

## DEVELOPING

<input type="checkbox"/> Stage 5	<input type="checkbox"/> Stage 6	<input type="checkbox"/> Stage 7	<input type="checkbox"/> Stage 8
<ul style="list-style-type: none"> <li>▪ Records most consonant sounds heard in words</li> <li>▪ Generates short and simple sentences that are often repetitious</li> <li>▪ Return sweep evident, if applicable</li> <li>▪ Spacing is inconsistent</li> <li>▪ May experiment with punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records most sounds heard in a word and attempts vowel usage</li> <li>▪ Writes two or more simple sentences or one more complex sentence</li> <li>▪ Return sweep evident</li> <li>▪ Begins to use capital letters at the beginning of sentences</li> <li>▪ Spaces between words most of the time</li> <li>▪ Begins to use periods at the end of lines (not necessarily at the end of a sentence)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes using some conventional spelling patterns and letter/sound correspondence</li> <li>▪ Uses more standard spelling of high frequency words than temporary spelling</li> <li>▪ Varies sentence structures slightly</li> <li>▪ Uses upper and lower case letters appropriately most of the time</li> <li>▪ Spaces between words consistently</li> <li>▪ Occasionally uses punctuation at the end of sentences</li> <li>▪ Sentences show some logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates visual as well as phonetic spelling strategies</li> <li>▪ Develops logical sequence or text structure</li> <li>▪ Writes longer texts with good word choice</li> <li>▪ Uses conventional syntax</li> <li>▪ Uses most capitalization and punctuation appropriately</li> <li>▪ Sustains one idea throughout the piece</li> </ul>
<b>Suggested focus of instruction:</b>	<b>Suggested focus of instruction:</b>	<b>Suggested focus of instruction:</b>	<b>Suggested focus of instruction:</b>
<ul style="list-style-type: none"> <li>▪ Support child's writing of two or three related thoughts</li> <li>▪ Support/reinforce spacing between words on lines</li> <li>▪ Introduce/support correct letter formation, size, and placement</li> <li>▪ Model writing a text through interactive writing, emphasizing vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reinforce appropriate use of upper and lower case letters</li> <li>▪ Reinforce correct letter/sound correspondence in child's writing</li> <li>▪ Support/reinforce correct spelling of high frequency/interest words</li> <li>▪ Model strategies for generating ideas for writing</li> <li>▪ Model correct end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support the child's monitoring of conventional spelling of known words</li> <li>▪ Introduce/model writing story organization: beginning, middle, and end</li> <li>▪ Model the development of a series of thoughts</li> <li>▪ Model how to vary sentences to move a story forward</li> <li>▪ Support use of resources for conventional spelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support the use of resources for conventional spelling and vocabulary development</li> <li>▪ Introduce/model writing for a variety of purposes</li> <li>▪ Introduce/model revision to clarify message/story (e.g. author's chair, overhead writing, and adult modeling of peer conferencing)</li> <li>▪ Introduce/model peer conferencing and editing</li> <li>▪ Support child's sense of story and voice</li> </ul>