

ELL Stage V: Grades 9-12

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 may be able to write numerals and upper and lower case letters of the alphabet. The student relays short messages by 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 may be able to write numerals and upper and lower case letters of the alphabet. The student relays short messages by using pictures, imitative writing, or dictating key words to an adult.

Basic

The student at this level has a limited ability to write in English. The student applies sound/symbol relationships to spell words in sentences and short phrases. The student uses correct subject/verb agreement and writing conventions to write sentences and phrases 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

PE-1: writing a minimum of one sentence containing personal information with instructional support.

E-1: writing sentences based on real and imagined events.

(social studies)

B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.

(social studies)

LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting.

(social studies)

HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate.

(social studies)

PE-2: writing a poem with instructional support.

(math, science, social studies)

E-2: writing a poem using rhyme patterns and figurative language (i.e., simile).

(math, science, social studies)

B-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), and rhythm.

(math, science, social studies)

LI-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), theme, imagery, and rhythm.

(math, science, social studies)

HI-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), theme, imagery, and rhythm.

(math, science, social studies)

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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	Expository	<p>PE-3: writing a minimum of one sentence based on facts or experience with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-3: writing sentences based on facts or experience.</p> <p>(math, science, social studies)</p>	<p>B-3: writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion.</p> <p>(math, science, social studies)</p>	<p>LI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.</p> <p>(math, science, social studies)</p>	<p>HI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.</p> <p>(math, science, social studies)</p>
	Functional	<p>PE-4: N/A</p>	<p>E-4: writing a process document that includes multiple step instructions with support.</p> <p>(math, science, social studies)</p>	<p>B-4: writing a process document that includes multiple step instructions.</p> <p>(math, science, social studies)</p>	<p>LI-4: writing a process document that includes multiple step instructions with heading and sub headings with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-4: writing a process document that includes multiple step instructions with heading and sub headings.</p> <p>(math, science, social studies)</p>

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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	Functional	PE-5: N/A	E-5: writing a business letter and addressing an envelope in a conventional format with instructional support. <small>(social studies)</small>	B-5: writing a business letter and addressing an envelope in a conventional format. <small>(social studies)</small>	LI-5: writing a business document (e.g., letter, email, memo, and envelope) in a conventional format. <small>(social studies)</small>	HI-5: writing a business document (e.g., letter, email, memo, and envelope) in a conventional format. <small>(social studies)</small>
		PE-6: N/A	E-6: N/A	B-6: N/A	LI-6: completing a business/service form. (e.g., job application, college application, etc.) <small>(social studies)</small>	HI-6: completing a business/service form. (e.g., job application, college application, etc.) <small>(social studies)</small>

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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	Persuasive	PE-7: N/A	E-7: writing a 2-3 sentence response that states a position/claim and supports the argument.	B-7: writing a persuasive paragraph that states a position/claim and supports arguments with evidence.	LI-7: writing a persuasive text that states a position/claim and supports arguments with evidence.	HI-7: writing a persuasive text that states a position/claim, supports arguments with evidence, and acknowledges and refutes opposing arguments.
			<small>(social studies)</small>	<small>(social studies)</small>	<small>(social studies)</small>	<small>(social studies)</small>

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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: writing legibly all upper and lower case letters and numerals.	E-1: writing legibly with spacing between words and consistent left-to-right orientation.	B-1: writing legibly in standard writing format.	LI-1: writing legibly in standard writing format.	HI-1: writing legibly in standard writing format.
	Spelling	PE-2: spelling words correctly, with support. <small>(math, science, social studies)</small>	E-2: spelling words correctly. <small>(math, science, social studies)</small>	B-2: spelling words correctly. <small>(math, science, social studies)</small>	LI-2: spelling words correctly. <small>(math, science, social studies)</small>	HI-2: spelling words correctly. <small>(math, science, social studies)</small>
	Capitalization	PE-3: using capitalization at the beginning of sentences, the pronoun "I," and proper nouns. <small>(math, scientist, social studies)</small>	E-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," and proper adjectives. <small>(math, science, social studies)</small>	B-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations. <small>(math, science, social studies)</small>	LI-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations. <small>(math, science, social studies)</small>	HI-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations. <small>(math, science, social studies)</small>

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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

Punctuation

PE-4: using end punctuation.

(math, science, social studies)

E-4: using end punctuation.

(math, science, social studies)

B-4: using end punctuation.

(math, science, social studies)

LI-4: using end punctuation.

(math, science, social studies)

HI-4: using end punctuation.

