

ELL Stage IV: Grades 6-8

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has a limited ability to write in English. The student recognizes that spoken words are represented by written language. The student relays short messages using pictures, imitative writing, or dictating key words to an adult.

Emergent

The student at this level has a limited ability to write in English. The student recognizes that spoken words are represented by written language. The student relays short messages by using pictures, imitative writing, or dictating key words to an adult. The student may be able to write upper and lower case letters of the alphabet.

Basic

The student at this level has a limited ability to write in English. The student applies sound/symbol relationships to spell high frequency words in sentences and short phrases. The student uses correct subject/verb agreement in a variety of writing applications. The student uses writing conventions to write one or more paragraphs in a variety of writing applications. Errors in writing conventions may impede reader's comprehension.

Low Intermediate

The student at this level has an ability to write in English. The student uses standard writing conventions to write one more detailed paragraphs in a variety of writing applications. The student uses correct subject/verb agreement in a variety of sentence types. Errors in writing conventions may impede reader's comprehension.

High Intermediate

The student at this level has an ability to write in English. The student uses standard writing conventions to write multiple detailed paragraphs in a variety of writing applications. The student uses correct subject/verb agreement in a variety of sentence types. Errors in writing conventions do not impede reader's comprehension.

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Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Narrative	<p>PE-1: writing words or combination of words and phrases about real or imagined events, observations or memories, with instructional support.</p> <p>(social studies)</p>	<p>E-1: writing phrases and/or sentences about real or imagined events, observations or memories.</p> <p>(social studies)</p>	<p>B-1: writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.</p> <p>(social studies)</p>	<p>LI-1: writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot.</p> <p>(social studies)</p>	<p>HI-1: writing one or more narrative paragraphs that include an engaging plot, developed characters, setting, figurative language, and dialogue as appropriate.</p> <p>(social studies)</p>
		<p>PE-2: copying/ writing simple poetry or chants from a model.</p> <p>(math, science, social studies)</p>	<p>E-2: writing simple rhymes with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-2: writing simple, formulaic poetry using rhythm and rhyme.</p> <p>(math, science, social studies)</p>	<p>LI-2: writing simple poetry using rhythm, rhyme, and sensory details.</p> <p>(math, science, social studies)</p>	<p>HI-2: writing simple poetry using various techniques including use of figurative language.</p> <p>(math, science, social studies)</p>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Narrative	<p>PE-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes, with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes.</p> <p>(math, science, social studies)</p>	<p>B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.</p> <p>(math, science, social studies)</p>	<p>LI-3: taking notes using teacher or student selected formats based upon knowledge of oral or written text structures.</p> <p>(math, science, social studies)</p>	<p>HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures.</p> <p>(math, science, social studies)</p>
	Expository	<p>PE-4: writing a combination of words and phrases based on research, with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-4: writing phrases and/or sentences based on research using topic sentences, main ideas, relevant facts, details, and concluding statements, with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.</p> <p>(math, science, social studies)</p>	<p>LI-4: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p> <p>(math, science, social studies)</p>	<p>HI-4: writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p> <p>(math, science, social studies)</p>

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Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Expository	<p>PE-5: writing a combination of words and phrases representing the observations of scientific investigations, with instructional support.</p> <p style="text-align: center;"><small>(science)</small></p>	<p>E-5: writing questions for further inquiry based on observations of scientific investigations, with instructional support.</p> <p style="text-align: center;"><small>(science)</small></p>	<p>B-5: writing original questions and predictions for further inquiry based on the conclusions of scientific investigations.</p> <p style="text-align: center;"><small>(science)</small></p>	<p>LI-5: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around scientific investigations with instructional support.</p> <p style="text-align: center;"><small>(science)</small></p>	<p>HI-5: organizing and recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigations.</p> <p style="text-align: center;"><small>(science)</small></p>
		<p>PE-6: N/A</p>	<p>E-6: N/A</p>	<p>B-6: writing a variety of functional text (e.g., <i>instructions, directions</i>) that addresses the audience, stated purpose and context.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-6: writing a variety of functional text (e.g., <i>directions, procedures, graphs/tables, brochures</i>) that addresses audience, stated purpose and context.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-6: writing a variety of functional text (e.g., <i>directions, procedures, graphs/tables, brochures</i>) that addresses audience, stated purpose and context.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>

