

# ELL Stage II: Grades 1-2

## Writing

### PROFICIENCY LEVEL DESCRIPTORS

#### Pre-Emergent

The student may be able to print their first name. The student is able to distinguish between letters and words. The student may be able to correlate the sound-symbol relationship to generate recognizable letters. The student recognizes that spoken words are represented by written language.

#### Emergent

The student is able to correlate the sound-symbol relationship to generate recognizable letters and words. The student relies on environmental print in the classroom to write words, phrases and simple sentences with instructional support. The student is able to begin sentences with a capital letter and use ending punctuation.

#### Basic

The student at this level is able to write simple sentences using basic vocabulary, with subjects and predicates which utilize the parts of speech and simple verb tenses including subject-verb agreement with instructional support. The student is able to correctly apply capitalization, spacing and ending punctuation. Spelling is inconsistent and may interfere with meaning.

#### Low Intermediate

The student at this level is able to write sentences incorporating grade level vocabulary using a variety of subject and predicate structures. The student will utilize the parts of speech and simple verb tenses with subject-verb agreement, although not consistently. The writing is organized to include a beginning, middle, and end in a three to five sentence paragraph. Spelling is inconsistent but does not interfere with meaning.

#### High Intermediate

The student at this level is able to write sentences incorporating grade level vocabulary using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement. The writing is organized to include a clear beginning, middle, and end in a three to five sentence paragraph. Spelling may be inconsistent but does not interfere with meaning.

# ELL Stage II: Grades 1-2

## Writing

<b>Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.</b>						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</b>						
<b>Writing Applications</b>	<b>Narrative</b>	PE-1: drawing pictures of an event or character from a story.	E-1: writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.	B-1: writing a short text about events or characters from familiar stories with instructional support.	LI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events with instructional support.	HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.
		PE-2: participating in guided writing of simple chants.  <small>(math, science, social studies)</small>	E-2: participating in guided writing of simple rhymes or chants.  <small>(math, science, social studies)</small>	B-2: participating in guided writing of simple rhymes, chants or poetry.  <small>(math, science, social studies)</small>	LI-2: writing simple patterned chants, rhymes or poetry with instructional support.  <small>(math, science, social studies)</small>	HI-2: writing simple rhymes, chants and poetry.  <small>(math, science, social studies)</small>
	<b>Expository</b>	PE-3: summarizing the key events or ideas of informational text by drawing pictures with instructional support.  <small>(math, science, social studies)</small>	E-3: summarizing the key events or ideas of informational text by drawing and labeling pictures with instructional support.  <small>(math, science, social studies)</small>	B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.  <small>(math, science, social studies)</small>	LI-3: completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.  <small>(math, science, social studies)</small>	HI-3: completing a written summary of the key events or ideas of informational text using simple sentences.  <small>(math, science, social studies)</small>

# ELL Stage II: Grades 1-2

## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</b>						
<b>Writing Applications</b>	<b>Expository</b>	<p>PE-4: creating expository text through drawing and/or pictures based on research, observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>E-4: creating expository text through drawing and labeling pictures based on research, observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>B-4: creating expository text (e.g., <i>labels, lists observations, and journals</i>) using key words and phrases based on research, observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-4: creating expository text (e.g., <i>labels, lists observations, and journals</i>) using simple sentences based on research observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-4: creating expository text (e.g., <i>labels, lists observations, and journals</i>) using simple sentences based on research observation and/or experience.</p> <p><small>(math, science, social studies)</small></p>
	<b>Functional</b>	<p>PE-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using drawings with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>E-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using labels and drawings with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>B-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using key words and phrases with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using complete sentences with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using complete sentences.</p> <p><small>(math, science, social studies)</small></p>

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## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</b>						
<b>Writing Applications</b>	<b>Functional</b>	<p>PE-6: participating in the guided writing of a short friendly letter or thank-you note (e.g., <i>heading, greeting, body, and closing, etc.</i>) with the teacher as a scribe.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>E-6: writing a short friendly letter or thank-you note by completing a template (e.g., <i>heading, greeting, body, closing, etc.</i>) with instructional support.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>B-6: writing a short friendly letter or thank-you note that is organized and uses a proper format (e.g., <i>heading, greeting, body, and closing, etc.</i>) with instructional support.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>LI-6: writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., <i>heading, greeting, body, closing, etc.</i>) with instructional support.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>HI-6: writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., <i>heading, greeting, body, closing, etc.</i>)</p> <p style="text-align: center;"><small>(social studies)</small></p>
	<b>Literary Response</b>	<p>PE-7: creating a response to a literary selection using pictures that identify the characters, setting and sequence of events with instructional support.</p>	<p>E-7: creating a response to a literary selection using pictures and labels that identify the characters, setting and sequence of events with instructional support.</p>	<p>B-7: writing a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support.</p>	<p>LI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution with instructional support.</p>	<p>HI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.</p>

