Primary Developmental Continuum

March 2008

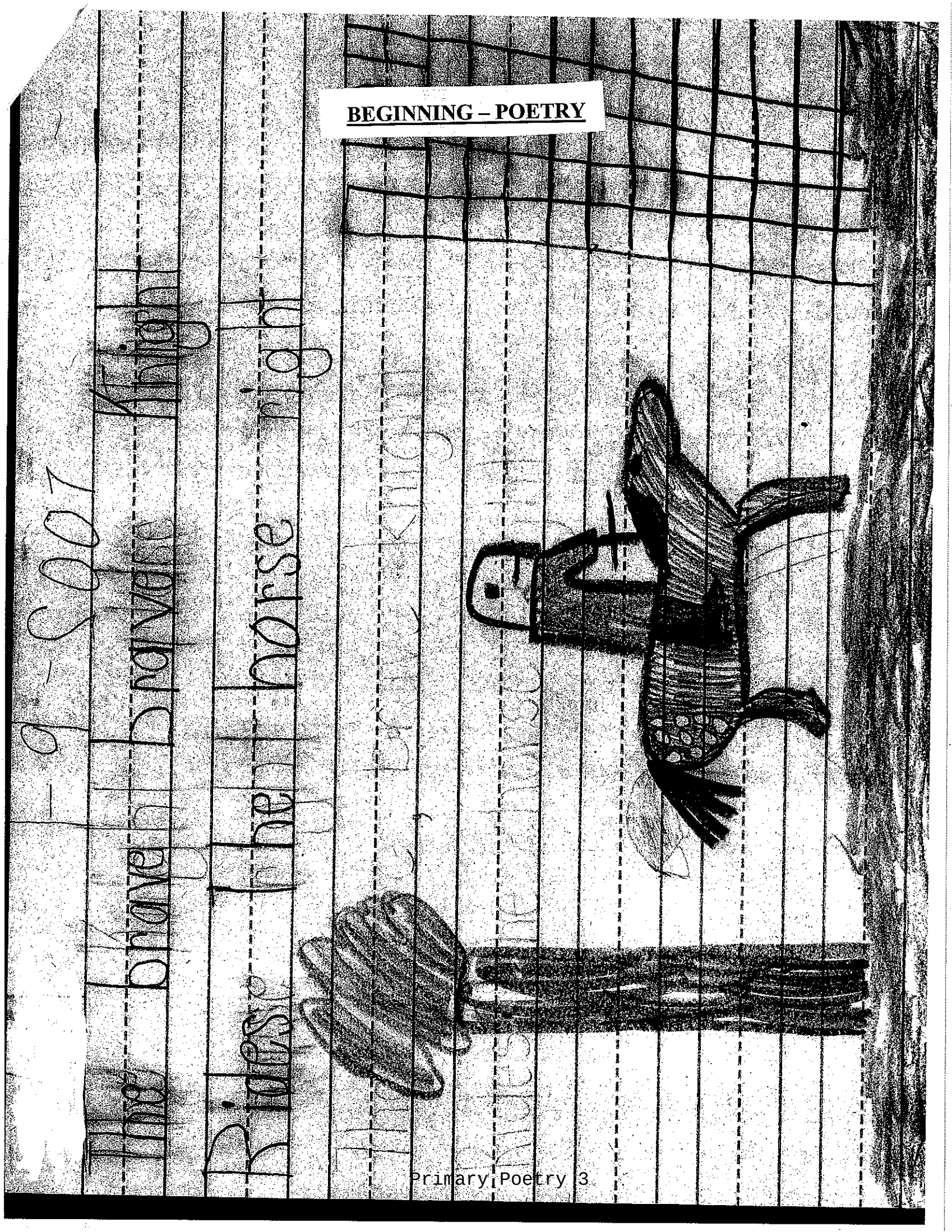
Poetry	Beginning →	→	Developing →	→	Competent (end of P/4)
Audience/ Purpose	• engages in the act of writing without specific attention to meaning and/or purpose • experiments with marks on a page	• attempts to focus on meaning and/or purpose • attempts to focus on a topic	• attempts to show awareness of audience • attempts to focus on purpose • begins to focus on topic • attempts to show some evidence of voice • attempts to use titles	• begins to show awareness of audience's needs • begins to focus on purpose (e.g., paints a picture, re-creates a feeling, tells a story, captures a moment, evokes an image, shows extraordinary perception of the ordinary) • focuses on topic • begins to use appropriate voice • Uses titles	• shows awareness of audience's needs • focuses on purpose (e.g., paints a picture, re-creates a feeling, tells a story, captures a moment, evokes an image, shows extraordinary perception of the ordinary) • focuses on topic and attempts to narrow the topic • shows evidence of voice • attempts to create a title which captures the essence of the poem and creates reader interest
Idea Development/ Support	• uses drawings, symbols, letter-like marks to represent words	• begins to support ideas with drawings, letters, and/or words	• attempts to use sensory details • attempts to use poetic devices • attempts to support ideas with pictures, words, and/or simple phrases • attempts to use some description of emotions, thoughts, and/or insights	• uses some sensory detail • begins to use poetic devices, such as simile, metaphor, personification, etc. • begins to show some use of description, emotions, thoughts, and/or insights that may create a mood	• uses sensory details • uses poetic devices, such as simile, metaphor, personification, imagery, etc. • uses description of emotions, thoughts, and/or insights to support the purpose (e.g., create a mood, scene, and/or image) • does not sacrifice meaning for rhyme
