

Convey Ideas in Writing

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Prewriting					
<p>W.1.1 Discuss the purpose and intended audience for a writing situation.</p> <p>W.1.2 Write for an assigned or self-selected purpose (for example, to state personal information, to tell a story).</p> <p>W.1.3 Write for varying types of tasks (for example, simple stories, friendly letters, invitations, journals, captions).</p> <p>W.1.4 Generate writing ideas through discussions with others.</p> <p>W.1.5 Choose a topic for writing.</p> <p>W.1.6 Gather ideas for investigation about a topic using level-appropriate books, observations or discussions.</p> <p>W.1.7 Discuss the characteristics of original and borrowed materials.</p> <p>W.1.8 Organize ideas using strategies (for example, what I know, what I want to know, what I've learned [KWL], logs).</p> <p>W.1.9 Choose an organizational pattern (for example, time order) to present ideas logically.</p>	<p>W.2.1 Choose from a selection of topics, audiences and purposes for a writing situation.</p> <p>W.2.2 Write for a limited number of assigned or self-selected purposes (for example, to describe an event, to convey a message).</p> <p>W.2.3 Write for varying types of tasks (for example, stories, letters, responses, notes).</p> <p>W.2.4 Generate writing ideas (for example, from printed materials, from observation).</p> <p>W.2.5 Form a main idea from provided details or facts.</p> <p>W.2.6 Acquire information about an assigned or self-selected topic (for example, from level-appropriate books, magazines, videotapes, CDs, websites).</p> <p>W.2.7 Rewrite information from a single source in own words.</p> <p>W.2.8 Organize ideas using strategies (for example, simple webs, lists).</p> <p>W.2.9 Choose an organizational pattern (for example, logical sequence) to present ideas logically.</p>	<p>W.3.1 Identify a topic, purpose and intended audience for a writing situation.</p> <p>W.3.2 Write for a growing number of purposes (for example, to argue a point, to inform).</p> <p>W.3.3 Write for varying types of tasks (for example, narratives, informational reports, formal letters, personal or creative writing).</p> <p>W.3.4 Generate writing ideas (for example, lists, discussions, free writing, background reading, other sources).</p> <p>W.3.5 State and develop a clear main or controlling idea.</p> <p>W.3.6 Employ research skills to select level-appropriate sources to support central ideas, concepts and themes.</p> <p>W.3.7 Paraphrase from a variety of texts and incorporate into own writing.</p> <p>W.3.8 Organize ideas using strategies (for example, notes, Venn diagrams).</p> <p>W.3.9 Choose an organizational pattern (for example, classification, compare and contrast, climactic order) to present ideas logically.</p>	<p>W.4.1 Determine a topic, purpose and audience for a writing situation.</p> <p>W.4.2 Write for varying purposes (for example, to persuade, to explain, to entertain).</p> <p>W.4.3 Write for varying types of tasks (for example, business letters, letters to the editor, job applications, literature responses, informational essays, informal writing).</p> <p>W.4.4 Generate writing ideas through a variety of strategies (for example, surveys, interviews, background reading).</p> <p>W.4.5 Formulate a thesis from a main or controlling idea.</p> <p>W.4.6 Determine the relevance, accuracy and credibility of level-appropriate sources to support a controlling idea.</p> <p>W.4.7 Avoid plagiarism by summarizing findings from sources, and distinguish between own original material and borrowed material.</p> <p>W.4.8 Develop a list of sources referenced.</p> <p>W.4.9 Select and use organizational methods (for example, outlines, charts, tables, story maps, plot pyramids).</p> <p>W.4.10 Choose an organizational pattern (for example, order of importance, problem to solution, topical) to present ideas logically.</p>	<p>W.5.1 Adjust the topic, audience and purpose for a writing situation.</p> <p>W.5.2 Develop writing for a broad range of purposes (for example, to support a thesis, to reinforce a controlling idea).</p> <p>W.5.3 Develop writing for varying types of tasks (for example, electronic communications, persuasive essays).</p> <p>W.5.4 Use and adjust strategies (as needed) to generate ideas for each writing situation.</p> <p>W.5.5 Develop a thesis statement that establishes a clear focus for the writing.</p> <p>W.5.6 Create a plan to integrate level-appropriate sources in support of a thesis.</p> <p>W.5.7 Avoid plagiarism by quoting and citing borrowed source material.