

ELP Standards Teachers' Guide

Writing

ELL I (Correlates to Kindergarten)

ELL I Writing Applications

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Relate messages and short stories by drawing, dictating to an adult, using imitative writing, writing key, self-selected words, or writing one to two simple sentences.</p>	<p>Relate messages and short stories by drawing, dictating to an adult, using imitative writing, writing key, self-selected words, or writing one to two simple sentences.</p>	<ul style="list-style-type: none"> • Have students <i>start</i> by responding with drawings to stories dramatized or contextualized by the teacher. • Have students relate short messages by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words • Examples of messages: <ul style="list-style-type: none"> • <i>labels,</i> • <i>lists,</i> • <i>observations,</i> • <i>directions,</i> and • <i>letters.</i> 			<p>Strand 2: Writing Elements (Kindergarten) Concept 1: Ideas and Content</p> <p>PO 2. Use pictures with imitative text, letters, or recognizable words to convey meaning.</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 3: Functional</p> <p>PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</p> <p>PO 2. Participate in writing communications, with teacher as scribe, including: a. friendly letters, and b. thank-you notes.</p>

<p>2. Dictate friendly letters and thank-you notes.</p>	<p>Dictate friendly letters. Dictate thank-you notes.</p>				<p>Strand 3: Writing Applications (Kindergarten) Concept 3: Functional</p> <p>PO 2. Participate in writing communications, with teacher as scribe, including: c. friendly letters, and d. thank-you notes.</p>
<p>3. Participate in writing simple poetry, rhymes, songs, or chants.</p>	<p>Participate in writing simple poetry, rhymes, songs, or chants.</p>				<p>Strand 3: Writing Applications (Kindergarten) Concept 1: Expressive</p> <p>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</p>
<p>4. Draw a picture about ideas generated through class discussion.</p>	<p>Draw a picture about ideas generated through class discussion.</p>				<p>Strand 1: Writing Process (Kindergarten) Concept 1: Prewriting</p> <p>PO 2. Draw a picture about ideas generated through class discussion.</p>

<p>5. Use labels, captions, or picture descriptors to expand and enhance meaning.</p>	<p>Use labels, captions, or picture descriptors to expand and enhance meaning (e.g., <i>words that clearly go with the picture text</i>).</p>				<p>Strand 2: Writing Elements (Kindergarten) Concept 4: Word Choice</p> <p>PO 1. Select labels, captions, or descriptors to enhance pictures. PO 2. Use words, labels, or short phrases that clearly go with picture text.</p>
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ELL I Standard English Conventions

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
1. Write, with support, lower case and upper case letters of the alphabet.	Write <u>legibly</u> , with support, <u>17 to 22</u> lower and upper case letters of the alphabet.				Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions <i>Progression to PO 1. Write the 26 letters of the alphabet in:</i> <i>a. lower case, and</i> <i>b. upper case.</i>
2. Independently and legibly write lower case and upper case letters of the alphabet.	<u>Legibly</u> write <u>7 to 10</u> lower case and upper case letters of the alphabet. <u>Independently</u> write <u>7 to 10</u> lower case and upper case letters of the alphabet.				Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions <i>Progression to PO 1. Write the 26 letters of the alphabet in:</i> <i>a. lower case, and</i> <i>b. upper case.</i>
3. Write letters of given sounds and use resources to spell correctly.	<u>Often</u> write letters of given sounds. Use resources to spell correctly.	<ul style="list-style-type: none"> Examples of resources: <i>environmental print, word wall.</i> 			Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.

<p>4. Apply letter-sound relationships to spell simple words with some consonants and a few vowels.</p>	<p>Apply letter-sound relationships to spell simple words with some consonants and a few vowels.</p>				<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>I lik t d nts.</i> - I like to draw knights.)</p>
<p>5. Write, with support, words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences.</p>	<p>Write, with support, <u>many</u> words posted and commonly found in the environment.</p> <p>Print legibly.</p> <p>Space letters, words, and sentences.</p>	<ul style="list-style-type: none"> • Have students start by writing, with support, the date. • Have students practice writing, with support, 2 to 3 words posted and commonly used in the classroom. 			<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.</p>
<p>6. Write his or her first and last name and names of other family members.</p>	<p>Write his or her first and last name.</p> <p>Write <u>some</u> names of other family members.</p>	<ul style="list-style-type: none"> • Have students begin by writing their first names. 			<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 9. Write own name on personal work.</p>
<p>7. Organize writing from left to right and top to bottom, and use spaces between words.</p>	<p><u>Often</u> organize writing from left to right and top to bottom.</p> <p><u>Often</u> use spaces between words.</p>				<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 4. Use spaces between words.</p> <p>PO 5. Write left to right and top to bottom.</p>

<p>8. Use capital letters to begin “important” words.</p>	<p>Often use capital letters to begin “important” words.</p>				<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.</p>
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ELL I Writing Process

Standard: Students use the steps of the writing process as a writing piece moves toward completion.

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated.	Generate ideas through class discussion. Draw a picture or storyboard about the ideas generated.				Strand 1: Writing Process (Kindergarten) Concept 1: Prewriting PO 1. Generate ideas through class discussion. PO 2. Draw a picture about ideas generated through class discussion.
2. Communicate ideas by drawing, telling, or writing for a purpose.	<u>Create a group draft scripted by the teacher.</u> Communicate ideas by drawing, telling, or writing for a purpose.				Strand 1: Writing Process (Kindergarten) Concept 2: Drafting PO 1. Communicate by drawing, telling, or writing for a purpose.
3. Reread for clarity original draft scripted by the teacher and add additional details as needed.	Reread for clarity original draft scripted by the teacher. Add additional details as needed.				Strand 1: Writing Process (Kindergarten) Concept 3: Revising PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.