Organization	• shows some evidence of directionality (top to bottom, left to right)	• demonstrates directionality • shows evidence of some understanding of order • imitates structure from models	• attempts to demonstrates logical order • imitates structure from model	• demonstrates logical order • begins to arrange the poem (i.e., white space, line breaks, and/or shape) to enhance meaning	• begins to create unity and coherence • arranges the poem (i.e., white space, line breaks, and/or shape) to enhance meaning
Sentences	• may use marks, letters, strings of random letters, and/or a few words	• uses letters, strings of random letters, words, and/or some phrases	• attempts to arrange words to convey an idea	• begins to arrange words to convey a meaningful idea • begins to use a variety of line structures	• arranges words to convey a meaningful idea • uses a variety of line structures (employs rhythm, melody, pattern, repetition, and/or rhyme)
Language	• labels pictures or produces simple text using symbols or letter-like marks	• uses a few words, especially those with particular meaning to the writer • uses letters or words to convey an idea	• attempts to make some meaningful word choices • attempts to use some descriptive words • shows some evidence of correct word usage • attempts to use a variety of words	• makes meaningful word choices • uses some descriptive and figurative language • begins to use strong verbs and precise nouns	• makes meaningful word choices based on economy, precision, richness, surprise and/or impact on the reader • uses descriptive and/or figurative language to convey meaning • uses strong verbs and precise nouns
Correctness	• may use scribbles, letter-like marks, letter reversals, and/or strings of random letters	• begins to use some spacing between letters and/or words • uses letters, non-conventional, and/or conventional spelling to represent words • begins to show sound/letter correspondence	• uses spacing between words • uses conventional as well as non-conventional spelling • attempts to use purposeful capitalization and punctuation • shows sound/letter correspondence	• begins to use more correct spelling, less non-conventional spelling • uses some purposeful capitalization and punctuation	• makes few errors in spelling • purposefully uses capitalization and punctuation • makes few errors in correctness that do not interfere with the meaning

