

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

Teacher led whole group purpose for writing is set
Able to follow teacher directed prompts for fiction and non-fiction

CONTENT – write using well developed content appropriate for the topic

Able to write a sentence that is composed of a single thought
Able to compose stories made up of a group of sentences (usually 3-5) about one thing
Able to recognize a paragraph as a way to break down text

ORGANIZATION – Write with controlled and/or subtle organization

Able to write with a recognizable beginning, middle, and end with teacher direction
Able to organize thoughts through teacher directed brainstorming
Able to participate in teacher guided writing workshops
Able to use graphic organizer used to record research with teacher model
Able to distinguish between notes and sentences made
Able to create final report using story frame or teacher model
Able to use Venn diagrams
Able to use story maps/webs
Able to use problem/solution model

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

Able to use classroom word banks
Able to use individual “Words When I Write” journals
Able to use punctuation and enhanced texts (bold face, italicized) to show emotion in writing

EDITING – Edit writing using the conventions of language

Able to edit rough draft for spelling with teacher direction
Able to edit rough draft for capitalization with teacher direction
Able to edit rough draft for ending punctuation with teacher direction
Able to complete error free final copy
Able to participate in peer editing