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## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</b>						
<b>Writing Applications</b>		PE-8: N/A Pre-Req: PE-7	E-8: creating a response to a literary selection using pictures with/without labels that connects text to self with instructional support.	B-8: participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.	LI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.	HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.
	<b>Literary Response</b>					

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# ELL Stage II: Grades 1-2

## Writing

**Standard 2: The student will identify and apply conventions of standard English in his or her communications.**

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will identify and apply conventions of standard English in his or her written communications by:**

Standard English Conventions

Penmanship

PE-1: copying the upper and lower case letters of the alphabet and numerals with modeled directionality.

E-1: legibly writing the upper and lower case letters of the alphabet and numerals with modeled directionality.

B-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

LI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

HI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

PE-2: copying modeled writing left to right and top to bottom with spacing between words.

E-2: using instructional model for mechanics of writing (left to right and top to bottom with spacing between words).

B-2: using mechanics of writing to organize writing (left to right and top to bottom with spacing between words and lines).

LI-2: using mechanics of writing to organize writing.

HI-2: using mechanics of writing to organize writing.

Spelling

PE-3: applying knowledge of letter-sound relationships to represent initial or final consonant sounds in a word.

E-3: applying knowledge of letter-sound relationships to spell simple words with consonants and vowels (CVC patterns) with instructional support.

B-3: using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.

LI-3: using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words.

HI-3: using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words.

# ELL Stage II: Grades 1-2

## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will identify and apply conventions of standard English in his or her written communications by:</b>						
<b>Standard English Conventions</b>	<b>Spelling</b>	<p>PE-4: using resources to spell words (word walls and environmental print) with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>E-4: using resources to spell words (word walls, environmental print) with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>B-4: using resources to spell words (word walls, environmental print, picture dictionaries).</p> <p><small>(math, science, social studies)</small></p>	<p>LI-4: using resources to spell words (word walls, environmental print, picture dictionaries, and dictionaries).</p> <p><small>(math, science, social studies)</small></p>	<p>HI-4: using resources to spell words.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-5: copying high frequency words.</p>	<p>E-5: copying high frequency words.</p>	<p>B-5: spelling high frequency words using resources.</p>	<p>LI-5: spelling high frequency words.</p>	<p>HI-5: spelling high frequency words.</p>
	<b>Capitalization</b>	<p>PE-6: correctly printing first name with a capital letter.</p> <p><small>(math, social studies)</small></p>	<p>E-6: using a capital letter for the pronoun "I" and names.</p> <p><small>(math, social studies)</small></p>	<p>B-6: capitalizing the pronoun "I", names, and the first word of a sentence.</p> <p><small>(math, social studies)</small></p>	<p>LI-6: capitalizing the pronoun "I," the first word of a sentence and proper nouns (names).</p> <p><small>(math, social studies)</small></p>	<p>HI-6: capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).</p> <p><small>(math, social studies)</small></p>

# ELL Stage II: Grades 1-2

## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will identify and apply conventions of standard English in his or her written communications by:</b>						
<b>Standard English Conventions</b>	<b>Punctuation</b>	<p>PE-7: adding periods to denote the end of simple sentences with prompting.</p> <p>(math, science, social studies)</p>	<p>E-7: adding periods, question marks and exclamation points to denote the end of simple sentences with prompting.</p> <p>(math, science, social studies)</p>	<p>B-7: using periods, question marks and exclamation points with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-7: using periods, question marks, exclamation points and commas for items in a series (e.g., eggs, milk, bread, bananas, etc.) with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-7: using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).</p> <p>(math, science, social studies)</p>
	<b>Grammar/Parts of Speech</b>	<p>PE-8: N/A</p>	<p>E-8: using various subjects (singular common nouns, pronouns, singular proper nouns, and possessive pronouns) in sentences in a variety of writing applications with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-8: using various subjects (singular/plural common nouns, singular proper nouns, pronouns, and possessive pronouns) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p>	<p>LI-8: using various subjects (common nouns, singular proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p>	<p>HI-8: using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p>

