

# ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

## WRITING

### INTRODUCTION

Teaching the English language to students who are new to the language is perhaps one of our toughest challenges as educators. Paradoxically, students at lower levels of English competence represent an opportunity for teachers to see dramatic gains in language ability. From one day to the next, students new to English can expand their language skills at a rapid rate, as a result of both their classroom instruction in the language and their English language interactions with others. Increasingly, educators are recognizing that students new to English are motivated to “jump in” and try using the language, and, when given well-planned instruction, they can understand and speak key English words and sentences more quickly than once theorized. English language learners at pre-emergent and emergent English levels require strategically balanced instruction that provides immediate and practical communication skills as well as grammar and vocabulary necessary for students to express themselves accurately. The teacher’s role for this group of English language learners is one of facilitating the active use of the English language in the classroom, presenting the best possible model of the language, delivering focused lessons on foundational grammar skills, and providing feedback, guidance, and reinforcement that supplements the natural language learning abilities of students.

### PROMISING PRACTICES

The ability to write clearly and effectively in academic contexts is perhaps the pinnacle of mastery in a second language. For English learners to take full advantage of rich academic courses and content requires that they be able to express their thoughts and knowledge in English using conventional rules of grammar, spelling, and organization. Today more than ever, students are asked to explain in writing their thought processes in all content areas, as well as to demonstrate this proficiency on a variety of exams and assessments. Like most complex skills, writing effectively requires a foundational grasp of key elements, such as sentence structures, verb tenses, and a variety of literary devices to explain subtle shades of meaning, nuance, and intent. Among the many components of a well-developed approach to developing students’ writing skills, one element seems to stand above them all: students must write frequently and in ways that challenge them to use new language structures. By writing frequently, students gain comfort and confidence in their developing composition skills. Feedback from teachers that addresses areas of strength and those in need of improvement move the process along, especially when the comments are followed up by mini-lessons and other instructional supports.

Some English learners may be starting at the beginning, and they need direct instruction in how to form letters. Some may need assistance understanding that symbols arranged in prescribed sequences represent words. As students gain familiarity with the letters and their sounds, they can form words and link them to drawings or pictures. Interactive writing is a particularly powerful approach for students who have low or developing writing skills. Interactive writing occurs when the students and teacher together craft a piece of text. This type of strategy helps to mediate students’ understanding of writing by encouraging them to assist in the creation of complex and interesting language structures without being overwhelmed by the immensity of rules and exceptions that abound in English. Collaborative writing activities can take many forms: a student interview, a summary of a trip to the zoo, a description of the various items in a picture, or a re-telling of the key events related to the Westward Movement. As students gain independence in their writing, they should be instructed on how to start sentences in different ways, how to use transition words, and the role of other parts of speech in making a simple sentence into a rich, meaningful language structure. Of course, students should be assigned a variety of writing prompts that require them to explore the use of language in different ways to convey different perspectives and opinions. Feedback that addresses both the content of their writing and its structure should be specific and clear. By engaging in continual and frequent writing and receiving explicit feedback on their language structure, English language learners can achieve high levels of mastery in the important skill of communication through print.

## ELL I (Correlates to Kindergarten)

**Performance Conditions:** Students at this stage of proficiency relate short messages and stories by drawing and writing short phrases and simple sentences.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>The student will:</p> <p>1. Respond with drawings to stories dramatized or contextualized by the teacher. (s)</p>	<p>The student will:</p> <p>1. Relate short messages by drawing, dictating to an adult, or using imitative writing. (s)</p>	<p>The student will:</p> <p>1. Relate short messages by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words. (s) (KW 2-1: PO2)</p> <p>2. Dictate friendly letters and thank-you notes. (KW 3-3: PO2)</p> <p>3. Draw a picture about ideas generated through class discussion. (KW 1-1: PO2)</p>	<p>The student will:</p> <p>1. Relate messages (e.g., <i>labels, lists, observations, directions, and letters</i>) and short stories by drawing, dictating to an adult, using imitative writing, writing key, self-selected words, or writing one to two simple sentences. (s) (KW 3-3: PO1-PO2)</p> <p>2. Participate in writing simple poetry, rhymes, songs, or chants. (KW 3-1: PO2)</p> <p>3. Use labels, captions, or picture descriptors to expand and enhance meaning (e.g., <i>words that clearly go with the picture text</i>). (KW 2-4: PO1, PO2)</p>	<p>The student will:</p> <p>1. Relate messages and short stories by writing one to two simple sentences, using key words that are posted and commonly used in the classroom. (s) (KW 2-5: PO1; KW 3-1: PO1; KW 3-3: PO1-PO2)</p> <p>2. Write simple, short letters, including one to two sentences, and key words posted and commonly used in the classroom. (KW 3-3: PO1)</p> <p>3. Create pictures or text with distinctive personal style and originality. (KW 2-3: PO1; KW 2-4: PO1, PO2)</p> <p>* On-grade Kindergarten</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

## ELL I (Correlates to Kindergarten)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Write, with support, 1 to 5 letters of the alphabet.</li> <li>2. Distinguish between upper and lower case letters.</li> <li>3. Occasionally write letters of given sounds.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Write legibly, with support, 5 to 10 lower case and upper case letters of the alphabet.</li> <li>2. Independently and legibly write 1 to 5 lower case and upper case letters of the alphabet.</li> <li>3. Sometimes write letters of given sounds.</li> <li>4. Write, with support, the date. (s) (m)</li> <li>5. Write his or her first name.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Write legibly, with support, 11 to 16 lower case and upper case letters of the alphabet.</li> <li>2. Independently and legibly write 6 to 8 lower case and upper case letters of the alphabet.</li> <li>3. Often write letters of given sounds and use resources (e.g., <i>environmental print, word wall</i>) to spell correctly.</li> <li>4. Write, with support, 2 to 3 words posted and commonly used in the classroom. (s) (m) (ss)</li> <li>5. Write his or her first and last name.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Write legibly, with support, 17 to 22 lower case and upper case letters of the alphabet.</li> <li>2. Independently and legibly write 7 to 10 lower case and upper case letters of the alphabet.</li> <li>3. Apply letter-sound relationships to spell simple words with some consonants and a few vowels.</li> <li>4. Write, with support, many words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences. (s) (m) (ss)</li> <li>5. Write his or her first and last name and some names of other family members.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Copy legibly all of the lower case and upper case letters of the alphabet. (KW 2-6: PO1)</li> <li>2. Independently and legibly write lower case and upper case letters of the alphabet. (KW 2-6: PO1)</li> <li>3. Apply letter-sound relationships to spell simple words with consonants and vowels (e.g., CVC words). (KW 2-6: PO7)</li> <li>4. Write, with support, words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences. (s) (m) (ss) (KW 2-6: PO8)</li> <li>5. Write his or her complete name and the names of family members. (KW 2-6: PO9)</li> </ol> <p>* On-grade Kindergarten</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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**ELL I (Correlates to Kindergarten)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p> <p>(continued)</p>	<p>The student will:</p>	<p>The student will:</p> <p><b>6.</b> Occasionally organize writing from left to right and top to bottom, and use spaces between words.</p> <p><b>7.</b> Occasionally use capital letters to begin “important” words.</p>	<p>The student will:</p> <p><b>6.</b> Sometimes organize writing from left to right and top to bottom, and use spaces between words.</p> <p><b>7.</b> Sometimes use capital letters to begin “important” words.</p>	<p>The student will:</p> <p><b>6.</b> Often organize writing from left to right and top to bottom, and use spaces between words.</p> <p><b>7.</b> Often use capital letters to begin “important” words.</p>	<p>The student will:</p> <p><b>6.</b> Consistently organize writing from left to right and top to bottom, and use spaces between words. (KW 2-6: PO4, PO5)</p> <p><b>7.</b> Consistently use capital letters to begin “important” words. (KW 2-6: PO3)</p> <p>* On-grade Kindergarten</p>

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## ELL I (Correlates to Kindergarten)

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></p>	<p>The student will:</p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas through class discussion.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas through class discussion and draw a picture about the ideas generated. (KW 1-1: PO1, PO2)</li> <li>2. Create a group draft scripted by the teacher. (KW 1-2: PO2)</li> <li>3. Reread original draft scripted by the teacher and add additional details as needed. (KW 1-3: PO1, PO2)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated. (KW 1-1: PO1, PO2)</li> <li>2. Communicate ideas by drawing, telling, or writing for a purpose. (KW 1-2: PO1)</li> <li>3. Reread for clarity original draft scripted by the teacher and add additional details as needed. (KW 1-3: PO1, PO2)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose for a drawing or for a writing piece. (KW 1-2: PO1)</li> <li>2. Write a draft (e.g., <i>story, caption, letter, observations, message</i>). (KW 2-4: PO1)</li> <li>3. Reread for clarity original draft and add additional details to improve audience understanding. (KW 1-3: PO1, PO2)</li> </ol> <p>* On-grade Kindergarten</p>

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## ELL II (Correlates to Grades 1-2)

