

Grade-Level Knowledge of Developing Writers

<i>Grade Level</i>	<i>Expectations: Composing Skills</i>	<i>Expectations: Print Concepts, Transcription Skills</i>
K	<ul style="list-style-type: none"> • Composing is expressed primarily through speaking, dictating, or drawing • May attempt to write messages of their own and read them back • Produces complete sentences when speaking • Uses frequently occurring nouns, verbs, and question words while composing 	<ul style="list-style-type: none"> • Knows that writing differs from drawing, has distinct letter forms, and can be read back • Knows how to write at least some letter forms • Knows that spaces are between words • Knows that writing goes from left to right and organized from top to bottom of the page • May or may not know the alphabetic principle and produce early phonetic spellings of some sounds in words
1	<ul style="list-style-type: none"> • Composing is expressed primarily through speaking, drawing, words, and gradually written sentences. • Produces the four types of sentences (declarative, interrogative, imperative, exclamatory) and compound sentences when speaking • Uses a wider variety of nouns, pronouns, conjunctions, prepositions, and verb tenses while composing 	<ul style="list-style-type: none"> • Knows the alphabetic principle and spells by sound using alphabet letter names and sound-symbol correspondences • Remembers the spellings of commonly used sight words • Begins to write words in sequence with word spaces, capitalize first word, and use periods at the ends of sentences.
2	<ul style="list-style-type: none"> • Composing is expressed primarily through speaking and writing sentences. • Begins to write compound and complex sentences • Begins to link sentences into a basic paragraph • More independence in generating ideas • Uses more complicated forms of nouns and pronouns, irregular verbs, and variety of adjectives and adverbs when composing. • Begins to be aware of task, audience, purpose • May be amenable to revision especially in response to conferences with peers and adults about their writing 	<ul style="list-style-type: none"> • Spelling and handwriting are becoming more fluent sufficiently fluent to focus more on the demands of composing • Applies basic capitalization rules and begins using more punctuation (e.g., commas in letter greetings, apostrophe for contraction and possessives)
3	<ul style="list-style-type: none"> • Composing is expressed primarily through writing • Writes compound and complex sentences • Links sentences into multi-paragraphs • Uses a wider range of vocabulary, including terms that represent abstract concepts when composing • Writes with an awareness of task, audience, purpose • Revises writing with feedback support from peers and adults 	<ul style="list-style-type: none"> • Spelling and handwriting are sufficiently fluent to focus on the demands of composing • Uses more complex punctuation (e.g., commas and quotation marks in dialogue)