

Writing expectations are **end-of-year competencies** that students should **control consistently, but not perfectly**. The table below synthesizes information from *2010 Standards of Learning Framework* and *Writing, Grammar, and Research Skills Progression by Grade* charts. Use the *K-5 Instructional Scope and Sequence Chart* to locate the grade level at which “Mechanics and Usage” skills are introduced, reinforced, and maintained as part of the editing process.

COMPOSING & WRITTEN EXPRESSION			MECHANICS & USAGE	
GETTING IDEA/ PREWRITING STRATEGIES	<ul style="list-style-type: none"> Use class-generated brainstorm list Talk to partner about what to write about Use mentor text (peers and professional) Use mind map/graphic organizer: bubble, 4-Square, sequence Construct questions about an informational research topic 	ELABORATION	OVERALL <ul style="list-style-type: none"> Beginning, middle and end Descriptive details Elaborates within a sentence, usually with adjectives and adverbs Adds specific details to elaborate main idea 	CAPITALIZATION PUNCTUATION <ul style="list-style-type: none"> Capital letters at beginning of sentences; for proper nouns, including names, days, months, holidays; and “I” End punctuation: period, question mark, exclamation mark Commas in simple series Apostrophes in contractions with pronouns and singular possessive Conventions of dialogue <ul style="list-style-type: none"> ➤ Quotation marks to indicate someone is talking ➤ Indentation to show that the speaker has changed ➤ Signal words like <i>he said</i> and <i>she exclaimed</i>
	FOCUSING IDEA <ul style="list-style-type: none"> Narrow topic Clear topic sentence that focuses on main idea Concluding/closing sentence or paragraph 			
	ORGANIZING INFORMATION <ul style="list-style-type: none"> Chronological/sequential Time/sequence transitional words (e.g., first, next, last) Linking words (e.g., also, another, and, more) and phrases (e.g., in order to, because of, for example) Groups related ideas in same paragraph Makes new paragraph for each topic/Keeps paragraphs on one topic Orders paragraphs for logical flow of information 	INFORMATIVE/EXPLANATORY <ul style="list-style-type: none"> Facts, definitions, opinions, quotations, examples, Specific vocabulary Use appropriate encyclopedia/reference resources to collect information for short report Organize information about a topic for a short report 	SPELLING <ul style="list-style-type: none"> Correct spelling for high-frequency sight words, including irregular plurals (e.g., man/men; child/children) Consistent control of <ul style="list-style-type: none"> ➤ Cve pattern, ➤ verb endings, including irregular ➤ dropping <i>e</i> and doubling final consonant with endings 	
	CHOOSING WORDS <ul style="list-style-type: none"> Strong (precise/vivid) nouns and adjectives Experiments with words/vocabulary 	SENTENCE RHYTHM/VARIETY	<ul style="list-style-type: none"> Sentence patterns are varied and include: declarative interrogative, and exclamatory forms when needed Varies sentence beginnings <ul style="list-style-type: none"> ➤ Using transition words ➤ Avoiding repeating same word Connects ideas between sentences <ul style="list-style-type: none"> ➤ Uses pronoun for noun ➤ Uses general location word (e.g., here or there) for a specific location ➤ Uses synonym for an earlier word (e.g., animal for dog) 	
				PRESENTATION <ul style="list-style-type: none"> Legible manuscript and developing cursive handwriting Use technology to compose and edit Published format Beginning to “hear” the writer in the piece (voice)