(math, science, social studies)

PE-5: N/A

E-5: using commas to punctuate items in a series and dates, with support.

(math, science, social studies)

B-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives, with support.

(math, science, social studies)

LI-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives.

(math, science, social studies)

HI-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives.

(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.						
		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	PE-6: N/A	E-6: N/A	B-6: using quotation marks to punctuate dialogue, titles, and exact words from sources, with support.	LI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources.	HI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources.
		PE-7: using colons to punctuate time. (math)	E-7: using colons to punctuate time. (math)	B-7: using colons to punctuate time, salutations, and sentences introducing lists, with support. (math)	LI-7: using colons to punctuate time, salutations, and sentences introducing lists. (math)	HI-7: using colons to punctuate time, salutations, and sentences introducing lists. (math)
		PE-8: N/A	E-8: N/A	B-8: using semicolons to punctuate compound sentences, with support.	LI-8: using semicolons to punctuate compound and compound-complex sentences.	HI-8: using semicolons to punctuate compound and compound-complex sentences.

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Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Punctuation	PE-9: identifying apostrophes to punctuate contractions and singular possessives.	E-9: using apostrophes to punctuate contractions and singular possessives.	B-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	LI-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	HI-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.
		PE-10: N/A	E-10: N/A	B-10: using underlining/ italics or quotation marks to indicate titles, with support.	LI-10: using underlining/italics or quotation marks to indicate titles.	HI-10: using underlining/italics or quotation marks to indicate titles.
	Format	PE-11: identifying paragraph breaks to indicate an organizational structure, with support. (science, social studies)	E-11: using paragraph breaks to indicate an organizational structure. (science, social studies)	B-11: using paragraph breaks to indicate an organizational structure. (science, social studies)	LI-11: using transitions and paragraph breaks to indicate an organizational structure. (science, social studies)	HI-11: using transitions and paragraph breaks to indicate an organizational structure. (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.						
		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-12: using various subjects (<i>e.g., common nouns, pronouns, etc.</i>) in sentences in a variety of writing applications, with instructional support. <small>(math, science, social studies)</small>	PE-12: using various subjects (<i>e.g., common and proper nouns, pronouns, etc.</i>) in sentences in a variety of writing applications. <small>(math, science, social studies)</small>	B-12: using various subjects in sentences in a variety of writing applications. <small>(math, science, social studies)</small>	LI-12: using various subjects in sentences in a variety of writing applications. <small>(math, science, social studies)</small>	HI-12: using various subjects in sentences in a variety of writing applications. <small>(math, science, social studies)</small>
		PE-13: using verb tenses (simple present and present progressive) in a variety of writing applications, with instructional support. <small>(math, science, social studies)</small>	E-13: using verb tenses (simple present, simple past, simple future and present progressive) in a variety of writing applications. <small>(math, science, social studies)</small>	B-13: using verb tenses (simple and progressive) in a variety of writing applications. <small>(math, science, social studies)</small>	LI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications. <small>(math, science, social studies)</small>	HI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications. <small>(math, science, social studies)</small>

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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:					
	Syntax/Sentence Construction	PE-14: using subject-verb agreement in sentences in a variety of writing applications, with instructional support. <small>(math, science, social studies)</small>	E-14: using subject-verb agreement in sentences in a variety of writing applications. <small>(math, science, social studies)</small>	B-14: using subject-verb agreement in sentences in a variety of writing applications. <small>(math, science, social studies)</small>	LI-14: using subject-verb agreement in sentences in a variety of writing applications. <small>(math, science, social studies)</small>	HI-14: using subject-verb agreement in sentences in a variety of writing applications. <small>(math, science, social studies)</small>
PE-15: N/A Pre-Req: PE-12, 14	E-15: using noun phrases in sentences. <small>(math, science, social studies)</small>	B-15: using noun, adverbial and/or prepositional phrases in sentences. <small>(math, science, social studies)</small>	LI-15: using noun, adverbial and/or prepositional phrases in sentences. <small>(math, science, social studies)</small>	HI-15: using noun, adverbial and/or prepositional phrases in sentences. <small>(math, science, social studies)</small>		

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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

Syntax/Sentence Construction

PE-16: using declarative simple sentences (S-V, S-V-O) in a variety of writing applications, with instructional support.

(math, science, social studies)

E-16: using simple (S-V, S-V-O, S-V-C, S-V-P, S-V-O-P) declarative sentences in a variety of writing applications with instructional support.

