

# FSL Immersion: Gr 1, 2, 3 Writing

<b>Overall Expectations</b>		<ul style="list-style-type: none"> <li>produce short, simple pieces of writing, following appropriate models</li> <li>identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work</li> </ul>	<ul style="list-style-type: none"> <li>produce short pieces of writing, using simple forms</li> <li>identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work</li> </ul>	<ul style="list-style-type: none"> <li>produce short pieces of writing in a variety of forms</li> <li>identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work</li> </ul>
<b>Knowledge &amp; Skills</b>	<b>Key Concepts</b>	<b>Grade 1 Specific Expectations</b>	<b>Grade 2 Specific Expectations</b>	<b>Grade 3 Specific Expectations</b>
<b>Communication (Expressive)</b>	<ul style="list-style-type: none"> <li>clarity &amp; precision of ideas &amp; information</li> <li>forms of writing</li> </ul>	<ul style="list-style-type: none"> <li>create short written texts for a specific purposes (eg. a story, an invitation, a description) following a model</li> <li>write brief texts to explain a picture or photograph</li> <li>list key words related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>create short written texts for a variety of purposes (eg. a story, a pattern book an invitation, a thank-you note, a personal dictionary) following a model</li> <li>use materials from various media (eg. photographs, drawings, collages) to clarify and enhance a written message</li> </ul>	<ul style="list-style-type: none"> <li>create short written texts for specific purposes (eg. a story, an invitation or simple letter, a description of a school trip, poems) adapting familiar models</li> <li>produce short written text (eg. titles, captions, labels) to accompany visual information (eg. simple charts, illustrations)</li> <li>create short written texts (eg. journal notes) in which they express a point of view and reflect on their experiences</li> </ul>
<b>Comprehension (Receptive)</b>	<ul style="list-style-type: none"> <li>understand</li> <li>respond</li> <li>react, interpret</li> </ul>	<ul style="list-style-type: none"> <li>write brief texts to explain a picture or photograph</li> <li>use appropriate language structures</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate language structures in their writing</li> <li>revise and proofread their writing (eg. Correct errors in spelling , punctuation ) with the teacher's assistance</li> </ul>	<ul style="list-style-type: none"> <li>create short written text s ( eg. Journal, notes ) in which they express a point of view and reflect on their experiences</li> <li>use of appropriate language structures in their writing</li> <li>revise, edit and proofread their writing, with the teacher's assistance focusing on grammar, spelling, punctuation and conventions of style</li> </ul>
<b>Organization of Ideas</b>	<ul style="list-style-type: none"> <li>sequence</li> <li>sentence &amp; paragraph structure</li> <li>variety of text forms</li> </ul>	<ul style="list-style-type: none"> <li>organize information so that the writing conveys a clear message (eg. describe events in proper sequence)</li> <li>create short written texts for a specific purposes (eg. a story, an invitation, a description) following a model</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas in a logical sequence (eg. write stories that have a beginning, a middle, and an end)</li> <li>create short written texts for specific purposes(eg a story, a pattern book, an invitation, a thank-you note, a personal dictionary) following a model</li> </ul>	<ul style="list-style-type: none"> <li>organize information into short paragraphs that contain a main idea and related details</li> <li>create short written texts for specific purposes (eg. a story, an invitation or simple letter, a description of a school trip, poems) adapting familiar models</li> </ul>
<b>Application of Language Conventions</b>	<ul style="list-style-type: none"> <li>grammar &amp; punctuation</li> <li>spelling &amp; vocabulary</li> <li>sentence type &amp; structure</li> <li>printing / cursive writing (Imm)</li> <li>uses appropriate resources (dictionaries)</li> <li>proofreading &amp; editing</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate language structures in their writing</li> <li>use and spell correctly the vocabulary appropriate for this grade level</li> <li>use appropriate resources to verify spelling (eg. word lists, personal dictionaries)</li> <li>print legibly, using capitals and small letters and leaving spaces between words</li> <li>use simple but complete sentences</li> <li>use capitals at the beginning of sentences and periods at the end of sentences</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate language structures in their writing</li> <li>use and spell correctly the vocabulary appropriate for this grade level</li> <li>use appropriate resources to verify spelling (eg. word lists, dictionaries)</li> <li>print legibly</li> <li>use complete simple sentences</li> <li>use capitals for personal names</li> <li>use commas to separate a series of items in a sentence, and in addresses</li> <li>use question marks at the end of questions</li> <li>revise and proofread their writing (eg. correct errors in spelling, punctuation), with the teacher's assistance</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate language structures in their writing</li> <li>use and spell correctly the vocabulary appropriate for this grade level</li> <li>use appropriate resources to verify spelling (eg. word lists, French-English dictionaries)</li> <li>print legibly and begin to use cursive writing</li> <li>begin to use compound sentences and use sentences of varying length</li> <li>revise, edit and proofread their writing, with the teacher's assistance, focusing on grammar, spelling, punctuation, and conventions of style</li> </ul>

\*Students should recognize and use the appropriate language structures in their communicative activities in all three strands as specified for each grade.