</p> <p>W.5.8 Use style guides to format writing and give proper credit for sources (for example, in a bibliography).</p> <p>W.5.9 Use organizational strategies to plan writing in support of a thesis.</p> <p>W.5.10 Evaluate and adjust an organizational pattern (for example, time order, compare and contrast, cause and effect) to produce writing that extends the thesis.</p>	<p>W.6.1 Plan strategies to address topic, purpose and audience.</p> <p>W.6.2 Develop writing for a broad range of purposes (for example, to analyze, to synthesize, to evaluate, to reflect, to interpret).</p> <p>W.6.3 Develop writing for varying applications (for example, electronic communications, academic writing, workplace writing).</p> <p>W.6.4 Use and adjust strategies (as needed) to generate ideas for each writing situation.</p> <p>W.6.5 Produce text to extend the thesis and create a coherent whole.</p> <p>W.6.6 Evaluate sources and integrate them in support of a thesis.</p> <p>W.6.7 Avoid plagiarism by accurately and correctly quoting, paraphrasing and summarizing material from research.</p> <p>W.6.8 Cite sources using a style guide (for example, Modern Language Association [MLA], American Psychological Association [APA], Chicago).</p> <p>W.6.9 Produce, organize and sufficiently develop writing in support of a thesis.</p>

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Drafting					
<p>W.1.10 Organize writing to include a beginning, middle and end.</p> <p>W.1.11 Group related ideas into sentences.</p> <p>W.1.12 Select words that convey a clear idea.</p> <p>W.1.13 Write simple sentences.</p> <p>W.1.14 Use correct spelling for high-frequency words and words with regular short- and long-vowel patterns in writing.</p> <p>W.1.15 Punctuate writing correctly using question marks, exclamation points and periods.</p> <p>W.1.16 Capitalize the first word in a sentence, names and the pronoun “I.”</p> <p>W.1.17 Use basic parts of speech (nouns, verbs, adjectives) in writing.</p>	<p>W.2.10 Organize writing by providing a simple introduction, a body and a clear sense of closure.</p> <p>W.2.11 Group related ideas into a paragraph with a topic sentence and supporting sentences.</p> <p>W.2.12 Use suitable word choice to convey a message effectively.</p> <p>W.2.13 Write simple sentences (statements, questions, commands).</p> <p>W.2.14 Use correct spelling for multi-syllabic words, common root words, base words and affixes in writing.</p> <p>W.2.15 Punctuate writing correctly using end marks, commas in a series and apostrophes in contractions and possessives.</p> <p>W.2.16 Capitalize proper nouns, titles, places and abbreviations.</p> <p>W.2.17 Incorporate parts of speech (pronouns, conjunctions) and grammatical structures (for example, verb tenses, subject-verb agreement, noun-pronoun agreement) in writing.</p>	<p>W.3.10 Organize writing by providing a simple introduction, a body and a clear sense of closure that summarizes important ideas and details.</p> <p>W.3.11 Group related ideas into a paragraph with a topic sentence and specific, relevant details and examples.</p> <p>W.3.12 Use a variety of descriptive words and literal and figurative language to convey a message.</p> <p>W.3.13 Write simple and compound sentences.</p> <p>W.3.14 Use correct spelling for contractions, compounds, homonyms and irregular patterns in writing.</p> <p>W.3.15 Punctuate writing correctly using commas, end marks, apostrophes, parentheses and quotation marks.</p> <p>W.3.16 Use correct capitalization based on the writing situation.</p> <p>W.3.17 Incorporate parts of speech (adverbs, prepositions, interjections) and grammatical structures (for example, pronoun usage) in writing.</p>	<p>W.4.11 Develop writing with an effective introduction, a body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>W.4.12 Group related ideas into well-developed paragraphs with topic sentences and supporting sentences.</p> <p>W.4.13 Use precise language, active voice and descriptive detail to effectively convey a message.</p> <p>W.4.14 Write simple, compound and complex sentence structures based on the writing situation.</p> <p>W.4.15 Use correct spelling consistently in writing.</p> <p>W.4.16 Punctuate writing correctly using semicolons, colons, hyphens, dashes and brackets.</p> <p>W.4.17 Use correct capitalization.</p> <p>W.4.18 Incorporate parts of speech and grammatical structures (for example, clauses, phrases, placement of modifiers) in writing.</p>	<p>W.5.11 Develop writing to create a coherent whole with an engaging introduction, a body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>W.5.12 Arrange paragraphs in a logical sequence using transitions to maintain coherence across the whole text.