***At the end of primary, a competent writer should demonstrate most or all of the skills in this column.**

POETRY WRITING
BEGINNING WRITING

AUDIENCE /PURPOSE	• engages in the act of writing without specific attention to meaning and/or purpose • experiments with marks on a page	• attempts to focus on meaning and/or purpose • attempts to focus on a topic
IDEA DEVELOPMENT/ SUPPORT	• uses drawings, symbols, letter-like marks to represent words	• begins to support ideas with drawings, letters, and or/words
ORGANIZATION	• shows some evidence of directionality (top to bottom, left to right)	• demonstrates directionality • shows evidence of some understanding of order imitates structure from models
SENTENCES	• may use some letters, strings of random letters, and/or a few words	• uses letters, strings of random letters, words, and/or some phrases
LANGUAGE	• labels pictures or produces simple text using symbols or letter-like marks	• uses a few words, especially those with particular meaning to the writer • uses letters or words to convey an idea
CORRECTNESS	• may use scribbles, letter-like marks, letter reversals, and/or strings of random letters	• begins to use some spacing between letters and/or words • uses letters, non-conventional, and/or conventional spelling to represent words • begins to show sound/letter correspondence

BEGINNING – POETRY



BEGINNING – POETRY

Next Lessons
* focusing on awareness of audience
* focusing on purpose
* using supporting ideas

Grandpa

When I
Heard the
Bad news
The bad news
Is grandpa died
I cried and cried!

April 3, 2007

BEGINNING – POETRY

Grandpa

• attempts to focus on a topic

When I
Heard the
Bad news
The bad news
Is grandpa died
I cried and cried!

• demonstrates directionality

• uses a few words, especially those with particular meaning to the writer

• attempts to focus on purpose

• begins to support ideas with words

April 3, 2007

Next Lessons
* developing ideas

POETRY WRITING
DEVELOPING WRITING

AUDIENCE /PURPOSE	• attempts to show awareness of audience • attempts to focus on purpose • begins to focus on topic • attempts to show some evidence of voice • attempts to use titles	• begins to show awareness of audience's needs • begins to focus on purpose (e.g., paints a picture, re-creates a feeling, tells a story, captures a moment, evokes an image, shows extraordinary perception of the ordinary) • focuses on topic • begins to use appropriate voice • uses titles
IDEA DEVELOPMENT/ SUPPORT	• attempts to use sensory details • attempts to use poetic devices • attempts to support ideas with pictures, words, and/or simple phrases • attempts to use some description of emotions, thoughts, and/or insights	• uses some sensory detail • begins to use poetic devices, such as simile, metaphor, personification, etc. • begins to show some use of description, emotions, thoughts, and/or insights that may create a mood
ORGANIZATION	• attempts to demonstrates logical order • imitates structure from model	• demonstrates logical order • begins to arrange the poem (i.e., white space, line breaks, and/or shape) to enhance meaning
SENTENCES	• attempts to arrange words to convey an idea	• begins to arrange words to convey a meaningful idea • begins to use a variety of line structures
LANGUAGE	• attempts to make some meaningful word choices • attempts to use some descriptive words • shows some evidence of correct word usage • attempts to use a variety of words	• makes meaningful word choices • uses some descriptive and figurative language • begins to use strong verbs and precise nouns
CORRECTNESS	• uses spacing between words • uses conventional as well as non-conventional spelling • attempts to use purposeful capitalization and punctuation • shows sound/letter correspondence	• begins to use more correct spelling, less non-conventional spelling • uses some purposeful capitalization and punctuation

1-17-07

Baby Deer

As soft as a pillow

As shy as a Bird

As quiet as a mouse

Is my Baby Deer

DEVELOPING - POETRY

DEVELOPING - POETRY

- attempts to use titles
- begins to focus on topic
- attempts to use sensory details
- attempts to make some meaningful word choices
- attempts to arrange words to convey an idea
- uses spacing between words
- attempts to demonstrate logical order
- attempts to focus on purpose

Next Lessons
* showing an awareness of audience's needs
* using poetic devices other than similes

Bullet

Shew wee my frog smells werd.
I feel my frog bumpe scin win
he gets awae and I cach he.
Splash! he jumped out of my hand.
I see hes camoflage win he hids
but I spiy him.

DEVELOPING - POETRY

DEVELOPING - POETRY

Bullet

- attempts to show some evidence of voice
- attempts to use title

Shew wee my frog smells werd.
I feel my frog bumpe scin win
he gets awae and I cach he.
Splash! he jumped out of my hand.
I see hes camoflage win he hits
but I spiy him.

