

## Convey Ideas in Writing

Level 1	Level 2	Level 3
<b>Prewriting</b>		
<b>W.1.1</b> Discuss the purpose and intended audience for a writing situation.	<b>W.2.1</b> Choose from a selection of topics, audiences and purposes for a writing situation.	<b>W.3.1</b> Identify a topic, purpose and intended audience for a writing situation.
<b>W.1.2</b> Write for an assigned or self-selected purpose (for example, to state personal information, to tell a story).	<b>W.2.2</b> Write for a limited number of assigned or self-selected purposes (for example, to describe an event, to convey a message).	<b>W.3.2</b> Write for a growing number of purposes (for example, to argue a point, to inform).
<b>W.1.3</b> Write for varying types of tasks (for example, simple stories, friendly letters, invitations, journals, captions).	<b>W.2.3</b> Write for varying types of tasks (for example, stories, letters, responses, notes).	<b>W.3.3</b> Write for varying types of tasks (for example, narratives, informational reports, formal letters, personal or creative writing).
<b>W.1.4</b> Generate writing ideas through discussions with others.	<b>W.2.4</b> Generate writing ideas (for example, from printed materials, from observation).	<b>W.3.4</b> Generate writing ideas (for example, lists, discussions, free writing, background reading, other sources).
<b>W.1.5</b> Choose a topic for writing.	<b>W.2.5</b> Form a main idea from provided details or facts.	<b>W.3.5</b> State and develop a clear main or controlling idea.
<b>W.1.6</b> Gather ideas for investigation about a topic using level-appropriate books, observations or discussions.	<b>W.2.6</b> Acquire information about an assigned or self-selected topic (for example, from level-appropriate books, magazines, videotapes, CDs, websites).	<b>W.3.6</b> Employ research skills to select level-appropriate sources to support central ideas, concepts and themes.
<b>W.1.7</b> Discuss the characteristics of original and borrowed materials.	<b>W.2.7</b> Rewrite information from a single source in own words.	<b>W.3.7</b> Paraphrase from a variety of texts and incorporate into own writing.
<b>W.1.8</b> Organize ideas using strategies (for example, what I know, what I want to know, what I've learned [KWL], logs).	<b>W.2.8</b> Organize ideas using strategies (for example, simple webs, lists).	<b>W.3.8</b> Organize ideas using strategies (for example, notes, Venn diagrams).
<b>W.1.9</b> Choose an organizational pattern (for example, time order) to present ideas logically.	<b>W.2.9</b> Choose an organizational pattern (for example, logical sequence) to present ideas logically.	<b>W.3.9</b> Choose an organizational pattern (for example, classification, compare and contrast, climactic order) to present ideas logically.

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Level 4	Level 5	Level 6
<b>Prewriting</b>		
<b>W.4.1</b> Determine a topic, purpose and audience for a writing situation.	<b>W.5.1</b> Adjust the topic, audience and purpose for a writing situation.	<b>W.6.1</b> Plan strategies to address topic, purpose and audience.
<b>W.4.2</b> Write for varying purposes (for example, to persuade, to explain, to entertain).	<b>W.5.2</b> Develop writing for a broad range of purposes (for example, to support a thesis, to reinforce a controlling idea).	<b>W.6.2</b> Develop writing for a broad range of purposes (for example, to analyze, to synthesize, to evaluate, to reflect, to interpret).
<b>W.4.3</b> Write for varying types of tasks (for example, business letters, letters to the editor, job applications, literature responses, informational essays, informal writing).	<b>W.5.3</b> Develop writing for varying types of tasks (for example, electronic communications, persuasive essays).	<b>W.6.3</b> Develop writing for varying applications (for example, electronic communications, academic writing, workplace writing).
<b>W.4.4</b> Generate writing ideas through a variety of strategies (for example, surveys, interviews, background reading).	<b>W.5.4</b> Use and adjust strategies (as needed) to generate ideas for each writing situation.	<b>W.6.4</b> Use and adjust strategies (as needed) to generate ideas for each writing situation.
<b>W.4.5</b> Formulate a thesis from a main or controlling idea.	<b>W.5.5</b> Develop a thesis statement that establishes a clear focus for the writing.	<b>W.6.5</b> Produce text to extend the thesis and create a coherent whole.
<b>W.4.6</b> Determine the relevance, accuracy and credibility of level-appropriate sources to support a controlling idea.	<b>W.5.6</b> Create a plan to integrate level-appropriate sources in support of a thesis.	<b>W.6.6</b> Evaluate sources and integrate them in support of a thesis.
<b>W.4.7</b> Avoid plagiarism by summarizing findings from sources, and distinguish between own original material and borrowed material.	<b>W.5.7</b> Avoid plagiarism by quoting and citing borrowed source material.	<b>W.6.7</b> Avoid plagiarism by accurately and correctly quoting, paraphrasing and summarizing material from research.
<b>W.4.8</b> Develop a list of sources referenced.	<b>W.5.8</b> Use style guides to format writing and give proper credit for sources (for example, in a bibliography).	<b>W.6.8</b> Cite sources using a style guide (for example, Modern Language Association [MLA], American Psychological Association [APA], Chicago).
<b>W.4.9</b> Select and use organizational methods (for example, outlines, charts, tables, story maps, plot pyramids).	<b>W.5.9</b> Use organizational strategies to plan writing in support of a thesis.	<b>W.6.9</b> Produce, organize and sufficiently develop writing in support of a thesis.
<b>W.4.10</b> Choose an organizational pattern (for example, order of importance, problem to solution, topical) to present ideas logically.	<b>W.5.10</b> Evaluate and adjust an organizational pattern (for example, time order, compare and contrast, cause and effect) to produce writing that extends the thesis.	

