

ELL Stage I: Kindergarten

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has no ability to write in English, but may use scribbles, swirls, and drawings to represent meaning.

Emergent

The student at this level has a limited ability to write in English. The student relays short messages by drawing or using imitative writing or dictating key words to an adult. The student is able to write letters of the alphabet and first name with instructional support.

Basic

The student at this level has a limited ability to write in English. The student relays messages by drawing, dictating to an adult, or writing key, self-selected words. The student is able to write letters of the alphabet and first name with instructional support. The student organizes writing from left to right and top to bottom with instructional support.

ELL Stage I: Kindergarten

Writing

Low Intermediate

The student at this level has a limited ability to write in English. The student writes messages by applying sound/symbol relationships to spell simple words, utilizing basic writing conventions. The student is able to write letters of the alphabet with instructional support and correctly write and capitalize first name.

High Intermediate

The student at this level has the ability to write in English with few errors that impede reader's comprehension. The student writes messages and short stories by applying sound/symbol relationships of simple words, utilizing writing conventions.

ELL Stage I: Kindergarten

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	PE-1: drawing to express ideas.	E-1: drawing and dictating to express ideas.	B-1: drawing and using experimental writing to express ideas.	LI-1: writing narratives using simple sentences including sight words, phonetic spelling, and CVC words to express ideas with instructional support.	HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.
	Expository	PE-2: drawing to describe or inform with instructional support. (<i>e.g., labels, lists, observations, journals, summaries</i>) (math, science, social studies)	E-2: drawing and dictating to describe, explain or inform with instructional support. (math, science, social studies)	B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform. (math, science, social studies)	LI-2: writing expository responses using phrases or simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform. (math, science, social studies)	HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform. (math, science, social studies)

ELL Stage I: Kindergarten

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

Functional

PE-3: illustrating directions or information related to real world tasks, with instructional support.

(math, science, social studies)

E-3: illustrating and dictating directions or information related to real world tasks with instructional support.

(math, science, social studies)

B3: participating in shared writing to provide directions or information related to real world tasks.

(math, science, social studies)

LI-3: writing to provide directions or information related to real world tasks using phrases or simple sentences that include sight words, CVC words, and phonetic spelling.

(math, science, social studies)

HI-3: writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling.

(math, science, social studies)

PE-4: participating in shared writing of friendly letters or thank you notes.

(social studies)

E-4: participating in shared writing of friendly letters or thank you notes using a template.

(social studies)

B-4: participating in guided writing that includes friendly letters or thank you notes.

(social studies)

LI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling with instructional support.

(social studies)

HI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling.

(social studies)

ELL Stage I: Kindergarten

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

Literary Response

PE-5: responding with drawings to literary selections.

E-5: responding with shared writing and/or drawings to literary selections.

B-5: responding to literary selections with drawings, dictation or writing key, self-selected words.

LI-5: responding to literary selections by writing key, self-selected words, or simple sentences.

HI-5: responding to literary selections by writing simple sentences.

ELL Stage I: Kindergarten

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: writing a minimum of 5 letters of the alphabet with instructional support.

E-1: Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.

B-1: writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.

LI-1: writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet.

HI-1: writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.

Spelling

PE-2: writing letters as teacher models letter and sound. (e.g., from the phoneme to the grapheme).

E-2: writing letters of given sounds.

B-2: applying letter-sound relationships to write beginning sounds of words.

LI-2: applying letter-sound relationships to write beginning and ending sounds of simple words.

HI-2: applying letter-sound relationships to write simple CVC words and attempt more complex words.

PE-3: exploring classroom resources to spell words. (e.g. word walls, grammar walls, graphic organizers)

(math, science, social studies)

E-3: Locating classroom resources to spell words.

(math, science, social studies)

B-3: Using classroom resources to spell words with instructional support.

(math, science, social studies)

LI-3: Using classroom resources to spell words with prompting.

(math, science, social studies)

HI-3: using resources throughout the classroom to spell words.

(math, science, social studies)

ELL Stage I: Kindergarten

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	Capitalization	PE-4: modeling and tracing student's own first name.	E-4: writing student's own first name with instructional support.	B-4: using a capital letter to write student's own first name.	LI-4: using capital letters to write student's own name with instructional support.	HI-4: using capital letters to write student's own name.
		PE-5: participating in whole group instruction introducing capital letters. <small>(math, social studies)</small>	E-5: practicing capital letters in modeled writing. <small>(math, social studies)</small>	B-5: using a capital letter at the beginning of sentences and proper nouns with instructional support. <small>(math, social studies)</small>	LI-5: using a capital letter at the beginning of sentences and proper nouns with instructional support. <small>(math, social studies)</small>	HI-5: using a capital letter at the beginning of sentences and proper nouns. <small>(math, social studies)</small>

ELL Stage I: Kindergarten

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

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High Intermediate

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

Standard English Conventions

Punctuation

PE-6: participating in whole group instruction introducing ending punctuation marks.