ELP Standards Teachers' Guide
Writing
ELL II (Correlates to Grades 1-2)

ELL II Writing Applications

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p><u>Narrative</u> 1. Write text about events or characters from familiar stories.</p>	<p>Write <u>several phrases</u> and <u>simple sentences</u> about a personal experience generated from a group story.</p> <p>Write <u>short</u> text about events or characters from familiar stories.</p>	<ul style="list-style-type: none"> • Have students 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. • Have students write simple phrases and sentences about an event or character from a story dramatized or contextualized by the teacher. 			<p>Strand 3: Writing Applications (Grade 1) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes: a. main idea based on real or imagined events: b. character(s), and c. a sequence of events.</p>
<p>2. Write simple rhymes.</p>	<p>Write simple rhymes.</p>				<p>Strand 3: Writing Applications (Grade 1) Concept 1: Expressive</p> <p>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</p>

<p><u>Expository</u> 3. Create expository texts through writing.</p>	<p>Create expository texts through writing.</p>	<ul style="list-style-type: none"> • Have students participate in creating simple summaries, with teacher as scribe, from informational texts, graphs, tables, or maps. • Have students create expository texts through drawing and/or writing. • Examples of expository texts: <i>labels, lists, observations, journals, scientific journals.</i> 			<p>Strand 3: Writing Applications (Grade 2) Concept 2: Expository</p> <p>PO 1. Write expository texts (e.g., labels, lists, observations, journals).</p>
<p>4. Participate in a group response to a given piece of literature.</p>	<p>Participate in a group response to a given piece of literature.</p>				<p>Strand 3: Writing Applications (Grade 1) Concept 5: Literacy Response</p> <p>PO 2. Participate in a group response to a given piece of literature that connects:</p> <ol style="list-style-type: none"> text to self (personal connection), text to world (social connection), and text to text (compare within multiple texts).
<p><u>Functional</u> 5. Write a friendly letter or thank-you note that is organized and uses a proper format.</p>	<p>Write a <u>short</u> friendly letter or thank-you note that is organized.</p> <p>Write a <u>short</u> friendly letter or thank-you note that uses a proper format (i.e., <i>heading, greeting, closing, addresses</i>).</p>	<ul style="list-style-type: none"> • Have students <u>begin</u> by participating in writing communications, such as friendly letters or thank-you notes, with the teacher as the scribe. 			<p>Strand 3: Writing Applications (Grade 2) Concept 3: Functional</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> friendly letters, and thank-you notes.

ELL II Standard English Conventions

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
1. Write legibly letters and numerals.	Write legibly <u>all</u> upper case and lower case letters. Write numerals legibly.	<ul style="list-style-type: none"> Have students write 17 to 20 of the letters (upper and lower case), attending to form and spatial alignment. 			Strand 1: Writing Process (Grade 2) Concept 5: Publishing PO 2. Write legibly.
2. Recognize and use basic phonetic spelling of unfamiliar words to create readable text.	Recognize and use phonetic spellings, with consonants and vowels (beginning, middle, and clusters) correctly represented <u>most of the time</u> . Recognize and use basic phonetic spelling of unfamiliar words to create readable text.	<ul style="list-style-type: none"> Have students practice recognizing and using basic phonetic spellings, with the beginning phoneme correctly represented. 			Strand 2: Writing Elements (Grade 1) Concept 6: Conventions PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.
3. Recognize and use common spelling patterns, such as word families, CVC words, regular plurals, and simple prefixes and suffixes, to spell correctly.	Recognize and use common spelling patterns, such as word families, CVC words, regular plurals, and simple prefixes and suffixes, to spell correctly.	<ul style="list-style-type: none"> Have students practice applying their knowledge of letter-sound relationships to spell simple words with some consonants and a few vowels. Have students practice spelling CVC words correctly. Have students practice using common spelling patterns such as onset and rimes and word families. 			Strand 2: Writing Elements (Grade 2) Concept 6: Conventions PO 7. Use common spelling patterns/generalizations including: <ol style="list-style-type: none"> a. word families, b. simple CVC words, c. regular plurals, d. simple prefixes, and e. simple suffixes.

<p>4. Spell high-frequency words correctly.</p>	<p>Spell <u>many</u> high-frequency words correctly.</p>				<p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 4. Spell high-frequency words correctly.</p>
<p>5. 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.</p>	<p><u>Consistently</u> organize writing from left to right and top to bottom.</p> <p><u>Consistently</u> use spaces between words and between lines.</p> <p><u>Consistently</u> use correct placement of the title.</p>				<p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 1. Incorporate conventions into own text, including:</p> <ol style="list-style-type: none"> spacing between words, spacing between lines, consistent left-right and up-down orientation, and placement of title.
<p>6. Use resources to spell correctly.</p>	<p>Use resources to <i>spell correctly</i>.</p>	<ul style="list-style-type: none"> • Use word walls and environmental print. • Use picture dictionaries. 			<p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 9. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</p>
<p>7. Identify and use capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.</p>	<p>Identify and use, <u>with some errors</u>, <i>capitalization</i>, including</p> <ul style="list-style-type: none"> • the pronoun “I,” • sentence beginnings, and • proper nouns. 	<ul style="list-style-type: none"> • Have students begin by using capital letters to begin “important” words, although application may be inconsistent or experimental. 			<p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> the pronoun I, the beginning of a sentence, and proper nouns (i.e., names, days, months).

<p>8. Identify and use punctuation, 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.</p>	<p>Identify and use, <u>with some errors</u>, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> • endings of sentences, • colon to punctuate time, • commas (<i>items in a series, greetings, closings of letters, dates</i>), and • apostrophes to punctuate contractions. 	<ul style="list-style-type: none"> • Have students identify and use correct sentence endings, including periods, question marks, and exclamation points. • Have students identify and use colon to punctuate time. • Have students identify and use commas in dates and closings of letters. 			<p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 2. Punctuate endings of sentences using: a. periods, b. question marks, and c. exclamation points. PO 3. Use commas to punctuate: a. items in a series, b. greetings and closings of letters, and c. dates. PO 4. Use a colon to punctuate time. PO 5. Use apostrophes to correctly punctuate contractions.</p>
<p>9. Identify and use verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</p>	<p>Identify and use, <u>with some errors</u>, <i>verb tenses</i>, including</p> <ul style="list-style-type: none"> • present, • present progressive, • past, • past progressive, • future, • imperatives, and • modal auxiliaries. 	<ul style="list-style-type: none"> • Have students identify and use present verb tenses (including the verb “to be”) and past verb tenses. • Have students identify and use future verb tenses. 			<p>no correlation.</p>

