

The Developmental Writing Continuum P-3 provides teachers with a tool to align instruction and assessment when planning. This tool highlights what students should have under control by the end of grade/stage in the four overarching categories on the continuum (eg. Link Communication, Reading, and Writing)

The act of writing is to communicate with an audience and for a purpose. All four categories within the continuum work in unison to support students in the development of effective communication skills.

When looking across the continuum, it is important to note that some practices are developmentally appropriate at certain stages (eg. how print works in writing is most appropriately taught in the emergent and early stages of writing development). Where there are blanks in the continuum the category is under control at an earlier developmental stage.

It is important when planning and delivering writing instruction that teachers monitor and evaluate how students are doing in order to best respond to the needs of all learners. All writing instructional practices should yield measurable results and provide ongoing evidence of the impact on student learning.

This continuum aligns with current support resources and was designed specifically to assist in the use of Nova Scotia English language arts curricula. As per the Inclusive Education Policy, additional and timely support for students in writing will be determined and implemented with Teaching Support and Student Planning teams to ensure the on-going well-being and achievement of individual students.

Developmental Writing Continuum P-3 — DRAFT

Emergent	Mid Early	Late Early	Transitional
Grade Primary: Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences.	Grade 1: Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences.	Grade 2: Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences.	Grade 3: Learners can read texts that include features, structures, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences.
LINKING COMMUNICATION, READING, AND WRITING			
understand how talking, reading and writing are related (what I say I can write, what I write I can read)	demonstrate how talking, reading and writing are related in a variety of ways		demonstrate how talking, reading and writing are related in a variety of ways
engage in conversations about text and use the ideas in their writing (using predictable language structures, speech bubbles...)	engage in conversations about text and use new ideas in writing (main idea, sequence, and known text features)	engage in conversations about text and use new ideas in writing (author's style, text features, character development)	examine features of fiction and non-fiction and use the new ideas in writing
use vocabulary that has been highlighted from talking and reading, in writing such as concept words (colour names, number words)	use self-selected vocabulary from talking and reading, in writing such as synonyms, antonyms, and compound words	use self-selected vocabulary from talking and reading, in writing such as homophones (blue/blew)	use a variety of self-selected vocabulary from talking and reading, in writing such as onomatopoeia (buzz, plop, hiss, zoom)
engage actively in conversations about text such as turn and talk	engage actively in conversations about texts demonstrating respectful and non-hurtful vocabulary choices	use language to agree, disagree or explain reasons for their opinion related to the text discussions	extend and elaborate in discussions centered around text
notice and use the visual features of text in writing (spacing, punctuation...)	notice and begin to use the visual features of text in writing (punctuation, labeled drawings, pictures, and diagrams)	notice and use author techniques to enhance writing (photographs, drawings, labels, point of view...)	notice, talk about and experiment with author techniques (building suspense, humor, empathy, point of view...)
notice the author's word choice and try it out in conversation and writing	discuss a favourite author's language and use self-selected elements in writing		select specific and precise language from text and use with audience and purpose in mind
notice the illustrator's use of pictures, detail and colour and try it out in writing	notice and begin to use the author's/ illustrator's unique text features and try out in writing	notice and use the author's/ illustrator's unique text features and try out in writing	use self-selected text features in writing
VIEWING SELF AS A WRITER			
engage in choice drawing and writing daily	engage in choice drawing and writing daily with growing stamina	engage in choice writing daily for longer periods of time	sustain engagement in choice writing and illustrating daily
write routinely throughout the day for a purpose and audience	write routinely throughout the day for a range of purposes and audiences including content areas		write routinely throughout the day (extended time frames and shorter time frames) for a range of content areas, purposes and audiences
generate ideas and make writing choices	generate ideas and make writing choices		generate ideas and make writing choices
self-select pieces of writing from a personal writing folder and share	self-select pieces of writing from a personal writing folder for a particular purpose (revise, publish, share, try a new technique...)		self-select pieces of writing from a personal writing folder for a particular purpose (revise, publish, share, try a new technique...)

