

TEACHING FOCUS, BASED ON GRADE LEVEL – WRITING

KINDERGARTEN

Overview: By the end of kindergarten most students will know the names and sounds of the letters and be aware of their importance when composing text. They form some words beginning with accurate consonant sounds. Much of the writing will be about themselves, their families, pets, and friends. Writing may be presented in simple sentences, often with the same structure repeated within a piece or used in several pieces.

A Quick Check:

Does the student

- Realize that ideas and thoughts are communicated in writing?
- Form letters; show increasing knowledge of letters, sounds, and patterns?
- Use some spelling, punctuation, and directionality conventions?
- Draft simple sentences reflecting own experiences and understanding?
- Choose to write for own satisfaction?

Suggested Text Forms to be worked toward by the end of Kindergarten

Literature or Literary Forms	Informational, Functional and/or Technical Writing
Narrative - realistic, fantasy (plot development) Personal letters, cards, and notes Diaries/Journals Labels	Labels Captions Expository sentence

TEACHING FOCUS, BASED ON GRADE LEVEL – WRITING

FIRST GRADE

Overview: Most first grade writers are able to develop an idea or item of information beyond one sentence, adding some details of description or explanation. Although phonetic spelling is common, there is a marked increase in the number of words spelled accurately. As understanding of revising and editing develops, the overall accuracy of writing increases. Conventions of punctuation, directionality, spacing, and letter formation ensure work is legible.

A Quick Check:

Does the student

- Write simple sentences in sequence with some logical development?
- Show awareness of some spelling patterns?
- Attend to medial (middle) and final sounds in phonetic spelling?
- Reread what is written, being aware of the need to work toward accuracy?
- Include some detail and explore new topics?

Suggested Text Forms to be worked toward by the end of 1st Grade

Literature or Literary Forms	Informational, Functional and/or Technical Writing
Narrative - realistic, fantasy (plot development) Personal letters, cards, and notes Diaries/Journals Recounts <i>Rhymes</i> <i>Retellings</i>	Labels Captions <i>Expository</i> <i>Recounts</i> <i>Answers to Questions</i>

Italicized, bold print denotes elements new to this grade level.

TEACHING FOCUS, BASED ON GRADE LEVEL – WRITING

SECOND GRADE

Overview: During the second-grade, most writers make significant progress in moving from single idea and patterned sentences to more detailed and sequential text, often including more than one event or descriptive element. Students have a more conscious approach to planning and work toward accuracy and effectiveness through purposeful choice of words.

A Quick Check:

Does the student

- Elaborate on a basic idea or item of information?
- Show a considered approach to writing by planning and following through?
- Vary sentence structures within a piece of writing?
- Strive to achieve accuracy in his/her writing?
- Write in a variety of forms, maintaining basic features and conventions?

Suggested Text Forms to be worked toward by the end of 2nd Grade

Literature or Literary Forms	Informational, Functional and/or Technical Writing
Narrative -- realistic, fantasy (plot development) Personal letters, cards, and notes Diaries/Journals Recounts Rhymes Retellings	Labels Captions Expository Recounts Answers to questions <i>Questions and answers</i>

Italicized, bold print denotes elements new to this grade level.

TEACHING FOCUS, BASED ON GRADE LEVEL – WRITING

THIRD GRADE

Overview: Most third-grade students are writing longer texts when writing narratives. They embed their ideas in time and place (setting) and develop stronger characters through detail and dialogue. Their writing is often divided into sections through paragraphing or book parts (e.g., tables of contents, chapters). Information gathering as part of the planning process is common and most students are becoming more selective about vocabulary, especially when writing in task-oriented or functional forms.

A Quick Check:

Does each student

- Gather and organize information as essential elements of planning?
- Develop characters and setting throughout story?
- Write coherent informational text?
- Organize text into appropriate paragraphs or book parts?
- Revise for detail and accuracy in content and edit for conventions and format?
- Reflect on efforts and achievements?

Suggested Text Forms to be worked toward by the end of 3rd Grade

Literature or Literary Forms	Informational, Functional and/or Technical Writing
Narrative -- realistic, fantasy (plot development) Personal letters, cards, and notes Diaries/Journals Recounts Rhymes Retellings <i>Plays</i> <i>Poems</i>	Labels Captions Expository Texts Recounts Answers to questions Questions and Answers <i>Reports</i> <i>Book reviews and reports</i> <i>Posters</i> <i>Directions/Procedural (to a location)</i> <i>Biographies and autobiographies</i>

Italicized, bold print denotes elements new to this grade level.

TEACHING FOCUS, BASED ON GRADE LEVEL – WRITING

FOURTH GRADE

Overview: At this stage, students become more aware of the conventions of writing and of language usage. They are able to select and sometimes adapt basic forms and conventions to meet specific requirements. Their understanding and use of figurative language introduces imagery and tension to their writing. Informational and task-oriented writing reflects understanding of specific purpose, often requiring gathering and synthesizing information from a number of sources to express and justify an opinion.

A Quick Check:

Does the student

- Display an awareness of the interdependence of the topic, audience, purpose, and form?
- Identify and work towards the specific requirements of a prompt or assignment?
- Use more than one resource for planning and/or for checking accuracy of content and spelling?
- Write for a range of purposes including to describe; to tell a story; and to explain what, why, and how?
- Reflect on strengths and weaknesses of own writing and make observable efforts to improve?

Suggested Text Forms to be worked toward by the end of 4th Grade

Literature or Literary Forms	Informational, Functional and/or Technical Writing
Narrative -- realistic, fantasy (plot development) Personal letters, cards, and notes Diaries/Journals Recounts Rhymes Retellings Plays Poems <i>Tall Tales</i> <i>Comics</i> <i>Cinquains</i>	Labels Captions Expository Recounts Answers to questions Questions and Answers Reports Book reviews and reports Posters and brochures Directions/Procedural (to a location, <i>to a game, to make something</i>) Biographies and autobiographies <i>Newspaper and magazine articles</i> <i>Summaries</i> <i>Business letters to thank or to request</i> <i>Letters to the Editor</i> <i>Memos</i>

Italicized, bold print denotes elements new to this grade level.