(math, science, social studies)

B-16: using simple (S-V, S-V-O, S-V-C, S-V-P, S-V-O-P) and/or compound declarative sentences in a variety of writing applications.

(math, science, social studies)

LI-16: using simple, compound, and/or complex declarative sentences in a variety of writing applications.

(math, science, social studies)

HI-16: using various declarative sentence structures in a variety of writing applications.

(math, science, social studies)

PE-17: N/A
Pre-Req: PE-16

E-17: using sentences in the positive (e.g., *I am tall.*) and negative (e.g., *I am not tall.*) construction forms, in a variety of writing applications with instructional support.

(math, science, social studies)

B-17: using sentences in the positive (e.g., *I am tall.*) and negative (e.g., *I am not tall.*) construction forms, in a variety of writing applications.

(math, science, social studies)

LI-17: using sentences in the positive (e.g., *I am tall.*) and negative (e.g., *I am not tall.*) construction forms, in a variety of writing applications.

(math, science, social studies)

HI-17: using sentences in the positive (e.g., *I am tall.*) and negative (e.g., *I am not tall.*) construction forms, in a variety of writing applications.

(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.

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

Syntax/Sentence Construction

PE-18: using interrogative sentences in a variety of writing applications with instructional support.

(math, science, social studies)

E-18: using interrogative sentences in a variety of writing applications with instructional support.

(math, science, social studies)

B-18: using interrogative sentences in a variety of writing applications.

(math, science, social studies)

LI-18: using interrogative sentences in a variety of writing applications.

(math, science, social studies)

HI-18: using interrogative sentences in a variety of writing applications.

(math, science, social studies)

PE-19: N/A

Pre-Req: PE-16

E-19: using exclamatory sentences in a variety of writing applications with instructional support.

B-19: using exclamatory sentences in a variety of writing applications.

LI-19: using exclamatory sentences in a variety of writing applications.

HI-19: using exclamatory sentences in a variety of writing applications.

PE-20: N/A

Pre-Req: PE-16

E-20: using imperative sentences in a variety of writing applications with instructional support.

B-20: using imperative sentences in a variety of writing applications.

LI-20: using imperative sentences in a variety of writing applications.

HI-20: 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: N/A	E-1: generating and organizing ideas before writing and maintain a record of ideas (e.g. <i>brainstorming, listing, journaling, webbing, etc.</i>) with support. <small>(math, science, social studies)</small>	B-1: generating and organizing ideas before writing and maintain a record of ideas (e.g. <i>brainstorming, listing, journaling, webbing, etc.</i>) with support. <small>(math, science, social studies)</small>	LI-1: generating and organizing ideas before writing and maintain a record of ideas (e.g. <i>brainstorming, listing, journaling, webbing, etc.</i>). <small>(math, science, social studies)</small>	HI-1: generating and organizing ideas before writing and maintain a record of ideas (e.g. <i>brainstorming, listing, journaling, webbing, etc.</i>). <small>(math, science, social studies)</small>
		PE-2: N/A	E-2: using a variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.</i>) to plan writing, with support. <small>(math, science, social studies)</small>	B-2: using a variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.</i>) to plan writing. <small>(math, science, social studies)</small>	LI-2: using a variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.</i>) to plan writing. <small>(math, science, social studies)</small>	HI-2: using a variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.</i>) to plan writing. <small>(math, science, social studies)</small>

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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-3: N/A	E-3: N/A	B-3: determining the purpose (i.e., to entertain, to inform, to explain) of a writing piece with instructional support. <small>(science, social studies)</small>	LI-3: determining the purpose (e.g., to entertain, to inform, to persuade, to explain) of a writing piece. <small>(science, social studies)</small>	HI-3: determining the purpose (e.g., to entertain, to inform, to persuade, to explain) of a writing piece. <small>(science, social studies)</small>
		PE-4: N/A	E-4: N/A	B-4: determining the intended audience of a writing piece with instructional support. <small>(science, social studies)</small>	LI-4: determining the intended audience of a writing piece. <small>(science, social studies)</small>	HI-4: determining the intended audience of a writing piece. <small>(science, social studies)</small>
		PE-5: N/A	E-5: using a prewriting plan to develop the main idea(s) with supporting details with instructional support. <small>(math, science, social studies)</small>	B-5: using a prewriting plan to develop the main idea(s) with supporting details. <small>(science, social studies)</small>	LI-5: using a prewriting plan to develop the main idea(s) with supporting details. <small>(science, social studies)</small>	HI-5: using a prewriting plan to develop the main idea(s) with supporting details. <small>(science, social studies)</small>
	Drafting					