self-evaluate writing and discuss what is good about it and what techniques were used (teacher)	self-evaluate writing and discuss what is good about it and what techniques were used and discuss possible next steps	self-evaluate writing using co-constructed criteria and discuss possible next steps	self-evaluate writing using co-constructed criteria and discuss possible next steps
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Emergent	Mid Early	Late Early	Transitional
talk about oneself as a writer	talk about oneself as a writer and participate in conversations	talk about oneself as a writer and participate in conversations that foster a writing community	talk about oneself as a writer and participate in conversations that foster a writing community
think of what to work on next as a writer	begin to seek feedback on writing and goals	seek on-going feedback on writing and goals	articulate goals as a writer and seek feedback to attain them

UNDERSTANDING HOW PRINT WORKS IN WRITING

<ul style="list-style-type: none"> directionality (left to right and top to bottom on a page, return sweep) print gives the message writing and drawing are related concept of word concept of letter concept of capital letter (beginning of sentence) identify first and last part of a story spacing between words one-to-one matching when reading their writing write 10 or more high frequency words correctly in daily writing pieces such as: I, a, am, at, is, my, the, and, he, she, like, come, look 	<ul style="list-style-type: none"> print gives the message writing and drawing are related identify first and last part of a story compare the purpose of upper- and lower-case letters use known punctuation in writing adhere to line order, word order, letter order, and left page before right use many letter-sound relationships (blends, digraphs, long and short vowels) write 45+ high frequency words fluently in daily writing pieces 	<ul style="list-style-type: none"> identify first, middle and last part of a story examine the purpose of punctuation use many letter-sound relationships (blends, digraphs, long and short vowels) use text features such as bold print, table of contents, glossary, headings/subheadings, maps, drawings) use apostrophes in singular possessives and contractions begin to use quotation marks for dialogue write many high frequency words fluently in daily writing pieces 	begin to use new paragraphs when starting a new idea/topic
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WRITING PROCESS (STRATEGIC PROCESSING)

Pre-writing

generate and expand on ideas in response to provocations that support curiosity and storytelling	generate and expand on ideas in response to learning experiences that support curiosity and storytelling	generate and expand on ideas in response to learning experiences that support curiosity and storytelling
orally tell stories from beginning to end and begin to identify audience	plan for writing based on purpose and audience orally and then in writing and begin to use simple graphic organizers	plan for writing based on purpose and audience orally and then in writing (i.e. simple graphic organizers, webs, lists)
tell a story from their point of view	tell a story from their point of view	talk about whose point of view the writing will represent
realize that pictures and words on a page support and extend each other	plan a layout where pictures and words support and complement each other	plan a layout for writing that is appropriate to the form of writing
generate ideas and topics from personal experiences and favourite authors	generate ideas and topics from personal experiences and interests	generate ideas and topics from personal experiences, interests and the work of others
		generate relevant ideas and topics from experiences, interests, the work of others and the world around them