**Performance Conditions:** Students at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics with a focus on writing personal narratives. They write short texts (one or two paragraphs). Students write using basic vocabulary and simple sentences and phrases. They write with frequent errors in spelling and grammar which are characteristic of language production at this stage.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>The student will:</p> <p><b><u>Narrative</u></b>  <b>1.</b> Relate messages and short stories by writing two- to-three word phrases as well as simple sentences, using key words that are posted and commonly used in the classroom.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b>  <b>1.</b> Write simple phrases and sentences about an event or character from a story dramatized or contextualized by the teacher.</p> <p><b><u>Expository</u></b>  <b>2.</b> Participate in creating simple summaries, with teacher as scribe, from informational texts, graphs, tables, or maps.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b>  <b>1.</b> Write several phrases and simple sentences about a personal experience generated from a group story.</p> <p><b><u>Expository</u></b>  <b>2.</b> Create expository texts (e.g., <i>labels, lists, observations, journals</i>) through drawing and/or writing. (1W 3-2: PO1)</p> <p><b><u>Functional</u></b>  <b>3.</b> Participate in writing communications, such as friendly letters or thank-you notes, with the teacher as the scribe. (1W 3-3: PO2)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b>  <b>1.</b> Write short text about events or characters from familiar stories. (1W 3-1: PO1)</p> <p><b>2.</b> Write simple rhymes. (1W 3-1: PO2)</p> <p><b><u>Expository</u></b>  <b>3.</b> Create expository texts (e.g., <i>labels, lists, observations, scientific journals</i>) through writing. (s) (2W 3-2: PO1)</p> <p><b>4.</b> Participate in a group response to a given piece of literature. (1W 3-5: PO2)</p> <p><b><u>Functional</u></b>  <b>5.</b> Write a short friendly letter or thank-you note that is organized and uses a proper format. (i.e., heading, greeting, closing, addresses). (2W 3-3: PO2)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b>  <b>1.</b> Write a narrative or short story that includes a main idea, characters, and a sequence of events. (2W 3-1: PO1)</p> <p><b>2.</b> Write simple poetry or chants. (2W 3-1: PO2)</p> <p><b><u>Expository</u></b>  <b>3.</b> Report events sequentially using a topic sentence and a concluding statement. (s) (m) (2W 3-6: PO1)</p> <p><b>4.</b> Write short responses to a literature selection that connects text to self, text to world, or text to other text. (2W 3-5: PO1, PO2)</p> <p><b><u>Functional</u></b>  <b>5.</b> Write a variety of functional texts (<i>classroom rules, letters, notes, messages</i>) that are organized and understandable. (s) (m) (2W 3-3: PO1)</p> <p>* On-grade 2<sup>nd</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL II (Correlates to Grades 1-2)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Write 17 to 20 of the letters (upper and lower case) of the alphabet.</li> <li>Recognize and use basic phonetic spellings, with the beginning <b>phoneme</b> correctly represented most of the time.</li> <li>Apply knowledge of letter-sound relationships to spell simple words with some consonants and a few vowels.</li> <li>Spell one to two high-frequency words correctly. (s) (m) (ss)</li> <li>Often organize writing from left to right and top to bottom with spacing between words.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Write all upper and lower case letters, attending to form and spatial alignment.</li> <li>Recognize and use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time.</li> <li>Spell CVC words correctly.</li> <li>Spell a few high-frequency words correctly. (s) (m) (ss)</li> <li>Consistently organize writing from left to right and top to bottom orientation with spacing between words.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Write legibly all upper and lower case letters. (KW 2-6: PO1, PO2)</li> <li>Recognize and use phonetic spellings, with consonants and vowels (beginning, middle, and clusters) correctly represented most of the time. (KW 2-6: PO7)</li> <li>Recognize and use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly. (1W 2-6: PO5)</li> <li>Spell some high-frequency words correctly. (s) (m) (ss) (1W 2-6: PO4)</li> <li>Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines. (1W 2-6: PO1)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Write legibly letters and numerals. (1W 1-5: PO2)</li> <li>Recognize and use basic phonetic spelling of unfamiliar words to create readable text. (1W 2-6: PO6)</li> <li>Recognize and use common spelling patterns, such as word families, CVC words, regular plurals, and simple <b>prefixes</b> and <b>suffixes</b>, to spell correctly. (2W 2-6: PO7)</li> <li>Spell many high-frequency words correctly. (s) (m) (ss) (1W 2-6: PO4)</li> <li>Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines as well as correct placement of title. (1W 2-6: PO1)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>Write legibly. (2W 1-5: PO2)</li> <li>Recognize and use phonetic spelling and syllabication to create readable text. (2W 2-6: PO8)</li> <li>Recognize and use common spelling patterns, regular <b>inflectional endings</b>, and <b>phonogram</b> patterns. (2W 2-6: PO7)</li> <li>Spell most high-frequency words correctly. (s) (m) (ss) (2W 2-6: PO6)</li> <li>Incorporate correct orientation into own text. (1W 2-6: PO1)</li> </ol> <p>* On-grade 2<sup>nd</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL II (Correlates to Grades 1-2)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>6.</b> Use resources such as word walls to <i>spell correctly</i>.</p> <p><b>7.</b> Use capital letters to begin “important” words, although application may be inconsistent or experimental.</p> <p><b>8.</b> Identify and use correct sentence endings, including periods and exclamation points.</p> <p><b>9.</b> Identify and use, with some errors, present and <b>past</b> verb tenses.</p>	<p>The student will:</p> <p><b>6.</b> Use resources such as word walls and picture dictionaries to <i>spell correctly</i>.</p> <p><b>7.</b> Use capital letters correctly for the pronoun “I.”</p> <p><b>8.</b> Identify and use correct sentence endings, including periods, question marks, and exclamation points.</p> <p><b>9.</b> Identify and use, with some errors, present verb tenses including the verb “to be” and <b>past</b> verb tenses.</p>	<p>The student will:</p> <p><b>6.</b> Use resources such as word walls and dictionaries to <i>spell correctly</i>. (1W 2-6: PO7)</p> <p><b>7.</b> Identify and use capital letters correctly for the pronoun “I” and the beginning of a sentence. (1W 2-6: PO2)</p> <p><b>8.</b> Identify and use, with some errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters. (2W 2-6: PO2-PO4)</p> <p><b>9.</b> Identify and use, with some errors, <i>verb tenses</i>, including present, <b>past</b>, and <b>future</b> tenses.</p>	<p>The student will:</p> <p><b>6.</b> Use resources to <i>spell correctly</i>. (2W 2-6: PO9)</p> <p><b>7.</b> Identify and use, with some errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns. (2W 2-6: PO1)</p> <p><b>8.</b> Identify and use, with some errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, commas (<i>items in a series, greetings, closings of letters, dates</i>), and apostrophes to punctuate contractions. (2W 2-6: PO2-PO5)</p> <p><b>9.</b> Identify and use, with some errors, <i>verb tenses</i>, including present and <b>present progressive, past and past progressive, future, imperatives</b>, and <b>modal auxiliaries</b>.</p>	<p>The student will:</p> <p><b>6.</b> Use resources to <i>spell correctly</i>. (2W 2-6: PO9)</p> <p><b>7.</b> Identify and use, with few errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns. (2W 2-6: PO1)</p> <p><b>8.</b> Identify and use, with few errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, and commas (<i>items in a series, greetings, closings of letters, dates</i>), and apostrophes to punctuate contractions. (2W 2-6: PO2-PO5)</p> <p><b>9.</b> Identify and use, with few errors, <i>verb tenses</i>, including present and <b>present progressive, past and past progressive, future, imperatives</b>, and <b>modal auxiliaries</b>.</p> <p>* On-grade 2<sup>nd</sup> grade</p>

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**ELL II (Correlates to Grades 1-2)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p> <p>(continued)</p>	<p>The student will:</p>	<p>The student will:</p> <p><b>10.</b> Identify and use, with some errors, nouns and verbs in simple sentences.</p>	<p>The student will:</p> <p><b>10.</b> Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences. (1W 2-6: PO9)</p> <p><b>11.</b> Identify and use, with some errors, basic <i>subject-verb agreement</i> in simple sentences. (1W 2-6: PO8)</p>	<p>The student will:</p> <p><b>10.</b> Identify and use, with some errors, nouns, personal pronouns (subjective, objective, possessive), verbs, and adjectives in simple sentences. (1W 2-6: PO9)</p> <p><b>11.</b> Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences. (1W 2-6: PO8)</p>	<p>The student will:</p> <p><b>10.</b> Identify and use, with few errors, nouns, personal pronouns, verbs, and adjectives in simple sentences. (2W 2-6: PO10)</p> <p><b>11.</b> Identify and use <i>subject-verb agreement</i> consistently in simple sentences, and write complete sentences. (2W 2-6: PO11)</p> <p>* On-grade 2<sup>nd</sup> grade</p>

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## ELL II (Correlates to Grades 1-2)

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas through class discussion and draw a picture about the ideas generated.</li> <li>2. Discuss the purpose for a drawing or writing piece.</li> <li>3. Create a group draft, scripted by the teacher.</li> <li>4. Reread original draft scripted by the teacher and add additional details as needed.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated.</li> <li>2. Discuss the purpose for a writing piece.</li> <li>3. Communicate ideas by drawing, telling, or writing for a purpose.</li> <li>4. Reread original draft scripted by the teacher for clarity and add additional details as needed for audience understanding.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas through prewriting activities (e.g., <i>brainstorming, webbing, drawing, writer’s notebook, group discussion</i>). (1W 1-1: PO1)</li> <li>2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be. (1W 1-1: PO4, PO5)</li> <li>3. Write a draft based on ideas taken from stories, captions, letters, observations, or messages. (1W 1-2: PO1)</li> <li>4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose. (1W 1-3: PO1, PO2)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas using simple webs, maps, or lists. (2W 1-1: PO1, PO4)</li> <li>2. Determine the purpose (e.g., <i>to entertain, to inform, to communicate</i>) of a writing piece. (2W 1-1: PO2)</li> <li>3. Use a prewriting plan to develop a draft with main idea(s). (2W 1-2: PO1)</li> <li>4. Evaluate the draft for clarity and add details to the draft to more effectively address audience and purpose. (2W 1-3: PO1, PO2)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas and maintain a record (e.g., <i>list, picture, journal, folder, notebook</i>) of writing ideas. (2W 1-1: PO1, PO4)</li> <li>2. Determine the purpose (e.g., <i>to entertain, to inform, to communicate</i>), and the intended audience of a writing piece. (2W 1-1: PO3)</li> <li>3. Use a prewriting plan to develop a draft with main idea(s). (2W 1-2: PO1)</li> <li>4. Apply appropriate tools or strategies (e.g., <i>peer review, rubrics</i>) to rearrange and modify words and sentences to clarify the meaning of the draft. (2W 1-3: PO3)</li> </ol> <p>* On-grade 2<sup>nd</sup> grade</p>

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**ELL II (Correlates to Grades 1-2)**

Writing Elements	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p>	<p>The student will:</p> <p>1. Use pictures that convey meaning and include imitative text or recognizable words to convey meaning. (s) (ss)</p>	<p>The student will:</p> <p>1. Create pictures and text that:(s) (ss)</p> <p>a. include details and use labels, captions, or picture descriptors to expand meaning and clearly go with the picture;</p> <p>b. show a sense of beginning; and</p> <p>c. have a distinctive personal style and originality.</p>	<p>The student will:</p> <p>1. Create stand-alone text that: (s) (ss)</p> <p>a. expresses a clear message;</p> <p>b. demonstrates sequencing or patterning;</p> <p>c. is expressive and individualistic;</p> <p>d. uses a variety of words, even if not spelled correctly; and</p> <p>e. attempts simple sentences.</p> <p>(1W 2-1: PO1; 1W 2-2: PO1; 1W 2-3: PO1; 1W 2-4: PO1-PO3; 1W 2-5: PO1)</p>	<p>The student will:</p> <p>1. Create stand-alone text that: (s) (ss)</p> <p>a. expresses a clear message and incorporates relevant details that give the text interest;</p> <p>b. places multiple sentences in an order that supports the main idea;</p> <p>c. is expressive and shows some awareness of audience through word choice and style; and</p> <p>d. uses descriptive phrases and short sentences, beyond one- or two-word labels.</p> <p>(1W 2-1: PO1, PO2; 1W 2-2: PO1, PO3; 1W 2-3: PO1; 1W 2-4: PO1-PO3)</p>	<p>The student will:</p> <p>1. Create stand-alone text that: (s) (ss)</p> <p>a. organizes content in a selected format (e.g., <i>letter, narrative</i>)</p> <p>b. uses beginning and concluding statements and signal words to indicate order of events or ideas and transitional words to connect ideas;</p> <p>c. is expressive, creates a picture in the reader’s mind, and show awareness of audience through word choice and style; and</p> <p>d. includes sentences with some variety in beginnings and lengths.</p> <p>(2W 2-1: PO1, PO2; 2W 2-2: PO1-PO4; 2W 2-3: PO1, PO2; 2W 2-4: PO1; 2W 2-5: PO1, PO3)</p> <p>* On-grade 2<sup>nd</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

