|  |  |  |  |
| --- | --- | --- | --- |
|  | **Kindergarten** | **Grade 1** | **Grade 2** |
| **Content** | **Content** | **Content** | **Content** |
| Overall Topic | * Convey a simple message on somewhat general topic
 | * Choose a general topic
 | * Choose a general topic
 |
| Degree of Focus | * Ideas and events are:
* Straightforward but not explicit
 | * Ideas and events are:
* Straightforward but not explicit
 | * Ideas and events are:
* Straightforward but not explicit
 |
| Related Details | * Some basic detail
 | * Limited/general supporting details, may include irrelevant information
 | * Some supporting details, may have gaps or irrelevant information
 |
| **Organization** | **Organization** | **Organization** | **Organization** |
| Text Form  | * Attempt a variety of forms
 | * Show an emerging understanding of simple text forms
 | * Show an emerging understanding of simple text forms
 |
| Purpose | * Recognize writing has a purpose
 | * Decide upon a general purpose
 | * Decide upon a general purpose
 |
| Structure | * Include one or more ideas often presented in a list, no attention to sequence
 | * Evidence of basic sequencing with some missteps
* Link ideas with simple connecting words, may overuse such words
 | * Evidence of basic sequencing
* Link ideas with simple connecting words
 |
| Paragraphs |  |  |  |
| Conclusion |  |  | * **Attempted** but may be abrupt
 |
| **Word Choice** | **Word Choice** | **Word Choice** | **Word Choice** |
| Vocabulary | * Basic vocabulary
 | * Basic vocabulary
 | * Many ordinary word choices with some repetition
 |
| Language |  | * May attempt to use some descriptive language
 | * May include some descriptive vocabulary
 |
| **Voice** | **Voice** | **Voice** | **Voice** |
| Author’s style | * Begins to show some **awareness** that writing is to be read by an audience
 | * Begins to show some **awareness** of audience
 | * Begins to show some **awareness** of audience
 |
| Experience |  | * Some **Basic knowledge** of and/or interest in subject
 | * **Basic knowledge** of and/or interest in subject
 |
| Personality | * Use written language that sounds like “talk”
 | * **Conveys:**
* A glimpse of personal feeling
* A glimpse of personal style
 | * **Conveys:**
* A glimpse of personal feeling
* A glimpse of personal style
 |
| **Sentence Structure** | **Sentence Structure** | **Sentence Structure** | **Sentence Structure** |
| Variety | * Include groups of words representing logical thought, may not reflect conventional sentence structures
 | * Simple sentences, many are complete
 | * Mostly simple and compound sentence structures, many are complete
 |
| Complexity | * May rely on repetitive patterns
 | * May include a few longer sentences/sentences that begin in different ways
 | * Some longer sentences/sentences that begin in different ways
 |
| **Conventions** | **Conventions** | **Conventions** | **Conventions** |
| Punctuation and Capitalization | * Experiment with punctuation
* Print most upper- and lower-case letters, use capitalization indiscriminately
 | * Use periods to end most simple sentences
* Correct capitalization of people’s names, first words of the sentence and the pronoun “I”
 | * Correct end punctuation in many instances
* Correct capitalization of proper nouns, first word of the sentence and the pronoun “I” in the majority of instances
 |
| Spelling | * Include some high frequency words spelled conventionally
* Use semi-phonetic and phonetic approximations for unknown words
 | * Spell many high frequency words correctly
* Attempt to spell more complex words using phonetic approximations
 | * Spell many high frequency words correctly
* Attempt to spell more complex words using phonetic approximations
 |
| Standard grammatical structures  | * Begin to use conventional spacing
 | * Use conventional spacing between words
 | * Use many basic pronouns and verbs correctly
 |