## Kindergarten Writing Continuum

<table>
<thead>
<tr>
<th>Stage</th>
<th>Writing at this stage looks like...</th>
<th>At this stage the writer...</th>
<th>Possible skills for goal-setting to take students to the next level...</th>
</tr>
</thead>
</table>
| **STAGE 1** | ![Stage 1 Image](image1) | • Draws a picture that relates to the topic and is able to explain the picture when prompted | • Connecting Letter/sound correspondence  
• Attempting to write beginning letter sounds |
| **STAGE 2** | ![Stage 2 Image](image2) | • Draws a picture and adds scribbles to represent letters and words | • Connecting letter/sound correspondence  
• Attempting to write beginning letter sounds |
| **STAGE 3** | ![Stage 3 Image](image3) | • draws a picture and includes individual letters or strings of letters with no correspondence to the picture’s topic | • Connecting correct letter/sounds to picture’s topic  
• Attempting to write multiple sounds from a word |
| **STAGE 4** | ![Stage 4 Image](image4) | • draws a picture and uses some letter/sound correspondence to label the picture  
Ex. HS represents house. | • Building simple words using beginning sounds, vowels and ending sounds  
• Identifying words connected to the picture and writing multiple sounds found in the words  
• Writing from left to right on the page |
| STAGE 5 | • uses some letters to match sounds, often using one beginning letter to write a word  
• written text connects loosely to the topic/prompt  
• usually writes from left to right, but may reverse some letters | • Building sentences with a clear subject and a verb  
• Using ending punctuation  
• Using capitals at the beginning of sentences |
| --- | --- | --- |
| STAGE 6 | • Starts to write in sentences in relation to the topic/prompt  
• Sentences may be repetitive  
• Ideas are connected  
• Some punctuation is used, but not consistently | • Expanding number of words in a sentence to expand thoughts  
• Sentence variety  
• Connecting thoughts to topic/prompt  
• Using ending punctuation  
• Using capitals at the beginning of sentences  
• Conventional spelling |
| STAGE 7 | • Writer completes a statement that clearly connect to the topic/prompt  
• Writer can read the message without picture support  
• Clear statement or statements show knowledge of letter/sound relationships  
• Some words show knowledge of conventional spelling  
• Writer begins to use end punctuation and capital letters, but does not do this consistently | • Writing more than one sentence in response to the prompt/topic  
• Spacing  
• Using ending punctuation  
• Using capitals at the beginning of sentences  
• Conventional spelling |
| STAGE 8 | • Writer can create more than one sentence related to the topic/prompt  
• Writer can read the message without picture support  
• Writer creates clear sentences with a subject and verb  
• Spacing is consistent  
• Writer usually starts sentences with capital letters  
• Writer usually uses end punctuation | • Writing multiple sentences and staying on topic/following the prompt  
• Conveying ideas in sequence  
• Writing a topic sentence and following it with supporting sentences |
<table>
<thead>
<tr>
<th>STAGE 9</th>
<th>Writer can create multiple sentences (4 or more) related to the prompt</th>
<th>Writing a paragraph with a clear topic sentence</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Writer can read the message without picture support</td>
<td>Writing multiple paragraphs based on a topic/prompt</td>
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<tr>
<td></td>
<td>Clear sentences show a progression in thoughts or a sequence</td>
<td>Revising work to rearrange sentences, keep sentences or delete sentences</td>
</tr>
<tr>
<td></td>
<td>Spacing is consistent</td>
<td>Writing introductory sentences</td>
</tr>
<tr>
<td></td>
<td>Writer consistently starts sentences with capital letters</td>
<td>Writing concluding sentences</td>
</tr>
<tr>
<td></td>
<td>Writer consistently uses end punctuation</td>
<td>Writing topic sentences and support sentences</td>
</tr>
</tbody>
</table>