

# Writing Continuum

Communication Content, Purpose, Voice, Audience			
Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> <li>creates a picture and talks about the message or story it conveys</li> </ul>			
<ul style="list-style-type: none"> <li>creates a picture that includes scribble writing, letter-like shapes, random letters and/or numbers, and talks about the message or story it conveys</li> </ul>	<ul style="list-style-type: none"> <li>combines pictures and text to communicate ideas to others</li> </ul>		
<ul style="list-style-type: none"> <li>is aware that talk can be written down (e.g., dictates a message for an adult to scribe)</li> </ul>			
<ul style="list-style-type: none"> <li>is aware that writing contains a message that can be read (e.g., asks an adult to read a writing attempt or rereads own writing attempt; this “rereading” may contain different content every time it is read)</li> </ul>			
<ul style="list-style-type: none"> <li>understands that writing has a purpose (e.g., <i>This is my shopping list</i> or <i>It tells you how to feed my dog</i>)</li> </ul>	<ul style="list-style-type: none"> <li>tries writing for different purposes (e.g., letters, stories, persuasive accounts, lists, and greeting cards)</li> </ul>	<ul style="list-style-type: none"> <li>writes for an increasing range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>writes for a wide range of purposes and audiences</li> </ul>
<ul style="list-style-type: none"> <li>is aware of an audience for writing (e.g., <i>This card is for my Mom</i>)</li> </ul>	<ul style="list-style-type: none"> <li>is developing an awareness of different audiences for writing (e.g., <i>He’ll like this card and Mom will use this recipe</i>)</li> </ul>	<ul style="list-style-type: none"> <li>is aware that writers have a range of possible audiences</li> </ul>	
<ul style="list-style-type: none"> <li>has initial awareness of voice (e.g., <i>I write like I talk</i>)</li> </ul>	<ul style="list-style-type: none"> <li>shows some awareness of voice in writing (e.g., an expressive, personal voice for a social letter and an informative, more impersonal voice for writing directions)</li> </ul>	<ul style="list-style-type: none"> <li>is aware of voice (expressive, personal, informative, and artistic/poetic)</li> </ul>	<ul style="list-style-type: none"> <li>changes voice appropriately (from personal-expressive to factual-impersonal to poetic)</li> </ul>
<ul style="list-style-type: none"> <li>writes using a small range of text types</li> </ul>	<ul style="list-style-type: none"> <li>writes accounts using a range of text types (e.g., retellings, descriptions, and narratives)</li> </ul>	<ul style="list-style-type: none"> <li>uses a wider range of text types (e.g., explanations, directions, persuasion, and narrative)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates knowledge of a wide range of text types and decides which is appropriate for a particular writing purpose</li> </ul>
	<ul style="list-style-type: none"> <li>uses some forms of writing (e.g., letter, story, poem)</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of forms of writing (e.g., story, letter, poem, report, directions, recipe, play)</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of forms of writing (e.g., reports, poems, instructions, stories)</li> </ul>

