

CONTENT	KINDERGARTEN – GRADE 2		
<p>WRITING</p>	<p><i>The Writing Process</i> The writing process will be a core component of the district writing program. This refers to explicit instruction and organization of the process that students engage as they prepare a formal piece of writing; pre-writing, drafting, revising, editing, and publishing or sharing. Not all pieces of writing will be carried through the entire writing process, students will engage in a variety of writing tasks including journaling, short response or reflections to their reading, formal and informal letters, paragraphs, and free-writing, among other forms.</p> <p><i>Form and Genre</i> In this curriculum, student writing will take a variety of forms. Through students’ elementary experience, they will engage in a wide variety of writing activities ranging from poetry and research papers to personal narratives and expository essays. These forms of writing allow students to develop the skills necessary to write in a variety of modes for a variety of purposes and audiences. The benchmark overview for your child’s grade-level provides additional information about some of the specific forms of writing that your child will engage in this year.</p>		
BENCHMARKS	KINDERGARTEN	GRADE 1	GRADE 2
<p>IDEAS AND CONTENT</p>	<ul style="list-style-type: none"> -Write 3 detailed sentences on a given topic 	<ul style="list-style-type: none"> -Write for different purposes and to a specific audience -Develop an idea with an identifiable beginning middle and end -Use descriptive words when writing 	<ul style="list-style-type: none"> -Make reasonable judgments about what to include in written compositions -Develop an idea with an introductory sentence, supporting sentence(s) and a concluding sentence -Select and use descriptive words when writing
<p>CONVENTIONS</p>	<ul style="list-style-type: none"> -Use phonemic awareness and letter knowledge to spell independently -Write most letters and some sight words when dictated -Write first and last name - Form upper and lower case numbers correctly -Write by moving from left to right and top to bottom 	<ul style="list-style-type: none"> -Spell correctly three and four letter short vowel words -Identify and correctly write singular and plural nouns and simple possessive pronouns -Correctly use periods, exclamation points, and question marks -Capitalize the first word of the sentence, names of people, and the pronoun I -Print legibly and space letters, words and sentences appropriately 	<ul style="list-style-type: none"> -Represent all sounds in a word when spelling independently -Identify and write nouns, verbs and contractions -Use commas correctly -Capitalize all proper nouns -Produce printing that can be read easily by another person

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VOICE	-Use pictures to convey support for meaning	-With assistance, demonstrate an awareness of audience and feelings about the topic	-Write for different purposes and to a specific audience
ORGANIZATION	-Tell an experience or story in a logical sequence (beginning, middle, end)	-Write in complete sentences -Sequence two or more events	-Use correct word order in sentences -Develop an idea with introductory, supporting and concluding sentences -Sequence three or more events in a logical order
WORD CHOICE	-With assistance, use descriptive words when writing	-Begin to choose appropriate descriptive words when writing	-Select and use descriptive words when writing
SENTENCE FLUENCY	-Produce or dictate writing that approximates natural story language	-Write in complete sentences and recognize incomplete sentences	-Distinguish between complete and incomplete sentences and use correct word order
MODES	-Write narrative sentences about personal experiences -Write expository sentences about simple messages or directions	-Write brief narrative stories that describe an experience -Write a simple expository description of a real object, person, place or event -With guidance, gather information about a topic and sort it into major categories	-Continue to expand skills and strategies in narrative and expository writing -Begin writing brief, informative reports using a variety of reference materials
WRITING PROCESS	-Discuss ideas to include in a story -Unconventionally writing to express own meaning	-Discuss ideas and select a focus when writing -With assistance, create a readable first draft -Use some self correction -Reread drafts for meaning	-Create a list of ideas for writing -Draft and publish across subject areas -With guidance, proofread own writing as well as that of others -Use a beginning rubric -With assistance, revise original drafts to improve sequence and provide more descriptive details