ELL Stage III: Grades 3-5

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 by drawing, using 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 drawing, using imitative writing, or dictating key words to an adult. The student may be able to write letters of the alphabet and first name with a capital letter.

Basic

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 drawing and using sound/symbol relationships to write words and phrases. The student organizes writing from left to right, top to bottom with spacing between words. Errors in writing conventions impede reader's comprehension.

Low Intermediate

The student at this level has a limited ability to write in English. The student applies sound/symbol relationships to spell single-syllable and high frequency words. The student uses basic writing conventions to write sentences, paragraphs, poems and a variety of functional text. The student uses correct subject/verb agreement in a variety of writing applications. Errors in writing conventions may impede reader's comprehension.

High Intermediate

The student at this level has the ability to write in English. The student applies sound/symbol relationships to spell single-syllable and high frequency words. The student uses writing conventions to write one or more paragraphs in a variety of writing applications. The student uses correct subject/verb agreement in a variety of sentence types. Errors in writing conventions will not impede reader's comprehension.

ELL Stage III: Grades 3-5

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Writing Applications	**Narrative**					

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-1: participating in a shared writing about events or characters from familiar stories.	E-1: writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.	B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.	LI-1: writing on or more narrative paragraphs based on imagined or real events that includes characters, setting, and details to develop the plot using appropriate transitional words and varied sentence structure.	HI-1: writing 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.
(social studies)	(social studies)	(social studies)	(social studies)	(social studies)

ELL Stage III: Grades 3-5

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

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-2: copying/writing simple poetry or chants from a model.

(math, science, social studies) | E-2: writing simple poetry, rhymes, songs, or chants collaboratively.

(math, science, social studies) | B-2: writing simple poetry with rhythm and rhyme independently.

(math, science, social studies) | LI-2: writing simple poetry, using rhythm, rhyme, similes and sensory details.

(math, science, social studies) | HI-2: writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.

(math, science, social studies) |
| PE-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (*e.g., teacher modeling, visuals, word banks, etc.*).

(math, science, social studies) | E-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (*e.g., teacher modeling, visuals, word banks, etc.*).

(math, science, social studies) | B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (*e.g., teacher modeling, visuals, word banks, etc.*).

(math, science, social studies) | LI-3: taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support (*e.g., Student selects Venn Diagram for comparing and contrasting text*).

(math, science, social studies) | HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (*e.g., Student selects Venn Diagram for comparing and contrasting text*).

(math, science, social studies) |

ELL Stage III: Grades 3-5

Writing

<table>
<tr>
<td rowspan="4">Writing Applications</td>
<td colspan="6">Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.</td>
</tr>
<tr>
<td></td>
<td>Pre-Emergent</td>
<td>Emergent</td>
<td>Basic</td>
<td>Low Intermediate</td>
<td>High Intermediate</td>
</tr>
<tr>
<td colspan="6">The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</td>
</tr>
<tr>
<td rowspan="1">Narrative</td>
<td>PE-4: completing an expository cloze sentence or paragraph using a word bank with visual support. (e.g., The fox sleeps in the _____.)

(math, science, social studies)</td>
<td>E-4: writing an expository paragraph containing a topic sentence, supporting details, and a concluding statement using a paragraph frame with visual support.

(math, science, social studies)</td>
<td>B-4: writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

(math, science, social studies)</td>
<td>LI-4: writing expository essays and informational reports that include topic sentences, main ideas, and supporting details using transitions, varied sentence structure and academic vocabulary.

(math, science, social studies)</td>
<td>HI-4: writing 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.

(math, science, social studies)</td>
</tr>
</table>

ELL Stage III: Grades 3-5

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
Writing Applications	**Narrative**	PE-5: N/A Pre-Req: PE-1	E-5: writing the topic and/or main idea of familiar text (*e.g., sentence frame: This paragraph is about _____.*). (math, science, social studies)	B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support. (math, science, social studies)	LI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (*e.g., word bank, outline, etc.*). (math, science, social studies)	HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (*e.g., science text chapter, article, book, oral presentations, etc.*). (math, science, social studies)
	Functional	PE-6: writing a variety of functional text with instructional support: • Friendly letters (with a frame) • Address an envelope • Thank you notes. (social studies)	E-6: writing a variety of functional text with instructional support: • Thank-you notes • Friendly letters • Messages • Invitations. (social studies)	B-6: writing a variety of functional text that address audience, stated purpose and context: • Letters • Thank-you notes • Messages • Invitations. (social studies)	LI-6: writing a variety of functional text that address audience, stated purpose, and context: • Letters • Directions • Graphs/Tables • Brochures. (math, science, social studies)	HI-6: writing a variety of functional text that address audience, stated purpose and context: • Letters • Directions • Procedures • Graphs/Tables • Brochures. (math, science, social studies)

