Connects topic, theme, main ideas with other ideas and themes • Connects ideas to clearly present point of view, sense of conflict, and/or characters • Uses varied and descriptive language • Uses expressive individual voice • Begins to use some phases of the writing process independently (planning, drafting, revising, and editing) 	<ul style="list-style-type: none"> • Presents ideas and information, with relevant detail, in a logical sequence through the use of theme, paragraphs, transitions, introductions, and conclusions • Develops pieces of writing that use an expressive, individual voice and show an awareness of audience • Writes in a variety of formats, using relevant details to explain or clarify information, establishing purpose, audience, and point of view • Uses different genres of writing such as news articles, book reviews, essays, reports, memoirs, narratives, letters, and poetry • Begins using figurative language such as simile, metaphor, personification, and alliteration • Revises to improve written expression • Sentences vary in both structure and length • Improves the mechanics of writing using proper grammar and punctuation • Uses all phases of the writing process (planning, drafting, revising, and editing) 	<ul style="list-style-type: none"> • The organization of the writing flows smoothly from introduction to conclusion, with transitions that guide the reader through the piece • Uses a wide range of techniques to engage the reader • Writes for a variety of purposes: narrative, expressive, informative and poetic as well as for different audiences • Uses note taking, outlining, and proper notation for works cited for research purposes • Integrates literary elements such as character development, plot, climax, setting, and descriptive language in written work • Uses rich vocabulary and vivid language • Engages in all phases of the writing process (planning, drafting, revising, and editing)

Emergent Listener (EL)	Beginning Listener (BL)	Independent Listener (IL)	Experienced Listener (ExpL)	Advanced Listener (AL)
<ul style="list-style-type: none"> • Developing the ability to focus attention • Relies on repetition to understand information • Sometimes listens without interrupting • Sometimes responds appropriately 	<ul style="list-style-type: none"> • Focuses attention for limited period of time • Requires cues to understand information • Usually listens without interrupting • Usually responds appropriately 	<ul style="list-style-type: none"> • Listens attentively • Focuses attention for sustained periods of time • Understands information • Responds appropriately 	<ul style="list-style-type: none"> • Focuses attention for extended periods of time • Understands complex information • Responses are appropriate, relevant, and may extend beyond what is asked 	<ul style="list-style-type: none"> • Follows and correctly interprets multi-step directions • Listens respectfully and responsively, considering others' point of view, in order to foster social relationships • Listens attentively in order to comprehend, evaluate, and respond to ideas, text, and data • Selects and uses strategies for organizing, categorizing and recording information

Emergent Speaker (ES)	Beginning Speaker (BSp)	Independent Speaker (IS)	Experienced Speaker (ExpS)	Advanced Speaker (ASp)
<ul style="list-style-type: none"> • Participation in class discussion is limited • Communicates ideas with simple phrases • Responses to discussions may be random and unrelated to the topic 	<ul style="list-style-type: none"> • Participates in discussions • Communicates ideas clearly • Responses are generally related to the topic 	<ul style="list-style-type: none"> • Actively participates in discussions • Communicates ideas in an organized and effective manner • Responses are appropriate and relevant 	<ul style="list-style-type: none"> • Participates respectfully and productively in group discussions • Presents information clearly, using relevant facts and supporting details • Responses are appropriate, relevant and extended 	<ul style="list-style-type: none"> • Expresses and supports opinions and judgments • Generates pertinent questions to advance understanding • Contributes actively to discussions, encouraging the contributions of others • Communicates ideas using rich and expressive language • Demonstrates the use of effective presentation skills