**ELL II (Correlates to Grades 1-2)**

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></b></p>	<p>The student will:</p> <p>1. Make observations of objects, people, or events for a class project. (s)</p>	<p>The student will:</p> <p>1. Consult print and multimedia resources (e.g., <i>photographs, Internet, interviews</i>), in his or her first language, when needed to complete a class project. (s)</p>	<p>The student will:</p> <p>1. Consult print and multimedia resources (e.g., <i>photographs, Internet, interviews</i>) when needed to complete a class project. (s) (1W 3-6: PO1)</p>	<p>The student will:</p> <p>1. Gather information from dictionaries and other basic reference materials needed to complete a class project. (s) (1W 3-6: PO1)</p> <p>2. Generate questions for possible future investigations or research based on the conclusions of a scientific investigation. (s)</p>	<p>The student will:</p> <p>1. Gather and organize information from various resources needed to complete a research project. (s) (2W 3-6: PO1)</p> <p>2. Record observations and data from guided investigations in a field journal in his or her own words. (s) (2W 1-1: PO4)</p> <p>3. Record questions for further inquiry based on the conclusions of a scientific investigation. (s)</p> <p>* On-grade 2<sup>nd</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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### ELL III (Correlates to Grades 3-5)

**Performance Conditions:** Students at this stage of proficiency can write short reports or essays up to four paragraphs, using basic vocabulary and common language structures with a focus on writing personal experience narratives, expository essays, and personal letters. They can express ideas in the present, future, and past tenses. Students make frequent errors characteristic of this level, especially when they try to express thoughts that require more complex language structures.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>The student will:</p> <p><b><u>Narrative</u></b></p> <p>1. Write simple poetry or chants.</p> <p>2. Write short text about events or characters from familiar stories generated from a group story.</p> <p><b><u>Expository</u></b></p> <p>3. Record information (e.g., <i>observations, notes</i>) related to the topic.</p> <p>4. Participate in a group response to a given piece of literature.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b></p> <p>1. Write simple poetry, rhymes, songs, or chants.</p> <p>2. Write a narrative or short story that includes a main idea, characters, and a sequence of events.</p> <p><b><u>Expository</u></b></p> <p>3. Report events sequentially, using a topic sentence and a concluding statement. (s) (m)</p> <p>4. Write a short response that identifies the main characters in a book.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b></p> <p>1. Write simple poetry with some use of rhythm and rhyme. (3W 3-1: PO2)</p> <p>2. Write a narrative or short story based on imagined or real events, observations, or memories that includes characters and plot in some detail. (3W 3-1: PO1)</p> <p><b><u>Expository</u></b></p> <p>3. Write an expository paragraph or a simple report based on research, with a topic sentence. (3W 3-2: PO2, PO3; 3W 3-6: PO3)</p> <p>4. Write a book report or review that identifies the main events. (3W 3-5: PO1, PO2)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b></p> <p>1. Write simple poetry, using rhythm, rhyme, and sensory details. (4W 3-1: PO2)</p> <p>2. Write a narrative based on imagined or real events that includes characters, setting, and well-chosen details to develop the plot. (4W 3-1: PO1)</p> <p><b><u>Expository</u></b></p> <p>3. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details. (4W 3-2: PO2, PO3; 4W 3-6: PO3)</p> <p>4. Write a book report that identifies the main idea, characters, and events. (4W 3-5: PO1, PO2)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b></p> <p>1. Write simple poetry using various techniques, including some use of figurative language. (5W 3-1: PO2)</p> <p>2. Write a narrative based on imagined or real events that includes characters, setting, and sensory details, and logical sequencing to develop the plot. (5W 3-1: PO1)</p> <p><b><u>Expository</u></b></p> <p>3. Write expository essays and informational reports, based on research, that frame a key question about an issue and include facts and details that illuminate the main ideas. (5W 3-2: PO2, PO3; 5W 3-6: PO3)</p> <p>4. Write a book report that reflects on the main idea, characters, events, setting, and plot. (5W 3-5: PO1, PO2)</p> <p>* On-grade 5<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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**ELL III (Correlates to Grades 3-5)**

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>The student will:</p> <p><b><u>Functional</u></b>  <b>5.</b> Write letters such as friendly letters and thank-you notes that are organized and understandable.</p>	<p>The student will:</p> <p><b>5.</b> Record questions for further inquiry based on the conclusions of a scientific investigation. (s)</p> <p><b><u>Functional</u></b>  <b>6.</b> Write letters, such as thank-you notes, friendly letters, messages, and invitations that are complete with date, salutation, body, closing, and signature.</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text (e.g., <i>advertisement, paragraph</i>) that attempts to influence the reader. (3W: 3-4: PO1)</p>	<p>The student will:</p> <p><b>5.</b> Record new questions and predictions based upon the data collected in a scientific investigation. (s) (3W 3-6: PO1, PO2; 3W 3-2: PO1)</p> <p><b><u>Functional</u></b>  <b>6.</b> Write letters, such as thank-you notes, friendly letters, messages, and invitations that address audience, stated purpose, and context. (3W 3-3: PO2)</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text (e.g., <i>advertisement, paragraph</i>) that attempts to influence the reader. (3W: 3-4: PO1)</p>	<p>The student will:</p> <p><b>5.</b> Accurately record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format. (s) (m) (4W 3-6: PO1, PO2; 4W 3-2: PO1)</p> <p><b><u>Functional</u></b>  <b>6.</b> Write a variety of functional text (e.g., <i>directions, recipes, labels, graphs/tables</i>) that address audience, stated purpose, and context. (s) (m) (4W 3-3: PO1)</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text that states a clear position in support of a proposition. (4W 3-4: PO1)</p>	<p>The student will:</p> <p><b>5.</b> Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m) (5W 3-6: PO1, PO2; 5W 3-2: PO1)</p> <p><b><u>Functional</u></b>  <b>6.</b> Write a variety of functional text (e.g., <i>directions, recipes, procedures, rubrics, labels, graphs/tables</i>) that address audience, stated purpose, and context. (5W 3-3: PO1)</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text that states a clear position in support of a proposition and includes relevant evidence. (5W 3-4: PO1)</p> <p>* On-grade 5<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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**ELL III (Correlates to Grades 3-5)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>spelling</i>, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong, and consonant digraphs; regular plurals; affixes; and common homonyms.</p> <p><b>2.</b> Identify and use, with some errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns.</p> <p><b>3.</b> Identify and use, with some errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters.</p>	<p>The student will:</p> <p><b>1.</b> Recognize and use correct <i>spelling</i>, including high frequency words, word families, simple CVC words, regular plurals, and simple <b>prefixes</b> and <b>suffixes</b>.</p> <p><b>2.</b> Identify and use, with few errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns.</p> <p><b>3.</b> Identify and use, with some errors, <i>punctuation</i>, including endings of sentences; colon to punctuate time; commas to punctuate items in a series, greetings, closings of letters, and dates; and apostrophes to punctuate contractions.</p>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>spelling</i>, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, <b>diphthong</b>, and consonant <b>digraphs</b>; regular plurals; <b>affixes</b>; and common homonyms. (3W 2-6: PO7, PO8, PO9)</p> <p><b>2.</b> Identify and use, with some errors, <i>capitalization</i>, including proper nouns (e.g., <i>names, days, months</i>), titles (including book titles), and abbreviations. (3W 2-6: PO1)</p> <p><b>3.</b> Identify and use, with some errors, <i>punctuation</i>, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, and dates; quotation marks for dialogue; colons to punctuate time; and apostrophes to punctuate contractions and singular possessive. (3W 2-6: PO2-PO6)</p>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>spelling</i>, including high frequency words; word families; CVC, CCVC, and CVCC words; r-controlled words, <b>diphthong</b>, and vowel <b>digraphs</b>; irregular plurals; <b>affixes</b>; and homonyms. (4W 2-6: PO7, PO8, PO9)</p> <p><b>2.</b> Identify and use, with few errors, <i>capitalization</i>, including proper nouns (e.g., <i>names, place names, dates, holidays, languages</i>), titles (including book and poem titles), and abbreviations. (4W 2-6: PO1)</p> <p><b>3.</b> Identify and use, with few errors, <i>punctuation</i>, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words; quotation marks for dialogue and titles; colons to punctuate time; and apostrophes to punctuate contractions and singular possessives. (4W 2-6: PO2-PO6)</p>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>spelling</i>, including high frequency words, and silent e, i before e, words ending in –y, and doubling final consonant. (5W 2-6: PO7, PO8, PO9)</p> <p><b>2.</b> Identify and use, with few errors, <i>capitalization</i>, including proper nouns (e.g., <i>names, dates, holidays, languages, historical events, organizations</i>), titles (including literary titles), abbreviations, and words used as names (<i>Mother, Uncle Jim</i>). (5W 2-6: PO1)</p> <p><b>3.</b> Identify and use, with few errors, <i>punctuation</i>, including sentence endings; punctuate items in a series, greetings and closings of letters, dates, introductory words, dialogue and direct address; quotation marks for dialogue and titles; colons to punctuate time and business letter salutations; and apostrophes to punctuate contractions and singular possessives. (5W 2-6: PO2-PO6)</p> <p>* On-grade 5<sup>th</sup> grade</p>

**ELL III (Correlates to Grades 3-5)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including present, <b>past</b>, and <b>future</b> tenses.</p> <p><b>5.</b> Identify and use, with some errors, basic <i>subject-verb agreement</i> in simple sentences.</p> <p><b>6.</b> Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences.</p>	<p>The student will:</p> <p><b>4.</b> Identify and use, with some errors, <i>verb tenses</i>, including present and <b>present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</b></p> <p><b>5.</b> Identify and use consistently, with few errors, basic <i>subject-verb agreement</i> in simple sentences.</p> <p><b>6.</b> Identify and use, with few errors, nouns, verbs, and adjectives in simple sentences.</p>	<p>The student will:</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including present and <b>present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</b></p> <p><b>5.</b> Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences and, with several errors, in compound sentences. (3W 2-6: PO12)</p> <p><b>6.</b> Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences. (3W 2-6: PO11)</p>	<p>The student will:</p> <p><b>4.</b> Identify and use, with some errors, <i>verb tenses</i>, including <b>irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</b></p> <p><b>5.</b> Identify and use, with few errors, <i>subject-verb agreement</i> in simple sentences and, with some errors, in compound sentences. (4W 2-6: PO13)</p> <p><b>6.</b> Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences. (4W 2-6: PO12)</p>	<p>The student will:</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including irregular past, <b>present perfect, present perfect progressive, present real conditional, and habitual past.</b></p> <p><b>5.</b> Identify and use, with few errors, <i>subject-verb agreement</i> in simple and compound sentences. (5W 2-6: PO13)</p> <p><b>6.</b> Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences. (5W 2-6: PO12)</p> <p>* On-grade 5<sup>th</sup> grade</p>

