

Writing Grades 1 & 2

Uses strategies to generate ideas.

Comes to writing with ideas:

Identify personal experience; gather information to answer questions; research ideas; state opinion and reasons. (W.7 & 8)

Offers ideas to others for writing topics. (W.7 & 8)

Conducts shared research with peers. (W.7 & 8)

Revises and edits writing drafts.

Focuses on topic, responds to questions and suggestions from peers, and add details to strengthen writing as needed.

Revises and edits as needed. (W.5)

Produce and expand complete, simple, compound declarative, interrogative, imperative, and exclamatory sentences. (L.1j)

Organizes writing by sequencing ideas.

Write opinion pieces that introduces the topic, states an opinion, supply a reason for the opinion, use linking words. (W.1)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.2)

Write narratives that recount two or more sequences events, include some details of what happened, use temporal words to signal event order, and provide some sense of closure. (W.3)

Write opinion pieces, state opinion, supply reasons that support opinion, use linking words to connect opinion and reasons, and provide a concluding statement. (W.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2)

Write narratives in which they recount a well-elaborated event or short sequence of event, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.3)

Develops writing by adding details and words for purpose.

Focuses on topic, responds to questions and suggestions from peers, and add details to strengthen writing as needed.

Revises and edits as needed. (W.5)

Produce and expand complete, simple, compound declarative, interrogative, imperative, and exclamatory sentences. (L.1j)

Applies knowledge of nouns and adjectives.

Uses correct capitalization and punctuation in writing.

Capitalize dates and names of people. (L.2a) Use end punctuation for sentences. (L.2b) Use commas in dates and to separate single words in a series. (L.2c)	Capitalize holidays, product names, and geographic names. (L.2a) Use commas in greetings and closings of letters. (L.2b) Use an apostrophe to form contractions and frequently occurring possessives. (L.2c)
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Uses correct spelling in writing.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.2d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.2e)	Generalize learned spelling patterns when writing words. (L.2d) Consult reference materials, including beginning dictionaries, and needed to check spelling. (L.2e)
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Uses correct grammar conventions when writing or speaking.

a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L. 1a-j)	a. Use collective nouns (e.g. group) b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.
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