

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
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> ‘ open the light’ instead of ‘ turn on the light’; ‘I want to play computer’ instead of ‘I want to play on the 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> 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

	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.