

FOCUS – Write with a sharp, distinct focus identifying topic, task, and audience

- Able to write a complete statement sentence with clear communication of idea
- Able to write a complete question sentence with clear communication of idea
- Able to write a complete command sentence with clear communication of idea
- Able to write a complete exclamation sentence with clear communication of idea
- Able to write two sentences that compliment each other
- Able to write three sentences that complement each other
- Able to recognize a phrase and make changes to have complete sentence
- Able to identify the topic sentence in a paragraph
- Able to identify the detail sentences in a paragraph
- Able to add one detail sentence to a given paragraph
- Prewriting: Able to use prewriting strategies to plan written work (graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas; organizes information according to type and purpose of writing)
- Able to write a complete answer to a proposed question by eliminating the question word(s) at the beginning of the sentence.
- Able to create self-monitored responses prompted by reading experiences
- Able to identify target audience for writing

CONTENT – Write using well-developed content appropriate for the topic.

- Able to identify main idea in given paragraph
- Able to identify appropriate details to support topic in given paragraph
- Able to write a topic sentence
- Able to write detail sentences to compliment topic sentence
- Able to initiate a limited use of time order words – first, next, last, etc
- Able to delete unnecessary information in given paragraph

ORGANIZATION – Write with controlled and/or subtle organization

- Able to develop a logical order by sequencing events
- Able to use word lists and personal word keepers
- Able to participate in group brainstorming
- Able to use time order words/phrases
- Able to use graphic organizers ex. Venn diagram and spider diagram
- Able to use oral language to develop results of graphic organizers to compare and contrast
- Able to identify paragraphs on a written page as group of sentences about one idea
- Able to identify paragraphs on a written page by indention

STYLE – write with an understanding of the stylistic aspects of composition

- Able to identify run on sentences
- Able to compile word lists for precise language
- Able to emphasize on descriptive adjectives
- Able to use a variety of words at the beginning of sentences
- Able to identify detail sentences that would classify paragraph as narrative
- Able to identify detail sentences that would classify paragraph as descriptive
- Able to identify detail sentences that would classify paragraph as persuasive
- Able to write detail sentences that would be included in a narrative paragraph
- Able to write detail sentences that would be included in a descriptive paragraph

EDIT FOR

- Able to apply proofreading marks to indicate errors and correction
- Able to apply proofreading marks – caret - to indicate insertion

- Able to review for capital letters of first word in sentence
- Able to review for capital letters for proper nouns in sentence
- Able to identify misspelled words
- Able to identify misspelled words and correct them with a dictionary or thesaurus
- Able to replace repetitive words
- Able to correct punctuation at end of sentences
- Able to eliminate *because, and, so, also* at beginning of sentences
- Able to eliminate sentences that do not belong in paragraph
- Able to recognize that all sentences are all in same time reference
- Able to identify the start of paragraph by indenting

Projects: seasonal writing projects, bare books