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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	Drafting	PE-6: N/A	E-6: sequencing ideas into a cohesive, meaningful order, with instructional support. (math, science, social studies)	B-6: sequencing ideas into a cohesive, meaningful order. (math, science, social studies)	LI-6: sequencing ideas into a cohesive, meaningful order. (math, science, social studies)	HI-6: sequencing ideas into a cohesive, meaningful order. (math, science, social studies)	
		Revising	PE-7: N/A	E-7: reorganizing the draft to clarify meaning with instructional support. (science, social studies)	B-7: reorganizing the draft to clarify meaning. (science, social studies)	LI-7: reorganizing the draft to clarify meaning. (science, social studies)	HI-7: reorganizing the draft to clarify meaning. (science, social studies)
			PE-8: N/A	E-8: N/A	B-8: adding relevant and/or deleting irrelevant information from the draft, with instructional support. (science, social studies)	LI-8: adding relevant and/or deleting irrelevant information from the draft. (science, social studies)	HI-8: adding relevant and/or deleting irrelevant information from the draft. (science, social studies)

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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	Revising	PE-9: N/A	E-9: N/A	B-9: adding transitional words to the draft in order to clarify meaning, with instructional support. <small>(science, social studies)</small>	LI-9: adding transitional words and phrases to the draft in order to clarify meaning. <small>(science, social studies)</small>	HI-9: adding transitional words and phrases to the draft in order to clarify meaning. <small>(science, social studies)</small>
		PE-10: N/A	E-10: N/A	B-10: using a variety of sentence structures (i.e., simple and compound) to improve sentence fluency in the draft, with instructional support. <small>(science, social studies)</small>	LI-10: using a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft. <small>(science, social studies)</small>	HI-10: using a variety of sentence structures (e.g., <i>simple, compound, complex</i>) to improve sentence fluency in the draft. <small>(science, social studies)</small>

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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 Processes

Revising

PE-11: N/A

E-11: N/A

B-11: applying appropriate tools and strategies (e.g., checklists, rubrics) to refine the draft, with instructional support.

(science, social studies)

HI-11: applying appropriate tools and strategies (e.g., peer review, checklists, rubrics) to refine the draft.

(science, social studies)

HI-11: applying appropriate tools and strategies (e.g., peer review, checklists, rubrics) to refine the draft.

(science, social studies)

PE-12: N/A

E-12: N/A

B-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language, with instructional support.

(science, social studies)

LI-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.

(science, social studies)

HI-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.

(science, social studies)

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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	Editing	PE-13: N/A	E-13: N/A	B-13: identifying punctuation, spelling, and grammar errors in the draft, with instructional support. <small>(science, social studies)</small>	LI-13: identifying punctuation, spelling, and grammar errors in the draft. <small>(science, social studies)</small>	HI-13: identifying punctuation, spelling, and grammar errors in the draft. <small>(science, social studies)</small>
		PE-14: N/A	E-14: using resources (e.g., word lists, spelling/grammar checkers) to correct conventions, with support. <small>(science, social studies)</small>	B-14: using resources (e.g., word lists, dictionary, spelling/grammar checkers) to correct conventions, with support. <small>(science, social studies)</small>	LI-14: using resources (e.g., word lists, dictionary, spelling/grammar checkers) to correct conventions. <small>(science, social studies)</small>	HI-14: using resources (e.g., word lists, dictionary, spelling/grammar checkers) to correct conventions. <small>(science, social studies)</small>

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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	Editing	PE-15: N/A	E-15: applying proofreading marks to indicate errors in capitalization and end punctuation, with support.	B-15: applying proofreading marks to indicate errors in conventions, with support.	LI-15: applying proofreading marks to indicate errors in conventions.	HI-15: applying proofreading marks to indicate errors in conventions.
		PE-16: N/A	E-16: applying appropriate tools and strategies (e.g., <i>checklists, rubrics</i>) to edit the draft, with instructional support. <small>(science, social studies)</small>	B-16: applying appropriate tools and strategies (e.g., <i>checklists, rubrics</i>) to edit the draft. <small>(science, social studies)</small>	LI-16: applying appropriate tools and strategies (e.g., <i>peer review, checklists, rubrics</i>) to edit the draft. <small>(science, social studies)</small>	HI-16: applying appropriate tools and strategies (e.g., <i>peer review, checklists, rubrics</i>) to edit the draft. <small>(science, social studies)</small>