## Writing Continuum (continued)

<b>Communication</b> Content, Purpose, Voice, Audience (continued)			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<ul style="list-style-type: none"> <li>initiates personal writing</li> </ul>	<ul style="list-style-type: none"> <li>initiates own writing for personal purposes, to tell a story, to write a message, or to write down information</li> </ul>	<ul style="list-style-type: none"> <li>initiates own writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>initiates own writing projects for a variety of purposes</li> </ul>
<ul style="list-style-type: none"> <li>chooses a topic to write about</li> </ul>	<ul style="list-style-type: none"> <li>chooses topics that are of personal interest to write about</li> </ul>	<ul style="list-style-type: none"> <li>chooses an increasing range of topics (e.g., personal accounts, reports on animals, a play about a fairytale)</li> </ul>	<ul style="list-style-type: none"> <li>chooses a wide variety of topics: some of them may require research</li> </ul>
<ul style="list-style-type: none"> <li>makes artistic or dramatic responses to literature, but may include some writing (e.g., to accompany a picture or a label on a play prop)</li> </ul>	<ul style="list-style-type: none"> <li>begins to make written responses to literature, often accompanied by a picture</li> </ul>	<ul style="list-style-type: none"> <li>makes written responses to literature, forms opinions, and makes book recommendations for others</li> </ul>	<ul style="list-style-type: none"> <li>makes written response to literature using a variety of forms, e.g., letters, plays, poems, book recommendations</li> </ul>
<ul style="list-style-type: none"> <li>records observations with pictures: may add scribble, letters, or words to indicate the message</li> </ul>	<ul style="list-style-type: none"> <li>records observations with pictures and some supportive text: may offer some explanations, but needs support</li> </ul>	<ul style="list-style-type: none"> <li>records observations with text and supportive pictures: offers a written explanation</li> </ul>	<ul style="list-style-type: none"> <li>records and explains observations with text and appropriate illustrations (e.g., a chart, picture, or diagram)</li> </ul>
	<ul style="list-style-type: none"> <li>expresses a brief opinion without necessarily supporting the viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>expresses an opinion and tries to justify the view (may need support)</li> </ul>	<ul style="list-style-type: none"> <li>expresses and justifies a viewpoint</li> </ul>
	<ul style="list-style-type: none"> <li>develops an idea into a brief account (may need support to finish it)</li> </ul>	<ul style="list-style-type: none"> <li>develops an idea into a competed account</li> </ul>	<ul style="list-style-type: none"> <li>develops an idea or topic into a complete and detailed account</li> </ul>
<ul style="list-style-type: none"> <li>draws a picture of an event from a story and may add scribbles, letters, or words to describe it</li> </ul>	<ul style="list-style-type: none"> <li>writes a story with a setting, characters, problems, and resolution (may need support)</li> </ul>	<ul style="list-style-type: none"> <li>writes a story with a setting, characters, problems, events, and a resolution</li> </ul>	<ul style="list-style-type: none"> <li>develops a complete and logical plot for a narrative with characters, settings, problems, events, and resolutions</li> </ul>
<ul style="list-style-type: none"> <li>draws pictures, adding a few scribbles, letters, or words to make a report. May ask somebody questions or look at picture books to research the topic.</li> </ul>	<ul style="list-style-type: none"> <li>writes a report using pictures and sentences. Does basic research by asking others and reading simple texts on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>writes a report containing main and supporting details, and illustrated with pictures and charts. Obtains researched information from a couple of sources.</li> </ul>	<ul style="list-style-type: none"> <li>writes reports in paragraphs, integrating research from several sources, and presents ideas with supporting illustrations</li> </ul>

