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|  | **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 |