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Please enjoy this complimentary excerpt from  
*Learning to Write and Loving It!*.

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	<i>Exploring</i>	<i>Developing</i>	<i>Accomplished</i>
Ideas	<ul style="list-style-type: none"> <li>• Marks on paper</li> <li>• Meaning “lives” with writer as he or she writes</li> </ul>	<ul style="list-style-type: none"> <li>• Letter/number shapes</li> <li>• Pictures</li> <li>• “Take a guess”</li> <li>• Reader creates meaning through inference/guessing</li> <li>• Minimal detail</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizable letters/numbers</li> <li>• Recognizable pictures</li> <li>• Reader can easily infer general idea</li> <li>• Pictures often carry more meaning than text</li> <li>• Detail in picture: face, fingers, toes, movement, etc.</li> <li>• Writer can “read” text back and elaborate</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Random use of space</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern-centered, left-to-right, etc.</li> <li>• Beginning of ordering of text and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced look</li> <li>• Definite left-to-right “writing” or pictures thoughtfully centered or placed</li> <li>• Events in order</li> <li>• Coordination of text and pictures</li> <li>• May write “the end”</li> </ul>
Voice	<ul style="list-style-type: none"> <li>• Bold lines</li> <li>• Use of color</li> <li>• Voice expressed through dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures show mood/feeling</li> <li>• Exclamation points or periods</li> <li>• BIG LETTERS</li> <li>• Multicolor pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizable as “this child’s piece”</li> <li>• Unique flavor, style</li> <li>• Expressive pictures</li> <li>• Expression of feeling in text</li> </ul>

Word Choice	<ul style="list-style-type: none"> <li>• Scribbles</li> <li>• No real letter/number shapes yet</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizable letter/number shapes</li> <li>• Borrowing from environmental print</li> <li>• Labels</li> <li>• Letter strings—may be difficult to read even with writer's help</li> </ul>	<ul style="list-style-type: none"> <li>• Easy-to-read letter/number shapes</li> <li>• Some recognizable letter-string words</li> <li>• Variety of words</li> </ul>
Sentence Fluency	<ul style="list-style-type: none"> <li>• No letter/word strings yet</li> <li>• Dictates sentences to go with writing</li> </ul>	<ul style="list-style-type: none"> <li>• Letter strings suggest beginning sentences: ilpdg.</li> <li>• Not translatable without help</li> <li>• Dictates multiple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Letter strings form readable sentences: l 1k t p 1w m d (<i>I like to play with my dog</i>)</li> <li>• Dictates a whole story, personal recount, or informational piece</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>• No recognizable conventions yet</li> <li>• Can point to conventions in environment</li> </ul>	<ul style="list-style-type: none"> <li>• Places punctuation randomly in text</li> <li>• Scribbles imitate look and shape of text</li> <li>• Writes readable name on paper, which may or may not be spelled correctly</li> <li>• Writes one or two readable words (often using invented spelling)</li> </ul>	<ul style="list-style-type: none"> <li>• Improving use of conventions of print</li> <li>• Includes a title</li> <li>• Writes name on work and spells it correctly</li> <li>• Writes several or many readable words</li> <li>• Use of <i>I</i> (capitalized)</li> <li>• Periods placed correctly</li> <li>• Other closing punctuation attempted</li> </ul>

Source: Adapted from Vicki Spandel, *Creating Writers through 6-Trait Writing Assessment and Instruction*, 3rd ed. (New York: Addison-Wesley Longman Inc., 2001), 353–54.