

FAIRVIEW ELEMENTARY WRITING EXPECTATIONS (4-21-06)

Kindergarten

By the end of Kindergarten:

- Student is able to recognize ending marks (.!).
- Student is able to use beginning and ending sounds to spell words.
- Student is able to write first name and last name correctly
- Student is able to use pictures and print to convey meaning.
- Student is able to write words, phrases, simple sentences to support a picture.
- Student is able to use some conventional spellings (i.e. high-frequency words).
- Student is able to read own writing.
- Student is able to write from left-to-right.
- Student is able to use functional grip.
- Student is able to write/copy all capital and lower-case letters.
- Student is able to collaboratively create pieces of writing

First Grade

By the end of First Grade:

- Student is able to use proper end marks (:!?).
- Student is able to spell first grade high frequency words correctly and is able to fluently use invented spelling (beginning, middle and end sounds).
- Student is able to properly use all capital letters and lowercase letters (usage & formation).
- Student understands the concepts of beginning, middle and end of story.
- Student is aware of writing process terms (i.e., prewriting, graphic organizer, editing, rough draft, final copy).
- Student is introduced to using descriptive words fluently in writing.
- Student is introduced to writing compound sentences.
- Student is able to use proper spacing between words.
- Student is able to stay on focused on a topic during writing.
- Student is able to use proper sentence structure (subject-predicate).
- Student is introduced to the concept of correct paragraph formation (i.e. indent).
- Student is able to have proper pencil grip and be able to properly position paper during writing.

Second Grade

By the end of Second Grade:

- Student is able to write a complete sentence with capital letters and correct end marks (:!?).
- Student is able to spell second grade high-frequency words correctly and fluently use invented spelling (beginning, middle and end sounds).
- Student is able to write legible manuscript and cursive writing with appropriate spacing and size.
- Student is able to identify parts of a story and write a story with a beginning, middle and end.
- Student is able to use "r" correctly.
- Student is able to fluently use phonemic elements in their writing.
- Student is able to write complex sentences within writing.
- Student is able to stay focused on a topic during writing.
- Student is able to use descriptive words fluently in their writing.
- Student is aware of the concept of writing a paragraph with a main idea and supporting details.
- Student is able to have proper pencil grip and be able to properly position the paper during writing.

Third Grade

By the end of Third Grade:

- Student is able to write in complete sentences using proper end marks (:!?).
- Student is able to use capital letters -at beginning of sentence, in proper nouns, in a title
- Student is able to correctly spell third grade high frequency words and produce all sounds within complex words.
- Student is able to write sentences using subject and predicate.
- Student is able to create a variety of sentence structures.
- Student is able to produce a legible final product in cursive.
- Student is able to identify and participate in writing process.
- Student is able to write for a variety of purposes.
- Student is able to write a complete paragraph including:
 - main idea sentence.
 - supporting details.
 - closing (wrap up).
 - paragraph at least 5 sentences in length.
 - use variety of sentences
 - use sequence words
 - use transition words
 - use descriptive words
 - stays on topic

Fourth Grade

By the end of Fourth Grade:

- Student is able to use end marks appropriately and commas in a series.
- Student is able to write in fluently in cursive.
- Student is able to correctly spell fourth grade high frequency words correctly and use spelling strategies.
- Student is able to write at least a two paragraph response to a question.
- Student is able to re-phrase a question to be a topic sentence (like an essay question in content areas).
- Student is able to use graphic organizers.
- Student is able to automatically use capital letters, punctuation and a complete thought in sentence formation.
- Student is able to use the computer to develop writing.
- Student is able to use proofreading marks (revising/editing).
- Student is able to write to a specific purpose and audience (i.e., Compare/contrast, Narratives, Summary, Research).
- Student is able to start to use strategies in writing: – using dialogue.
- Student is able to publish in a variety of ways.
- Student is able to vary sentence length and structure.
- Student is able to use transition words in writing.
- Student is able to write to a topic – not varying.
- Student is able to use figurative language to enrich writing.
- Student is able to use writing process.