


Beginning writing skills: the ability to form sentences, knowledge of word order and sentence structure, knowledge of how ideas are organized and connected, and awareness of audience and purpose.

| Specific Indicator (the student will)  | Illustrative examples   |
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| Copy letters and numerals.   | Self-explanatory.   |
| Understand alphabetic principles.  | Knowledge of alphabet, in order (alphabet song); upper and lower case.  |
| Understand the phonology of print.   | Able to convert sound into text (vowels, consonants, blends, etc.)  |
| Understand the phonology of vowel/consonant clusters and blends.                   | Onset and rime (word beginning and ending – different than syllabication. <i>E.g.</i> ‘bl’ is not a syllable, but an <u>onset</u> ; ‘ack’ is not a syllable, but a <u>rime</u> ). |
| Spell sight words with increasing accuracy.  | <i>E.g.</i> book, cat, pen, banana, etc.  |
| Spell high frequency words with increasing accuracy.                               | <i>E.g.</i> the, a, an, etc.  |
| Write singular and plural forms.   | <i>E.g.</i> apple/apples; man/men   |
| Correctly label visuals.   | <i>E.g.</i>  <u>hand</u>   |
| Write words in common combinations.  | <i>E.g.</i> I like...; you like...; I am...; He sees..., etc.   |
| Experiment with the use of words.  | <i>E.g.</i> ‘ <b>open</b> the light’ instead of ‘ <b>turn on</b> the light’; ‘ <b>I want to play</b> computer’ instead of ‘ <b>I want to play on the</b> computer’.               |
| Construct new words using knowledge of common root words, prefixes, and suffixes   | Affixes: <i>un-, re-, dis-, -able, -ness, -less, -ly, -ful, -ing, etc.</i><br>Roots: <i>walk, friend, happy, hurt, eat, know, do, etc.</i>  |
| Reproduce conventional text features in own writing.                               | Forms letters and numbers with attention to spacing, line, and direction.   |
| Construct simple sentences with correct word order (linguistic syntax).            | S-V-O ( <i>The dog ate the bone</i> ); Can construct 4-5 sentences that shows controlling idea, sequencing, and a conclusion.   |
| Construct simple sentences using correct grammar.                                  | <i>E.g.</i> noun-verb agreement, plurals, etc.  |
| Understand text components of main ideas and sub ideas.                            | Co-creates text in a shared writing environment (possibly with graphic organizers).   |
| Create text independently with text components of main ideas and supporting ideas. | Self-explanatory  |
| Create simple narrative text.  | Language experience approach.   |
| Apply knowledge of conventions   | <i>E.g.</i> Capitalizes words that begin sentences, names of people   |

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|   | and places, etc.; uses correct punctuation.  |
| Apply knowledge of word parts   | <i>E.g.</i> Contractions, compound words, etc.   |
| Use technology tools to express ideas.  | <i>E.g.</i> iPad, Microsoft word, powerpoint, SMARTboard, etc.   |
| Increase use of more advanced vocabulary.   | Uses colourful/multisyllabic words: <i>E.g.</i> instead of ‘good’: ‘fantastic’. (western-based literature)               |
| Describe things in greater detail   | Uses adjectives and adverbs.   |
| Use transitional devices and vocabulary.  | Uses sequencing words ( <i>E.g.</i> first, next, finally, etc.)  |
| Edit using clues in the environment   | Classroom word wall, dictionaries, etc.  |
| Edit using re-reading strategies and meta-cognition                                 | Knows when the word looks ‘wrong’ and attempts to correct; identifies errors when reading aloud and attempts to correct. |
| Develop voice in writing.   | Uses humour, dialogue, creativity, vernacular, irony, etc.   |
| Generate text with some understanding of audience and purpose                       | <i>E.g.</i> “Love, your son” (on a Mother’s Day card); journal entry, etc.   |
| Construct a variety of expository text with attention paid to structure and format. | Memos, friendly letters, texting on a phone, etc.  |