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## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will identify and apply conventions of standard English in his or her written communications by:</b>						
Standard English Conventions	Grammar/Parts of Speech	PE-9: N/A	E-9: using verb tenses (i.e., simple-present and present progressive) in a variety of writing applications with instructional support.  <small>(math, science, social studies)</small>	B-9: using verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications with instructional support.  <small>(math, science, social studies)</small>	LI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing, with instructional support.  <small>(math, science, social studies)</small>	HI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.  <small>(math, science, social studies)</small>
		PE-10: N/A	E-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	B-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	LI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	HI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.
		PE-11: N/A	E-11: using noun phrases in sentences with instructional support.	B-11: using noun and/or prepositional phrases in sentences.	LI-11: using noun, adverbial and/or prepositional phrases in sentences.	HI-11: using noun, adverbial and/or prepositional phrases in sentences.

# ELL Stage II: Grades 1-2

## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will identify and apply conventions of standard English in his or her written communications by:</b>						
<b>Standard English Conventions</b>	<b>Grammar/Parts of Speech</b>	PE-12: participating in shared writing that includes declarative sentences in a variety of writing applications.	E-12: participating in shared writing that includes declarative sentences in a variety of writing applications.	B-12: using declarative sentences (S-V, S-V-C, S-V-O) in a variety of writing applications.	LI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.	HI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.
		PE-13: N/A Pre-Req: PE-12	E-13: participating in shared writing that includes interrogative sentences in a variety of writing applications.	B-13: using interrogative sentences in a variety of writing applications, with instructional support.	LI-13: using interrogative sentences in a variety of writing applications, with instructional support.	HI-13: using interrogative sentences in a variety of writing applications.

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## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will identify and apply conventions of standard English in his or her written communications by:</b>						
<b>Standard English Conventions</b>	<b>Grammar/Parts of Speech</b>	PE-14: N/A Pre-Req: PE-12	E-14: participating in shared writing that includes exclamatory sentences in a variety of writing applications.	B-14: using exclamatory sentences in a variety of writing applications.	LI-14: using exclamatory sentences in a variety of writing applications.	HI-14: using exclamatory sentences in a variety of writing applications.
		PE-15: N/A Pre – Req: PE-12	E-15: participating in shared writing that includes imperative sentences in a variety of writing applications.	B-15: using imperative sentences in a variety of writing applications, with instructional support.	LI-15: using imperative sentences in a variety of writing applications, with instructional support.	HI-15: using imperative sentences in a variety of writing applications.

# ELL Stage II: Grades 1-2

## Writing

<b>Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.</b>						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</b>						
<b>Writing Process</b>	<b>Pre-Writing</b>	<p>PE-1: generating ideas through class discussion and drawing a picture of the ideas generated (e.g., <i>brainstorming, webbing, and drawings, etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-1: generating ideas through class discussion and drawing a picture or storyboard of the ideas generated (e.g., <i>brainstorming, webbing, and drawings, etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-1: generating ideas through class discussion and guided writing to record ideas (e.g., <i>graphic organizers, etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-1: generating ideas through teacher-led prewriting activities (e.g., <i>graphic organizers, etc.</i>) and student recording of the ideas.</p> <p>(math, science, social studies)</p>	<p>HI-1: generating ideas through student-led prewriting activities (e.g., <i>advanced graphic organizers, etc.</i>) and student recording of the ideas.</p> <p>(math, science, social studies)</p>
		<p>PE-2: N/A</p>	<p>E-2: participating in a discussion of the purpose for a writing piece (e.g., <i>sentence frames, echoing, pictures, etc.</i>) with instructional support.</p> <p>(science, social studies)</p>	<p>B-2: participating in a discussion of the purpose for a writing piece and who the intended audience will be.</p> <p>(science, social studies)</p>	<p>LI-2: determining the purpose (e.g., <i>to entertain, to inform, to communicate, etc.</i>) and intended audience of a writing piece with instructional support.</p> <p>(science, social studies)</p>	<p>HI-2: determining the purpose and intended audience of a writing piece.</p> <p>(science, social studies)</p>