<p>10. Identify and use nouns, personal pronouns (<i>subjective, objective, possessive</i>), verbs, and adjectives in simple sentences.</p>	<p>Identify and use, <u>with some errors</u>, nouns, personal pronouns (<i>subjective, objective, possessive</i>), verbs, and adjectives in simple sentences.</p>	<ul style="list-style-type: none"> • Have students identify and use nouns and verbs in simple sentences. • Have students identify and use adjectives in simple sentences. 			<p>Strand 2: Writing Elements (Grade1) Concept 6: Conventions</p> <p>PO 9. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> nouns, and action verbs.
<p>11. Identify and use basic subject-verb agreement in simple sentences.</p>	<p>Identify and use, <u>with few errors</u>, basic <i>subject-verb agreement</i> in simple sentences.</p>				<p>Strand 2: Writing Elements (Grade1) Concept 6: Conventions</p> <p>PO 8. Use subject-verb agreement in simple sentences.</p>

ELL II Writing Process

Standard: Students use the steps of the writing process as a writing piece moves toward completion.

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Generate and organize ideas using simple webs, maps, or lists.</p>	<p>Generate and organize ideas using simple webs, maps, or lists.</p>	<ul style="list-style-type: none"> • Have students generate ideas through group discussion, and then have them draw a picture or storyboard about the ideas generated. • Have students generate ideas through prewriting activities such as brainstorming, webbing, or by using a writer's notebook. 			<p>Strand 1: Writing Process (Grade 1) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).</p> <p>Strand 1: Writing Process (Grade 2) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).</p> <p>PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p>
<p>2. Determine the purpose of a writing piece.</p>	<p>Discuss the purpose for a writing piece and who the intended audience of writing piece will be.</p> <p>Determine the purpose of a writing piece.</p>	<ul style="list-style-type: none"> • Have students discuss the purpose for a writing piece and who the intended audience of writing piece will be. • Examples of purpose: <i>to entertain, to inform, to communicate.</i> 			<p>Strand 1: Writing Process (Grade 2) Concept 1: Prewriting</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.</p>

<p>3. Use a prewriting plan to develop a draft with main idea(s).</p>	<p>Write a draft based on ideas taken from stories, captions, letters, observations, or messages.</p> <p>Use a prewriting plan to develop a draft with main idea(s).</p>	<ul style="list-style-type: none"> • Have students create a group draft, scripted by the teacher. • Have students communicate ideas by drawing, telling, or writing for a purpose. • Have students write a draft based on ideas taken from stories, captions, letters, observations, or messages. 			<p>Strand 1: Writing Process (Grade 1) Concept 2: Drafting</p> <p>PO 1. Write a draft (e.g., story, caption, letter, observations, message).</p> <p>Strand 1: Writing Process (Grade 2) Concept 2: Drafting</p> <p>PO 1. Write a draft with supporting details.</p>
<p>4. Evaluate the draft for clarity and add details to the draft to more effectively address audience and purpose.</p>	<p>Reread original draft for clarity.</p> <p>Evaluate the draft for clarity.</p> <p>Add details to more effectively address the audience and purpose.</p>	<ul style="list-style-type: none"> • Have students reread original draft scripted by the teacher and add additional details as needed for audience understanding. 			<p>Strand 1: Writing Process (Grade 1) Concept 3: Revising</p> <p>PO 1. Reread original draft for clarity. PO 2. Add additional details with prompting.</p> <p>Strand 1: Writing Process (Grade 2) Concept 3: Revising</p> <p>PO 1. Reread original draft for clarity. PO 2. Add additional relevant details for audience understanding.</p>

ELL II Writing Elements

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>The student is able to:</p> <p>1. Create stand-alone text that:</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 (demonstrates sequencing or patterning);</p> <p>c. is expressive and individualistic and shows some awareness of audience through word choice and style; and</p> <p style="text-align: right;">(cont.)</p>	<p>The student is able to:</p> <p>Create stand-alone text that:</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 (demonstrates sequencing or patterning);</p> <p>c. is expressive and individualistic and shows some awareness of audience through word choice and style; and</p> <p>d. uses a variety of words, even if not spelled correctly, descriptive phrases, and short, simple sentences, beyond one- or two-word labels.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by using pictures that convey meaning and including imitative text or recognizable words to convey meaning. • Have students <u>continue</u> by creating pictures and text that include details and use labels, captions, or picture descriptors to expand meaning and that clearly go with the picture. • Have students create pictures and text that show a sense of beginning. • Have students create pictures and text that have a distinctive personal style and originality. • Have students create stand-alone text that expresses a clear message and demonstrates sequencing or patterning. 			<p>Strand 2: Writing Components (Grade 1) Concept 1: Ideas and Content</p> <p>PO 1. Write stand-alone text that expresses a clear message.</p> <p>Strand 2: Writing Components (Grade 1) Concept 2: Organization</p> <p>PO 1. Demonstrate sequencing or patterning in written text or storyboards.</p> <p>Strand 2: Writing Components (Grade 1) Concept 3: Voice</p> <p>PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.</p> <p style="text-align: right;">(continued next page)</p>

<p>d. uses a variety of words, even if not spelled correctly, descriptive phrases, and short, simple sentences, beyond one- or two-word labels.</p>					<p>Strand 2: Writing Components (Grade 1) Concept 4: Word Choice</p> <p>PO 1. Select words that convey a clear, general meaning. PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message. PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</p> <p>Strand 2: Writing Components (Grade 1) Concept 5: Fluency</p> <p>PO 1. Write simple sentences.</p>
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ELL II Research