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

ELL Stage III: Grades 3-5

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 — Persuasive	PE-7: N/A	E-7: N/A	B-7: writing a persuasive statement with instructional support (*e.g., "Buy Charlie's Organic Chicken because it is the healthiest."*). (social studies)	LI-7: writing one or more persuasive paragraphs, with instructional support, that state a clear position with supporting details using persuasive vocabulary/strategies (*e.g., loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.*). (social studies)	HI-7: writing 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 bandwagon, peer pressure, repetition, etc.*). (social studies)

ELL Stage III: Grades 3-5
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

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-1: legibly printing numerals and upper and lower case letters of the alphabet with a model.	E-1: legibly printing numerals and upper and lower case letters of the alphabet.	B-1: legibly writing cursive upper and lower case letters of the alphabet with a model.	LI-1: legibly writing cursive upper and lower case letters of the alphabet.	HI-1: legibly writing cursive upper and lower case letters of the alphabet.

Spelling

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-2: using basic phonetic spelling to write words.	E-2: using knowledge of letter-sound relationships to spell simple words within word families.	B-2: spelling single-syllable words using learned spelling patterns.	LI-2: spelling two-syllable words using knowledge of syllabication and spelling patterns.	HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns.
PE-3: spelling grade appropriate words (i.e., high frequency words) with instructional support.	E-3: spelling grade appropriate words (i.e., high frequency, common and homonyms) with instructional support.	B-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).	LI-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).	HI-3: spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals). (math, science, social studies)

ELL Stage III: Grades 3-5

Writing

Standard English Conventions		**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:				
	Capitalization	PE-4: using capitalization for the pronoun "I" and sentence beginnings. (math, social studies)	E-4: using capitalization for the pronoun "I," sentence beginnings, and proper nouns (i.e., names, days, months). (math, social studies)	B-4: using capitalization for proper nouns (i.e., names, days, months), titles (including book titles). (math, social studies)	LI-4: using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations. (math, social studies)	HI-4: using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations. (math, social studies)

ELL Stage III: Grades 3-5
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:				
PE-5: using punctuation for: • endings of sentences (period), • colon to punctuate time • commas in dates and closings of letters with instructional support.	E-5: using punctuation for: • endings of sentences (question mark, exclamation mark); • commas in greetings, closings of letters, and dates • apostrophes to punctuate contractions with instructional support.	B-5: using punctuation for: • sentence endings • commas to punctuate items in a series and introductory words • apostrophes to punctuate contractions and singular possessives.	LI-5: using punctuation for: • sentence endings • commas to punctuate items in a series and introductory words or phrases • quotation marks for dialogue and titles • colons to punctuate business letter salutations • apostrophes to punctuate contractions and plural possessives.	HI-5: using 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.
(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

Standard English Conventions — **Punctuation**

ELL Stage III: Grades 3-5

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
Standard English Conventions		The student will identify and apply conventions of standard English in his or her written communications by:				
	Grammar/Parts of Speech	PE-6: using various subjects (singular/plural common nouns, proper nouns, and pronouns) in sentences in a variety of writing applications with instructional support. (math, science, social studies)	E-6: using various subjects (singular/plural common nouns, proper nouns, singular possessive nouns and pronouns) in sentences in a variety of writing applications. (math, science, social studies)	B-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications. (math, science, social studies)	LI-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications. (math, science, social studies)	HI-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications. (math, science, social studies)
		PE-7: using verb tenses (simple present and present progressive) in a variety of writing applications with instructional support. (math, science, social studies)	E-7: using verb tenses (simple-past, present, future; present progressive) in a variety of writing applications with instructional support. (math, science, social studies)	B-7: using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications. (math, science, social studies)	LI-7: using verb tenses (simple and progressive) in a variety of writing applications. (math, science, social studies)	HI-7: using verb tenses (simple and progressive) in a variety of writing applications. (math, science, social studies)