## Writing Continuum (continued)

<b>Language Structure</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<ul style="list-style-type: none"> <li>orally retells the content of a writing attempt</li> </ul>			
<ul style="list-style-type: none"> <li>orally dictates a message for an adult to scribe; the adult needs to ask clarification questions to confirm the message</li> </ul>			
<ul style="list-style-type: none"> <li>is beginning to recognize that written language is in complete sentences (e.g., orally dictates a message for an adult to scribe and uses sentences matching oral pace to the written scribing, or rereads own writing attempt in whole sentences)</li> </ul>	<ul style="list-style-type: none"> <li>rereads own writing</li> </ul>		
	<ul style="list-style-type: none"> <li>uses repeated, familiar language patterns to create accounts, (e.g., <i>I like...</i>, <i>I like...</i>)</li> <li>begins many sentences with <i>I/We</i></li> </ul>		
<ul style="list-style-type: none"> <li>uses simple sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of sentence beginnings</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of sentence structures (simple, compound, and complex)</li> </ul>	
<ul style="list-style-type: none"> <li>tries compound sentences (e.g., two simple sentences joined with “and” or “but”)</li> </ul>	<ul style="list-style-type: none"> <li>uses simple, compound, and complex sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>varies sentence structures within an account</li> </ul>	
	<ul style="list-style-type: none"> <li>uses first-person but changes to third-person for stories and reports (needs support)</li> </ul>	<ul style="list-style-type: none"> <li>uses first-person and third-person, depending on the text structure, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>uses first- and third-person with awareness about which is appropriate for the text structure, purpose, and audience</li> </ul>
	<ul style="list-style-type: none"> <li>language tends to be “talk written down”</li> </ul>	<ul style="list-style-type: none"> <li>is starting to use “book language” rather than “talk written down”</li> </ul>	<ul style="list-style-type: none"> <li>uses “book language” more consistently, and uses key words that relate to text structures (e.g., “first,” “next,” “then,” and “finally” for procedural writing)</li> </ul>
	<ul style="list-style-type: none"> <li>uses age-appropriate grammar most of the time (irregular past tenses and plural agreements will be inconsistent)</li> <li>tenses may be inconsistent (present and past)</li> </ul>	<ul style="list-style-type: none"> <li>uses age-appropriate grammar (irregular past tenses may still be inconsistent)</li> <li>tenses are becoming consistent</li> </ul>	<ul style="list-style-type: none"> <li>uses age-appropriate grammar</li> <li>maintains tense consistency (on most occasions)</li> </ul>

## Writing Continuum (continued)

<b>Language Structure</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
		<ul style="list-style-type: none"> <li>paragraphs are used but paragraph divisions may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>uses paragraphs</li> </ul>
	<ul style="list-style-type: none"> <li>often uses “and” or “then” to link two ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses a selection of linking ideas to combine ideas (e.g., “and,” “but,” “so”)</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of linking words to combine ideas</li> </ul>
	<ul style="list-style-type: none"> <li>writes in sentences (may need support at times)</li> </ul>	<ul style="list-style-type: none"> <li>writes in sentences</li> </ul>	<ul style="list-style-type: none"> <li>recognizes the difference between jot notes and sentences</li> </ul>
		<ul style="list-style-type: none"> <li>is beginning to use dialogue in written accounts</li> </ul>	<ul style="list-style-type: none"> <li>uses dialogue in written accounts</li> </ul>
	<ul style="list-style-type: none"> <li>uses a small selection of verbs in accounts (needs support to increase the variety and to include adjectives and adverbs)</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of verbs in accounts and is beginning to use adjectives and adverbs to enrich descriptions</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of verbs, adverbs, and adjectives to enhance written accounts</li> </ul>
		<ul style="list-style-type: none"> <li>uses simple words to indicate comparisons (e.g., “but,” “so”)</li> </ul>	<ul style="list-style-type: none"> <li>uses words to indicate comparisons (“but,” “although,” “similar”) and cause and effect (“if,” “then,” “because”)</li> </ul>

<b>Writing Process</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<b>Planning and Research</b> <ul style="list-style-type: none"> <li>talks about ideas for writing (e.g., with a buddy)</li> </ul>	<b>Planning and Research</b> <ul style="list-style-type: none"> <li>talks about ideas for writing (e.g., with a buddy, a group, parents, and people in school)</li> </ul>	<b>Planning and Research</b> <ul style="list-style-type: none"> <li>talks about ideas for writing (e.g., with a buddy, a group, people in schools, interviews)</li> </ul>	<b>Planning and Research</b> <ul style="list-style-type: none"> <li>talks about ideas for writing with a variety of people: may interview or survey people to do research</li> </ul>
<ul style="list-style-type: none"> <li>draws ideas for a plan</li> </ul>	<ul style="list-style-type: none"> <li>draws pictures and makes visual plans</li> <li>jots down ideas (possibly using a graphic organizer)</li> </ul>	<ul style="list-style-type: none"> <li>makes visual and written plans (may use a graphic organizer)</li> </ul>	<ul style="list-style-type: none"> <li>makes written plans (may use a graphic organizer)</li> </ul>
<ul style="list-style-type: none"> <li>gathers information by: asking others; using picture books; watching visual media (films, videos, DVDs)</li> </ul>	<ul style="list-style-type: none"> <li>gathers information by: asking others; using picture books with simple texts; using charts and diagrams; watching visual media (films, videos, and DVDs)</li> </ul>	<ul style="list-style-type: none"> <li>gathers information by: talking with others; interviewing informed people; using books, labels, and diagrams; and watching visual media (films, videos, and DVDs)</li> </ul>	<ul style="list-style-type: none"> <li>gathers information by: interviewing informed people; using books, charts, CDs, visual media, and websites</li> </ul>
			<ul style="list-style-type: none"> <li>makes jot notes to record research findings</li> </ul>