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Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Functional	<p>PE7: writing notes or messages using a template.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>E-7: writing friendly letters and invitations using simple words and phrases, and addressing an envelope, with instructional support.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>B-7: writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>LI-7: writing a formal letter (e.g., <i>business letter, letter to the principal or teacher</i>) that presents information purposefully and follows a conventional format, with instructional support.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>HI-7: writing a formal letter (e.g., <i>business letter, letter to the principal or teacher</i>) that presents information purposefully and follows a conventional format.</p> <p style="text-align: right;"><small>(social studies)</small></p>
	Persuasive	<p>PE-8: writing words and phrases to influence the reader, with instructional support.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>E-8: writing simple sentences to influence the reader, with instructional support.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>LI-8: writing multiple paragraphs of persuasive text which state a clear position and relevant evidence.</p> <p style="text-align: right;"><small>(social studies)</small></p>	<p>HI-8: writing an essay which states a clear position, convincing arguments and relevant evidence.</p> <p style="text-align: right;"><small>(social studies)</small></p>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Literary Response	PE-9: writing a combination of words and phrases representing the main idea of varied texts, with instructional support.	E-9: writing a short response that identifies the main idea, characters, and setting of varied texts using simple words and phrases.	B-9: writing a summary that identifies the main idea, characters, and setting of varied texts.	LI-9: writing a book report that identifies the main idea, characters, setting, events, and plot of varied texts.	HI-9: writing a book report that reflects the main idea, characters, setting, events, and plot of varied texts.

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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: legibly writing numbers, upper and lower case letters of the alphabet.	E-1: legibly writing numbers and letters independently and with directionality (top to bottom, left to right).	B-1: legibly and independently writing upper and lower case cursive letters and words (signature) with proper spacing.	LI-1: legibly and independently writing cursive sentences (e.g., <i>notes messages</i>).	HI-1: legibly and independently using cursive writing for academic applications (e.g., <i>note taking, drafting</i>).
	Spelling	PE-2: using common spelling of words with short and long vowel sounds, and high frequency words, with instructional support.	E-2: using common spelling of high frequency words, word families and rhyming words.	B-2: using common spelling of CVC (e.g., <i>cat</i>), CCVC (e.g., <i>ship</i>), CVCC (e.g., <i>sink</i>) words, r-controlled words (e.g., <i>cart, burn</i>), diphthongs (e.g., <i>out, oil</i>), digraphs (e.g., <i>phone, meat</i>) and irregular plurals (e.g., <i>children</i>).	LI-2: using common spelling of homonyms, inflectional endings (e.g., <i>-ed, -ing, -er</i>), prefixes (e.g., <i>pre-, pro-, non-</i>) and suffixes (e.g., <i>-al, -ology</i>).	HI-2: using common spelling patterns and generalizations to spell words (e.g., <i>'i before e', plurals of words ending with 'y', doubling of final consonant</i>).

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	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	Capitalization	<p>PE-3: writing words using appropriate capitalization (e.g., <i>proper nouns, pronoun 'I'</i>) with instructional support.</p> <p style="text-align: center;">(social studies)</p>	<p>E-3: writing words and simple sentences using appropriate capitalization (e.g., <i>proper nouns, pronoun "I", sentence beginnings</i>) with instructional support.</p> <p style="text-align: center;">(social studies)</p>	<p>B-3: writing words and sentences using appropriate capitalization (e.g., <i>proper nouns, pronoun "I", titles, abbreviations, words used as names</i>).</p> <p style="text-align: center;">(social studies)</p>	<p>LI-3: writing sentences and simple paragraphs using appropriate capitalization (e.g., <i>proper nouns, the pronoun "I", titles, abbreviations, words used as names, historical events</i>).</p> <p style="text-align: center;">(social studies)</p>	<p>HI-3: writing paragraphs using appropriate capitalization (e.g., <i>proper nouns, pronoun "I", titles, abbreviations, words used as names, historical events</i>).</p> <p style="text-align: center;">(social studies)</p>

