

Stage III: 3-5
Intermediate – High Intermediate
ELL WRITING

English Conventions

Standard – The student will identify and apply conventions of standard English in his/her communications.

HI-1: Legibly writing cursive upper and lower case letters of the alphabet. (penmanship) **(III-W-2:HI-1)**

HI-2: Spelling multi-syllable words using knowledge of syllabication and spelling patterns. (spelling) **(III-W-2:HI-2)**

HI-3: Spelling grade appropriate words (i.e. high frequency, common, academic, homonyms and plurals) **(III-W-2:HI-3)**

HI-4: Use capitalization for proper nouns, titles, and abbreviations. (capitalization) **(III-W-2:HI-4)**

HI-5: Use punctuation for sentence endings, semi-colons in a series, introductory clauses, dialogue and direct address, quotation marks for dialogue and titles, colons to punctuate business letter salutations, apostrophes to punctuate contractions and plural possessives. **(III-W-2:HI-5)**

HI-6: Use various subjects in sentences with a variety of writing applications. (grammar/parts of speech) **(III-W-2:HI-6)**

HI-7: Use verb tenses (simple and progressive) in a variety of writing applications. (grammar/parts of speech) **(III-W-2:HI-7)**

B-8: Use subject-verb agreement in sentences in a variety of writing applications with instructional support. (syntax/sentence construction) **(III-W-2:B-8)**

B-9: Use declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive and negative construction forms, in a variety of writing applications. (syntax/sentence construction) **(III-W-2:B-9)**

B-10: Use interrogative sentences in a variety of writing applications. (syntax/sentence construction) **(III-W-2:B-10)**

B-11: E-11: Use exclamatory sentences in a variety of writing applications. (syntax/sentence construction) **(III-W-2:B-11)**

B-12: Use imperative sentences in a variety of writing applications. (syntax/sentence construction) **(III-W-2:B-12)**

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Writing Process

Standard – The student will use the steps of the writing process as a writing piece moves toward completion.

HI-1: Generate and organize ideas to create a prewriting plan using multiple self-selected methods. (pre-writing) **(III-W-3:HI-1)**

HI-2: Evaluate, organize, and select ideas that reflect the audience and the purpose. (pre-writing) **(III-W-3:HI-2)**

HI-3: Use a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph. (drafting) **(III-W-3:HI-3)**

HI-4: Revise a student draft as class, in small groups and independently with audience and purpose in mind for: word choice, sequence of ideas, adding/deleting/moving supporting details, effective transitions, and sentence structure, using revision tools. (drafting) **(III-W-3:HI-4)**

HI-5: Review student drafts for errors in conventions as a class, in small groups and independently using editing tools. (editing) **(III-W-3:HI-5)**

HI-6: Publish products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) and presenting within a set period of time. (publishing) **(III-W-3:HI-6)**

HI-7: Use time management strategies to publish products with in a teacher specified period of time. (publishing) **(III-W-3:HI-7)**

Writing Elements

Standard – The student will integrate elements of effective writing to develop engaging and focused text.

HI-1: Produce two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres. **(III-W-4:HI-1)**

HI-2: Produce two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrases and clauses. **(III-W-4:HI-2)**

HI-3: Choose ideas, words, details and structure that reflect audience and purpose. **(III-W-4:HI-3)**

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HI-4: Select accurate, specific words and figurative language to express ideas with instructional support or resources. **(III-W-4:HI-4)**

B-5: Vary sentence beginnings, lengths and patterns. **(III-W-4:HI-5)**

Writing Application

Standard – The student will express his/her thinking and ideas in a variety of writing genres.

HI-1: Write one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure. (narrative) **(III-W-1:HI-1)**

HI-2: Write simple poetry, using rhythm, rhyme, similes and sensory details. (narrative) **(III-W-1:HI-2)**

HI-3: Take notes using self selected formats based upon knowledge or oral or written text structure with instructional support. (expository) **(III-W-1:HI-3)**

HI-4: Write expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary. (expository) **(III-W-1:HI-4)**

HI-5: Write a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (expository) **(III-W-1:HI-5)**

HI-6: Write a variety of functional text that address audience, stated purpose and context: letters, directions, procedures, graphs/tables, brochures. (functional) **(III-W-1:HI-6)**

HI-7: Write a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader. (e.g., loaded/emotional words, exaggeration, euphemisms, etc.) (persuasive) **(III-W-1:HI-7)**

Research

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

HI-1: Record, evaluate, and organize information, observations, or questions on a topic of student interest from two or more sources for report/research purposes. **(III-W-5:HI-1)**