(math, science, social studies)

E-6: practicing the use of ending punctuation in modeled writing.

(math, science, social studies)

B-6: using ending punctuation with instructional support.

(math, science, social studies)

LI-6: using ending punctuation with instructional support.

(math, science, social studies)

HI-6: using ending punctuation.

(math, science, social studies)

PE-7: practicing left to right directionality in modeled writing.

E-7: using left to right directionality in writing with instructional support.

B-7: using left to right directionality in writing with instructional support.

LI-7: using left to right directionality in writing with instructional support.

HI-7: using left to right directionality in writing.

PE-8: practicing the placing of spaces between words in modeled writing.

E-8: practicing the placing of spaces between words in modeled writing.

B-8: using the placing of spaces between words with instructional support.

LI-8: using the placing of spaces between words.

HI-8: using the placing of spaces between words.

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Pre-Emergent

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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-9: participating in whole group instruction introducing simple declarative sentences.

(math, science, social studies)

E-9: participating in whole group instruction introducing simple declarative sentences with subject-verb agreement.

(math, science, social studies)

B-9: participating in teacher guided shared writing that includes simple declarative sentences with subject-verb agreement.

(math, science, social studies)

LI-9: writing simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement and with teacher guidance.

(math, science, social studies)

HI-9: using prompt, write simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement.

(math, science, social studies)

PE-10: N/A

E-10: N/A

B-10: participating in teacher guided shared writing that includes yes/no questions beginning with "to be".

(math, science, social studies)

LI-10: writing yes/no questions beginning with "to be" with support.

(math, science, social studies)

HI-10: writing yes/no questions beginning with "to be".

(math, science, social studies)

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Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
Standard English Conventions		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:					
	Grammar/Parts of Speech	PE-11: N/A	E-11: N/A	B-11: participating in teacher guided shared writing that includes interrogative sentences (e.g., <i>Who... What... When...</i>) in a variety of writing applications.	LI-11: using interrogative sentences in a variety of writing applications, with instructional support.	HI-11: using interrogative sentences in a variety of writing applications.

ELL Stage I: Kindergarten

Writing

Writing Process/Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	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-1: participating in class discussion by drawing pictures about the ideas generated. (math, science, social studies)	E-1: participating in class discussion by drawing pictures about the ideas generated. (math, science, social studies)	B-1: generating ideas through class discussion by drawing pictures about the ideas generated. (math, science, social studies)	LI-1: generating ideas through class discussion by drawing pictures in graphic organizers. (e.g., <i>storyboard</i>) (math, science, social studies)	HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., <i>storyboard</i>) (math, science, social studies)
PE-2: participating in class discussion for writing purpose. (science, social studies)	E-2: communicating ideas by drawing, or dictating for a purpose. (science, social studies)	B-2: creating a group draft by drawing or dictating for a specific purpose. (science, social studies)	LI-2: creating a draft by selecting ideas from prewriting activities for a specific purpose. (science, social studies)	HI-2: experimenting with writing a draft for a specific purpose. (science, social studies)	

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Writing

Writing Process/Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	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-3: adding detail to drawings with teacher prompting. (science, social studies)	E-3: adding detail to drawings with teacher prompting. (science, social studies)	B-3: revising original group draft by adding additional details. (science, social studies)	LI-3: revising original draft for clarity by adding additional details with teacher prompting. (science, social studies)	HI-3: revising original draft for clarity by adding additional details to improve audience understanding. (science, social studies)
PE-4: participating in whole group editing to include capital letters, and ending punctuation. (science, social studies)	E-4: participating in whole group editing to include capital letters, spaces between words and ending punctuation. (science, social studies)	B-4: participating in editing during shared writing to include left to right, capital letters, spaces between words, and ending punctuation. (science, social studies)	LI-4: reviewing the draft for errors in conventions with prompting, including left to right, capital letters at the beginning of sentences and names, spaces between words and ending punctuation. (science, social studies)	HI-4: experimenting with reviewing the draft for errors in conventions including left to right, return sweep, capital letters at the beginning of sentences and names, spaces between words and ending punctuation. (science, social studies)	

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Writing

Writing Process/Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	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-5: contributing a page to a group writing project for an intended audience. (math, science, social studies)	E-5: contributing a page to a group writing project for an intended audience. (math, science, social studies)	B-5: finalizing a piece of group writing for an intended audience. (math, science, social studies)	LI-5: finalizing an original piece of writing with instructional support for an intended audience. (math, science, social studies)	HI-5: finalizing an original piece of writing for an intended audience. (math, science, social studies)