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Gather information from dictionaries and other reference materials needed to complete a class project.</p>	<p><u>Consult</u> print and multimedia resources.</p> <p><u>Gather</u> information from dictionaries and other <u>basic</u> reference materials needed to complete a class project.</p>	<ul style="list-style-type: none"> • Have students make observations of objects, people, or events for a class project. • Have students consult print and multimedia resources in their first language, when needed to complete a class project. • Have students consult print and multimedia resources in English to complete a class project. • Examples of print and multimedia resources: <i>photographs, Internet, interviews.</i> 			<p>Writing Strand 3: Writing Applications (Grade 1) Concept 6: Research</p> <p>PO 1. Write a simple report with a title and three facts, using informational sources.</p>
<p>2. Generate questions for possible future investigations or research based on the conclusions of a scientific investigation.</p>	<p>Generate questions for possible future investigations or research based on the conclusions of a scientific investigation.</p>				<p>no correlation</p>

ELP Standards Teachers' Guide
Writing
ELL III (Correlates to Grades 3-5)

ELL III Writing Applications

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p><u>Narrative</u> 1. Write simple poetry, using rhythm, rhyme, and sensory details.</p>	<p>Write simple poetry, using</p> <ul style="list-style-type: none"> • rhythm, • rhyme, and • sensory details. 	<ul style="list-style-type: none"> • Have students write simple poetry or chants. • Have students write simple rhymes or songs. • Have students write simple poetry with some use of rhythm and rhyme. 			<p>Strand 3: Writing Applications (Grade 4) Concept 1: Expressive</p> <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> a. figurative language, b. rhythm, c. dialogue, d. characterization, e. plot, and f. appropriate format.

<p>2. Write a narrative based on imagined or real events that includes characters, setting, and well-chosen details to develop the plot.</p>	<p>Write a narrative based on imagined or real events that includes</p> <ul style="list-style-type: none"> • characters, • setting, and • details to develop the plot. 	<ul style="list-style-type: none"> • Have students write a short text about events or characters from familiar stories generated from a group story. • Have students write a narrative or short story that includes a main idea, characters, and a sequence of events. • Have students write a narrative or short story based on imagined or real events, observations, or memories that includes characters and plot in some detail. 			<p>Strand 3: Writing Applications (Grade 4) Concept 1: Expressive</p> <p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> characters, setting, plot, sensory details, clear language, and logical sequence of events.
<p><u>Expository</u> 3. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.</p>	<p>Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.</p>	<ul style="list-style-type: none"> • Have students record information (e.g., <i>observations, notes</i>) related to the topic. • Have students report events sequentially, using a topic sentence and a concluding statement. • Have students write an expository paragraph or a simple report based on research, with a topic sentence. 			<p>Strand 3: Writing Applications (Grade 4) Concept 2: Expository</p> <p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a topic sentence, supporting details, and relevant information. <p>PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).</p> <p>Strand 3: Writing Applications (Grade 4) Concept 6: Research</p> <p>PO 3. Write an informational report that includes main idea(s) and relevant details.</p>

<p>4. Write a book report that identifies the main idea, characters, and events.</p>	<p>Write a book report that identifies</p> <ul style="list-style-type: none"> the main idea, characters, and events. 	<ul style="list-style-type: none"> Have students participate in a group response to a given piece of literature. Have students write a short response that identifies the main characters in a book. Have students write a book report or review that identifies the main events. 			<p>Strand 3: Writing Applications (Grade 4) Concept 5: Literary Response</p> <p>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). PO 2. Write a book report or review that identifies the:</p> <ol style="list-style-type: none"> main idea, character(s), setting, sequence of events, and conflict/resolution.
<p>5. Record data that students collect in an organized and appropriate format.</p>	<p><u>Accurately</u> record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format.</p>	<ul style="list-style-type: none"> Have students record questions for further inquiry based on the conclusions of a scientific investigation. Have students record predictions based upon the data collected in a scientific investigation. 			<p>Strand 3: Writing Applications (Grade 4) Concept 6: Research</p> <p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 4) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p>

<p>Functional</p> <p>6. Write functional text that addresses audience, stated purpose, and context.</p>	<p>Write a <u>variety</u> of functional text that addresses:</p> <ul style="list-style-type: none"> • audience, • stated purpose, and • context. 	<ul style="list-style-type: none"> • Have students practice writing letters, such as thank-you notes, friendly letters, messages, and invitations that are organized, understandable, and complete with date, salutation, body, closing, and signature. • Have students write letters, such as thank-you notes, friendly letters, messages, and invitations that address audience, stated purpose, and context. • Examples of functional text: <i>directions, recipes, labels, graphs/tables.</i> 			<p>Strand 3: Writing Applications (Grade 3) Concept 3: Functional</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> thank-you notes, friendly letters, formal letters, messages, and invitations. <p>Strand 3: Writing Applications (Grade 4) Concept 3: Functional</p> <p>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</p>
<p>7. Write persuasive text that states a clear position in support of a proposition.</p>	<p>Write an advertisement or persuasive paragraph that attempts to influence the reader.</p> <p>Write persuasive text that states a clear position in support of a proposition.</p>	<ul style="list-style-type: none"> • Have students write an advertisement or persuasive paragraph that attempts to influence the reader. 			<p>Strand 3: Writing Applications (Grade 4) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>

ELL III Standard English Conventions

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Identify and use correct spelling, including high frequency words; word families; CVC, CCVC, and CVCC words; r-controlled words, diphthong, and vowel digraphs; irregular plurals; affixes; and homonyms.</p>	<p>Identify and use <i>correct spelling</i>, including;</p> <ul style="list-style-type: none"> • high frequency words; • word families; • CVC, CCVC, and CVCC words; • r-controlled words, diphthong, consonant digraphs, and vowel digraphs; • regular and irregular plurals; • silent e; • affixes; and • homonyms. 				<p>Strand 2: Writing Elements (Grade 4) Concept 6: Conventions</p> <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ol style="list-style-type: none"> a. r-controlled, b. diphthong, c. vowel digraphs, d. CVC words, e. CCVC, f. CVCC, g. silent e, h. irregular plurals, and i. affixes. <p>PO 9. Spell simple homonyms correctly in context.</p>