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Writing

		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	Punctuation	<p>PE-4: writing simple sentences using appropriate ending punctuation (i.e., period, exclamation mark, question mark) with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-4: writing simple sentences using appropriate punctuation (e.g., <i>ending punctuation, period: abbreviations, colons: time</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-4: writing sentences using appropriate punctuation (e.g., <i>ending punctuation; period: abbreviations; colons: time; commas: items in a series, introductory words, friendly letters; apostrophes: contractions</i>).</p> <p>(math, science, social studies)</p>	<p>LI-4: writing sentences and simple paragraphs using appropriate punctuation (e.g., <i>ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles</i>).</p> <p>(math, science, social studies)</p>	<p>HI-4: writing paragraphs using appropriate punctuation (e.g., <i>ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources</i>).</p> <p>(math, science, social studies)</p>

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		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	Grammar/Parts of Speech	<p>PE-5: using various subjects (<i>e.g.</i>, <i>common nouns</i>, <i>pronouns</i>) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>E-5: using various subjects (<i>e.g.</i>, <i>common nouns</i> and <i>proper nouns</i>) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>B-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-5: using various subjects in sentences in a variety of writing applications.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>
		<p>PE-6: using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>

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		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	Grammar/Parts of Speech	PE-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support.	E-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.	B-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	LI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	HI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
		PE-8: N/A Pre-Req: PE-5,6,7	E-8: using noun phrases in sentences. (math, science, social studies)	B-8: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)	LI-8: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)	HI-8: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)

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		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	Grammar/Parts of Speech	<p>PE-9: using simple declarative sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-9: using simple (i.e., S-V, S-V-O, S-V-C, S-V-O-P) declarative sentences in a variety of writing applications, with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-9: using simple and/or compound declarative sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p>	<p>LI-9: using simple, compound, and/or complex declarative sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p>	<p>HI-9: using various declarative sentence structures in a variety of writing applications.</p> <p>(math, science, social studies)</p>
		<p>PE-10: N/A</p> <p>Pre-Req: PE-9</p>	<p>E-10: using sentences in the positive (e.g., <i>I am tall.</i>) and negative (e.g., <i>I am not tall.</i>) sentence construction forms, in a variety of writing applications, with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-10: using sentences in the positive (e.g., <i>I am tall.</i>) and negative (e.g., <i>I am not tall.</i>) sentence construction forms, in a variety of writing applications.</p> <p>(math, science, social studies)</p>	<p>LI-10: using sentences in the positive (e.g., <i>I am tall.</i>) and negative (e.g., <i>I am not tall.</i>) sentence construction forms, in a variety of writing applications.</p> <p>(math, science, social studies)</p>	<p>HI-10: using sentences in the positive (e.g., <i>I am tall.</i>) and negative (e.g., <i>I am not tall.</i>) sentence construction forms, in a variety of writing applications.</p> <p>(math, science, social studies)</p>

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		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	Grammar/Parts of Speech	PE-11: using interrogative sentences in a variety of writing applications, with instructional support. <small>(math, science, social studies)</small>	E-11: using interrogative sentences in a variety of writing applications, with instructional support. <small>(math, science, social studies)</small>	B-11: using interrogative sentences in a variety of writing applications. <small>(math, science, social studies)</small>	LI-11: using interrogative sentences in a variety of writing applications. <small>(math, science, social studies)</small>	HI-11: using interrogative sentences in a variety of writing applications. <small>(math, science, social studies)</small>
		PE-12: N/A Pre-Req: PE-9	E-12: using exclamatory sentences in a variety of writing applications, with instructional support.	B-12: using exclamatory sentences in a variety of writing applications.	LI-12: using exclamatory sentences in a variety of writing applications.	HI-12: using exclamatory sentences in a variety of writing applications.
		PE-13: N/A Pre-Req: PE-9	E-13: using imperative sentences in a variety of writing applications, with instructional support.	B-13: using imperative sentences in a variety of writing applications.	LI-13: using imperative sentences in a variety of writing applications.	HI-13: using imperative sentences in a variety of writing applications.