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**ELL III (Correlates to Grades 3-5)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>7. Write complete sentences.</p>	<p>The student will:</p> <p>7. Write complete sentences and identify differences between complete and incomplete sentences.</p>	<p>The student will:</p> <p>7. Write complete sentences and make corrections to incomplete sentences.</p>	<p>The student will:</p> <p>7. Identify differences between colloquial and more formal language.</p>	<p>The student will:</p> <p>7. Move between colloquial and more formal language with some ease.</p> <p>* On-grade 5<sup>th</sup> grade</p>

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**ELL III (Correlates to Grades 3-5)**

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas through prewriting activities (e.g., <i>brainstorming, webbing, drawing, writer’s notebook, group discussion</i>).</li> <li>2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be.</li> <li>3. Use a prewriting plan to develop a draft with main idea(s).</li> <li>4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas using simple webs, maps, or lists.</li> <li>2. Determine the purpose (e.g., <i>to entertain, to inform, to communicate</i>) of a writing piece.</li> <li>3. Use a prewriting plan to develop a draft with focused main idea(s).</li> <li>4. Evaluate the draft for clarity with the assistance of a peer, checklist, or rubric, and add details to the draft to more effectively address audience and purpose.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas and maintain a record (e.g., <i>list, picture, journal, folder, notebook</i>) of writing ideas. (3W 1-1: PO1, PO5)</li> <li>2. Determine the purpose (e.g., <i>to entertain, to inform, to communicate</i>), and the intended audience of a writing piece. (3W 1-1: PO2, PO3)</li> <li>3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., <b><i>graphic organizer</i></b>) to plan writing. (3W 1-2: PO1; 3W 1-1: PO1, PO4)</li> <li>4. Apply appropriate tools (<i>resources and reference materials</i>) or strategies (e.g., <i>peer review, rubrics</i>) to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (3W 1-3: PO3, PO5, PO6, PO7; 3W 1-4: PO2, PO4)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing. (4W 1-1: PO1, PO5)</li> <li>2. Determine the purpose and the intended audience, and organize writing to reflect the audience and intended purpose. (4W 1-1: PO2, PO3)</li> <li>3. Use a prewriting plan to develop a draft with main ideas, including some organizational strategies (e.g., <b><i>graphic organizer, KWL chart, log</i></b>) to plan writing. (4W 1-2: PO1; 4W 1-1: PO4)</li> <li>4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (4W 1-3: PO3, PO5, PO6, PO7; 4W 1-4: PO2, PO4)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing. (5W 1-1: PO1, PO5)</li> <li>2. Determine the purpose and the intended audience, and organize writing to reflect the audience and purpose closely. (5W 1-1: PO2, PO3)</li> <li>3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., <b><i>graphic organizer, KWL chart, log</i></b>) to plan writing. (5W 1-2: PO1; 5W 1-1: PO4)</li> <li>4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (5W 1-3: PO3, PO5, PO6, PO7; 5W 1-4: PO2, PO4)</li> </ol> <p>* On-grade 5<sup>th</sup> grade</p>

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**ELL III (Correlates to Grades 3-5)**

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></p> <p>(continued)</p>	<p>The student will:</p>	<p>The student will:</p>	<p>The student will:</p> <p><b>5.</b> Review drafts for errors in conventions, with prompting. (3W 1-4: PO1)</p> <p><b>6.</b> Often prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (3W 1-5: PO1)</p>	<p>The student will:</p> <p><b>5.</b> Review drafts for errors in conventions without prompting. (4W 1-4: PO1)</p> <p><b>6.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (4W 1-5: PO1)</p> <p><b>7.</b> Know and understand time management strategies, when appropriate, to produce a writing product within a set time period. (4W 1-1: PO6)</p>	<p>The student will:</p> <p><b>5.</b> Review drafts for errors in conventions. (5W 1-4: PO1)</p> <p><b>6.</b> Prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (5W 1-5: PO1)</p> <p><b>7.</b> Use time management strategies, when appropriate, to produce a writing product within a set time period. (5W 1-1: PO6)</p> <p>* On-grade 5<sup>th</sup> grade</p>

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**ELL III (Correlates to Grades 3-5)**

Writing Elements	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p>	<p>The student will:</p> <p>1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss)</p> <p>a. topics and <i>ideas</i> that are broad and simplistic;</p> <p>b. marginally recognizable <i>organization</i> that shows a sense of beginning;</p> <p>c. a <i>voice</i> that shows some awareness of audience through word choice and style;</p>	<p>The student will:</p> <p>1. Use the writing process to produce text a single paragraph long in various genres (defined in the previous section) that includes (s) (ss)</p> <p>a. identifiable <i>main ideas</i>, although not defined meaningfully;</p> <p>b. recognizable <i>organization</i> with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully;</p> <p>c. a <i>voice</i> that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic;</p>	<p>The student will:</p> <p>1. Use the writing process to produce text up to two paragraphs long in various genres (defined in the previous section) that includes (s) (ss)</p> <p>a. identifiable <i>main ideas</i> that are clear and related to the topic, and uses relevant detail suited to audience and purpose;</p> <p>b. a simple <i>organization</i> that uses beginning and concluding statements with some relationship among ideas present, transitional or signal words, and appropriately placed details;</p> <p>c. a <i>voice</i> that shows a developing awareness of audience and conveys a sense of originality and sincerity;</p>	<p>The student will:</p> <p>1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss)</p> <p>a. <i>main ideas</i> that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose;</p> <p>b. an <i>organization</i> that creates a beginning that captures the readers interest, and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas;</p> <p>c. a <i>voice</i> that conveys originality, sincerity and liveliness as well as awareness of audience and purpose;</p>	<p>The student will:</p> <p>1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss)</p> <p>a. <i>main ideas</i> that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose;</p> <p>b. an <i>organization</i> that enhances the central ideas with a logical sequence, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between ideas;</p> <p>c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic;</p> <p>* On-grade 5<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

**ELL III (Correlates to Grades 3-5)**

Writing Elements	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p>d. <i>word choices</i> that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and</p> <p>e. little variation in sentence types and a significant number of awkward or rambling constructions.</p>	<p>The student will:</p> <p>d. <i>word choices</i> and descriptive phrases that are accurate, yet lack variety; and</p> <p>e. satisfactory control over simple <i>sentence structures</i>.</p>	<p>The student will:</p> <p>d. varied <i>word choices</i> that are specific, accurate, and more expressive; and</p> <p>e. good control over simple <i>sentence structures</i> with a variety of sentence beginnings and lengths that enhance the flow of the writing, with occasional attempts at more complex structures.</p> <p>(3W 2-1: PO1-PO3; 3W 2-2: PO1-PO6; 3W 2-3: PO1, PO2; 3W 2-4: PO1-PO3; 3W 2-5: PO1, PO2, PO3)</p>	<p>The student will:</p> <p>d. accurate and specific <i>word choices</i> and phrases appropriate to topic and audience, with some experimental use of figurative language that energizes writing; and</p> <p>e. variety in <i>sentence</i> beginnings, lengths, and structures to enhance the flow of the writing, with limited control of compound sentences.</p> <p>(4W 2-1: PO1-PO3; 4W 2-2: PO1-PO6; 4W 2-3: PO1, PO2; 4W 2-4: PO1-PO4; 4W 2-5: PO1-PO3)</p>	<p>The student will:</p> <p>d. varied, descriptive <i>word choices</i> and phrases that convey the intended meaning, energize the writing, and use figurative language where appropriate to purpose; and</p> <p>e. variety in <i>sentence</i> length, structure, and complexity, including simple and compound sentences that flow together and sound natural when read aloud.</p> <p>(5W 2-1: PO1-PO3; 5W 2-2: PO1, PO3, PO4, PO6; 5W 2-3: PO1-PO3; 5W 2-4: PO1-PO4; 5W 2-5: PO1-PO3)</p> <p>* On-grade 5<sup>th</sup> grade</p>

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

**ELL III (Correlates to Grades 3-5)**

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></b></p>	<p>The student will:</p> <p><b>1.</b> Consult print and multimedia resources (e.g., <i>photographs, Internet, interviews</i>) when needed to complete a class project. (s) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Accurately record observations and data from guided investigations in a field journal in his or her own words. (s) (ss)</p> <p><b>2.</b> Organize notes in a meaningful sequence. (s) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Locate information from various resources (e.g., <i>video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet</i>). (s) (ss) (3R 3-1: PO4; 3W 3-6: PO1, PO2)</p> <p><b>2.</b> Record observations and other data, and reword information into simple sentences arranged sequentially. (s) (ss) (3W 3-6: PO1, PO2; 3W 3-2: PO1, PO2)</p>	<p>The student will:</p> <p><b>1.</b> Locate and record relevant information (e.g., <i>notes, graphs, tables</i>) from a variety of research materials, using own sentences arranged logically. (s) (ss) (4R 3-1: PO4; 4W 3-6: PO1, PO2)</p> <p><b>2.</b> Record questions for further inquiry based on the conclusions of a scientific investigation. (s) (m) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Collect information and organize notes on a given topic logically from a variety of appropriate sources (e.g., <i>dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper</i>), using independent learning strategies (e.g., <b>graphic organizers</b>). (s) (ss) (5R 3-1: PO4, PO6; 5W 3-6: PO1, PO2)</p> <p><b>2.</b> Generate relevant questions for future investigations or research based on the conclusions of a scientific investigation. (s) (m) (ss)</p> <p>* On-grade 5<sup>th</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL IV (Correlates to Grades 6-8)

**Performance Conditions:** Students at this stage of proficiency can write narratives, expository essays, formal business letters, and creative passages that are up to two pages long with a focus on expository writing. They show good control of English **morphology** and the most frequently used grammatical structures. Students can express complex ideas and use a wide range of vocabulary, **idioms**, and a full range of verb tenses. They write appropriately for both informal and formal occasions.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write a narrative based on imagined or real events, observations, or memories that includes characters and plot in some detail.</p> <p><b><u>Expository</u></b> 2. Write an expository paragraph or a simple report based on research using a topic sentence.</p> <p>3. Write a book report or review that identifies the main events.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write a narrative based on imagined or real events that includes characters, setting, and well-chosen details to develop the plot.</p> <p><b><u>Expository</u></b> 2. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.</p> <p>3. Write a book report that identifies the main ideas, characters, and events.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write a narrative based on imagined or real events that includes characters, setting, and sensory details, and logical sequencing to develop the plot. (6W 3-1: PO1)</p> <p><b><u>Expository</u></b> 2. Write expository essays and informational reports based on research that frame a key question about an issue and include facts and details that illuminate the main ideas. (5W 3-2: PO2, PO3; 6W 1-1: PO4; 6W 3-6: PO2)</p> <p>3. Write a book report that reflects on the main idea, characters, events, setting, and plot. (6W 3-5: PO1)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write a narrative that includes an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate. (7W 3-1: PO1)</p> <p><b><u>Expository</u></b> 2. Write a process essay that includes a thesis statement, supporting details, as well as proper introductory, body, and concluding paragraphs. (7W 3-2: PO3)</p> <p>3. Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge. (7W 3-5: PO1)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write in a variety of expressive forms (<i>poetry, skit</i>) true to form that include, as appropriate, figurative language, rhythm, dialogue, characterization, and plot. (8W 3-1: PO1, PO2)</p> <p><b><u>Expository</u></b> 2. Write a summary based on information gathered that includes a topic sentence, supporting details, and relevant information. (8W 3-2: PO2)</p> <p>3. Write a response to literature that organizes the interpretation around several clear ideas and supports the interpretation with textual evidence. (8W 3-5: PO1)</p> <p>* On-grade 8<sup>h</sup> grade</p>