<p>2. Identify and use capitalization, including proper nouns, titles (including book and poem titles), and abbreviations.</p>	<p>Identify and use, <u>with few errors</u>, <i>capitalization</i>, including</p> <ul style="list-style-type: none"> proper nouns, titles (including book and poem titles), and abbreviations. 	<ul style="list-style-type: none"> Have students identify and use <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns. Examples of proper nouns: <i>names, place names, days, months, dates, holidays, languages.</i> 			<p>Strand 2: Writing Elements (Grade 4) Concept 6: Conventions</p> <p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> proper nouns (i.e., names, days, months), titles, names of places, abbreviations, and literary titles (i.e., book, story, poem).
<p>3. Identify and use punctuation, 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.</p>	<p>Identify and use, <u>with few errors</u>, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Have students identify and use <i>punctuation</i>, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters. Have students identify and use <i>punctuation</i>, including commas to punctuate items in a series and greetings and closings of letters, and apostrophes to punctuate contractions. 			<p>Strand 2: Writing Elements (Grade 4) Concept 6: Conventions</p> <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> periods, question marks, and exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> items in a series, greetings and closings of letters, dates, and introductory words. <p>PO 4. Use quotation marks to punctuate</p> <ol style="list-style-type: none"> simple dialogue, and titles. <p>PO 5. Use a colon to punctuate time.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> contractions, and singular possessive.

<p>4. Identify and use verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</p>	<p>Identify and use, <u>with few errors</u>, <i>verb tenses</i>, including:</p> <ul style="list-style-type: none"> • present; • present progressive; • past; • past progressive; • future; • imperatives; and • modal auxiliaries. <p>Identify and use, <u>with some errors</u>, <i>verb tenses</i>, including:</p> <ul style="list-style-type: none"> • irregular past; • present perfect; • present perfect progressive; • present real conditional; and • habitual past. 	<ul style="list-style-type: none"> • Have students identify and use <i>verb tenses</i>, including present, past, and future tenses. • Have students identify and use <i>verb tenses</i>, including present progressive, past progressive, imperatives, and modal auxiliaries. 			<p>no correlation</p>
<p>5. Identify and use subject-verb agreement in simple and compound sentences.</p>	<p>Identify and use, <u>with few errors</u>, <i>subject-verb agreement</i> in <u>simple</u> sentences.</p> <p>Identify and use, <u>with some errors</u>, <i>subject-verb agreement</i> in <u>compound</u> sentences.</p>				<p>Strand 2: Writing Elements (Grade 4) Concept 6: Conventions</p> <p>PO 13. Use subject-verb agreement in simple and compound sentences.</p>
<p>6. Identify and use nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences.</p>	<p>Identify and use, <u>with few errors</u>, nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences.</p>	<ul style="list-style-type: none"> • Have students identify and use nouns, verbs, and adjectives in simple sentences. • Have students identify and use nouns, verbs, personal pronouns (<i>subjective, objective, and possessive</i>), and adjectives (<i>comparative and superlative</i> forms) in simple sentences. 			<p>Strand 2: Writing Elements (Grade 4) Concept 6: Conventions</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> nouns, action verbs, personal pronouns, adjectives, and conjunctions.

<p>7. Write complete sentences and make corrections to incomplete sentences.</p>	<p>Write complete sentences. Make corrections to incomplete sentences.</p>	<ul style="list-style-type: none"> • Have students practice writing complete sentences. • Have students identify differences between complete and incomplete sentences. 			<p>no correlation</p>
<p>8. Identify differences between colloquial and more formal language.</p>	<p>Identify differences between colloquial and more formal language.</p>				<p>no correlation</p>

ELL III Writing Process

Standard: Students use the steps of the writing process as a writing piece moves toward completion.

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
1. Generate and organize ideas for writing.	Generate ideas for writing. Organize ideas for writing. Maintain a record of writing ideas.	<ul style="list-style-type: none"> • Have students generate ideas through prewriting activities (e.g., <i>brainstorming, webbing, drawing, writer’s notebook, group discussion</i>). • Have students maintain a record of writing ideas. • Examples of records: <i>list, picture, journal, folder, notebook</i>. 			Strand 1: Writing Process (Grade 4) Concept 1: Prewriting PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers , drawing, writer’s notebook, group discussion, printed material). PO 5. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.
2. Determine the purpose and the intended audience, and organize writing to reflect the audience and intended purpose.	Determine the purpose and the intended audience of a writing piece. Organize writing to reflect the audience and intended purpose.	<ul style="list-style-type: none"> • Have students begin by discussing the purpose for a writing piece and who the intended audience of writing piece will be. • Examples of purpose: <i>to entertain, to inform, to communicate</i>. 			Strand 1: Writing Process (Grade 4) Concept 1: Prewriting PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece. PO 3. Determine the intended audience of a writing piece.

<p>3. Use a prewriting plan to develop a draft with main ideas, including organizational strategies to plan writing.</p>	<p>Use a prewriting plan to develop a draft with main ideas, including <u>some</u> organizational strategies to plan writing.</p>	<ul style="list-style-type: none"> • Examples of organizational strategies: <i>graphic organizer, KWL chart, log.</i> 			<p>Strand 1: Writing Process (Grade 4) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 4) Concept 1: Prewriting</p> <p>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</p>
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<p>4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p>	<p>Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p>	<ul style="list-style-type: none"> • Have students <u>reread</u> original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose. • Have students <u>evaluate</u> 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. • Examples of appropriate tools: <i>resources</i> and <i>reference materials</i>. • Examples of strategies: <i>peer review, rubrics</i>. 			<p>Strand 1: Writing Process (Grade 4) Concept 3: Revising</p> <p>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. PO 5. Modify word choice appropriate to the application in order to enhance the writing. PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. PO 7. Use resources and reference materials to select more precise vocabulary.</p> <p>Strand 1: Writing Process (Grade 4) Concept 4: Editing</p> <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p>
<p>5. Review drafts for errors in conventions.</p>	<p>Review drafts for errors in conventions <u>without prompting</u>.</p>	<ul style="list-style-type: none"> • Have students review drafts for errors in conventions, <u>with prompting</u>. 			<p>Strand 1: Writing Process (Grade 4) Concept 4: Editing</p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p>