## Writing Continuum (continued)

<b>Writing Process (continued)</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
			<ul style="list-style-type: none"> <li>organizes notes to cluster ideas (with some support)</li> </ul>
<b>Drafting</b> <ul style="list-style-type: none"> <li>produces a writing attempt</li> </ul>	<b>Drafting</b> <ul style="list-style-type: none"> <li>writes a first draft with or without an organizer</li> </ul>	<b>Drafting</b> <ul style="list-style-type: none"> <li>writes a first draft with or without an organizer</li> </ul>	<b>Drafting</b> <ul style="list-style-type: none"> <li>prepares a first draft with or without an organizer</li> </ul>
<b>Revising</b> <ul style="list-style-type: none"> <li>adds ideas after discussion with others</li> </ul>	<b>Revising</b> <ul style="list-style-type: none"> <li>adds or deletes ideas after discussion with others</li> </ul>	<b>Revising</b> <ul style="list-style-type: none"> <li>adds, deletes, and substitutes ideas after discussion with others</li> </ul>	<b>Revising</b> <ul style="list-style-type: none"> <li>adds, deletes, and substitutes ideas</li> </ul>
	<ul style="list-style-type: none"> <li>revises ideas with a buddy (will need support)</li> </ul>	<ul style="list-style-type: none"> <li>revises ideas with a buddy (will need some support)</li> </ul>	<ul style="list-style-type: none"> <li>revises ideas with a buddy or independently (with support available, if needed)</li> </ul>
<b>Editing</b>	<b>Editing</b> <ul style="list-style-type: none"> <li>uses classroom resources for checking spellings (e.g., Word Wall, wall charts, picture dictionary)</li> </ul>	<b>Editing</b> <ul style="list-style-type: none"> <li>checks spellings with class resources (e.g., Word Wall, wall charts) and a picture dictionary</li> </ul>	<b>Editing</b> <ul style="list-style-type: none"> <li>checks spellings with class resources (e.g., Word Wall, charts) or a dictionary</li> </ul>
	<ul style="list-style-type: none"> <li>checks for simple punctuation conventions (e.g., capitals and periods)</li> </ul>	<ul style="list-style-type: none"> <li>checks for punctuation conventions (e.g., capitals, periods, question marks, exclamation marks, dialogue)</li> </ul>	<ul style="list-style-type: none"> <li>checks punctuation conventions (capitals, periods, question marks, exclamation marks, dialogue, apostrophes for possessives and contractions)</li> </ul>
		<ul style="list-style-type: none"> <li>uses a proofreading guide with a buddy or independently</li> </ul>	<ul style="list-style-type: none"> <li>uses a proofreading guide with minimal support</li> </ul>
	<ul style="list-style-type: none"> <li>prints clearly</li> </ul>	<ul style="list-style-type: none"> <li>prints clearly to ensure legibility</li> </ul>	<ul style="list-style-type: none"> <li>prints clearly or uses legible handwriting to ensure legibility</li> </ul>
	<ul style="list-style-type: none"> <li>checks that pictures support the information provided in the account</li> </ul>	<ul style="list-style-type: none"> <li>checks that the text has appropriate visual features (e.g., illustrations, tables of content, labels on diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>check that the text has appropriate visual features (e.g., illustrations, tables of content, diagrams, glossary)</li> </ul>
<b>Sharing and Publishing</b>	<b>Sharing and Publishing</b> <ul style="list-style-type: none"> <li>chooses a favourite text for publishing</li> </ul>	<b>Sharing and Publishing</b> <ul style="list-style-type: none"> <li>selects text to be published</li> </ul>	<b>Sharing and Publishing</b> <ul style="list-style-type: none"> <li>selects text to be published</li> </ul>
<ul style="list-style-type: none"> <li>orally shares writing attempts with others</li> </ul>	<ul style="list-style-type: none"> <li>shares writing in an oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>shares writing in an oral presentation</li> </ul>	
	<ul style="list-style-type: none"> <li>publishes writing in simple book form</li> </ul>	<ul style="list-style-type: none"> <li>publishes writing in a book or similar print form</li> </ul>	<ul style="list-style-type: none"> <li>publishes writing in a variety of ways (oral presentation, books, charts, and posters)</li> </ul>

