

2.0 Writing Applications and Genres – Students write for a variety of purposes and audiences combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.

2.2 Write descriptive, expository, and persuasive text:

Descriptive/poetic writing (p):

Descriptive/Poetic Writing Progression K-5	
Kindergarten	<ul style="list-style-type: none"> ❑ Verbalize and begin to write descriptive words to label drawings. ❑ Participate in shared writing. ❑ Participate in saying chants, rhymes, songs, and jingles.
First Grade	<ul style="list-style-type: none"> ❑ Describe real objects, persons, places, or events using sensory details (c).* ❑ Identify and create patterns of simple rhymes, chants, songs, and jingles (p). ❑ Begin to write notes with pictures or words to record an observation (p).
Second Grade	<ul style="list-style-type: none"> ❑ Write notes with pictures and words to describe an object or observation. ❑ Begin to write sentences using notes of observation. ❑ Begin to write structured poetry (e.g., acrostic, cinquain, haiku, couplets, diamante).
Third Grade	<ul style="list-style-type: none"> ❑ Use concrete sensory details to present and support unified impressions of people, places, things, or experiences (c). * ❑ Write structured poetry in a variety of forms (e.g., acrostic, cinquain, haiku, couplet, diamante) (p). ❑ Begin to write notes based on first-hand observation (p).
Fourth Grade	<ul style="list-style-type: none"> ❑ Begin to write structured poems (acrostic, cinquain, haiku, couplets, diamante) about historical events, scientific topics, and/or literature. ❑ Write a paragraph based on first-hand observational notes.
Fifth Grade	<ul style="list-style-type: none"> ❑ Write structured poems (acrostic, cinquain, haiku, couplets, haiku) across disciplines. ❑ Begin to write free verse. ❑ Write a first-hand observation from detailed notes taken at an event, experiment, or demonstration.