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<b>Drafting</b>		
<b>W.1.10</b> Organize writing to include a beginning, middle and end.	<b>W.2.10</b> Organize writing by providing a simple introduction, a body and a clear sense of closure.	<b>W.3.10</b> Organize writing by providing a simple introduction, a body and a clear sense of closure that summarizes important ideas and details.
<b>W.1.11</b> Group related ideas into sentences.	<b>W.2.11</b> Group related ideas into a paragraph with a topic sentence and supporting sentences.	<b>W.3.11</b> Group related ideas into a paragraph with a topic sentence and specific, relevant details and examples.
<b>W.1.12</b> Select words that convey a clear idea.	<b>W.2.12</b> Use suitable word choice to convey a message effectively.	<b>W.3.12</b> Use a variety of descriptive words and literal and figurative language to convey a message.
<b>W.1.13</b> Write simple sentences.	<b>W.2.13</b> Write simple sentences (statements, questions, commands).	<b>W.3.13</b> Write simple and compound sentences.
<b>W.1.14</b> Use correct spelling for high-frequency words and words with regular short- and long-vowel patterns in writing.	<b>W.2.14</b> Use correct spelling for multi-syllabic words, common root words, base words and affixes in writing.	<b>W.3.14</b> Use correct spelling for contractions, compounds, homonyms and irregular patterns in writing.
<b>W.1.15</b> Punctuate writing correctly using question marks, exclamation points and periods.	<b>W.2.15</b> Punctuate writing correctly using end marks, commas in a series and apostrophes in contractions and possessives.	<b>W.3.15</b> Punctuate writing correctly using commas, end marks, apostrophes, parentheses and quotation marks.
<b>W.1.16</b> Capitalize the first word in a sentence, names and the pronoun "I."	<b>W.2.16</b> Capitalize proper nouns, titles, places and abbreviations.	<b>W.3.16</b> Use correct capitalization based on the writing situation.
<b>W.1.17</b> Use basic parts of speech (nouns, verbs, adjectives) in writing.	<b>W.2.17</b> Incorporate parts of speech (pronouns, conjunctions) and grammatical structures (for example, verb tenses, subject-verb agreement, noun-pronoun agreement) in writing.	<b>W.3.17</b> Incorporate parts of speech (adverbs, prepositions, interjections) and grammatical structures (for example, pronoun usage) in writing.