## Writing Continuum (continued)

<b>Conventions</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<p><b>Form</b> (<i>listed in developmental order</i>)</p> <ul style="list-style-type: none"> <li>explores with a pencil, pen, crayon, or marker (drawing and scribble writing)</li> </ul>	<p><b>Form</b></p>	<p><b>Form</b></p>	<p><b>Form</b></p>
<ul style="list-style-type: none"> <li>creates letter-like forms</li> </ul>			
<ul style="list-style-type: none"> <li>prints or scribbles randomly down or across a page</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrates an interest in consistency of letter-like shapes (e.g., repeats a shape frequently or creates patterns including several letter-like shapes)</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrates an awareness of directionality (e.g., scribbles left to right along the lines, or produces letter-like or letter shapes in left-to-right sequence)</li> </ul>			
<ul style="list-style-type: none"> <li>prints letters (reversals will occur)</li> </ul>	<ul style="list-style-type: none"> <li>prints letters clearly: uses upper and lowercase letters more conventionally</li> </ul>	<ul style="list-style-type: none"> <li>printing is legible and letters are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>moves from printing to cursive writing: forms letters clearly</li> </ul>
<ul style="list-style-type: none"> <li>prints letters and word attempts in a left-to-right direction and moves to a new line (line movement may be inconsistent)</li> </ul>	<ul style="list-style-type: none"> <li>incorporates directionality conventions into writing (e.g., left to right, and line movement down a page)</li> <li>uses spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>written accounts are spatially organized</li> </ul>	<ul style="list-style-type: none"> <li>written accounts are spatially well-organized</li> </ul>
<ul style="list-style-type: none"> <li>copies print around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>copies words from classroom resources (e.g., Word Wall and charts)</li> </ul>	<ul style="list-style-type: none"> <li>uses classroom resources for spelling support (Word Wall, charts, and picture dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>uses classroom resources for spelling support (Word Wall, charts, and picture dictionary)</li> </ul>
<ul style="list-style-type: none"> <li>copies own name</li> </ul>			
<ul style="list-style-type: none"> <li>prints own name</li> </ul>			
	<ul style="list-style-type: none"> <li>title of a written account is clear and helpful for a reader</li> </ul>	<ul style="list-style-type: none"> <li>titles and labels are clear and helpful for a reader</li> </ul>	<ul style="list-style-type: none"> <li>titles, labels, and headings are clear and helpful for a reader</li> </ul>
	<ul style="list-style-type: none"> <li>illustrations support the text</li> </ul>	<ul style="list-style-type: none"> <li>illustrations, charts, and diagrams are used to support the text</li> </ul>	<ul style="list-style-type: none"> <li>illustrations, charts, diagrams, tables of content, indexes, and glossaries are used to support the text</li> </ul>
<p><b>Spelling</b> (<i>First half of kindergarten</i>)</p>	<p><b>Spelling</b> (<i>First half of grade one</i>)</p>	<p><b>Spelling</b> (<i>First half of grade two</i>)</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>spells words conventionally (less than 10 per cent are invented spellings)</li> </ul>

