

Writing Process Learning Progression, K–5

Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Grade-Specific Alignment Based on CCSS' Levels of Proficiency	September of Kindergarten	January of Kindergarten	June of Kindergarten September of 1st Grade	June of 1st Grade September of 2nd Grade	June of 2nd Grade September of 3rd Grade	June of 3rd Grade September of 4th Grade	June of 4th Grade September of 5th Grade	June of 5th Grade September of 6th Grade
Generating Ideas	<ul style="list-style-type: none"> A child at this level can recall a topic or event and draw pictures to show that event. With prompting, a child can say more about the topic/event. 	<ul style="list-style-type: none"> A child at this stage can independently recall a topic/event and tell a little more about it before drawing and labeling to show the event through writing. A writer at this level uses both words and pictures. The writer is already starting to come up with ideas to write about and sees life as a source of ideas. 	<ul style="list-style-type: none"> The writer at this stage has a small repertoire of strategies to generate ideas. The writer knows she can look to charts for visual reminders of learned strategies. The writer is starting to be able to story-tell one event to a partner in a sequential way in order to write. The writer comes up with ideas to write about and is starting to develop topics or territories about which she feels drawn to write. 	<ul style="list-style-type: none"> A writer at this level comes to workshop with ideas, has territories, and has a wide repertoire of strategies if needed. A writer at this level is starting to move away from coming up with an event to write about to considering "What do I really want to write about?" She may offer several ideas but stop and consider which one she really wants to tell. 	<ul style="list-style-type: none"> When asked to generate ideas, a child at this level will already have come prepared with a list of ideas in mind that are focused and show knowledge of the conventions of a genre. The student can also independently recall a repertoire of strategies learned, choose one, and apply it <i>quickly</i>. She will take five minutes to brainstorm a couple of ideas using a strategy before choosing one and starting to write long about it. Her notebook will reflect a wide variety of strategies used. 	<ul style="list-style-type: none"> A child at this stage comes to workshop with plans for what pieces she wants to write. If needed, a child at this level can recall strategies learned and <i>quickly</i> (no more than five minutes) jot and sift through in her mind what ideas she has that would make for significant and powerful entries. She has a repertoire of strategies to generate ideas and knows she can reference charts to find strategies. More importantly, at this level she will choose her ideas and strategies purposefully, knowing that the goal is to choose ideas that will allow her to write well with significance and power. Her notebook will reflect a growing sense that the writing done has been designed from the start to be significant. This writer is starting to carry her notebook around with her to be able to catch ideas at all times. 	<ul style="list-style-type: none"> When asked to generate ideas, a child at this stage comes with ideas, knows and utilizes a wide repertoire of previously learned strategies, and has a sense of which strategies are most effective for her as a writer. At this level a writer is starting to be able to generate ideas for writing <i>from</i> writing. She reflects on her writing and writes about the underlying ideas and uses this writing as a springboard to do more with these ideas. Her notebook shows evidence of reflection entries and writing done from this work. A writer at this level also is starting to generate ideas through thinking about the writing of <i>others</i>. She may say, "I want to write a short story about my family the way James Howe did in 'Everything Will Be Okay,'" or "I really loved how Christine wrote about the last time she saw her friend before he moved. That gave me an idea." This writer is prepared to find ideas in life and carries her notebook. She can be found jotting ideas down quickly or stopping to tell a friend about a new piece she wants to try in workshop. She sees true ideas and potential for writing all around her. 	<ul style="list-style-type: none"> A child at this level continues to come with ideas and plans for pieces and can use a wide repertoire of strategies effectively, if necessary. In addition to being able to generate ideas for writing quickly, the writer shows a willingness to grapple with one idea across multiple entries. The writer is willing to write and rewrite about the ideas. The writer is generating abstract entries that are about larger, more complex ideas as well as writing entries that show the idea concretely in more precise details. The writer can shift between writing these types of entries.