- attempts to use sensory details
- uses nonconventional spelling
- attempts to focus on topic
- attempts to make some meaningful word choices
- attempts to use descriptive words

Next Lessons
* Focusing on specific purpose
* using descriptive language
* making use of spelling rules

my loose tooth

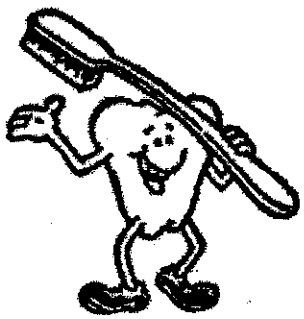
I wigl it and I wigl it

I poold it

I wash it
It hrts
It was blade on my tooth

I at a apple
it came out
I put it undr my pilo
I gut muni
Uipe,

By ;



2-20-07

DEVELOPING - POETRY

my loose tooth

• attempts to focus on purpose

• begins to focus on purpose (telling a story)

I wigl it and I wigl it

I poold it

I wash it

It hrts • shows sound/letter correspondence

It was blade on my tooth • attempts to show awareness of audience

I at a apple

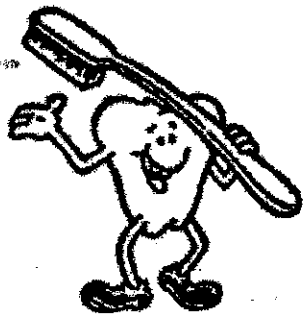
it came out

I put it undr my pilo • uses nonconventional spelling

I gut muni

Uipe, • attempts to show some evidence of voice

By ;



• attempts to support ideas with picture

Next Lessons
* focusing on purpose
* using sensory details
* arranging poem in logical order

2-20-07

A Stream

Stream, stream

How do you flow?

Stream, stream

Where do you go?

Stream, stream

You do so much

Fish live where you are.

Animals drink from close and far.

Thank you, stream!

By
April 2007

A Stream

• attempts to focus on purpose

Stream, stream

• attempts to use poetic devices (rhyming)

How do you flow?

• imitates structure from model

Stream, stream

Where do you go?

• uses spacing

Stream, stream

You do so much

• attempts to show awareness of audience

Fish live where you are.

Animals drink from close and far. • shows some evidence of correct word usage

Thank you, stream! • attempts to show some evidence of voice

By

April 2007

Next Lessons

* focusing on purpose
* using descriptive language to create a mood
* using figurative language

Snow is...

As soft as a white blanket.
A blanket for the grass.
It is where angels sleep at night.
Snow falls in a steady pace
F
A
L
L
I
N
G
know 2 are the same

DEVELOPING - POETRY

• uses titles

Snow is...

• begins to focus on purpose (evoking an image)

As soft as a white blanket.

• uses metaphor

A blanket for the grass.

• begins to show some use of description

It is where angels sleep at night.

Snow falls in a steady pace

• uses some purposeful capitalization

F
A
L
L
I
N
G

• begins to arrange words to convey a meaningful idea

know 2 are the same

Next Lessons
* developing purpose thoroughly
* using homophones

Late

Head confused
Get babies in car
Grumpy babies
Jump in middle seat
Drive to school
Go in Building
Sing in office
¡Good morning ladies!î
Find out Iím late
YIKES!
Walk to classroom
Quiet at the door
Sneak in
Teacher sees me
¡Iím glad youíre hereî
Very happy!
Now I can learn!

By

Late

• uses title

• focuses on topic

• begins to focus on purpose (capturing a moment)

Head confused
Get babies in car
Grumpy babies
Jump in middle seat
Drive to school
Go in Building
Sing in office
¡Good morning ladies!¡
Find out Iím late
YIKES!
Walk to classroom
Quiet at the door
Sneak in
Teacher sees me
¡Iím glad youíre here¡
Very happy!
Now I can learn!