## Writing Continuum (continued)

<b>Conventions (continued)</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<ul style="list-style-type: none"> <li>scribble and letter-like forms</li> </ul>	<ul style="list-style-type: none"> <li>uses letters to represent consonant sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>uses an increasing range of high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>incorporates visual, sound, and meaning cues into spelling less familiar words</li> </ul>
<ul style="list-style-type: none"> <li>use of letter forms</li> </ul>	<ul style="list-style-type: none"> <li>adds vowels to words and syllables</li> </ul>	<ul style="list-style-type: none"> <li>incorporates an increasing number of visual patterns into spellings</li> </ul>	<ul style="list-style-type: none"> <li>identifies words that “don’t look right” in an account</li> </ul>
	<ul style="list-style-type: none"> <li>uses simple high-frequency words from the Word Wall (e.g., “I,” “the,” “you”)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates knowledge of word patterns and transfers those patterns to spell new words</li> </ul>	<ul style="list-style-type: none"> <li>generates strategies for confirming spelling accuracy (e.g., using a dictionary or a book used for research)</li> </ul>
<i>(Second half of kindergarten)</i>	<i>(Second half of grade one)</i>	<i>(Second half of grade two)</i>	
<ul style="list-style-type: none"> <li>mixture of random letters and matching of letters to sounds (DBG = dog, PHSD = party)</li> </ul>	<ul style="list-style-type: none"> <li>incorporates visual cues into spelling (e.g., double letters, final “e”s on words, vowel digraphs)</li> </ul>	<ul style="list-style-type: none"> <li>spells more words conventionally</li> </ul>	
	<ul style="list-style-type: none"> <li>uses a range of high-frequency words from the Word Wall</li> </ul>	<ul style="list-style-type: none"> <li>builds a larger bank of instantly recalled high-frequency words</li> </ul>	
	<ul style="list-style-type: none"> <li>generates new words by comparing them with familiar word patterns (e.g., <i>If I know cat, I can work out how to spell sat.</i>)</li> </ul>		
<p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>prints using a mixture of upper and lowercase letters</li> </ul>	<p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>usually uses capitals for names, places, and beginnings of sentences (may need support)</li> </ul>	<p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>usually uses capitals for names, places, months, days of the week, titles, and beginnings of sentences</li> </ul>	<p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>capitalizes appropriately</li> </ul>
<ul style="list-style-type: none"> <li>prints own name with a capital at the beginning and other letters in lowercase form</li> </ul>			
<ul style="list-style-type: none"> <li>uses periods unconventionally (e.g., as letter or word spacers)</li> </ul>	<ul style="list-style-type: none"> <li>may start to use question marks and exclamation marks (usage may not always be accurate)</li> </ul>	<ul style="list-style-type: none"> <li>uses periods, question marks, or exclamation marks at the conclusion of sentences (some inconsistency may be apparent with exclamation marks)</li> </ul>	<ul style="list-style-type: none"> <li>uses periods and question marks with ease and exclamation marks with some guidance</li> </ul>
		<ul style="list-style-type: none"> <li>uses dialogue for speech (commas may be inconsistent)</li> </ul>	<ul style="list-style-type: none"> <li>uses dialogue conventions (may still be inconsistent at this stage)</li> </ul>
		<ul style="list-style-type: none"> <li>uses commas in lists (with support)</li> </ul>	<ul style="list-style-type: none"> <li>uses commas more confidently</li> </ul>
		<ul style="list-style-type: none"> <li>uses apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>uses apostrophes for contractions and possession</li> </ul>