ELL Stage III: Grades 3-5
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:				
PE-8: N/A Pre-Req: PE-6, 7	E-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support. (math, science, social studies)	B-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support. (math, science, social studies)	LI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support. (math, science, social studies)	HI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support. (math, science, social studies)
PE-9: using declarative sentences (S-V) in a variety of writing applications, with instructional support. (math, science, social studies)	E-9: using declarative sentences (S-V), positive (She plays.) and negative (She does not play.) construction forms, in a variety of writing applications, with instructional support. (math, science, social studies)	B-9: using declarative sentences (S-V, S-V-C, S-V-0, S-V-O-P), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications, with instructional support. (math, science, social studies)	LI-9: using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P) positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications. (math, science, social studies)	HI-9: using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications. (math, science, social studies)

Left vertical labels: Standard English Conventions — Syntax/Sentence Construction

ELL Stage III: Grades 3-5

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:				
PE-10: using interrogative sentences in shared writing activities. (math, science, social studies)	E-10: using interrogative sentences in shared writing activities. (math, science, social studies)	B-10: using interrogative sentences in a variety of writing applications, with instructional support. (math, science, social studies)	LI-10: using interrogative sentences in a variety of writing applications. (math, science, social studies)	HI-10: using interrogative sentences in a variety of writing applications. (math, science, social studies)
PE-11: N/A Pre-Req: PE-9	E-11: using exclamatory sentences in a variety of writing applications, with instructional support.	B-11: using exclamatory sentences in a variety of writing applications.	LI-11: using exclamatory sentences in a variety of writing applications.	HI-11: using exclamatory sentences in a variety of writing applications.
PE-12: N/A Pre-Req: PE-9	E-12: N/A Pre-Req: E-9	B-12: using imperative sentences in a variety of writing applications.	LI-12: using imperative sentences in a variety of writing applications.	HI-12: using imperative sentences in a variety of writing applications.

Standard English Conventions

Syntax/Sentence Construction

ELL Stage III: Grades 3-5

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.						
Writing Process	Pre-Writing	PE-1: generating ideas through drawing and labeling with instructional support. (math, science, social studies)	E-1: listing and webbing ideas as a class. (math, science, social studies)	B-1: independently listing and webbing ideas to create a prewriting plan. (math, science, social studies)	LI-1: generating and organizing ideas to create a prewriting plan using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.). (math, science, social studies)	HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.). (math, science, social studies)
		PE-2: selecting ideas from class generated webbing for a given purpose. (math, science, social studies)	E-2: selecting ideas from class generated webbing for a given purpose. (math, science, social studies)	B-2: determining the purpose (*e.g., to entertain, to inform, to communicate*) and the intended audience of a writing piece. (science, social studies)	LI-2: organizing ideas to reflect the audience and intended purpose. (math, science, social studies)	HI-2: evaluating, organizing and selecting ideas that reflect the audience and purpose. (math, science, social studies)

Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:

ELL Stage III: Grades 3-5

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Writing Process	**Drafting**	**Standard 3:** Students use the steps of the writing process as a writing piece moves toward completion.				
		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
		PE-3: N/A Pre-Req: PE-1, 2	E-3: N/A Pre-Req: E-1,2	B-3: using a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion. (science, social studies)	LI-3: using a prewriting plan to draft a paragraph or essay with an introductory statement, body, transitions and concluding statement. (science, social studies)	HI-3: using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph. (science, social studies)

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	Drafting	PE-4: N/A Pre-Req: PE-1, 2	E-4: N/A Pre-Req: E-1, 2	B-4: revising a student draft as a class for: • word choice • sequence of ideas (beginning, middle and end) • sentence structure (complete sentences) using revision tools (checklists, rubrics, and reference materials). (science, social studies)	LI-4: revising a student draft as a class or in small groups for: • word choice • sequence of ideas (introduction, body, conclusion) • adding/deleting supporting details • effective transitions • sentence structure (complete and varied sentences) using revision tools (checklists, rubrics, and reference materials). (science, social studies)	HI-4: revising a student draft as a class, in small groups and independently with audience and purpose in mind for: • word choice • sequence of ideas (introduction, body, conclusion) • adding/deleting/ moving supporting details • effective transitions • sentence structure (combining/adding/ deleting, complete and varied sentences) using revision tools. (checklists, rubrics, and reference materials) (science, social studies)