Emergent	Mid Early	Late Early	Transitional
generate questions for further exploration of a topic	generate questions for further exploration of a topic and locate sources for information	generate questions for further exploration of a topic and locate relevant sources for information	generate questions for further exploration of a topic and locate information from a range of relevant sources
understand that writers write about things they know and share thoughts, feelings, and opinions	plan to write about things they know and share thoughts, feelings, and opinions		combine information from a variety of sources to think differently about a topic and use it in the planning stage
draw pictures and record information to help develop and share ideas	draw pictures or record information to develop ideas for writing as appropriate		draw pictures and/or record information to develop ideas for writing as appropriate
<i>Drafting and Revising</i>			
write about a wide variety of topics	choose from known genres and forms to write about a meaningful topic	choose from a variety of genres and forms to write about a meaningful topic and explain your choice	choose from an expanded variety of genres and forms to write about a meaningful topic and explain your choice
write about a single idea	expand writing using supportive details and examples that grow a topic	expand writing using supportive details and examples, using simple and compound sentences	expand writing using supportive details and examples, using simple, compound and complex sentences
place titles and headings in the appropriate place on a page	use illustrations and text features (title, author, illustrator, labeled pictures, and procedures) to guide the reader	use illustrations and text features (diagrams, scaled drawings, headings, page numbers) to guide the reader	use illustrations and text features (scaled drawings, headings, diagrams, captions, table of contents, index, glossary, graphics, placement of text) to guide the reader
use known oral language in writing even if unsure how to spell some words	apply multiple spelling strategies to write commonly seen words and self-selected unknown words	apply a wider range of spelling strategies resulting in more conventional spelling of increasingly complex words	apply a wider range of spelling strategies to <ul style="list-style-type: none"> ▪ spell increasingly complex words ▪ monitor own spelling by noticing when words do not look right
write unfamiliar words by recording prominent sounds	apply spelling strategies to write unfamiliar words		apply spelling strategies to write many unfamiliar words conventionally
write high frequency words accurately	vary word choice so that <ul style="list-style-type: none"> ▪ high frequency words are not overused ▪ begin to use transition words to connect ideas ▪ multi-sensory language describes how something looks, smells, tastes, feels, or sounds (poetic language) 	vary word choice so that <ul style="list-style-type: none"> ▪ high frequency words are not overused ▪ transition words connect ideas ▪ multi-sensory language describes how something looks, smells, tastes, feels, or sounds (poetic language) 	vary word choice to include <ul style="list-style-type: none"> ▪ a variety of simple and complex sentences interesting description and dialogue ▪ a variety of connectives (although, therefore, unless, whenever) ▪ a range of descriptive words to enhance meaning strong verbs and nouns ▪ poetic language ▪ sensory images
show evidence of using language from mentor texts that have been read aloud	show evidence of using language from mentor texts that have been read aloud		learn from other writers by emulating their use of words, phrases and sentences

Emergent	Mid Early	Late Early	Transitional
use vocabulary appropriate to the topic	use vocabulary appropriate to the topic	use memorable words or phrases appropriate to the topic	use memorable words or phrases appropriate to the topic
recognize and experiment with new vocabulary	recognize and experiment with new vocabulary	develop and use the language of different genres	use the vocabulary specific to the genre, the topic or a content area
include details in the drawings or writing that the audience needs to know	use details in drawings and writing that the audience needs to know in a story or a non-fiction piece	understand the importance of the lead in a story or a non-fiction piece and experiment within writing	use a variety of leads in a story or a non-fiction piece
reread writing each day for meaning or before adding to a piece of writing	reread each day to <ul style="list-style-type: none"> maintain the thread of writing from previous days clarify meaning 		reread and reflect each day to <ul style="list-style-type: none"> provide further explanation clarify meaning add interest and supporting points
use drawings to support memory and help in planning	use drawings to <ul style="list-style-type: none"> support planning, drafting and revising capture details important to an idea 	use drawings and sketches to <ul style="list-style-type: none"> support planning, drafting and revising capture details important to a topic 	understand the difference between drawing and sketching and use them to support drafting and revision
make decisions about where to place drawings and words on a page	make decisions about where to place illustrations and known text features	make decisions about where to place text features such as photographs with legends, side bars and graphics	make decisions about where to place text features such as photographs with legends, inserts, side bars and graphics
add to drawings to expand on a single idea	add labels or sentences to drawings as needed to increase the reader's understanding		add labels or sentences to drawings as needed to increase the reader's understanding and interest
draw or write with a beginning, middle, and end	write with a beginning, middle, and end	write a story that has a beginning, a series of events and an ending	write stories that have a beginning, a series of events and an ending
draw or write an information text with a single idea	write an information text with a single idea	write an informational text that has introductory and summary sentences	write informational text that provides interesting supporting details particular to the topic (types of dogs, features of dogs, jobs dogs do)
understand that writers can change their writing in response to feedback	understand that writers can change their writing in response to feedback	reflect on and make decisions in response to peer or teacher feedback	reflect on and make decisions in response to peer or teacher feedback
reorganize and revise writing to better express their meaning (reorder drawings or pages or cut and paste)	understand that revision makes written messages stronger and clearer to readers		understand that revision makes written messages stronger and clearer to readers
use a variety of words to indicate dialogue	use a variety of words to indicate dialogue	use a variety of words to indicate dialogue of multiple characters	use a variety of words to indicate dialogue of multiple characters