</p> <p>W.5.13 Use precise language, active voice and descriptive detail to convey a personal style and voice.</p> <p>W.5.14 Vary simple, compound and complex sentence structures based on the writing situation.</p> <p>W.5.15 Use correct spelling, punctuation and capitalization consistently in writing.</p> <p>W.5.16 Use appropriate grammatical structures (for example, subject-verb agreement with collective nouns, parallel structures) in writing.</p>	<p>W.6.10 Use transitional devices within an effective organizational structure.</p> <p>W.6.11 Use precise language, active voice, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.</p> <p>W.6.12 Employ sentences of varying lengths and structures that are appropriate to audience, purpose and context.</p> <p>W.6.13 Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization and spelling.</p>

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Editing and Revising					
<p>W.1.18 Reread and make corrections to own writing.</p> <p>W.1.19 Proofread writing and edit to improve conventions (for example, use of basic parts of speech, spelling of high-frequency words, punctuation of sentences, capitalization of names).</p> <p>W.1.20 Seek feedback from teachers (for example, through discussions, conferences, written comments).</p> <p>W.1.21 Use checklists and rubrics to improve writing.</p>	<p>W.2.18 Reread and revise writing to clarify meaning and to focus topic (for example, adding and deleting words, adding descriptive words, rearranging words and sentences).</p> <p>W.2.19 Proofread writing and edit to improve conventions (for example, subject-verb agreement, spelling of compounds, commas in a series, contractions).</p> <p>W.2.20 Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).</p> <p>W.2.21 Use checklists and rubrics to judge the quality of the work and improve writing.</p>	<p>W.3.18 Reread and revise writing to clarify meaning and to ensure logical order (for example, word choice, adding transitional words and phrases and rearranging paragraphs).</p> <p>W.3.19 Proofread writing and edit to improve conventions (for example, pronouns, commas).</p> <p>W.3.20 Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).</p> <p>W.3.21 Use checklists and rubrics to judge the quality of work and improve writing.</p>	<p>W.4.19 Reread and revise writing to clarify meaning (for example, sentence variety, transitions among paragraphs).</p> <p>W.4.20 Proofread writing and edit to improve conventions and to correct dangling and misplaced modifiers, fragments and run-ons.</p> <p>W.4.21 Seek feedback from peers and teachers (for example, through discussions, conferencing, written comments).</p> <p>W.4.22 Use checklists and rubrics to judge the quality of work and improve writing.</p>	<p>W.5.17 Reread, analyze and revise writing for clarity and to ensure consistent style and voice.</p> <p>W.5.18 Proofread writing and edit to improve sentence fluency and grammar usage.</p> <p>W.5.19 Use reflective strategies for critiquing and evaluating own and others' writing.</p>	<p>W.6.14 Reread, analyze and revise writing for clarity, consistent point of view and effective organizational structure.</p> <p>W.6.15 Proofread writing and edit to improve sentence fluency and grammar usage.</p> <p>W.6.16 Use reflective strategies for critiquing and evaluating own and others' writing.</p>
Publishing					
<p>W.1.22 Use available technology to compose text.</p> <p>W.1.23 Print legibly and space letters, words and sentences appropriately.</p>	<p>W.2.22 Use available technology to compose text.</p> <p>W.2.23 Rewrite as needed and present writing for display or sharing with others.</p>	<p>W.3.22 Use available technology to compose text.</p> <p>W.3.23 Add visuals as needed to support the presentation of writing.</p>	<p>W.4.23 Use available technology to compose, revise and edit text.</p> <p>W.4.24 Present information using a variety of means such as oral, visual, written or multimedia.</p>	<p>W.5.20 Use available technology to compose, revise and edit text.</p> <p>W.5.21 Prepare writing for publication by following a form appropriate to the purpose and include graphics as appropriate to enhance the final product.</p>	<p>W.6.17 Employ electronic means to create, manipulate, clarify and enhance a variety of print and nonprint texts.</p> <p>W.6.18 Prepare writing for publication by following a form appropriate to the purpose and include graphics as appropriate to enhance the final product.</p>