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**ELL IV (Correlates to Grades 6-8)**

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>4.</b> Record new questions and predictions based upon the data collected in a scientific investigation. (s)</p> <p><b>Functional</b></p> <p><b>5.</b> Write letters, such as thank-you notes, friendly letters, and messages and invitations that address the audience, stated purpose, and context.</p>	<p>The student will:</p> <p><b>4.</b> Accurately record data that students collect (e.g., <i>facts they learn or procedures they conduct</i>) in an organized and appropriate format. (s) (m)</p> <p><b>Functional</b></p> <p><b>5.</b> Write a variety of functional text (e.g., <i>directions, recipes, labels, graphs/tables</i>) that address the audience, stated purpose, and context. (s) (m)</p>	<p>The student will:</p> <p><b>4.</b> Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>) (s) (m) (6W 3-2: PO1)</p> <p><b>Functional</b></p> <p><b>5.</b> Write a variety of functional text (e.g., <i>directions, recipes, procedures, rubrics, labels, graphs/tables</i>) that address the audience, stated purpose, and context. (s) (m) (6W 3-3: PO1)</p>	<p>The student will:</p> <p><b>4.</b> Write scientific documents that include</p> <ul style="list-style-type: none"> <li>• simple, understandable language,</li> <li>• words that are defined,</li> <li>• procedures that are broken into enough steps, and</li> <li>• transitional words that help readers follow the sequence, organization, and detail suitable to reader's purpose. (s)</li> </ul> <p><b>5.</b> Compare and contrast symbols or procedures student used in native country to read and solve equations or problems with those used in the US (e.g., <i>use of a comma rather than a decimal point</i>). (m)</p> <p><b>Functional</b></p> <p><b>6.</b> Write a business letter that presents information purposefully and follows a conventional format (e.g., <i>block, modified block, e-mail</i>). (7W 3-3: PO3, PO4)</p>	<p>The student will:</p> <p><b>4.</b> Write scientific documents that include</p> <ul style="list-style-type: none"> <li>• step-by-step instructions;</li> <li>• accurate information;</li> <li>• specific wording;</li> <li>• formatting techniques, such as heading and sub headings to make it easier for the reader to follow; and</li> <li>• relevant information and excludes unnecessary information. (s)</li> </ul> <p><b>5.</b> Create or restate in words or sentences the relation between the symbols in an equation and the symbols being modeled. (m)</p> <p><b>Functional</b></p> <p><b>6.</b> Write a formal letter that presents information purposefully and succinctly and follows a conventional business letter format, including proper addressing of an envelope. (8W 3-3: PO3, PO4)</p> <p>* On-grade 8<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona's Academic Standards are found in the *Correlation Guide for Writing*.



**ELL IV (Correlates to Grades 6-8)**

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b><u>Persuasive</u></b></p> <p><b>6.</b> Write persuasive text (e.g., <i>advertisement, paragraph</i>) that attempts to influence the reader.</p>	<p>The student will:</p> <p><b><u>Persuasive</u></b></p> <p><b>6.</b> Write persuasive text that states a clear position in support of a proposition.</p>	<p>The student will:</p> <p><b><u>Persuasive</u></b></p> <p><b>6.</b> Write persuasive text that states a clear position in support of a proposition and includes relevant evidence. (6W 3-4: PO1)</p>	<p>The student will:</p> <p><b><u>Persuasive</u></b></p> <p><b>7.</b> Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, and excludes irrelevant information. (7W 3-4: PO1)</p>	<p>The student will:</p> <p><b><u>Persuasive</u></b></p> <p><b>7.</b> Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, excludes irrelevant information, includes persuasive techniques, and attributes sources of information as needed. (8W 3-4: PO1)</p> <p>* On-grade 8<sup>h</sup> grade</p>

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## ELL IV (Correlates to Grades 6-8)

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>, including proper nouns (e.g., <i>names, place names, dates, holidays, languages</i>), titles (including book and poem titles), and abbreviations.</p> <p><b>2.</b> Identify and use, with some errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• sentence endings;</li> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words;</li> <li>• quotation marks for dialogue and titles;</li> <li>• colons to punctuate time; and</li> <li>• apostrophes to punctuate contractions and singular possessives.</li> </ul>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>, including proper nouns (e.g., <i>names, dates, holidays, languages, historical events, organizations</i>), titles (including literary titles), abbreviations, and words uses as names (e.g., <i>Grandpa</i>).</p> <p><b>2.</b> Identify and use, with few errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• sentence endings;</li> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words;</li> <li>• quotation marks for dialogue and titles;</li> <li>• colons to punctuate time and business letters; and</li> <li>• apostrophes to punctuate contractions and singular possessives.</li> </ul>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>, including proper nouns (e.g., <i>product names, academic courses, place, and regional names</i>), titles, and proper adjectives (<i>German Shepherd</i>). (6W 2-6: PO1)</p> <p><b>2.</b> Identify and use, with some errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences;</li> <li>• quotation marks for dialogue, titles, and exact words from sources;</li> <li>• colons to punctuate time and business letters; and</li> <li>• apostrophes to punctuate contractions and singular possessives. (6W 2-6: PO2-PO6)</li> </ul>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>. (7W 2-6: PO1)</p> <p><b>2.</b> Identify and use, with some errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue;</li> <li>• quotation marks for dialogue, titles, and exact words from sources;</li> <li>• colons to punctuate time and business letters;</li> <li>• apostrophes to punctuate contractions and singular and plural possessives; and</li> <li>• italics and underlining to indicate titles. (7W 2-6: PO2-PO6)</li> </ul>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>. (8W 2-6: PO1)</p> <p><b>2.</b> Identify and use, with few errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue;</li> <li>• quotation marks for dialogue, titles, and exact words from sources;</li> <li>• colons to punctuate time and business letters;</li> <li>• semi-colons to punctuate compound and compound-complex sentences;</li> <li>• apostrophes to punctuate contractions and singular and plural possessives; and</li> <li>• italics and underlining to indicate titles. (8W 2-6: PO2-PO6)</li> </ul> <p>* On-grade 8<sup>h</sup> grade</p>

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**ELL IV (Correlates to Grades 6-8)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>3.</b> Identify and use correct <i>spelling</i>, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, <b>diphthong</b> and vowel <b>digraphs</b>; irregular plurals; <b>affixes</b>, and homonyms.</p> <p><b>4.</b> Identify and use, with some errors, <i>verb tenses</i>, including present and <b>present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</b></p> <p><b>5.</b> Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.</p>	<p>The student will:</p> <p><b>3.</b> Identify and use correct <i>spelling</i>, including high frequency words; silent e, i before e, words ending in -y, and doubling final consonant.</p> <p><b>4.</b> Identify and use, with some errors, <i>verb tenses</i>, including <b>irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</b></p> <p><b>5.</b> Identify and use, with few errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.</p>	<p>The student will:</p> <p><b>3.</b> Use common spelling pattern and generalizations to spell words correctly. (6W 2-6: PO7, PO8)</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including <b>irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</b></p> <p><b>5.</b> Identify and use, with some errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences. (6W 2-6: PO12)</p>	<p>The student will:</p> <p><b>3.</b> <i>Spell</i> correctly. (7W 2-6: PO7, PO8)</p> <p><b>4.</b> Identify and use, with some errors, <i>verb tenses</i>, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.</b></p> <p><b>5.</b> Identify and use, with some errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences. (7W 2-6: PO12)</p>	<p>The student will:</p> <p><b>3.</b> <i>Spell</i> correctly. (8W 2-6: PO7, PO8)</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.</b></p> <p><b>5.</b> Identify and use, with few errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences. (8W 2-6: PO12)</p> <p>* On-grade 8<sup>h</sup> grade</p>

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**ELL IV (Correlates to Grades 6-8)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>6.</b> Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences and, with several errors, in compound sentences.</p>	<p>The student will:</p> <p><b>6.</b> Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences and, with some errors, in compound sentences.</p>	<p>The student will:</p> <p><b>6.</b> Identify and use, with few errors, <i>subject-verb agreement</i> in simple and compound sentences. (6W 2-6: PO13)</p> <p><b>7.</b> Use paragraph breaks correctly to indicate an organizational structure some of the time. (6W 2-6: PO11)</p>	<p>The student will:</p> <p><b>6.</b> Use <i>subject-verb agreement</i> in compound sentences and employ, with few errors, proper word order in sentences. (7W 2-6: PO13)</p> <p><b>7.</b> Use paragraph breaks correctly to indicate an organizational structure some of the time. (7W 2-6: PO11)</p>	<p>The student will:</p> <p><b>6.</b> Use <i>subject-verb agreement</i> in compound and complex sentences and employ, with few errors, proper word order. (8W 2-6: PO13)</p> <p><b>7.</b> Use paragraph breaks correctly to indicate an organizational structure. (8W 2-6: PO11)</p> <p>* On-grade 8<sup>h</sup> grade</p>

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**ELL IV (Correlates to Grades 6-8)**

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate ideas and maintain a record (e.g., <i>list, picture, journal, folder, notebook</i>) of writing ideas.</li> <li>2. Determine the purpose (e.g., <i>to entertain, to inform, to communicate</i>), and the intended audience of a writing piece.</li> <li>3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., <b>graphic organizer</b>) to plan writing.</li> <li>4. Know and understand time-management strategies to produce a writing product within a set time period.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record.</li> <li>2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect the purpose and audience.</li> <li>3. Use a prewriting plan to develop a draft with main ideas, including some organizational strategies (e.g., <b>graphic organizer, KWL chart, log</b>) to plan writing.</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record. (6W 1-1: PO1, PO6)</li> <li>2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience. (6W 1-1: PO2, PO3)</li> <li>3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., <b>graphic organizer, KWL chart, log</b>) to plan writing. (6W 1-2: PO1; 6W 1-1: PO5)</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. (6W 1-1: PO7)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record. (7W 1-1: PO1, PO6)</li> <li>2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience. (7W 1-1: PO2, PO3)</li> <li>3. Use a wide variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid</i>) to plan writing. (7W 1-2: PO1; 7W 1-1: PO5)</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. (7W 1-1: PO7)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record. (8W 1-1: PO1, PO6)</li> <li>2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience. (8W 1-1: PO2, PO3)</li> <li>3. Use a wide variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid</i>) to plan writing. (8W 1-2: PO1; 8W 1-1: PO5)</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. (8W 1-1: PO7)</li> </ol> <p>* On-grade 8<sup>h</sup> grade</p>