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Drafting (fluency/volume/stamina)	<ul style="list-style-type: none"> A writer at this level may start and complete a new piece of writing in ten minutes. He is starting to learn that when he is done, he begins the process anew. The writer works in booklets that are perhaps three pages each and produces one to two pages of work each day. With support, he can remain engaged in work for twenty minutes. 	<ul style="list-style-type: none"> Writers produce at least three or more pages of drawing and writing per day. A writer at this level has moved from writing single pages to using booklets with perhaps three pages with three or more lines each. The child is writing sentences each day. With reminders and redirection, students can focus on their work for at least thirty minutes. 	<ul style="list-style-type: none"> Writers produce at least three pages per day, with at least one to three sentences per page (between three and six sentences a day). In a week they might produce three to five booklets. With reminders and redirection, they can remain focused on writing work for about thirty to thirty-five minutes. 	<ul style="list-style-type: none"> Writers produce at least four to five pages of writing per day, with three or more sentences per page (between twelve and fifteen sentences a day). They remain involved in talking about, drawing, and writing their books for forty minutes. 	<ul style="list-style-type: none"> The child at this level produces a page or more of writing each day, the amount that would fill a piece of notebook paper. She writes an entry or two in class each day, each a page or more in length, and an additional entry at home. She can remain engaged for fifty minutes. 	<ul style="list-style-type: none"> The child at this level writes in a notebook, producing a page or more of writing each day. She writes one or two entries a day in class, each a page and a half in length, and an additional entry at home. She understands that she can write fast and furiously, filling up a page in ten minutes before moving on to the next page. The child can remain engaged in a writing project for sixty minutes. The child at this level is starting to show initiative in his own writing life, working longer on a project (independent or unit-based) for longer periods of time than required. 	<ul style="list-style-type: none"> The child at this level writes fast and furiously each time he writes, producing two pages a day in school, ten pages a week or more in total, and the same amount at home. He can remain engaged for sixty minutes. The child at this level shows initiative in his own writing life, working longer on a project (independent or unit-based) for longer periods of time than required. 	<ul style="list-style-type: none"> At this level, the child meets all of the expectations for level 7 and can sit and type three pages in a single sitting. The child can remain engaged in a writing project, which can include talking, planning, and drafting for sixty minutes. Children at this level continue to show great initiative in their writing lives and work on both independent and unit-based projects for longer periods of time than required.
Revision	<ul style="list-style-type: none"> With support, writers can go back and tell new details about the event/topic. They can point to their pictures, add on to the pictures, and perhaps label. 	<ul style="list-style-type: none"> When nudged, writers reread their work and revise by adding to pictures, making new pictures and sentences, and adding labels. 	<ul style="list-style-type: none"> When nudged, writers revise their work by "stretching" out a picture, that is, drawing more pictures to show parts of the event and then writing sentences to stretch out the story. The writer may also add more sentences (between three and six sentences to the book). A writer at this stage is also starting to learn that revision can help focus a piece and may begin to take off parts. 	<ul style="list-style-type: none"> A writer at this stage has a small repertoire of revision strategies (add more dialogue, take away parts, add more details, stretch out the most important part, etc.). She knows to use a chart for visual reminders of learned strategies. A writer at this stage knows that there are predictable places that are important to revise (e.g., the beginning, the climax, etc.). The writer begins to revise with more purpose, considering craft and the effect different craft choices have on the way a story sounds to a reader. 	<ul style="list-style-type: none"> A child at this level will write an entirely new draft of a story. In previous levels, the child may have written changes onto an original draft and published that, and now she is ready to make significant large-scale changes and then write a second draft outside of the notebook. She has a small repertoire of revision strategies and knows that there are key ways revision can always pay off (i.e., revising beginning, ending, key parts, rethinking audience, topic, etc.). Her new draft does not just feel like a reworked version of the first but rather shows significant large-scale change. She knows to begin working on a new piece immediately after "finishing" one. 	<ul style="list-style-type: none"> The child at this level can take one piece through a sequence of drafts, each feeling entirely new and benefiting from large-scale changes. Students at this level have multiple revision strategies. They "write until the water runs clear" and know that more rewriting will lead to better writing. The child also understands that revisions bring out the significance of the piece. The writer is starting to not wait until revision to make a piece stronger but considers this while drafting. 	<ul style="list-style-type: none"> At this level, children have an internalized sense that yesterday's revision strategies become today's drafting work, and they bring all they know about revision into the initial drafting of their stories. Their revision is large scale and targeted, and they have multiple strategies to draw from. Children at this level begin to look closely and critically at mentor texts during this stage of revision and ask themselves what the author did that they can try. 	<ul style="list-style-type: none"> At this level, children revise not only drafts but also entries, choosing to find ways to ratchet up their own work using strategies they have learned, mentor texts, and talks with partners. Rather than following strategies to revise key places, a student at this level might instead or also read through a piece searching for places where the writing feels stronger or weaker and marking and rewriting those over and over. A student at this level might also start to revise by experimenting with craft to bring out significance. For example, a writer might not just rewrite her lead starting with dialogue, description, and so on but rather look more closely at varying sentence lengths, word choice, punctuation moves, and so on.