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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	Publishing	PE-17: N/A	E-17: N/A	B-17: presenting writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose, with instructional support. *Technology (PowerPoint, Word, etc.) <small>(science, social studies)</small>	LI-17: presenting writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. *Technology (PowerPoint, Word, etc.) <small>(science, social studies)</small>	HI-17 presenting writing in a format (e.g., oral presentation, manuscript, multimedia*) appropriate to audience and purpose. *Technology (PowerPoint, Word, etc.) <small>(science, social studies)</small>
	Planning	PE-18: N/A	E-18: N/A	B-18: using time-management strategies, when appropriate, to produce a final draft within a specified period of time, with instructional support. <small>(science, social studies)</small>	LI-18: using time-management strategies, when appropriate, to produce a final draft within a specified period of time. <small>(science, social studies)</small>	HI-18: using time-management strategies, when appropriate, to produce a final draft within a specified period of time. <small>(science, social studies)</small>

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Writing

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.						
Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	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-1: N/A	E-1: including an identifiable main idea. <small>(science, social studies)</small>	B-1: including an identifiable main idea/ topic sentence. <small>(science, social studies)</small>	LI-1: including an identifiable main idea, topic sentence, and/or thesis statement. <small>(science, social studies)</small>	HI-1: including an identifiable main idea, topic sentence, and/or thesis statement. <small>(science, social studies)</small>	
PE-2: N/A	E-2: providing reasons (primary supports) and examples (secondary supports) to support main idea. <small>(science, social studies)</small>	B-2: providing reasons (primary supports) and examples (secondary supports) to support main idea/topic sentence. <small>(science, social studies)</small>	LI-2: providing reasons (primary supports) and examples (secondary supports) to support main idea, topic sentence and/or thesis statement. <small>(science, social studies)</small>	HI-2: providing reasons (primary supports) and examples (secondary supports) to support main idea/topic sentence and/or thesis statement. <small>(science, social studies)</small>		

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Writing

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.					
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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	PE-3: N/A	E-3: writing with a given purpose and for a specific audience with instructional support. (science, social studies)	B-3: writing with an identifiable purpose for a specific audience. (science, social studies)	LI-3: writing with an identifiable purpose for a specific audience. (science, social studies)	HI-3: writing with an identifiable purpose for a specific audience. (science, social studies)
	PE-4: N/A	E-4: using appropriate format for the type of writing. (e.g., letter, poem, narrative) with instructional support. (science, social studies)	B-4: using appropriate format for the type of writing. (e.g., letter, poem, narrative). (science, social studies)	LI-4: using appropriate format for the type of writing. (e.g., letter, poem, narrative, essay). (science, social studies)	HI-4: using appropriate format for the type of writing. (e.g., letter, poem, narrative, essay). (science, social studies)
	PE-5: N/A	E-5: N/A	B-5: using an introduction to draw in the reader, with instructional support. (science, social studies)	LI-5: using an introduction to draw in the reader. (science, social studies)	HI-5: using an introduction to draw in the reader. (science, social studies)

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Writing

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.					
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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	PE-6: N/A	E-6: using details to support the main idea with instructional support. (science, social studies)	B-6: using details to support the main idea/topic sentence. (science, social studies)	LI-6: using details to support the main idea, topic sentence, and/or thesis statement. (science, social studies)	HI-6: using details to support the main idea, topic sentence, and/or thesis statement. (science, social studies)
	PE-7: N/A	E-7: using transitions among sentences and ideas, with instructional support. (science, social studies)	B-7: using transitions among sentences, paragraphs, and ideas. (science, social studies)	LI-7: using transitions among sentences, paragraphs, and ideas. (science, social studies)	HI-7: using transitions among sentences, paragraphs, and ideas. (science, social studies)
	PE-8: N/A	E-8: N/A	B-8: using a variety of paragraph strategies. (e.g., <i>topical, chronological</i>) with instructional support. (science, social studies)	LI-8: using a variety of paragraph strategies. (e.g., <i>topical, chronological, cause and effect</i>). (science, social studies)	HI-8: using a variety of paragraph strategies. (e.g., <i>topical, chronological, cause and effect</i>). (science, social studies)

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Writing

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.					
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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	PE-9: N/A	E-9: including an identifiable conclusion. <small>(science, social studies)</small>	B-9: creating an ending that provides a sense of resolution or closure. <small>(science, social studies)</small>	LI-9: creating an ending that provides a sense of resolution or closure. <small>(science, social studies)</small>	HI-9: creating an ending that provides a sense of resolution or closure. <small>(science, social studies)</small>
	PE-10: N/A	E-10: using language appropriate to a given purpose and audience, with instructional support. <small>(science, social studies)</small>	B-10: using language appropriate to purpose, topic and audience, with instructional support. <small>(science, social studies)</small>	LI-10: using language appropriate to purpose, topic, and audience. <small>(science, social studies)</small>	HI-10: using language appropriate to purpose, topic, and audience. <small>(science, social studies)</small>
	PE-11: N/A	E-11: N/A	B-11: N/A	LI-11: N/A	HI-11: using language that expresses sincerity and commitment to the topic.