<p>6. Prepare writing in a format appropriate to audience and purpose.</p>	<p><u>Consistently</u> prepare writing in a format appropriate to audience and purpose.</p>	<ul style="list-style-type: none"> • Examples of formats: <i>oral presentation, manuscript, multimedia.</i> 			<p>Strand 1: Writing Process (Grade 4) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
<p>7. Know and understand time management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Know and understand time management strategies, when appropriate, to produce a writing product within a set time period.</p>				<p>Strand 1: Writing Process (Grade 4) Concept 1: Prewriting</p> <p>PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p>

ELL III Writing Elements

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>The student is able to:</p> <p>1. Use the writing process to produce text that includes</p> <p>a. main ideas that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose;</p> <p>b. an organization 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;</p> <p style="text-align: right;">(cont.)</p>	<p>The student is able to:</p> <p>Use the writing process to produce text <u>up to three paragraphs long in various genres</u> that includes</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 reader’s 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>d. accurate and specific <i>word choices</i> and phrases appropriate to topic and audience, with <u>some</u> experimental use of figurative language that energizes writing; and</p> <p style="text-align: right;">(cont.)</p>	<ul style="list-style-type: none"> • Have students start by using the writing process to produce text in various genres that includes <ul style="list-style-type: none"> • topics and <i>ideas</i> that are broad and simplistic; • marginally recognizable <i>organization</i> that shows a sense of beginning; • a <i>voice</i> that shows some awareness of audience through word choice and style; • <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 • little variation in sentence types and a significant number of awkward or rambling constructions • Have students continue using the writing process to produce text a <u>single paragraph</u> long in various genres that includes <ul style="list-style-type: none"> • identifiable <i>main ideas</i>, although not defined meaningfully; <p style="text-align: right;">(cont.)</p>			<p>Strand 2: Writing Components (Grade 4) Concept 1: Ideas and Content</p> <p>PO 1. Express ideas that are clear and directly related to the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Use relevant details to provide adequate support for the ideas.</p> <p>Strand 2: Writing Components (Grade 4) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry). (See Strand 3)</p> <p>PO 2. Create a beginning that captures the reader’s interest.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p style="text-align: right;">(continued next page)</p>

<p>c. a voice that conveys originality, sincerity, and liveliness as well as awareness of audience and purpose;</p> <p>d. accurate and specific word choices and phrases appropriate to topic and audience, with experimental use of figurative language that energizes writing; and</p> <p>e. variety in sentence beginnings, lengths, and structures to enhance the flow of the writing.</p>	<p>e. variety in <i>sentence</i> beginnings, lengths, and structures to enhance the flow of the writing, <u>with limited control of compound sentences.</u></p>	<ul style="list-style-type: none"> recognizable <i>organization</i> with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully; a <i>voice</i> that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic; <i>word choices</i> and descriptive phrases that are accurate, yet lack variety; and satisfactory control over simple <i>sentence structures</i>. <p>• Have students use the writing process to produce text <u>up to two paragraphs</u> long in various genres that includes</p> <ul style="list-style-type: none"> identifiable <i>main ideas</i> that are clear and related to the topic, and uses relevant detail suited to audience and purpose; 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>PO 4. Use a variety of transitional words that creates smooth connections between ideas.</p> <p>PO 5. Create an ending that provides a sense of resolution or closure.</p> <p>PO 6. Construct a paragraph that groups sentences around a topic.</p> <p>Strand 2: Writing Components (Grade 4) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>Strand 2: Writing Components (Grade 4) Concept 4: Word Choice</p> <p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</p> <p>PO 2. Use descriptive words and phrases that energize the writing.</p> <p>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</p>
(cont.)			(continued next page)		

		<ul style="list-style-type: none"> • a <i>voice</i> that shows a developing awareness of audience and conveys a sense of originality and sincerity; • varied <i>word choices</i> that are specific, accurate, and more expressive; and • good control over simple <i>sentence structures</i> with a variety of sentence beginnings and lengths that enhance the flow or writing, with occasional attempts at more complex structures. 			<p>PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.</p> <p>Strand 2: Writing Components (Grade 4) Concept 5: Fluency</p> <p>PO 1. Write simple and compound sentences. PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
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ELL III Research

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Locate and record relevant information from research materials, using own sentences arranged logically.</p>	<p>Locate and record relevant information from <u>a variety of</u> research materials, using own sentences arranged logically.</p>	<ul style="list-style-type: none"> • Have students <u>consult</u> print and multimedia resources such as <ul style="list-style-type: none"> • <i>photographs,</i> • <i>Internet,</i> • <i>interviews</i> to complete a class project. • Have students accurately record observations and data from guided investigations in a field journal in their own words. • Have students <u>locate</u> information from various resources such as: <ul style="list-style-type: none"> • <i>video tapes,</i> • <i>magazines,</i> • <i>experts,</i> • <i>informational books,</i> • <i>reference materials,</i> • <i>interviews,</i> • <i>guest speakers,</i> • <i>Internet.</i> • Have students <u>record</u> relevant information by using <ul style="list-style-type: none"> • <i>notes,</i> • <i>graphs,</i> • <i>tables.</i> 			<p>Reading Strand 3: Reading Process (Grade 4) Concept 1: Expository Text</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>Strand 3: Writing Applications (Grade 4) Concept 6: Research</p> <p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). PO 2. Organize notes in a meaningful sequence.</p>