Emergent	Mid Early	Late Early	Transitional
<i>Editing and Proofreading: using co-constructed criteria</i>			
edit for <ul style="list-style-type: none"> spacing spelling approximations by making another attempt notice letters/words that do not look right and make another attempt correct letter formation or orientation and periods capital letters (beginning of sentence, names and "I") 	use an editing and proofreading checklist to edit for <ul style="list-style-type: none"> capitals, end punctuation and sentence structure conventional spelling of known words spelling errors by circling words that may not look right and use reference tools (personal word list, word wall, peer, text) to make another attempt capital letters (beginning of sentence, names and "I", proper nouns, titles) 	use an editing and proofreading checklist to edit for <ul style="list-style-type: none"> capitals, end punctuation and sentence structure conventional spelling of known words spelling errors by circling words that may not look right and use reference tools (personal word list, word wall, peer, text) to make another attempt capital letters (beginning of sentence, names and "I", proper nouns, titles) use lower case letters within words begin to use commas in a date and series 	use an editing and proofreading checklist to edit for <ul style="list-style-type: none"> capitals, punctuation and sentence structure paragraph breaks conventional spelling of known words spelling errors by circling words that may not look right and use reference tools (personal word list, word wall, peer, text) to make another attempt capital letters (beginning of sentence, names and "I", proper nouns, titles, as a text feature or to impact the reader and emphasize a thought)
use the tool such as <ul style="list-style-type: none"> crossing out words with a pencil or marker adding or removing pages in a self-made book 	use the tool such as <ul style="list-style-type: none"> crossing out words with a pencil or marker adding or removing pages in a self-made book adding words, letters or phrases using a caret or sticky note 	reorder the information in a text to make the meaning clearer by cutting apart, cutting and pasting, laying out pages and using technology	add words, letters or sentences using a variety of techniques (caret, sticky notes, technology)
confer with peers or teachers to ensure that writing can be read by others	confer with peers or teachers to ensure that writing can be read by others		confer with peers or teachers to improve the writing
<i>Publishing</i>			
when finished a piece of writing <ul style="list-style-type: none"> talk about it to others read it aloud to others 	when finished a piece of writing <ul style="list-style-type: none"> talk about it to others read it aloud to others decide how it will be displayed 	understand publishing as the sharing of a piece of writing with a purpose and an audience in mind	understand publishing as the sharing of a piece of writing with a purpose and an audience in mind
use labels and captions on drawings/illustrations that draw attention to detail	create illustrations and writing that work together to express the meaning	in anticipation of an audience, add book and text features to the text during the publishing process	in anticipation of an audience, add book and text features (cover page, citing sources of information ...) to the text during the publishing process
in collaboration with others, create illustrations to enhance a piece of group writing	select best pieces of writing from one's own collection and give reasons for the selections		select best pieces of genre writing from one's own collection and give reasons for the selections
share a self-selected drawing or piece of writing with others	publish self-selected final pieces of writing that demonstrate known traits and conventions	publish self-selected pieces of writing that demonstrate traits and conventions and present to an audience	use a variety of ways to publish and share pieces after each unit of study such as websites, blogs, plays, video, books, magazines, infographics etc.