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Writing

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.					
Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	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-12: N/A	E-12: using provided vocabulary that conveys the intended message. <small>(math, science, social studies)</small>	B-12: using precise vocabulary and descriptive phrases that convey the intended message. <small>(math, science, social studies)</small>	LI-12: using precise vocabulary and descriptive phrases that convey the intended message. <small>(math, science, social studies)</small>	HI-12: using precise vocabulary and descriptive phrases that convey the intended message. <small>(math, science, social studies)</small>
	PE-13: N/A	E-13: N/A	B-13: N/A	LI-13: using figurative language to evoke clear images.	HI-13: using figurative language to evoke clear images.
PE-14: N/A	E-14: using a variation in sentence beginnings and lengths, with instructional support. <small>(science, social studies)</small>	B-14: using a variation in sentence beginnings and lengths (including phrases and/or clauses). <small>(science, social studies)</small>	LI-14: using a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses). <small>(science, social studies)</small>	HI-14: using a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses). <small>(science, social studies)</small>	

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Writing

Writing Elements	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-15: N/A	E-15: N/A	B-15: using a variety of sentence structures (i.e., simple and compound) for sentence fluency with instructional support. <small>(science, social studies)</small>	LI-15: using a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency. <small>(science, social studies)</small>	HI-15: using a variety of sentence structures (e.g., <i>simple, compound, complex</i>) for sentence fluency. <small>(science, social studies)</small>

ELL Stage V: Grades 9-12

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: writing a simple report that includes a title, main idea, and supporting details, with instructional support.

(science, social studies)

B-1: summarizing information from 2-3 resources in a report (e.g., internet, reference materials, newspapers).

(science, social studies)

LI-1: summarizing information from 2-3 resources in a report (e.g., internet, reference materials, newspapers).

(science, social studies)

HI-1: summarizing information from 2-3 resources in a report (e.g., internet, reference materials, newspapers).

(science, social studies)

PE-2: N/A

E-2: selecting information from one teacher-provided source about a teacher-selected topic.

(science, social studies)

B-2: selecting information from more than one teacher-provided source about a teacher-selected topic.

(science, social studies)

LI-2: locating and evaluating informational sources about a topic.

(science, social studies)

HI-2: locating and evaluating informational sources about a topic.

(science, social studies)

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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-3: N/A	E-3: organizing notes, with support, on a given topic from one teacher-provided source. <small>(science, social studies)</small>	B-3: organizing notes, with support, on a given topic from more than one teacher-provided source. <small>(science, social studies)</small>	LI-3: organizing notes on a given topic from a variety of sources. <small>(science, social studies)</small>	HI-3: organizing notes on a topic from a variety of sources. <small>(science, social studies)</small>
	PE-4: N/A	E-4: summarizing information, from a teacher-provided source, in a written report which includes a topic sentence and three supporting sentences with instructional support. <small>(science, social studies)</small>	B-4: summarizing information, from more than one teacher-provided source, in a written report which includes a topic sentence, at least three supporting sentences. <small>(science, social studies)</small>	LI-4: summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. <small>(science, social studies)</small>	HI-4: summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. <small>(science, social studies)</small>

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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-5: N/A	E-5: N/A	B-5: paraphrasing information and citing the source. <small>(science, social studies)</small>	LI-5: paraphrasing information and citing the source. <small>(science, social studies)</small>	HI-5: paraphrasing information and citing the source. <small>(science, social studies)</small>
	PE-6: N/A	E-6: N/A	B-6: including a works cited, with instructional support. <small>(science, social studies)</small>	LI-6: including a works cited, bibliography, or reference page. <small>(science, social studies)</small>	HI-6: including a works cited, bibliography, or reference page. <small>(science, social studies)</small>

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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-7: N/A	E-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) <small>(science, social studies)</small>	B-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) <small>(science, social studies)</small>	LI-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) <small>(science, social studies)</small>	HI-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) <small>(science, social studies)</small>