<p>2. Organize notes in a sequence.</p>	<p>Organize notes in a <u>meaningful</u> sequence.</p>				<p>Strand 3: Writing Applications (Grade 3) Concept 6: Research</p> <p>PO 2. Organize notes in a meaningful sequence.</p>
<p>3. Record questions for further inquiry based on the conclusions of a scientific investigation.</p>	<p>Record observations and other data.</p> <p>Reword information into simple sentences arranged sequentially.</p> <p>Record questions for further inquiry based on the conclusions of a scientific investigation.</p>	<ul style="list-style-type: none"> • Have students record observations and other data. • Have students reword information into simple sentences arranged sequentially. 			<p>Strand 3: Writing Applications (Grade 3) Concept 6: Research</p> <p>PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials). PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 3) Concept 2: Expository</p> <p>PO1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic. PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information.</p>

ELP Standards Teachers' Guide
Writing
ELL IV (Correlates to Grades 6-8)

ELL IV Writing Applications

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

<p style="text-align: center;">Language Skills</p> <p style="text-align: center;">The student is able to:</p>	<p style="text-align: center;">Performance Objectives</p> <p style="text-align: center;">The student is able to:</p>	<p style="text-align: center;">Themes, Topics, and Teaching Strategies</p>	<p style="text-align: center;">Sample Activities</p>	<p style="text-align: center;">DSI Focus</p>	<p style="text-align: center;">Correlating Academic Language Arts Content Objectives</p>
<p><u>Narrative</u> 1. Write a narrative based on imagined or real events that includes characters, setting, and sensory details, and logical sequencing to develop the plot.</p>	<p>Write a narrative based on imagined or real events that include</p> <ul style="list-style-type: none"> • characters, • setting, • sensory details, and • logical sequencing to develop the plot. <p>Write a narrative with <u>well-chosen details</u> to develop the plot.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by writing a narrative based on imagined or real events, observations, or memories that includes characters and plot in some detail. • Have students write a narrative with well-chosen details to develop the plot. 			<p>Strand 3: Writing Applications (Grade 6) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience, b. effectively developed characters, c. a clearly described setting, d. dialogue, as appropriate, and e. figurative language, or descriptive words and phrases to enhance style and tone.

<p><u>Expository</u> 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>Write expository essays and informational reports based on research.</p> <p>Frame a key question about an issue and include facts and details that illuminate the main ideas.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by writing an expository paragraph or a simple report based on research using a topic sentence. • Have students write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details. 			<p>Strand 3: Writing Applications (Grade 5) Concept 2: Expository</p> <p>PO 2. Write an expository paragraph that contains: a. a topic sentence, b. supporting details, and c. relevant information.</p> <p>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</p> <p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 2. Write an informational report that includes: a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources used.</p>
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<p>3. Write a book report that reflects on the main idea, characters, events, setting, and plot.</p>	<p>Write a book report that <u>identifies</u> the main ideas, characters, and events.</p> <p>Write a book report that <u>reflects</u> on the main idea, characters, events, setting, and plot.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by writing a book report or review that identifies the main events. • Have students write a book report that identifies the main ideas, characters, and events. 			<p>Strand 3: Writing Applications (Grade 6) Concept 5: Literary Response</p> <p>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas; b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media; and c. relates own ideas to supporting details in a clear and logical manner.
<p>4. Record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea.</p>	<p><u>Accurately</u> record data that students collect in an organized and appropriate format.</p> <p><u>Accurately</u> record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by recording new questions and predictions based upon the data collected in a scientific investigation. • Example of student collected data: <i>facts they learn or procedures they conduct.</i> • Have students record data that they collect in an organized and appropriate format. • Examples of controlling ideas: <ul style="list-style-type: none"> • <i>What insights did I gain after reading today's reading?</i> • <i>How can I use what I have learned in my everyday life?</i> 			<p>Strand 3: Writing Applications (Grade 6) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p>

<p>Functional 5. Write functional text that addresses the audience, stated purpose, and context.</p>	<p>Write a <u>variety</u> of functional text that addresses the audience, stated purpose, and context.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by writing letters, such as thank-you notes, friendly letters, and messages and invitations that address the audience, stated purpose, and context. • Examples of functional text: <i>directions, recipes, procedures, rubrics, labels, and graphs/tables.</i> 			<p>Strand 3: Writing Applications (Grade 6) Concept 3: Functional</p> <p>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</p>
<p>Persuasive 6. Write persuasive text that states a clear position in support of a proposition and includes relevant evidence.</p>	<p>Write persuasive text that states a clear position in support of a proposition.</p> <p>Write persuasive text that includes relevant evidence.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by writing persuasive text, for example, an advertisement or paragraph that attempts to influence the reader. 			<p>Strand 3: Writing Applications (Grade 6) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> a. establishes and develops a controlling idea, b. supports arguments with detailed evidence, c. includes persuasive techniques, and d. excludes irrelevant information.

ELL IV Standard English Conventions

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
<p>1. Identify and use correct capitalization, including proper nouns, titles, and proper adjectives.</p>	<p>Identify and use correct <i>capitalization</i>, including</p> <ul style="list-style-type: none"> • proper nouns, • titles, • abbreviations, • words used as names, and • proper adjectives. 	<ul style="list-style-type: none"> • Examples of proper nouns: <ul style="list-style-type: none"> • <i>names</i>, • <i>place names</i>, • <i>dates</i>, • <i>holidays</i>, • <i>languages</i>, • <i>historical events</i>, • <i>organizations</i>, • <i>product names</i>, • <i>academic courses</i>, and • <i>regional names</i>. • Titles include literary titles such as book and poem titles. • Example of a word used as a name: <ul style="list-style-type: none"> • <i>Grandpa</i> • Example of proper adjective: <ul style="list-style-type: none"> • <i>German Shepherd</i>. 			<p>Strand 2: Writing Elements (Grade 6) Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <p>a. proper nouns,</p> <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) <p>b. words used as names (e.g., Grandpa, Aunt Lyn),</p> <p>c. literary titles (i.e., story, poem, play, song),</p> <p>d. titles,</p> <p>e. abbreviations, and</p> <p>f. proper adjectives.</p>