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Writing

Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process	Pre-Writing	PE-1: recording ideas during group pre-writing activities (e.g., <i>webbing, listing, using pictures</i>). (math, science, social studies)	E-1: generating and organizing ideas during pre-writing activities with instructional support. (math, science, social studies)	B-1: generating, recording, and organizing ideas for pre-writing. (math, science, social studies)	LI-1: generating, organizing, and maintaining a record of ideas for pre-writing. (math, science, social studies)	HI-1: generating, organizing, maintaining and evaluating ideas for pre-writing. (math, science, social studies)
		PE-2: N/A	E-2: N/A	B-2: determining the purpose (e.g., <i>to entertain, to inform, to explain</i>) of a writing piece with instructional support.	LI-2: determining the purpose (e.g., <i>to entertain, to inform, to explain, to persuade</i>) of a writing piece.	HI-2: determining the purpose (e.g., <i>to entertain, to inform, to explain, to persuade</i>) of a writing piece.
	Drafting	PE-3: creating a group draft, scripted by the teacher, to plan writing. (science, social studies)	E-3: creating a draft from pre-writing activities, with instructional support. (science, social studies)	B-3: using a pre-writing plan (e.g., <i>graphic organizer, KWL chart, log</i>) to develop a draft with main ideas. (social studies)	LI-3: analyzing information on a pre-writing plan (e.g., <i>graphic organizer, KWL chart, log</i>) to develop a draft with main ideas. (social studies)	HI-3: evaluating information on a pre-writing plan (e.g., <i>graphic organizer, KWL chart, log</i>) to develop a draft with main idea. (social studies)

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process	Revising	<p>PE-4: revising a group draft, and adding additional details for clarity with instructional support.</p> <p>(science, social studies)</p>	<p>E-4: reviewing the draft with assistance of peers, checklists, or rubrics, and adding details for clarity.</p> <p>(science, social studies)</p>	<p>B-4: identifying and applying tools (e.g., <i>resources, reference materials</i>) or strategies (e.g., <i>peer review, rubrics</i>) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</p> <p>(science, social studies)</p>	<p>LI-4: applying appropriate tools (e.g., <i>resources, reference materials</i>) or strategies (e.g., <i>peer review, rubrics</i>) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</p> <p>(science, social studies)</p>	<p>HI-4: applying appropriate tools (e.g. <i>resources, reference materials</i>) or strategies (e.g., <i>peer review, rubrics</i>) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</p> <p>(science, social studies)</p>
	Editing	<p>PE-5: N/A</p>	<p>E-5: identifying and correcting basic punctuation errors in the draft, with instructional support.</p> <p>(science, social studies)</p>	<p>B-5: identifying and correcting basic punctuation errors in the draft.</p> <p>(science, social studies)</p>	<p>LI-5: identifying and correcting errors in conventions (e.g., <i>sentence structure, spelling, capitalization, punctuation</i>) in the draft, with instructional support.</p> <p>(science, social studies)</p>	<p>HI-5: identifying and correcting errors in conventions (e.g., <i>sentence structure, spelling, capitalization, punctuation</i>) in the draft.</p> <p>(science, social studies)</p>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process						
	Publishing	<p>PE-6: presenting a final product in a visual format that includes text (<i>e.g., collages, labeling, captioning posters, multimedia</i>).</p> <p>(science, social studies)</p>	<p>E-6: presenting writing in a simple text format (<i>e.g., simple sentences, two to three word phrases</i>).</p> <p>(science, social studies)</p>	<p>B-6: presenting writing in a format appropriate to audience and purpose (<i>e.g., oral presentations, timelines, paragraphs, manuscripts, multimedia</i>).</p> <p>(science, social studies)</p>	<p>LI-6: presenting writing related to a content area in a format appropriate to audience and purpose.</p> <p>(science, social studies)</p>	<p>HI-6: presenting writing related to a content area in a format appropriate to audience and purpose, within a set time period.</p> <p>(science, social studies)</p>