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

**ELL IV (Correlates to Grades 6-8)**

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p><b>6.</b> Sometimes prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose.</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p><b>6.</b> Often prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose.</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (6W 1-3: PO1, PO4-PO8)</p> <p><b>6.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (6W 1-5: PO1)</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (7W 1-3: PO1, PO4-PO8)</p> <p><b>6.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (7W 1-5: PO1)</p> <p><b>7.</b> Sometimes delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. (7W 1-3: PO3)</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (8W 1-3: PO1, PO4-PO8)</p> <p><b>6.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (8W 1-5: PO1)</p> <p><b>7.</b> Often delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. (8W 1-3: PO3)</p> <p>* On-grade 8<sup>h</sup> grade</p>

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**ELL IV (Correlates to Grades 6-8)**

Writing Elements	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss)               <ol style="list-style-type: none"> <li>a. topics and <i>ideas</i> that are broad and simplistic,</li> <li>b. marginally recognizable <i>organization</i> that show a sense of beginning,</li> <li>c. a <i>voice</i> that shows some awareness of audience through word choice and style,</li> </ol> </li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use the writing process to produce a single paragraph in various genres (defined in the previous section) that includes (s) (ss)               <ol style="list-style-type: none"> <li>a. identifiable <i>main ideas</i> although not defined meaningfully;</li> <li>b. recognizable <i>organization</i> with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully;</li> <li>c. a <i>voice</i> that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic;</li> </ol> </li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use the writing process to produce up to three paragraphs in various genres (defined in the previous section) that include (s) (ss)               <ol style="list-style-type: none"> <li>a. identifiable <i>main ideas</i> that are clear and related to the topic, use sufficient relevant detail suited to audience and purpose to support those ideas;</li> <li>b. an <i>organization</i> that develops a strong beginning or introduction that engages the reader with some relationship among ideas present, and uses transitional or signal words and appropriately placed details;</li> <li>c. a <i>voice</i> that shows a developing awareness of audience and conveys a sense of originality and sincerity;</li> </ol> </li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use the writing process to produce to four paragraphs in various genres (defined in the previous section) that include (s) (ss)               <ol style="list-style-type: none"> <li>a. <i>main ideas</i> that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, and are well-suited to audience and purpose;</li> <li>b. an <i>organization</i> that creates a beginning that captures the reader’s interest and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas;</li> <li>c. a <i>voice</i> that conveys originality, sincerity, and liveliness as well an awareness of audience and purpose, and an appropriate connection with, or distance from, the audience;</li> </ol> </li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Use the writing process to produce up to four paragraphs in various genres (defined in the previous section) that include (s) (ss)               <ol style="list-style-type: none"> <li>a. <i>main ideas</i> that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose;</li> <li>b. an <i>organization</i> that enhances the central ideas with a logical organizing principle, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (sentences, paragraphs, ideas);</li> <li>c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic (e.g., formal, informal, academic discourse);</li> </ol> </li> </ol> <p>* On-grade 8<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

**ELL IV (Correlates to Grades 6-8)**

Writing Elements	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>d. <i>word choices</i> that are nonspecific and limited so at times it is hard to understand what the writer is trying to say, and</p> <p>e. little variation in sentence types and a significant number of awkward or rambling constructions.</p>	<p>The student will:</p> <p>d. <i>word choices</i> and descriptive phrases that are accurate, yet lack variety; and</p> <p>e. satisfactory control over simple <i>sentence structures</i>.</p>	<p>The student will:</p> <p>d. varied <i>word choices</i> that are specific, accurate, and powerful in a manner that effectively conveys the intended message; and</p> <p>e. good control over simple and compound <i>sentence structures</i> with a variety of sentence beginnings and lengths that enhance the flow of the writing, with occasional attempts at more complex structures.</p> <p>(6W 2-1: PO1-PO3; 6W 2-2: PO1-PO4; 6W 2-3: PO1-PO4; 6W 2-4: PO1, PO3; 6W 2-5: PO1-PO3)</p>	<p>The student will:</p> <p>d. accurate and specific <i>word choices</i> and phrases appropriate to topic, audience, and style of writing, with some experimental use of figurative language that energizes the writing; and</p> <p>e. variety in <i>sentence</i> beginnings, lengths, and structures to enhance the flow of the writing with sound control of simple and compound sentence structures and some control over complex sentences.</p> <p>(7W 2-1: PO1-PO4; 7W 2-2: PO1-PO6; 7W 2-3: PO1-PO4; 7W 2-4: PO1-PO4; 7W 2-5: PO1-PO3)</p>	<p>The student will:</p> <p>d. original, varied, and natural <i>word choices</i> and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and</p> <p>e. variety in <i>sentence</i> length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud.</p> <p>(8W 2-1: PO1-PO4; 8W 2-2: PO1-PO6; 8W 2-3: PO1-PO4; 8W 2-4: PO1-PO4; 8W 2-5: PO1-PO4)</p> <p>* On-grade 8<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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**ELL IV (Correlates to Grades 6-8)**

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></b></p>	<p>The student will:</p> <p><b>1.</b> Locate information from various resources (e.g., <i>video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet</i>). (s) (ss)</p> <p><b>2.</b> Record observations and other data; reword information into simple sentences arranged sequentially. (s)</p> <p><b>3.</b> List resources used by title. (s) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Locate and record relevant information (e.g., <i>notes, graphs, tables</i>) from a variety of research materials, using own sentences arranged logically. (s) (ss)</p> <p><b>2.</b> Record questions for further inquiry based on the conclusions of a scientific investigation. (s)</p> <p><b>3.</b> List resources used by author and title. (s) (ss)</p>	<p>The student will:</p> <p><b>1.</b> Collect information and logically organize notes on a given topic from a variety of appropriate sources (e.g., <i>dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper</i>), using independent learning strategies (e.g., <b>graphic organizers</b>). (s) (ss) (6W 3-6: PO1)</p> <p><b>2.</b> Record new questions and predictions based upon the data collected in a scientific investigation. (s) (6W 3-2: PO1)</p> <p><b>3.</b> List resources using a consistent format. (s) (ss) (6W 3-6: PO2)</p>	<p>The student will:</p> <p><b>1.</b> Research information on academic topics using a broad range of reference materials (e.g., <i>informational trade books, multimedia sources</i>) and record relevant information from multiple sources in own words using independent learning strategies (e.g., <b>graphic organizers</b>). (s) (ss) (7R 3-1: PO5, PO6, PO8; 7W 3-6: PO1)</p> <p><b>2.</b> Record reflections and questions around a controlling idea researched (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m) (7W 3-2: PO1)</p> <p><b>3.</b> List resources using a consistent format and quote information, supplying citations. (s) (ss) (7W 3-6: PO2)</p>	<p>The student will:</p> <p><b>1.</b> Locate specific information by using various organizational and graphic features of text (e.g., <i>table of contents, headings, captions, italics, glossaries, indices, key and/or guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables</i>), and organize the notes in meaningful sequence. (s) (ss) (8R 3-1: PO5, PO7, PO8; 8W 3-6: PO1)</p> <p><b>2.</b> Accurately record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>) (s) (ss) (8W 3-2: PO1)</p> <p><b>3.</b> Quote or paraphrase information sources, supplying citations. (s) (ss) (8W 3-6: PO1, PO2)</p> <p>* On-grade 8<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

## ELL IV (Correlates to Grades 6-8)

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></b></p> <p>(continued)</p>	The student will:	The student will:	<p>The student will:</p> <p><b>4.</b> Paraphrase information from at least one source (e.g., <i>Internet, reference materials</i>). (s) (ss) (6W 3-6: PO1)</p> <p><b>5.</b> Produce group interactive reports, including:</p> <ul style="list-style-type: none"> <li>• understanding the purpose of the project,</li> <li>• selecting a recorder, and</li> <li>• assigning other roles.</li> </ul>	<p>The student will:</p> <p><b>4.</b> Paraphrase information from a variety of sources using independent learning strategies (e.g., <i>graphic organizers</i>). (s) (ss) (7W 3-6: PO1)</p> <p><b>5.</b> Produce group interactive reports, including:</p> <ul style="list-style-type: none"> <li>• understanding the purpose of the project,</li> <li>• selecting a recorder,</li> <li>• assigning other roles, and</li> <li>• coming to consensus. (s)</li> </ul>	<p>The student will:</p> <p><b>4.</b> Paraphrase and integrate information from a variety of sources, distinguishing between relevant and/or extraneous information. (s) (ss) (8W 3-6: PO1)</p> <p><b>5.</b> Produce group interactive reports, including:</p> <ul style="list-style-type: none"> <li>• reviewing the purpose of the product,</li> <li>• assigning roles,</li> <li>• locating essential information,</li> <li>• coherently summarizing information, and</li> <li>• setting and meeting deadlines. (s)</li> </ul> <p>* On-grade 8<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL V (Correlates to Grades 9-12)

**Performance Conditions:** Students at this stage of proficiency write varied multi-paragraph essays, up to 10 pages, that may be of a specialized or technical nature. They are approaching fluency in writing in the content areas and begin to use the subtleties of written language although they may make errors. Student write appropriately for both informal and more formal writing in all genres, including writing letters of application.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write a narrative based on imagined or real events that includes characters, setting, and sensory details, and logical sequencing to develop an engaging plot.</p> <p><b><u>Expository</u></b> 2. Write expository essays and informational reports based on research that frame a key question about an issue and include facts and details that illuminate the main ideas.</p> <p>3. Write a book report that reflects on the main idea, characters, events, setting, and plot.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write a narrative that includes an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate.</p> <p><b><u>Expository</u></b> 2. Write a process essay that includes a thesis statement, supporting details, as well as proper introductory, body, and concluding paragraphs.</p> <p>3. Write a response to literature that relates own ideas to supporting details in a clear and logical manner.</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write in a variety of expressive forms (<i>poetry, skit</i>) true to type that include as appropriate figurative language, rhythm, dialogue, characterization, and plot. (8W 3-1: PO2)</p> <p><b><u>Expository</u></b> 2. Write a summary based on information gathered that includes a topic sentence, supporting details, and relevant information. (8W 3-2: PO2)</p> <p>3. Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge. (8W 3-5: PO1)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write a personal narrative that describes a sequence of events, sets scenes and incidents in specific times and places, includes specific details, and uses figurative language. (10W 3-1: PO1)</p> <p><b><u>Expository</u></b> 2. Write a multi-paragraph essay that establishes a thesis, includes supportive evidence, communicates information and ideas from primary and/or secondary sources, and includes an effective conclusion. (11W 3-2: PO1)</p> <p>3. Write a response to literature that organizes the interpretation around several clear ideas and supports the interpretation with textual evidence. (10W 3-5: PO1)</p>	<p>The student will:</p> <p><b><u>Narrative</u></b> 1. Write in a variety of expressive forms (<i>poetry, short story</i>) true to type that use voice and style appropriate to audience and purpose; organize ideas in writing to ensure coherence, logical progression, and support; and employ various literary devices. (12W 3-1: PO1)</p> <p><b><u>Expository</u></b> 2. Write a multi-paragraph essay that establishes a thesis, includes supportive evidence and relevant factors, communicates information and ideas from primary and/or secondary sources, includes an effective conclusion, and attributes sources of information as appropriate. (12W 3-2: PO1)</p> <p>3. Write a response to literature that explains the theme and the use of literary elements. (12W 3-5: PO1)</p> <p>* On-grade 12<sup>h</sup> grade</p>