By

• uses some descriptive language

• begins to show awareness of audience's needs

• begins to use a variety of line structures

• begins to use appropriate voice

• uses some purposeful capitalization and punctuation

• begins to show some use of description that may create a mood

• begins to use strong verbs

• demonstrates logical order

Next Lessons
* showing awareness of audience's needs
* using poetic devices
* arranging poetry to enhance meaning

DEVELOPING - POETRY

SECOND GRADE LIFE

Mrs. R is our teacher; she keeps us busy as bees.
But we love to learn and we try very hard to please.
Math, reading, writing, and cursive are what I like best.
I love getting stickers when I take an AR test.
We have lunch, recess; we play on the slides and swings too.
We have art, music, and PE; there's so much to do.
Soon our schoolwork is done and our school day has ended.
So goodbye everyone; I'm so glad we attended!

February 4, 2006

DEVELOPING - POETRY

• begins to focus on purpose (tells a story)

• focuses on topic

SECOND GRADE LIFE

Mrs. R is our teacher; she keeps us busy as bees.

But we love to learn and we try very hard to please.

Math, reading, writing, and cursive are what I like best.

• makes meaningful word choices

• begins to show awareness of audience's needs

I love getting stickers when I take an AR test.

We have lunch, recess; we play on the slides and swings too.

We have art, music, and PE; there's so much to do.

• begins to arrange words to convey a meaningful idea

Soon our schoolwork is done and our school day has ended.

So goodbye everyone; I'm so glad we attended!

• begins to use appropriate voice

• demonstrates logical order

Next Lessons
* using sensory details
* using strong verbs
* using description to create a mood

February 4, 2006

POETRY WRITING
COMPETENT WRITING

AUDIENCE /PURPOSE	• shows awareness of audience's needs • focuses on purpose (e.g., paints a picture, re-creates a feeling, tells a story, captures a moment, evokes an image, shows extraordinary perception of the ordinary) • focuses on topic and attempts to narrow the topic • shows evidence of voice • attempts to create a title which captures the essence of the poem and creates reader interest
IDEA DEVELOPMENT /SUPPORT	• uses sensory details • uses poetic devices, such as simile, metaphor, personification, imagery, etc. • uses description of emotions, thoughts, and/or insights to support the purpose (e.g., create a mood, scene, and/or image) • does not sacrifice meaning for rhyme
ORGANIZATION	• begins to create unity and coherence • arranges the poem (i.e., white space, line breaks, and/or shape) to enhance meaning
SENTENCES	• arranges words to convey a meaningful idea • uses a variety of line structures (employs rhythm, melody, pattern, repetition, and/or rhyme)
LANGUAGE	• makes meaningful word choices based on economy, precision, richness, surprise and/or impact on the reader • uses descriptive and/or figurative language to convey meaning • uses strong verbs and precise nouns
CORRECTNESS	• makes few errors in spelling • purposefully uses capitalization and punctuation • makes few errors in correctness that do not interfere with the meaning

COMPETENT – POETRY

My Cousin Hannah

I just woke up,
The phone rang,
I answered it,
It was my aunt
She said Hannah just died,
This is the worst day ever! I yelled into the phone.
This is the end of my life. I thought
I will never leave my room ever again.
Tears ran down my face like a shotgun hitting my heart,
BOOM!BOOM!BOOM!
I was so sad,
I wouldn't stop crying for hours,
The funeral was really hard,
I cried and cried as her casket went down the aisle,
About a year after her death we went down
to her grave,
I read a poem saying how wonderful she was,
When I look at her picture there's a little hole inside me
that can never be replaced by anyone or anything,
I see her in the clouds everyday,
I wish she never left us,
I wish she never left me,
I will never forget her no matter what happens
to me or anyone.
I love you Hannah.

COMPETENT - POETRY

My Cousin Hannah

• attempts to create a title which captures the essence of the poem

I just woke up,
The phone rang,
I answered it,
It was my aunt
She said Hannah just died,
This is the worst day ever! I yelled into the phone.
This is the end of my life. I thought
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that can never be replaced by anyone or anything,
I see her in the clouds everyday,
I wish she never left us,
I wish she never left me,
I will never forget her no matter what happens
to me or anyone.
I love you Hannah.