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<p>Editing Language usage expectations are based on Common Core State Standards.</p> <p><i>Students at the end of fourth grade are expected to write with "grade-appropriate" words spelled correctly.</i></p>	<ul style="list-style-type: none"> At this level, the child may edit by making his picture(s) more representational. He may also add some letters. 	<ul style="list-style-type: none"> When nudged, writers look back at their writing and add letters to capture more of the sounds they hear. Writers use high-frequency words and check that these are spelled correctly. 	<ul style="list-style-type: none"> When nudged, writers reread their work and are able to find a few of their mistakes and make attempts at correcting these mistakes. Students at this level will check to be sure they have capitalized the first word in a sentence and the pronoun "I." Students at this level can name ending punctuation and may check that they have included end punctuation. A child may start to check that she has capitalized dates and names of people and used commas in dates and to separate single words in a series. 	<ul style="list-style-type: none"> Writers reread their work and are able to find a few of their mistakes in capitalization, ending punctuation, and spelling. They will use available resources (e.g., word walls) to correct some of these mistakes. The Common Core expects that students at this level correctly capitalize dates and names of people, will use end punctuation in sentences, and use commas in dates and to separate single words in a series. Students will begin to edit to make sure they have correctly capitalized proper nouns and used apostrophes when writing contractions and frequently occurring possessives. 	<ul style="list-style-type: none"> The child at this level edits work for spelling, punctuation, and language usage. She knows to draft correctly capitalizing proper nouns, using apostrophes for contractions and possessives, and employing correct end punctuation. These are all checked when editing, but the child has most often <i>already</i> used the correct forms of these when writing. She will begin to edit for correct comma usage in dialogue and addresses as well as correct quotation mark usage in dialogue and correct capitalization of titles. She will know to use available resources (word walls, high-frequency words, etc.) to edit for and correct misspelled words. 	<ul style="list-style-type: none"> The child at this level knows to draft using correct capitalization, comma usage (series, addresses, dialogue), and quotation marks for dialogue. These are all checked when editing, but the child has most often <i>already</i> used the correct forms of these when writing. She will begin to check that she has used quotation marks in direct quotes and commas before a coordinating conjunction in a compound sentence and that she has identified and fixed sentence fragments and/or run-ons. She uses available resources to check spelling but relies on knowledge of spelling patterns to spell grade-appropriate words correctly when drafting. 	<ul style="list-style-type: none"> The child at this level knows that yesterday's editing work is part of today's drafting and has accumulated what has been in taught in language usage to write with correct capitalization, end punctuation, quotation marks, and commas and in complete sentences. She will begin to check for incorrect shifts in verb tense and that she has used punctuation to separate items in a series. She will also begin to more closely check her use of commas. She will check that she has underlined or used quotation marks or italics to indicate titles of works. At this level, this writer will spell grade-appropriate words correctly when drafting, consulting references as needed. 	<ul style="list-style-type: none"> The child at this level does not wait for the editing phase of the process to ensure that she is using correct spelling, punctuation, and grammar. She spells correctly when writing. This writer has a strong grasp of the commands of language and is starting to see that language is the writer's tool. At this level she is starting to see that editing is also about considering the tone and cadence of a piece, and she may start to vary sentence lengths to create a desired rhythm or to affect meaning for the reader.