# ELL Stage II: Grades 1-2

## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</b>						
<b>Writing Process</b>	<b>Drafting</b>	<p>PE-3: creating a pictorial draft of an idea or story.</p> <p>(science, social studies)</p>	<p>E-3: creating a pictorial draft with labels (words and phrases) of an idea or story.</p> <p>(science, social studies)</p>	<p>B-3: contributing to the writing of a draft of an idea or story based on a class/small group generated pre-writing plan with teacher/peer as scribe.</p> <p>(science, social studies)</p>	<p>LI-3: writing a student generated draft that includes a main idea and supporting details based on a prewriting plan with instructional support.</p> <p>(science, social studies)</p>	<p>HI-3: writing a student generated draft with a main idea and supporting details in a logical sequence.</p> <p>(science, social studies)</p>
	<b>Revising</b>	<p>PE-4: N/A</p> <p>Pre-Req: PE-3</p>	<p>E-4: N/A</p> <p>Pre-Req: E-3</p>	<p>B-4: re-reading a class/small group draft for clarity and changing or adding relevant details as needed as modeled by teacher.</p> <p>(science, social studies)</p>	<p>LI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed with instructional support.</p> <p>(science, social studies)</p>	<p>HI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed.</p> <p>(science, social studies)</p>

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## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</b>						
<b>Writing Process</b>	<b>Revising</b>	PE-5: N/A Pre-Req: PE-3	E-5: N/A Pre-Req: E-3	B-5: participating in the evaluation of a class/small group draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.  <small>(science, social studies)</small>	LI-5: evaluating a student generated draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.  <small>(science, social studies)</small>	HI-5: evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric.  <small>(science, social studies)</small>
	<b>Editing</b>	PE-6: N/A Pre-Req: PE-3	E-6: N/A Pre – Req: E-3	B-6: participating in the editing of class/small group draft for conventions with teacher modeling the use of simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.).  <small>(science, social studies)</small>	LI-6: using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft with instructional support.  <small>(science, social studies)</small>	HI-6: using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft.  <small>(science, social studies)</small>

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## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</b>						
<b>Writing Process</b>	<b>Publishing</b>	PE-7: N/A Pre-Req: PE-3	E-7: N/A Pre-Req: E-3	B-7: finalizing a class/small group generated piece for sharing with an intended audience as modeled by the teacher.  <small>(science, social studies)</small>	LI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience with instructional support.  <small>(science, social studies)</small>	HI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience.  <small>(science, social studies)</small>

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# ELL Stage II: Grades 1-2

## Writing

<b>Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.</b>					
<b>Writing Elements</b>					
<b>Ideas, Word Choice, Organization, Voice, Sentence Fluency</b>					
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
<b>The student will integrate elements of effective writing to develop engaging and focused text as demonstrated</b>					
<p>PE-1: drawing pictures that relate to one main idea.</p> <p>(science, social studies)</p>	<p>E-1: drawing and labeling pictures that relate to one main idea.</p> <p>(science, social studies)</p>	<p>B-1: participating in writing a class/small group generated text that expresses a main idea as modeled by the teacher.</p> <p>(science, social studies)</p>	<p>LI-1: writing student generated text that expresses a main idea with instructional support.</p> <p>(science, social studies)</p>	<p>HI-1: writing student generated text that expresses a main idea.</p> <p>(science, social studies)</p>	
<p>PE-2: drawing pictures of relevant details that support the main idea.</p> <p>(science, social studies)</p>	<p>E-2: drawing and labeling pictures of relevant details that support the main idea.</p> <p>(science, social studies)</p>	<p>B-2: participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.</p> <p>(science, social studies)</p>	<p>LI-2: writing relevant details that support the main idea in a student generated text with instructional support.</p> <p>(science, social studies)</p>	<p>HI-2: writing relevant details that support the main idea in a student generated text.</p> <p>(science, social studies)</p>	