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Writing

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.					
Pre-Emergent		Emergent		Basic	
		Low Intermediate		High Intermediate	
The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:					
Writing Elements	PE-1: using labels, captions or pictures to convey meaning. (science, social studies)	E-1: writing stand-alone text that expresses a clear general message. (science, social studies)	B-1: writing text that incorporates details. (science, social studies)	LI-1: writing clearly focused text that incorporates relevant details. (science, social studies)	HI-1: writing clearly focused text suited to an audience and purpose that incorporates relevant supporting details. (science, social studies)
	PE-2: organizing content (e.g. captions, pictures) into a selected format that demonstrates sequencing (i.e., beginning, middle, end). (science, social studies)	E-2: writing simple sentences to support a main idea. (science, social studies)	B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas. (science, social studies)	LI-2: writing paragraphs with a logical organizing principle, transitions and relevant supporting details. (science, social studies)	HI-2: writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution. (science, social studies)

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:						
Writing Elements		PE-3: N/A	E-3: N/A	B-3: writing a paragraph using selected words that convey intended meaning. <small>(science, social studies)</small>	LI-3: writing paragraphs using language appropriate to the audience and purpose (i.e., formal vs. informal). <small>(science, social studies)</small>	HI-3: writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing. <small>(science, social studies)</small>
		PE-4: N/A	E-4: selecting appropriate words to create simple sentences to support a main idea. <small>(science, social studies)</small>	B-4: writing a paragraph using expressive and descriptive words that convey the intended meaning. <small>(science, social studies)</small>	LI-4: writing paragraphs using phrases that convey intended meaning and style. <small>(science, social studies)</small>	HI-4: writing paragraphs using original, varied and natural word choices, including literal and figurative language. <small>(science, social studies)</small>

ELL Stage IV: Grades 6-8

Writing

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Writing Process	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
	<p>PE-5: writing simple sentences, with support.</p> <p>(science, social studies)</p>	<p>E-5: writing simple sentences.</p> <p>(science, social studies)</p>	<p>B-5: writing simple and compound sentences that flow together and sound natural.</p> <p>(science, social studies)</p>	<p>LI-5: writing paragraphs using simple and compound sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>(science, social studies)</p>	<p>HI-5: writing paragraphs using simple, compound and complex sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>(science, social studies)</p>

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ELL Stage IV: Grades 6-8

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 the following:

Research

PE-1: recording information using non-linguistic representations (e.g., *tables, maps*) with instructional support.

(math, science, social studies)

E-1: organizing information using non-linguistic representations, and/or simple words and phrases (e.g., *tables and maps*).

(math, science, social studies)

B-1: summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements.

(science, social studies)

LI-1: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.

(science, social studies)

HI-1: writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.

(science, social studies)

PE-2: visually representing the observations of scientific investigations.

(science)

E-2: writing questions for further inquiry based on a scientific investigation, with instructional support.

(science)

B-2: writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation.

(science)

LI-2: organizing student collected data (e.g., *facts they learn, procedures they conduct*) in appropriate format.

(science, social studies)

HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.

(science, social studies)

ELL Stage IV: Grades 6-8

Writing

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Research	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
	PE-3: listing resources by title. <small>(science, social studies)</small>	E-3: listing resources by author and title. <small>(science, social studies)</small>	B-3: listing resources using a consistent format. <small>(science, social studies)</small>	LI-3: listing resources using a consistent format to quote information, and supply citations. <small>(science, social studies)</small>	HI-3: quoting or paraphrasing information sources, and supplying citations. <small>(science, social studies)</small>
	PE-4: N/A. Pre-Req: PE-1,2,3	E-4: N/A Pre-Req: PE-1,2,3	B-4: paraphrasing information from at least one source. <small>(science, social studies)</small>	LI-4: paraphrasing information from a variety of sources. <small>(science, social studies)</small>	HI-4: paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information. <small>(science, social studies)</small>

ELL Stage IV: Grades 6-8

Writing

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Research	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
	PE-5: N/A	E-5: N/A	B-5: producing group reports including understanding the purpose of the project, and assigning research tasks. <small>(science, social studies)</small>	LI-5: producing group reports including summarizing the purpose of the project, reaching consensus regarding the research, and assigning research tasks. <small>(science, social studies)</small>	HI-5: producing group reports including summarizing the purpose of the project reaching consensus regarding the research, and setting and meeting timelines. <small>(science, social studies)</small>