**ELL V (Correlates to Grades 9-12)**

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>4.</b> Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today’s reading? How can I use what I have learned in my everyday life?</i>) (s) (m)</p>	<p>The student will:</p> <p><b>4.</b> Write scientific documents that include</p> <ul style="list-style-type: none"> <li>• simple, understandable language;</li> <li>• words that are defined;</li> <li>• procedures that are broken into enough steps; and</li> <li>• transitional words that help readers follow the sequence, organization and detail suitable to reader’s purpose. (s)</li> </ul> <p><b>5.</b> Compare and contrast mathematical symbols or procedures student used in native country to read and solve equations or problems with those used in the US (e.g., <i>use of a comma rather than a decimal point</i>). (m)</p>	<p>The student will:</p> <p><b>4.</b> Write scientific documents that include</p> <ul style="list-style-type: none"> <li>• step-by-step instructions;</li> <li>• accurate information;</li> <li>• specific wording;</li> <li>• formatting techniques, such as heading and sub headings to make it easier for the reader to follow; and</li> <li>• relevant information and excludes unnecessary information. (s)</li> </ul> <p><b>5.</b> Create or state in words or sentences the relation between the mathematical symbols in an equation and the symbols being modeled. (m)</p>	<p>The student will:</p> <p><b>4.</b> Write scientific documents that include</p> <ul style="list-style-type: none"> <li>• clear questions, predictions, or hypotheses;</li> <li>• precise wording to describe procedures, observations, and conclusions;</li> <li>• a variety of formatting techniques to make it easier for the reader to follow; and</li> <li>• additional information and guidance to handle reader’s problems or possible mistakes. (s)</li> </ul> <p><b>5.</b> Know and model strategies for representing mathematical and scientific ideas in a variety of modes (e.g., <i>literal, symbolic, graphic</i>), including restating symbolic representations (e.g., <i>numerals, equations, graphs</i>) in words or sentences. (s) (m)</p>	<p>The student will:</p> <p><b>4.</b> Write scientific procedures and lab reports that structure ideas and arguments in a sustained and logical fashion, including positions that are defended with precise and relevant evidence and specific rhetorical devices to back up assertions (e.g., <i>via an appeal to logic through reasoning; via an appeal to emotion or ethical belief</i>). (s)</p> <p><b>5.</b> Create inductive and deductive arguments concerning geometric ideas and relationships.</p> <p>* On-grade 12<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

\* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide for Writing*.

**ELL V (Correlates to Grades 9-12)**

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b><u>Functional</u></b>  <b>5.</b> Write a formal letter in a conventional business letter format and properly address an envelope.</p> <p><b><u>Persuasive</u></b>  <b>6.</b> Write persuasive text that states a clear position in support of a proposition, and includes relevant evidence.</p>	<p>The student will:</p> <p><b><u>Functional</u></b>  <b>6.</b> Write a purposeful business letter in a conventional format (e.g., <i>block, modified block, e-mail</i>).</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, and excludes irrelevant information.</p>	<p>The student will:</p> <p><b><u>Functional</u></b>  <b>6.</b> Write a purposeful and succinct formal letter in a conventional business letter format, and properly address an envelope.            (8W 3-3: PO4; PO5)</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, excludes irrelevant information, includes persuasive techniques, and attributes sources of information as needed.            (8W 3-4: PO1)</p>	<p>The student will:</p> <p><b><u>Functional</u></b>  <b>6.</b> Write a purposeful and succinct memo that meets the needs of the intended audience. (10W 3-3: PO1)</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text that establishes a controlling idea, structures ideas, presents detailed evidence, and addresses the reader’s concern.            (10W 3-4: PO1)</p>	<p>The student will:</p> <p><b><u>Functional</u></b>  <b>6.</b> Write a purposeful and succinct work-related document in a conventional format (e.g., <i>application, minutes, memo, cover letter</i>). (12W 3-3: PO1)</p> <p><b><u>Persuasive</u></b>  <b>7.</b> Write persuasive text that states a position or makes a claim, structures ideas, presents detailed evidence, and acknowledges and refutes opposing arguments.            (12W 3-4: PO1)</p> <p>* On-grade 12<sup>h</sup> grade</p>

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**ELL V (Correlates to Grades 9-12)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>, including proper nouns (e.g., <i>product names, academic courses, place and regional names</i>), titles, and proper adjectives.</p> <p><b>2.</b> Identify and use, with some errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences;</li> <li>• quotation marks for dialogue, titles, and exact words from sources;</li> <li>• colons to punctuate time and business letters; and</li> <li>• apostrophes to punctuate contractions and singular possessives.</li> </ul>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>.</p> <p><b>2.</b> Identify and use, with some errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue;</li> <li>• quotation marks for dialogue, titles, and exact words from sources;</li> <li>• colons to punctuate time and business letters;</li> <li>• apostrophes to punctuate contractions and singular and plural possessives; and</li> <li>• italics and underlining to indicate titles.</li> </ul>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>. (8W 2-6: PO1)</p> <p><b>2.</b> Identify and use, with few errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> <li>• commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue;</li> <li>• quotation marks for dialogue, titles, and exact words from sources;</li> <li>• colons to punctuate time and business letters;</li> <li>• semi-colons to punctuate compound and compound-complex sentences;</li> <li>• apostrophes to punctuate contractions and singular and plural possessives; and</li> <li>• italics and underlining to indicate titles. (8W 2-6: PO2-PO6)</li> </ul>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>. (10W 2-6: PO1)</p> <p><b>2.</b> Identify and use, with few error, <i>punctuation</i>, including commas, quotation marks, colons (<i>time, business letters, sentences introducing lists</i>), semi-colons, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets. (10W 2-6: PO2-PO8)</p>	<p>The student will:</p> <p><b>1.</b> Identify and use correct <i>capitalization</i>. (12W 2-6: PO1)</p> <p><b>2.</b> Identify and use, with few to no errors, <i>punctuation</i>, including commas, quotation marks, colons (<i>time, business letters, sentences introducing lists</i>), semi-colons, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets. (12W 2-6: PO2-PO8)</p> <p>* On-grade 12<sup>h</sup> grade</p>

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**ELL V (Correlates to Grades 9-12)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>3.</b> Use common spelling patterns and generalizations to spell words correctly.</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including <b>irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</b></p> <p><b>5.</b> Identify and use, with some errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.</p> <p><b>6.</b> Use paragraph breaks correctly to indicate an organizational structure some of the time.</p>	<p>The student will:</p> <p><b>3.</b> <i>Spell</i> correctly.</p> <p><b>4.</b> Identify and use, with some errors, <i>verb tenses</i>, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal</b> verbs.</p> <p><b>5.</b> Identify and use, with some errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.</p> <p><b>6.</b> Use paragraph breaks correctly to indicate an organizational structure most of the time.</p>	<p>The student will:</p> <p><b>3.</b> <i>Spell</i> correctly. (8W 2-6: PO7, PO8, PO10)</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including <b>past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal</b> verbs.</p> <p><b>5.</b> Identify and use, with few errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences. (8W 2-6: PO12)</p> <p><b>6.</b> Use <b>transitional devices</b> and paragraph breaks to reinforce the organizational structure. (8W 2-2: PO4; 8W 2-6: PO11)</p>	<p>The student will:</p> <p><b>3.</b> <i>Spell</i> correctly. (10W 2-6: PO9)</p> <p><b>4.</b> Identify and use, with some errors, <i>verb tenses</i>, including <b>past perfect progressive, past unreal conditional</b>, and modals in past tense.</p> <p><b>5.</b> Demonstrate control of grammar and usage in writing, with few errors, including subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite), and modifier placement. (10W 2-6: PO11)</p> <p><b>6.</b> Use <b>transitional devices</b> and paragraph breaks, with some errors, to reinforce the organizational structure, varied sentence structures, with phrases and clauses, and the <b>active voice</b>. (10W 2-2: PO4; 10W 2-6: PO10)</p>	<p>The student will:</p> <p><b>3.</b> <i>Spell</i> correctly. (12W 2-6: PO9)</p> <p><b>4.</b> Identify and use, with few errors, <i>verb tenses</i>, including <b>past perfect progressive, past unreal conditional</b>, and modals in past tense.</p> <p><b>5.</b> Demonstrate control of grammar and usage in writing, with few errors, including subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite, demonstrative interrogative, reflexive forms), modifier placement, and parallel structure. (12W 2-6: PO11)</p> <p><b>6.</b> Use <b>transitional devices</b> and paragraph breaks, with few errors, to reinforce the organizational structure, varied sentence structures, with phrases and clauses, and the <b>active voice</b>. (12W 2-2: PO4; 12W 2-6: PO10)</p> <p>* On-grade 12<sup>h</sup> grade</p>

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**ELL V (Correlates to Grades 9-12)**

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will identify and apply conventions of standard English in his or her communications.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p>7. Identify and use, with few errors, <i>subject-verb agreement</i>, in simple and compound sentences.</p>	<p>The student will:</p> <p>7. Use <i>subject-verb agreement</i> in compound sentences and employ, with few errors, proper word order in sentences.</p>	<p>The student will:</p> <p>7. Use <i>subject-verb agreement</i> in compound and complex sentences and employ, with few errors, proper word order. (8W 2-6: PO13)</p>	<p>The student will:</p> <p>7. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized style manual). (10W 2-6: PO12)</p>	<p>The student will:</p> <p>7. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized style manual). (12W 2-6: PO12)</p> <p>* On-grade 12<sup>h</sup> grade</p>

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**ELL V (Correlates to Grades 9-12)**

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></b></p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record.</li> <li>2. Determine the purpose and the intended audience of a writing piece.</li> <li>3. Use many organizational strategies (e.g., <b>graphic organizer</b>, <b>KWL chart</b>, log) to plan writing.</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record.</li> <li>2. Determine the purpose and the intended audience of a writing piece.</li> <li>3. Use a wide variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid</i>) to plan writing.</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record. (8W 1-1: PO1, PO6)</li> <li>2. Determine the purpose and the intended audience of a writing piece. (8W 1-1: PO2, PO3)</li> <li>3. Use a wide variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid</i>) to plan writing. (8W 1-2: PO1; 8W 1-1: PO5)</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. (8W 1-1: PO7)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record. (10W 1-1: PO1, PO6)</li> <li>2. Determine the purpose and the intended audience of a writing piece, and establish a controlling idea appropriate to the type of writing. (10W 1-1: PO2-PO4)</li> <li>3. Use a wide variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid</i>) to plan writing, and establish a recognizable controlling idea appropriate to the type of writing. (12W 1-1: PO4, PO5)</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. (10W 1-1: PO7)</li> </ol>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Generate and organize ideas for writing and maintain a record. (12W 1-1: PO1, PO6)</li> <li>2. Determine the purpose and the intended audience of a writing piece, and establish a controlling idea appropriate to the type of writing. (12W 1-1: PO2-PO4)</li> <li>3. Use a wide variety of organizational strategies (e.g., <i>outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid</i>) to plan writing, and establish a focused controlling idea appropriate to the type of writing. (12W 1-1: PO4, PO5)</li> <li>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. (12W 1-1: PO7)</li> </ol> <p>* On-grade 12<sup>h</sup> grade</p>