# ELL Stage II: Grades 1-2

## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will integrate elements of effective writing to develop engaging and focused text as demonstrated</b>						
<b>Writing Elements</b>  Ideas, Word Choice, Organization, Voice, Sentence Fluency	PE-3: organizing drawings or pictures to include a clear beginning, middle, and end with instructional support.  <small>(science, social studies)</small>	E-3: organizing text with a given pattern to include a clear beginning, middle, and end with instructional support.  <small>(science, social studies)</small>	B-3: organizing class/small group generated text to include a clear beginning, middle, and end as modeled by the teacher.  <small>(science, social studies)</small>	LI-3: organizing student generated text to include a clear beginning, middle, and end with instructional support.  <small>(science, social studies)</small>	HI-3: organizing student generated text to include a clear beginning, middle, and end.  <small>(science, social studies)</small>	
	PE-4: N/A  Pre-Req: PE-3	E-4: N/A  Pre-Req: E-3	B-4: organizing a class/small group generated text using transitional words to indicate a beginning, middle, and end as modeled by the teacher.  <small>(science, social studies)</small>	LI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end with instructional support.  <small>(science, social studies)</small>	HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.  <small>(science, social studies)</small>	
	PE-5: N/A  Pre-Req: PE-3	E-5: N/A  Pre-Req: E-3	B-5: organizing a class/small group generated text in a selected format (e.g., <i>friendly letter, narrative, expository text, etc.</i> ) as modeled by the teacher.  <small>(science, social studies)</small>	LI-5: organizing a student generated text in a selected format (e.g., <i>friendly letter, narrative, expository text, etc.</i> ) with instructional support.  <small>(science, social studies)</small>	HI-5: organizing a student generated text in a selected format (e.g., <i>friendly letter, narrative, expository text, etc.</i> ).  <small>(science, social studies)</small>	

# ELL Stage II: Grades 1-2

## Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will integrate elements of effective writing to develop engaging and focused text as demonstrated</b>						
<b>Writing Elements</b> Ideas, Word Choice, Organization, Voice, Sentence Fluency	PE-6: N/A	E-6: N/A	B-6: selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., <i>shades of meaning/big, large, enormous, etc.</i> ) as modeled by the teacher.  (science, social studies)	LI-6: selecting words to use in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., <i>shades of meaning/big, large, enormous, etc.</i> ) with instructional support.  (science, social studies)	HI-6: using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., <i>shades of meaning/big, large, enormous, etc.</i> ).  (science, social studies)	
	PE-7: N/A	E-7: selecting key words to use in a class/small group generated text as modeled by the teacher.  (science, social studies)	B-7: selecting expressive or descriptive phrases/short sentences to use in a class/small group generated text as modeled by the teacher.  (science, social studies)	LI-7: selecting expressive or descriptive phrases/short sentences to use in student generated text with instructional support.  (science, social studies)	HI-7: using expressive or descriptive phrases/sentences in student generated text.  (science, social studies)	

# ELL Stage II: Grades 1-2

## Writing

Writing Elements	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	<b>The student will integrate elements of effective writing to develop engaging and focused text as demonstrated</b>					
	PE-8: N/A	E-8: N/A Pre-Req: E-7	B-8: selecting the appropriate interjections to use in class/small group generated text as modeled by the teacher.  <small>(science, social studies)</small>	LI-8: selecting the appropriate interjections to use in student generated text with instructional support.  <small>(science, social studies)</small>	HI-8: using the appropriate interjections in student generated text.  <small>(science, social studies)</small>	

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# ELL Stage II: Grades 1-2

## Writing

**Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.**

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:**

Research

PE-1: N/A

E-1: N/A

B-1: completing question frames/templates about a topic or event in order to gather research for a report.

(science, social studies)

LI-1: formulating and writing questions about a topic or event in order to gather research for a report with instructional support.

(science, social studies)

HI-1: formulating and writing questions about a topic or event in order to gather research for a report.

(science, social studies)

PE-2: N/A

E-2: N/A

B-2: gathering information to answer questions for a report using given frames/templates.

(science, social studies)

LI-2: gathering information to answer questions about a topic or event for a report, with instructional support.

(science, social studies)

HI-2: gathering information to answer questions about a topic or event for a report.

(science, social studies)

# ELL Stage II: Grades 1-2

## Writing

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Research</b>	<b>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:</b>				
	PE-3: recording observations by drawing pictures/ representations of objects, people or events for a class report with teacher support.	E-3: recording and labeling observations of objects, people or events for a class report (diagrams, pictures, charts) with instructional support.	B-3: listing information based on collected data about objects, people or events for a class/small group report.	LI-3: writing phrases and simple sentences in a one paragraph report based on collected data about objects, people or events with instructional support.	HI-3: writing a three paragraph report including a title and three facts based on collected data about objects, people or events.
	(science, social studies)	(science, social studies)	(science, social studies)	(science, social studies)	(science, social studies)

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