

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	
<p>GETTING IDEA/ PREWRITING STRATEGIES</p> <ul style="list-style-type: none"> • Create brainstorm list • Talk to partner about what to write about • Use mentor text (peers and professional) • Freewrite/quickwrite • Use mind map/graphic organizer: bubble, 4-Square, sequence flow chart • Construct questions about an informational research topic • Make a list of ideas 	<p>ELABORATE</p> <p>CHOOSING WORDS</p> <p>TYPES OR FORMS OF WRITING</p>	<p>OVERALL</p> <ul style="list-style-type: none"> • Descriptive & sensory details • Specific vocabulary and vivid words • Strong (precise/vivid) nouns and adjectives • Uses Thesaurus as a tool <p>• Elaborates within a sentence with adjectives and adverbs</p> <p>• Adds specific details and facts to elaborate main idea</p> <p>NARRATIVE</p> <ul style="list-style-type: none"> • Specific vocabulary, words, phrases convey experiences and events • Reader can imagine <p>INFORMATIVE/EXPLANATORY</p> <ul style="list-style-type: none"> • Facts, definitions, opinions, quotations, examples, informational details develop topic • Specific vocabulary informs and explains the topic • Information from appropriate reference resources gathered to research a topic • Recognize, evaluate, combine, and organize information on a research topic • Give credit to sources used in research <p>• Varies sentence beginnings</p> <ul style="list-style-type: none"> ➢ Using transition words and phrases ➢ Avoiding repeating same word <p>• Connects ideas between sentences</p> <ul style="list-style-type: none"> ➢ Uses pronoun for noun ➢ Uses general location word (e.g., <i>here</i> or <i>there</i>) for a specific location ➢ Uses synonym for an earlier word (e.g., <i>animal</i> for <i>dog</i>) 	<p>CAPITALIZATION</p> <ul style="list-style-type: none"> • Capital letters at beginning of sentences; for proper nouns, including names, days, months, holidays; and “I” <p>PUNCTUATION</p> <ul style="list-style-type: none"> • End punctuation • Commas in simple series, dates, and addresses • Apostrophes in contractions with pronouns and singular possessive • Conventions of dialogue <ul style="list-style-type: none"> ➢ Quotation marks around speech ➢ Indentation to show that the speaker has changed ➢ Signal words like <i>he said</i> and <i>she exclaimed</i> <p>SPELLING</p> <ul style="list-style-type: none"> • Correct spelling for frequently used words, including homophones/ homonyms (e.g., <i>threw/through</i>) • Dictionary Use <p>SENTENCE STRUCTURE & GRAMMAR</p> <ul style="list-style-type: none"> • I in compound subject • Noun and pronoun agreement in number and gender • Subject/verb agreement • Clear and consistent use of past and present verb tense • Use of reflexive pronouns (myself/ourselves) • Avoid use of double negative <p>PRESENTATION</p> <ul style="list-style-type: none"> • Legible manuscript or cursive handwriting • Technology used to research, compose and edit • Formats for publication • Beginning to “hear” the writer in the piece (voice)
<p>FOCUSING IDEA</p> <ul style="list-style-type: none"> • Narrow topic • Clear topic sentence that focuses on main idea • Conclusion or concluding statement 	<p>INFORMATIVE/EXPLANATORY</p> <ul style="list-style-type: none"> • Create a plan and organize thoughts to convey a central idea • Include beginning, middle and end <p>• Clearly introduced topic</p> <p>• Keeps each paragraph focused on one topic: related ideas grouped in same paragraph; new paragraph for each new topic</p> <p>• Writes at least 2 or more paragraphs on related topic</p> <p>• Orders paragraphs for logical flow of information</p> <p>• Links ideas within paragraphs using transitional phrases, e.g., <i>another, also, since, for example</i></p> <p>NARRATIVE</p> <ul style="list-style-type: none"> • Event sequence unfolds naturally • Time/sequence transitional words (e.g., <i>first, next, last</i>) • Linking words (e.g., <i>also, another, and, more</i>) and phrases (e.g., <i>in order to, because of, for example</i>) 	<p>SENTENCE RHYTHM/ VARIETY</p>	
<p>ORGANIZING INFORMATION</p>			
<p>TYPES OR FORMS OF WRITING</p>			