The Early Literacy Continuum for Writing

Levels of Student Work

- 1. The student's work consists of scribbles, random shapes, or exploration of materials. It is not recognizable.
- 2. The student's work is only recognizable when the student talks about it.
- 3. The student's work is recognizable, but lacks important detail that is critical to the story.
- 4. The student's work contains important detail that is critical to the story, but lacks "writing".
- 5. The student's work contains important detail that is critical to the story, and includes "writing".

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Teaching Objectives

Through conversation the student will add on to his or her own work and be able to:

- Correctly produce early developing speech sounds; p, b, m, t, d and n.
- Use pictures to tell a simple story.
- Add relevant details to their stories to help to tell the story.
- Begins to communicate in spite of grammatical errors.
- Use basic writing/drawing conventions such as pencil/crayon grasp, body position and paper.

Through dictation the student will add on to his or her own work and be able to:

- Orally produce sentences which are generally grammatically correct.
- Use pictures and print to convey meaning.
- Tell a story with a beginning, middle and end.
- Associate sounds with the written word.
- Revisits writing and "rereads" the same message every time.
- Share story with audience.
- Use letter-like symbols for communication.
- Develop phonemic awareness by listening to songs, nursery rhymes, dramatic activities, story telling and poetry.
- Notice grammar and punctuation.
- Recognize familiar letters or words found in their environment

In the student's own journal or writing book, the student will be able to:

· Attempt to represent sounds in "writing."

Levels of Student's Oral Language (in the language of instruction)

- 1. The student will not converse about his or her work. However, he or she may gesture.
- 2. The student *labels objects* using words, short phrases, or simple sentences about his or her work through teacher questioning. However, the student may seem unsure and/or give different responses during continued conversation.
- 3. The student *labels objects* using words, short phrases or simple sentences about his or her work. The language remains constant during the conversation and over time.
- 4. The student is able to tell a *story* about his or her work through teacher questioning.
- 5. The student is able to tell a simple *story* about his or her work with little or no teacher support.