

TK Learning Progression for Writing by Trimester

For Trimesters 1 & 2, these are the “expected growth” benchmarks. If students are meeting the benchmark, start working on the next trimester’s expectations.

1st Trimester: Narrative	2nd Trimester: Informative	3rd Trimester: Opinion
<p>Structure</p> <ul style="list-style-type: none"> ● The writer told and drew a story with pictures that convey a meaning and some “writing.” Writing may include letter strings, scribbles, mock letters, and/or copied words from the environment (see Stages below). <ul style="list-style-type: none"> ○ Stages 1-4 of Evolution of Child’s Writing ● The writer started by drawing or saying something. ● The writer kept on working. ● The writer’s story stays on topic. <p>Development</p> <ul style="list-style-type: none"> ● The writer put more and then more on the page. ● In the writer’s story, she told and showed what happened. 	<p>Structure</p> <ul style="list-style-type: none"> ● The writer told and drew pictures with some detail about a topic she knew and some “writing.” Writing includes beginning sounds and some sight words. <ul style="list-style-type: none"> ○ Stages 5-8 of Evolution of Child’s Writing ● The writer orally stated what her topic was. ● The writer kept on working. ● The writer said, drew, and “wrote” all he could about his topic. <p>Development</p> <ul style="list-style-type: none"> ● The writer put more and then more on the page. ● The writer said, drew, and “wrote” things she knew about the topic. 	<p>Structure</p> <ul style="list-style-type: none"> ● The writer told about something he liked or disliked with elaborate pictures and some “writing.” Writing includes beginning and ending sounds and some sight words. <ul style="list-style-type: none"> ○ Stage 9 of Evolution of Child’s Writing (Stages 10-12 are advanced) ● The writer orally stated her opinion. ● The writer kept on working. ● The writer said, drew, and “wrote” all he could about his opinion. <p>Development</p> <ul style="list-style-type: none"> ● The writer put more and then more on the page. ● The writer said, drew, and “wrote” some things about what she liked and did not like.

Language Conventions <ul style="list-style-type: none"> ● The writer could orally dictate his pictures ● The writer tried to make “words.” (stages 1-4) ● The writer could write her name. 	Language Conventions <ul style="list-style-type: none"> ● The writer could orally dictate his pictures and some of his “words.” ● The writer made “words.” (stages 5-8) ● The writer could label pictures (first sound). ● The writer could write her name legibly. 	Language Conventions <ul style="list-style-type: none"> ● The writer could read his pictures and some of his “words.” ● The writer made “words.” (stage 9) ● The writer could label pictures (first and last sound). ● The writer could write her name correctly with one capital at the beginning.
Total writing time <u>by end of Tri 1</u>: 30-45 min. <ul style="list-style-type: none"> ● 10-15 min. mini lesson ● 15-25 min. independent writing time ● 5 min. share 	Total writing time <u>by end of Tri 2</u>: 35-50 min. <ul style="list-style-type: none"> ● 10-15 min. mini lesson ● 20-30 min. independent writing time ● 5 min. share 	Total writing time <u>by end of Tri 3</u>: 45-60 min. <ul style="list-style-type: none"> ● 10 min. mini lesson ● 30-45 min. independent writing time ● 5 min. share
Management Tips: <ul style="list-style-type: none"> ● Writing folders with alphafriends and sight words on front and back ● Individual file holders with writing folders and mentor texts ● Ziplock bags to store their books ● Once a month, have students choose their favorite piece of writing to “publish.” Collect these for Open House. ● At the beginning of the year, have them draw a picture of him/herself and write their name. 		

TK Learning Progression for Writing (TRIMESTER 1)

TK TRI 2 Progression	Meets Standard	Strengths/ Expected Growth	Area(s) of Concern	Next Steps for Teaching
<p>In addition to the criteria for proficient, one or more of the following are evident:</p> <p>Stages 5-8 of Evolution of Child's Writing</p>	<p>Structure</p> <ul style="list-style-type: none"> • The writer told and drew a story with pictures that convey a meaning and some “writing.” Writing may include letter strings, scribbles, mock letters, and/or copied words from the environment (see Stages below). <ul style="list-style-type: none"> ◦ Stages 1-4 of Evolution of Child's Writing • The writer started by drawing or saying something. • The writer kept on working. • The writer’s story stays on topic. <p>Development</p> <ul style="list-style-type: none"> ● The writer put more and then more on the page. ● In the writer’s story, she told and showed what happened. <p>Language Conventions</p> <ul style="list-style-type: none"> ● The writer could orally dictate his pictures • The writer tried to make “words.” (stages 1-4) • The writer could write her name. 			

TK Learning Progression for Writing (TRIMESTER 2)

TK TRI 3 Progression	Meets Standard	Strengths/ Expected Growth	Area(s) of Concern	Next Steps for Teaching
<p>In addition to the criteria for proficient, one or more of the following are evident:</p> <p>Stage 9 of Evolution of Child's Writing</p>	<p>Structure</p> <ul style="list-style-type: none"> The writer told and drew pictures with some detail about a topic she knew and some "writing." Writing includes beginning sounds and some sight words. <ul style="list-style-type: none"> Stages 5-8 of Evolution of Child's Writing The writer orally stated what her topic was. The writer kept on working. The writer said, drew, and "wrote" all he could about his topic. <p>Development</p> <ul style="list-style-type: none"> The writer put more and then more on the page. The writer said, drew, and "wrote" things she knew about the topic. <p>Language Conventions</p> <ul style="list-style-type: none"> The writer could orally dictate his pictures and some of his "words." The writer made "words." (stages 5-8) The writer could label pictures (first sound). The writer could write her name legibly. 			

TK Learning Progression for Writing (TRIMESTER 3)

K Progression	Meets Standard	Strengths/ Expected Growth	Area(s) of Concern	Next Steps for Teaching
<p>In addition to the criteria for proficient, one or more of the following are evident:</p> <p>Stages 10-12 of Evolution of Child's Writing</p>	<p>Structure</p> <ul style="list-style-type: none"> ● The writer told about something he liked or disliked with elaborate pictures and some "writing." Writing includes beginning and ending sounds and some sight words. <ul style="list-style-type: none"> ○ Stage 9 of Evolution of Child's Writing (Stages 10-12 are advanced) ● The writer orally stated her opinion. ● The writer kept on working. ● The writer said, drew, and "wrote" all he could about his opinion. <p>Development</p> <ul style="list-style-type: none"> ● The writer put more and then more on the page. ● The writer said, drew, and "wrote" some things about what she liked and did not like. <p>Language Conventions</p> <ul style="list-style-type: none"> ● The writer could read his pictures and some of his "words." ● The writer made "words." (stage 9) ● The writer could label pictures (first and last sound). ● The writer could write her name correctly with one capital at the beginning. 			