

Writing (W)

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 With guidance and support, use nouns.	4.1 Use common, proper, and possessive nouns.	4.1 Use collective nouns.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	4.2 Use singular and plural nouns with matching verbs in basic sentences.	4.2 Form and use frequently occurring irregular plural nouns.
4.3 With guidance and support, understand and use interrogatives.	4.3 Use personal, possessive, and indefinite pronouns.	4.3 Use reflexive pronouns.
4.4 With guidance and support, use verbs.	4.4 Use verbs to convey a sense of past, present, and future.	4.4 Form and use the past tense of frequently occurring irregular verbs.
4.5 With guidance and support, use adjectives.	4.5 Use adjectives and adverbs.	4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
4.6 With guidance and support, use prepositional phrases.	4.6 Use prepositional phrases.	4.6 Use positional, time, and place prepositional phrases.
4.7 With guidance and support, use conjunctions.	4.7 Use conjunctions.	4.7 Use conjunctions.
4.8 Produce and expand complete sentences.	4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	4.8 Produce, expand, and rearrange complete simple and compound sentences.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> .	5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
5.2 Recognize and name end punctuation.	5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.	5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.
5.3 Write letter(s) for familiar consonant and vowel sounds.	5.3 Use conventional spelling for words with common spelling patterns.	5.3 Generalize learned spelling patterns and word families.
5.4 Spell simple words phonetically.	5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.
5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

KINDERGARTEN	GRADE ONE	GRADE TWO
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
6.2 Print upper- and lower-case letters.	6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.
6.3 Recognize that print moves from left to right and that there are spaces between words.	6.3 Write left to right leaving space between words.	6.3 <i>Students are expected to build upon and continue applying previous learning.</i>
6.4 Locate letter keys on an electronic device.	6.4 Locate letter keys on an electronic device to type simple messages.	6.4 Begin to develop efficient keyboarding skills.
<i>This indicator begins in Grade 2.</i>		6.5 Begin to develop cursive writing.