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 — Editing

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-5: N/A Pre-Req: PE-1, 2	E-5: N/A Pre-Req: E-1, 2	B-5: reviewing student drafts for errors in conventions* as a class using editing tools. (*e.g., checklists, rubrics, computer spell check and other reference materials*) *See Writing Convention standards and Listening and Speaking Conventions standards. (science, social studies)	LI-5: reviewing student drafts for errors in conventions* as a class or in small groups using editing tools, (*e.g., checklists, rubrics, computer spell check and other reference materials*) * See Writing Convention standards and Listening and Speaking Conventions standards. (science, social studies)	HI-5: reviewing student drafts for errors in conventions* as a class, in small groups and independently using editing tools. (*e.g., checklists, rubrics, computer spell check and other reference materials*) * See Writing Convention standards and Listening and Speaking Conventions standards. (science, social studies)

ELL Stage III: Grades 3-5

Writing

Writing Process	Publishing	**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:				
		PE-6: N/A	E-6: N/A	B-6: publishing products in a teacher selected format (*e.g., oral presentation, manuscript, multimedia, etc.*). (science, social studies)	LI-6: publishing products in a variety of formats (*e.g., oral presentation, manuscript, multimedia, etc.*). (science, social studies)	HI-6: publishing products in a variety of formats (*e.g., oral presentation, manuscript, multimedia, etc.*) and presenting within a set period of time (*e.g., 15 minutes*). (science, social studies)
		PE-7: N/A	E-7: N/A	B-7: using a teacher established timeline to publish products in a teacher selected format (*e.g., oral presentation, manuscript, multimedia, etc.*). (science, social studies)	LI-7: using a teacher established timeline to publish products in a variety of formats (*e.g., oral presentation, manuscript, multimedia, etc.*). (science, social studies)	HI-7: using time management strategies to publish products within a teacher specified period of time. (science, social studies)

ELL Stage III: Grades 3-5

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 — Ideas, Word Choice, Organization, Voice, Sentence Fluency	PE-1: drawing pictures that represent the main idea and details and labeling them using a word bank. (science, social studies)	E-1: drawing pictures that represent the main idea and details and writing captions using a sentence/patterned text frame. (science, social studies)	B-1: producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support. (science, social studies)	LI-1: producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres. (science, social studies)	HI-1: producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres. (science, social studies)
	PE-2: ordering drawings to represent a beginning, middle and end. (science, social studies)	E-2: ordering drawings and sentences/patterned text to represent a beginning, middle and end. (science, social studies)	B-2: producing a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions, with instructional support. (science, social studies)	LI-2: producing one or two paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions and transitional phrases. (science, social studies)	HI-2: producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses. (science, social studies)

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:				
PE-3: N/A Pre-Req: PE-1	E-3: N/A Pre-Req: E-1	B-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support. (science, social studies)	LI-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support. (science, social studies)	HI-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics). (science, social studies)
PE-4: N/A	E-4: N/A	B-4: substituting synonyms for known adjectives, verbs and nouns with instructional support or resources. (science, social studies)	LI-4: substituting accurate and specific synonyms for adjectives, verbs and nouns and attempting to use figurative language with instructional support or resources. (science, social studies)	HI-4: selecting accurate, specific words and figurative language to express ideas with instructional support or resources. (science, social studies)

Writing Elements — Ideas, Word Choice, Organization, Voice, Sentence Fluency

ELL Stage III: Grades 3-5

Writing

Writing Elements — Ideas, Word Choice, Organization, Voice, Sentence Fluency	**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:				
	PE-5: N/A	E-5: N/A	B-5: varying sentence beginnings, lengths and patterns.

*See Writing Convention standards and Listening and Speaking Conventions standards.

(science, social studies) | LI-5: varying sentence beginnings, lengths and patterns.

*See Writing Convention standards and Listening and Speaking Conventions standards.

(science, social studies) | HI-5: varying sentence beginnings, lengths and patterns.

*See Writing Convention standards and Listening and Speaking Conventions standards.

(science, social studies) |

ELL Stage III: Grades 3-5

Writing

Research	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:				
	PE-1: recording information, observations about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).	E-1: recording information, observations or questions about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).	B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.	LI-1: recording and organizing information, observations or questions on a topic of student interest from one or two sources (experiment, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.	HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
	(science, social studies)	(science, social studies)	(science, social studies)	(science, social studies)	(science, social studies)