• purposefully uses capitalization and punctuation

• uses sensory details

• focuses on purpose (telling a story)

• uses poetic devices

• focuses on topic and attempts to narrow the topic

• uses precise nouns

• shows awareness of audience's needs

• uses metaphor

Next Lessons
* arranging poetry to enhance meaning
* arranging words to convey a meaningful idea

COMPETENT – POETRY

Where Does the Wind Go?

Where does it go
When it glides by my red brick house
As soft as a whisper?
Where does it go
When it plays hide and seek with me
And I always think I'll find it
Around every corner,
But then when I look
It's never there
And it always seems to
Disappear before I can catch it?
Where does it go
When it glides through
My soft blonde hair
And tickles my hair
It feels like a million butterflies
Just zoomed through my hair?
Where does it go
When it picks up the leaves
And then slowly lets them fall
Into a world of new adventure
Where does it go
When it glides through the trees
As silent as an owl?
Where does the wind go?

COMPETENT - POETRY

• arranges words to convey a meaningful idea

• attempts to create a title which captures the essence of the poem

Where Does the Wind Go?

Where does it go
When it glides by my red brick house
As soft as a whisper?
Where does it go
When it plays hide and seek with me
And I always think I'll find it
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And then slowly lets them fall
Into a world of new adventure
Where does it go
When it glides through the trees
As silent as an owl?
Where does the wind go?

• focuses on purpose (evoking an image)

• uses figurative language

• shows evidence of voice

• uses description of thoughts to support the purpose

• begins to create unity and coherence

• uses strong verbs

• uses sensory details

• uses poetic devices (simile)

• makes meaningful word choices based on impact on the reader

• uses a variety of line structures (repetition)

Next Lessons
* arranging poetry to enhance meaning
(e.g. white space, line breaks)

COMPETENT – POETRY

Axel

Do you see the blades
Striking the ice
Like a knife cutting butter?
As the ice falls to pieces
Like glass shattering,
Cshh-sha
Go my skates.
As I sail along the ice
My arms spread wide
Dashing faster
Wind whipping my face
Legs sliding,
Pumping,
Then lift off,
Twirling,
World spins away
Rising like a hot air balloon,
Boom!
A perfect landing.

By:

COMPETENT – POETRY

Axel

Do you see the blades
Striking the ice
Like a knife cutting butter?
As the ice falls to pieces
Like glass shattering,
Cshh-sha
Go my skates.
As I sail along the ice
My arms spread wide
Dashing faster
Wind whipping my face
Legs sliding,
Pumping,
Then lift off,
Twirling,
World spins away
Rising like a hot air balloon,
Boom!
A perfect landing.

By: [illegible]

- focuses on purpose (capturing a moment)
- uses poetic devices (simile)
- uses strong verbs
- begins to create unity and coherence
- uses a variety of line structures
- uses meaningful word choices based on economy
- uses figurative language

Next Lessons
* developing the mood
* creating a title which captures the essence of the poem and creates reader interest

COMPETENT – POETRY

Poodle

The poodle leaped through
The air
After a ball,
As graceful as a ballerina.
Diving down
Capturing the ball in
Her mouth
Like a catcher in a base
Ball game,
She zooms to her owner
To give her the ball.
Her body quivers with excitement
As she licks her owner with love.
I wish she was my poodle

By [illegible]

COMPETENT – POETRY

Poodle

The poodle leaped through
The air
After a ball,
As graceful as a ballerina.
Diving down
Capturing the ball in
Her mouth
Like a catcher in a base
Ball game,
She zooms to her owner
To give her the ball.
Her body quivers with excitement
As she licks her owner with love.
I wish she was my poodle

By

- focuses on purpose (capturing a moment)
- uses poetic devices (simile)
- uses strong verbs
- makes meaningful word choices based on precision and richness
- shows awareness of audience's needs
- begins to create unity and coherence
- uses description to support the purpose
- shows evidence of voice

Next Lessons
* creating a title which captures the essence of the poem
* using commas appropriately