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<b>Drafting</b>		
<b>W.4.11</b> Develop writing with an effective introduction, a body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	<b>W.5.11</b> 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.	<b>W.6.10</b> Use transitional devices within an effective organizational structure.
<b>W.4.12</b> Group related ideas into well-developed paragraphs with topic sentences and supporting sentences.	<b>W.5.12</b> Arrange paragraphs in a logical sequence using transitions to maintain coherence across the whole text.	
<b>W.4.13</b> Use precise language, active voice and descriptive detail to effectively convey a message.	<b>W.5.13</b> Use precise language, active voice and descriptive detail to convey a personal style and voice.	<b>W.6.11</b> 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.
<b>W.4.14</b> Write simple, compound and complex sentence structures based on the writing situation.	<b>W.5.14</b> Vary simple, compound and complex sentence structures based on the writing situation.	<b>W.6.12</b> Employ sentences of varying lengths and structures that are appropriate to audience, purpose and context.
<b>W.4.15</b> Use correct spelling consistently in writing.	<b>W.5.15</b> Use correct spelling, punctuation and capitalization consistently in writing.	<b>W.6.13</b> Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization and spelling.
<b>W.4.16</b> Punctuate writing correctly using semicolons, colons, hyphens, dashes and brackets.		
<b>W.4.17</b> Use correct capitalization.		
<b>W.4.18</b> Incorporate parts of speech and grammatical structures (for example, clauses, phrases, placement of modifiers) in writing.	<b>W.5.16</b> Use appropriate grammatical structures (for example, subject-verb agreement with collective nouns, parallel structures) in writing.	

## Convey Ideas in Writing

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<b>Editing and Revising</b>		
<b>W.1.18</b> Reread and make corrections to own writing.	<b>W.2.18</b> Reread and revise writing to clarify meaning and to focus topic (for example, adding and deleting words, adding descriptive words, rearranging words and sentences).	<b>W.3.18</b> Reread and revise writing to clarify meaning and to ensure logical order (for example, word choice, adding transitional words and phrases and rearranging paragraphs).
<b>W.1.19</b> 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).	<b>W.2.19</b> Proofread writing and edit to improve conventions (for example, subject-verb agreement, spelling of compounds, commas in a series, contractions).	<b>W.3.19</b> Proofread writing and edit to improve conventions (for example, pronouns, commas).
<b>W.1.20</b> Seek feedback from teachers (for example, through discussions, conferences, written comments).	<b>W.2.20</b> Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).	<b>W.3.20</b> Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).
<b>W.1.21</b> Use checklists and rubrics to improve writing.	<b>W.2.21</b> Use checklists and rubrics to judge the quality of the work and improve writing.	<b>W.3.21</b> Use checklists and rubrics to judge the quality of work and improve writing.

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<b>Editing and Revising</b>		
<b>W.4.19</b> Reread and revise writing to clarify meaning (for example, sentence variety, transitions among paragraphs).	<b>W.5.17</b> Reread, analyze and revise writing for clarity and to ensure consistent style and voice.	<b>W.6.14</b> Reread, analyze and revise writing for clarity, consistent point of view and effective organizational structure.
<b>W.4.20</b> Proofread writing and edit to improve conventions and to correct dangling and misplaced modifiers, fragments and run-ons.	<b>W.5.18</b> Proofread writing and edit to improve sentence fluency and grammar usage.	<b>W.6.15</b> Proofread writing and edit to improve sentence fluency and grammar usage.
<b>W.4.21</b> Seek feedback from peers and teachers (for example, through discussions, conferencing, written comments).	<b>W.5.19</b> Use reflective strategies for critiquing and evaluating own and others' writing.	<b>W.6.16</b> Use reflective strategies for critiquing and evaluating own and others' writing.
<b>W.4.22</b> Use checklists and rubrics to judge the quality of work and improve writing.		

## Convey Ideas in Writing

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<b>Publishing</b>		
<b>W.1.22</b> Use available technology to compose text.	<b>W.2.22</b> Use available technology to compose text.	<b>W.3.22</b> Use available technology to compose text.
<b>W.1.23</b> Print legibly and space letters, words and sentences appropriately.	<b>W.2.23</b> Rewrite as needed and present writing for display or sharing with others.	<b>W.3.23</b> Add visuals as needed to support the presentation of writing.

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Level 4	Level 5	Level 6
<b>Publishing</b>		
<b>W.4.23</b> Use available technology to compose, revise and edit text.	<b>W.5.20</b> Use available technology to compose, revise and edit text.	<b>W.6.17</b> Employ electronic means to create, manipulate, clarify and enhance a variety of print and nonprint texts.
<b>W.4.24</b> Present information using a variety of means such as oral, visual, written or multimedia.	<b>W.5.21</b> Prepare writing for publication by following a form appropriate to the purpose and include graphics as appropriate to enhance the final product.	<b>W.6.18</b> Prepare writing for publication by following a form appropriate to the purpose and include graphics as appropriate to enhance the final product.