

Brunswick School Department
 Writing Curriculum: Conventions
 Grades K-2

<p>D1. Grammar and Usage</p> <p>Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.</p> <p>a. Identify and use nouns and verbs correctly.</p> <p>b. Use simple sentences.</p>		
Kindergarten	Grade 1	Grade 2
<p>Parts of Speech</p> <ul style="list-style-type: none"> Use subject and verb agreement in simple sentences (I play.) (I) 	<p>Parts of Speech</p> <ul style="list-style-type: none"> Use subject and verb agreement in simple sentences. (R) Use prepositional phrases (to the bus, on the bus) (I,R) Use modifiers (red dress, ran fast) (I, R) 	<p>Parts of Speech</p> <ul style="list-style-type: none"> Use subject and verb agreement in simple sentences (A) Use prepositional phrases (to the bus, on the bus) (A) Use modifiers (red dress, ran fast) (A) Use nouns and pronouns that are in agreement (Mike/he) (I) Identify nouns and action verbs (I,R)
<p>Tense</p> <ul style="list-style-type: none"> Write in present tense (I play.) (I) 	<p>Tense</p> <ul style="list-style-type: none"> Write in present tense (My family plays.) (R) Write in past tense (I played yesterday.) (I) 	<p>Tense</p> <ul style="list-style-type: none"> Write in present tense (I play.) (R,A) Write in past tense (I played yesterday.) (R,A) Write in future tense (I will play.) (I)

I = Introduced
 R = Reinforced
 A = Assessed

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Kindergarten	Grade 1	Grade 2
<p>Sentence Structure</p> <ul style="list-style-type: none"> • Use simple sentence structure (noun + verb) (I) 	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Write simple sentences (R) • Write a variety of simple sentences (declarative, interrogative, exclamatory) (I) 	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Write simple sentences (A) • Write a variety of simple sentences (declarative, interrogative, exclamatory) (R) • Vary sentence beginning (I)

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<p>D2. Mechanics Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <ol style="list-style-type: none"> a. Use commas in the greeting and closure of a letter and in dates. b. Capitalize proper nouns and words at the beginning of sentences. c. Use periods, question marks, and exclamation points. d. Spell high frequency grade-level words. e. Use phonics patterns to aid in spelling 		
Kindergarten	Grade 1	Grade 2
<p>Punctuation</p> <ul style="list-style-type: none"> • Identify periods, exclamation marks, and question marks as ending marks (I) 	<p>Punctuation</p> <ul style="list-style-type: none"> • Use periods, exclamation marks, and question marks as ending marks (I,R) • Use a comma in the date, greeting, and closure of a friendly letter (I,R) 	<p>Punctuation</p> <ul style="list-style-type: none"> • Use periods, exclamation marks and question marks as ending marks (R, A) • Use a comma in the date, greeting and closure of a friendly letter (R,A) • Use quotation marks for dialogue (I)

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Kindergarten	Grade 1	Grade 2
<p>Capitalization</p> <ul style="list-style-type: none"> • Use capital and lowercase letters within a word (I) • Capitalize "I" (I) • Capitalize only the first letter in own name (I, R) 	<p>Capitalization</p> <ul style="list-style-type: none"> • Use capital and lowercase letters within a word (R, A) • Capitalize "I" (R, A) • Capitalize only the first letter in own name (R, A) • Use a capital letter for the first word of a sentence (I,R) • Use capital letters for names of people, days, and months (I) 	<p>Capitalization</p> <ul style="list-style-type: none"> • Use a capital letter for the first word of a sentence (A) • Use capital letters appropriately to capitalize names of people, days, months (R) • Capitalize the first word of a greeting (I)

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Kindergarten	Grade 1	Grade 2
<p>Spelling</p> <ul style="list-style-type: none"> • Use simple phonogram patterns to generate words (I) • Demonstrates that letters represent sounds (I, R) • Say a word slowly and record sounds in sequence (I, R) • Use simple resources to check spelling (i.e., word walls) (I) 	<p>Spelling</p> <ul style="list-style-type: none"> • Spell Sitton priority words correctly (A) • Use simple phonogram patterns to generate words (R) • Demonstrates that letters represent sounds (R, A) • Say a word slowly and record sounds in sequence (R) • Use simple resources to check spelling (i.e., word walls) (I, R) 	<p>Spelling</p> <ul style="list-style-type: none"> • Spell Sitton priority words correctly (A) • Use simple phonogram patterns to generate words (A) • Say a word slowly and record sounds in sequence (R, A) • Use simple resources to check spelling (i.e., word walls) (R, A)

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<p>B1. Interconnected Elements Students use a writing process to communicate their ideas. d. Create legible final drafts.</p>		
Kindergarten	Grade 1	Grade 2
<p>Handwriting</p> <ul style="list-style-type: none"> • Hold pencil with functional grip (I, R) • Use a preferred hand for writing (I,R) • Form capital and lower case letters efficiently and proportionately using verbal and visual cues (I, R) 	<p>Handwriting</p> <ul style="list-style-type: none"> • Hold pencil with functional grip (I,R) • Use a preferred hand for writing (A) • Form capital and lower case letters efficiently and proportionately using verbal and visual cues (R) 	<p>Handwriting</p> <ul style="list-style-type: none"> • Hold pencil with functional grip (A) • Form capital and lower case letters efficiently and proportionately using verbal and visual cues (A)
<p>Text Layout</p> <ul style="list-style-type: none"> • Use spaces between words (I,R) • Write words, starting left to right, top to bottom (I) 	<p>Text Layout</p> <ul style="list-style-type: none"> • Use spaces between words (R,A) • Write words, starting left to right, top to bottom (R, A) • Places title correctly (I,R) 	<p>Text Layout</p> <ul style="list-style-type: none"> • Places title correctly (A) • Arrange print on the page to support the text's meaning and to help the reader notice important information (I) • Use layout, spacing, and size of print to create titles and headings (I)

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