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**ELL V (Correlates to Grades 9-12)**

Writing Process	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></b></p> <p>(continued)</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p><b>6.</b> Occasionally delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p><b>7.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose.</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p><b>6.</b> Sometimes delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p><b>7.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose.</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (8W 1-3: PO1, PO4-PO8)</p> <p><b>6.</b> Often delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. (8W 1-3: PO3)</p> <p><b>7.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (8W 1-5: PO1)</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (10W 1-3: PO1, PO4-PO8)</p> <p><b>6.</b> Consistently delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. (10W 1-3: PO3)</p> <p><b>7.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (10W 1-5: PO1)</p>	<p>The student will:</p> <p><b>5.</b> Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. (12W 1-3: PO1, PO4-PO8)</p> <p><b>6.</b> Consistently delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. (12W 1-3: PO3)</p> <p><b>7.</b> Consistently prepare writing in a format (e.g., <i>oral presentation, manuscript, multimedia</i>) appropriate to audience and purpose. (12W 1-5: PO1)</p> <p>* On-grade 12<sup>h</sup> grade</p>

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**ELL V (Correlates to Grades 9-12)**

Writing Elements	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p>	<p>The student will:</p> <p><b>1.</b> Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s)</p> <p>a. identifiable <i>main ideas</i> that are moderately clear and related to the topic and use relevant detail suited to audience and purpose to support those ideas;</p> <p>b. an <i>organization</i> that includes a recognizable organization, some relationship among ideas, use of transitional or signal words, and appropriately placed details;</p> <p>c. a <i>voice</i> that demonstrates awareness of audience, yet some elements may be unevenly developed;</p>	<p>The student will:</p> <p><b>1.</b> Use the writing process to produce text up to four paragraphs long in various genres (defined in the previous section) that includes (s)</p> <p>a. <i>main ideas</i> that are clear and contain relevant supporting details that develop a sufficient explanation or exploration of the topic so the reader knows where the writer is headed;</p> <p>b. an <i>organization</i> that creates a beginning that captures the reader’s interest and an ending that provides a sense of resolution, demonstrates some logic in sequencing, and creates some transitions between ideas;</p> <p>c. a <i>voice</i> that conveys sincerity as well as awareness of audience and purpose;</p>	<p>The student will:</p> <p><b>1.</b> Use the writing process to produce text up to four paragraphs long in various genres (defined in the previous section) that includes (s) (ss)</p> <p>a. <i>main ideas</i> that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose;</p> <p>b. an <i>organization</i> that enhances the central ideas with a logical organizing principle, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (<i>sentences, paragraphs, ideas</i>);</p> <p>c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic (e.g., <i>formal, informal, academic discourse</i>);</p>	<p>The student will:</p> <p><b>1.</b> Use the writing process to produce text up to five paragraphs long in various genres (defined in the previous section) that includes (s)</p> <p>a. <i>main ideas</i> that maintain a clear, narrow focus to support the topic; contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose;</p> <p>b. an <i>organization</i> that enhances the central ideas with a logical organizing principle (<i>topical, chronological, spatial</i>), constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (<i>sentences, paragraphs, ideas</i>);</p> <p>c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic (e.g., <i>formal, informal, academic discourse</i>);</p>	<p>The student will:</p> <p><b>1.</b> Use the writing process to produce text up to five paragraphs long in various genres (defined in the previous section) that includes (s)</p> <p>a. clear and focused <i>ideas</i> that are well-supported with ample and carefully selected details and develop a thorough, balanced explanation or exploration of the topic, show original perspective and insights, and are well-suited to audience and purpose;</p> <p>b. a clear and coherent <i>organization</i> that showcases the central ideas and contains thoughtful and effective transitions among all elements;</p> <p>c. a <i>voice</i> that is engaging and committed to the topic and shows a strong connection to the audience;</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

**ELL V (Correlates to Grades 9-12)**

Writing Elements	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>d. varied <i>word choices</i> that are specific, accurate in a manner that conveys the intended message; and</p> <p>e. good control over simple and compound <i>sentence structures</i> with some variety of sentence beginnings.</p>	<p>The student will:</p> <p>d. accurate and specific <i>word choices</i> and phrases appropriate to topic, audience, and style of writing; and</p> <p>e. variety in <i>sentence</i> beginnings, lengths, and structures to enhance the flow of the writing with sound control of simple and compound sentence structures and some control over complex sentences.</p>	<p>The student will:</p> <p>d. original, varied, and natural <i>word choices</i> and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and</p> <p>e. variety in <i>sentence</i> length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud.</p> <p>(8W 2-1: PO1-PO4; 8W 2-2: PO1-PO6; 8W 2-3: PO1-PO4; 8W 2-4: PO1-PO4; 8W 2-5: PO1-PO4)</p>	<p>The student will:</p> <p>d. original, varied, and natural <i>word choices</i> and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and</p> <p>e. variety in <i>sentence</i> length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud.</p> <p>(10W 2-1: PO1-PO5; 10W 2-2: PO1-PO4; 10W 2-3: PO1-PO5; 10W 2-4: PO1-PO4; 10W 2-5: PO1-PO3)</p>	<p>The student will:</p> <p>d. effective <i>word choices</i> and phrases that evoke clear images and use literal and figurative language intentionally (avoiding clichés); and</p> <p>e. writing that is fluent with easy flow and rhythm, and extensive variation in sentence beginnings, lengths, and patterns to reinforce relationships among ideas, including compound- complex <i>sentence</i> structures.</p> <p>(12W 2-1: PO1-PO5; 12W 2-2: PO1-PO4; 12W 2-3: PO1-PO5; 12W 2-4: PO1-PO4; 12W 2-5: PO1-PO3)</p> <p>* On-grade 12<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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**ELL V (Correlates to Grades 9-12)**

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><b><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></b></p>	<p>The student will:</p> <p><b>1.</b> Collect information and logically organize notes on a given topic from a variety of appropriate sources (e.g., <i>dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper</i>), using independent learning strategies (e.g., <b>graphic organizers</b>). (s)</p> <p><b>2.</b> Record new questions and predictions based upon the data collected in a scientific investigation. (s)</p>	<p>The student will:</p> <p><b>1.</b> Research information on academic topics using a broad range of reference materials (e.g., <i>informational trade books, multimedia sources</i>), and record relevant information from multiple sources in own words, using independent learning strategies (e.g., <b>graphic organizers</b>). (s) (ss)</p> <p><b>2.</b> Record reflections and questions around a controlling idea researched (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m)</p>	<p>The student will:</p> <p><b>1.</b> Locate specific information by using various organizational and graphic features of text (e.g., <i>table of contents, headings, captions, italics, glossaries, indices, key and/or guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables</i>), and organize the notes in meaningful sequence. (s) (8R 3-1 PO5, PO7, PO7; 8W 3-6: PO1 )</p> <p><b>2.</b> Accurately record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m) (8W 2-3: PO1)</p>	<p>The student will:</p> <p><b>1.</b> Extract key information and relevant detail from sources and write an outline, synthesizing information and ideas from multiple sources into a coherent whole. (s) (10W 3-6: PO1)</p> <p><b>2.</b> Accurately record observations, notes, sketches, questions, and ideas arising from scientific observations, using tools such as journals, charts, graphs, and computers. (s) (10W 3-6: PO1)</p>	<p>The student will:</p> <p><b>1.</b> Select and organize relevant data, identify relationships between facts, and develop a logical argument to support conclusions. (s) (12W 3-6: PO1)</p> <p><b>2.</b> Select best primary or secondary sources to meet a specific research purpose; take notes that summarize and paraphrase information relevant to the topic, using own words and independent learning strategies (e.g., <b>graphic organizers</b>); and incorporate the notes into a finished product. (s) (12W 3-6: PO1)</p> <p>* On-grade 12<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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## ELL V (Correlates to Grades 9-12)

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b><u>Standard:</u></b></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p> <p>(continued)</p>	<p>The student will:</p> <p><b>3.</b> List resources using a consistent format.</p> <p><b>4.</b> Paraphrase information from at least one source (e.g., <i>Internet, reference materials</i>). (s) (ss)</p> <p><b>5.</b> Produce group interactive reports, including:</p> <ul style="list-style-type: none"> <li>• understanding the purpose of the project,</li> <li>• selecting a recorder, and</li> <li>• assigning other roles.</li> </ul>	<p>The student will:</p> <p><b>3.</b> List resources using a consistent format and quote information, supplying citations.</p> <p><b>4.</b> Paraphrase information from a variety of sources using independent learning strategies (e.g., <i>graphic organizers</i>). (s) (ss)</p> <p><b>5.</b> Produce group interactive reports, including:</p> <ul style="list-style-type: none"> <li>• understanding the purpose of the project,</li> <li>• selecting a recorder,</li> <li>• assigning other roles, and</li> <li>• coming to consensus. (s)</li> </ul>	<p>The student will:</p> <p><b>3.</b> Quote or paraphrase information sources, supplying citations. (8W 3-6: PO1, PO2)</p> <p><b>4.</b> Paraphrase and integrate information from a variety of sources, distinguishing between relevant and/or extraneous information. (s) (ss) (8W 3-6: PO1)</p> <p><b>5.</b> Produce group interactive reports, including:</p> <ul style="list-style-type: none"> <li>• reviewing the purpose of the product,</li> <li>• assigning roles,</li> <li>• locating essential information,</li> <li>• coherently summarizing information, and</li> <li>• setting and meeting deadlines. (s)</li> </ul>	<p>The student will:</p> <p><b>3.</b> Use a sanctioned format and methodology for citations. (10W 2-6: PO12)</p> <p><b>4.</b> Skim and scan several resources when researching a topic and summarize the main points provided in source material in own words, using independent learning strategies (e.g., <i>graphic organizers, structured note-taking</i>) to organize the information. (s) (8W 3-6: PO1)</p>	<p>The student will:</p> <p><b>3.</b> Give credit for both quoted and paraphrased information in a bibliography, using a consistent and sanctioned format and methodology for citations. (12W 2-6: PO12)</p> <p><b>4.</b> Recognize the components of a research document and write a cohesive document that contains a logical structure and supports an argument. (s) (12W 3-2: PO1; 12W 3-6: PO1)</p> <p>* On-grade 12<sup>h</sup> grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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