<p>2. Identify and use punctuation, including</p> <ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; and • apostrophes to punctuate contractions and singular possessives. 	<p>Identify and use, <u>with some errors</u>, <i>punctuation</i>, including:</p> <ul style="list-style-type: none"> • sentence endings; • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; and • apostrophes to punctuate contractions and singular possessives. 				<p>Strand 2: Writing Elements (Grade 6) Concept 6: Conventions</p> <p>PO 2. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. introductory words, d. direct address, e. interrupters, and f. compound sentences. <p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue, b. titles of short works (e.g., chapter, story, article, song, poem), and c. exact words from sources. <p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p> <p>PO 5. Use a colon to punctuate business letter salutations.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, and b. singular possessive.
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<p>3. Use common spelling pattern and generalizations to spell words correctly.</p>	<p>Use common spelling pattern and generalizations to spell words correctly.</p>	<ul style="list-style-type: none"> • Have students identify and use <i>correct spelling</i>, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong and vowel digraphs; irregular plurals; affixes, and homonyms. • Have students identify and use <i>correct spelling</i>, including silent e, i before e, words ending in -y, and doubling final consonant. 			<p>Strand 2: Writing Elements (Grade 6) Concept 6: Conventions</p> <p>PO 7. Spell high frequency words correctly. PO 8. Use common spelling patterns/generalizations to spell words correctly.</p>
<p>4. Identify and use verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</p>	<p>Identify and use, <u>with few errors</u>, <i>verb tenses</i>, including;</p> <ul style="list-style-type: none"> • irregular past, • present perfect, • present perfect progressive, • present real conditional, and • habitual past. 	<ul style="list-style-type: none"> • Have students <u>start</u> by identifying and using the following verb tenses: <ul style="list-style-type: none"> • present, • present progressive, • past, • past progressive, • future, • imperatives, and • modal auxiliaries. 			<p>no correlation</p>

<p>5. Identify and use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.</p>	<p>Identify and use, <u>with some errors</u>, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.</p>	<ul style="list-style-type: none"> • Have students practice identifying and using nouns, verbs, personal pronouns (<i>subjective</i>, <i>objective</i>, and <i>possessive</i>), and adjectives (<i>comparative</i> and <i>superlative</i> forms) in simple sentences. 			<p>Strand 2: Writing Elements (Grade 6) Concept 6: Conventions</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> nouns, action/linking verbs, personal pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections.
<p>6. Identify and use subject-verb agreement.</p>	<p>Identify and use, <u>with few errors</u>, <i>subject-verb agreement</i> in <u>simple</u> sentences.</p> <p>Identify and use, <u>with few errors</u>, <i>subject-verb agreement</i> in <u>compound</u> sentences.</p>				<p>Strand 2: Writing Elements (Grade 6) Concept 6: Conventions</p> <p>PO 13. Use subject-verb agreement in simple and compound sentences.</p>
<p>7. Use paragraph breaks correctly to indicate an organizational structure.</p>	<p>Use paragraph breaks correctly to indicate an organizational structure <u>some of the time</u>.</p>				<p>Strand 2: Writing Elements (Grade 6) Concept 6: Conventions</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p>

ELL IV Writing Process

Standard: Students use the steps of the writing process as a writing piece moves toward completion.

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
1. Generate and organize ideas for writing and maintain a record.	Generate and organize ideas for writing. Maintain a record.	<ul style="list-style-type: none"> • Examples of records: <i>list, picture, journal, folder, notebook.</i> 			Strand 1: Writing Process (Grade 6) Concept 1: Prewriting PO 1. Generate ideas through a variety of activities (e.g., prior knowledge , discussion with others, printed material or other sources). PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect the purpose and audience.	Determine the purpose and the intended audience of a writing piece. Organize writing to reflect <u>closely</u> the purpose and audience.	<ul style="list-style-type: none"> • Examples of purpose: <i>to entertain, to inform, to communicate.</i> 			Strand 1: Writing Process (Grade 6) Concept 1: Prewriting PO 2. Determine the purpose (e.g., to entertain, to inform, to persuade, to explain) of an intended writing piece. PO 3. Determine the intended audience of a writing piece.

<p>3. Use a prewriting plan to develop a draft with main ideas, including organizational strategies to plan writing.</p>	<p>Use a prewriting plan to develop a draft with main ideas, including <u>many</u> organizational strategies to plan writing.</p>	<ul style="list-style-type: none"> • Examples of organizational strategies: <i>graphic organizer, KWL chart, log.</i> 			<p>Strand 1: Writing Process (Grade 6) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 6) Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p>
<p>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Know and understand time-management strategies to produce a writing product within a set time period.</p> <p>Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p>				<p>Strand 1: Writing Process (Grade 6) Concept 1: Prewriting</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p>

<p>5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p>	<p>Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p>				<p>Strand 1: Writing Process (Grade 6) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p>
<p>6. Prepare writing in a format appropriate to audience and purpose.</p>	<p><u>Consistently</u> prepare writing in a format appropriate to audience and purpose.</p>	<ul style="list-style-type: none"> • Examples of format: <i>oral presentation, manuscript, multimedia.</i> 			<p>Strand 1: Writing Process (Grade 6) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>

ELL IV Writing Elements

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Use the writing process to produce text in various genres that includes</p> <p>a. identifiable main ideas that are clear and related to the topic, use sufficient relevant detail suited to audience and purpose to support those ideas;</p> <p>b. an organization that develops a strong beginning or introduction that engages the reader with relationship among ideas present, and uses transitional or signal words and appropriately placed details;</p> <p style="text-align: right;">(cont.)</p>	<p>Use the writing process to produce <u>up to three paragraphs</u> in various genres that include</p> <p>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;</p> <p>b. an <i>organization</i> that develops a strong beginning or introduction that engages the reader with <u>some</u> relationship among ideas present, and uses 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>d. varied <i>word choices</i> that are specific, accurate, and powerful in a manner that effectively conveys the intended message; and</p> <p style="text-align: right;">(cont.)</p>	<ul style="list-style-type: none"> • Have students <u>begin</u> using the writing process to produce text in various genres that includes <ul style="list-style-type: none"> • topics and <i>ideas</i> that are broad and simplistic; • marginally recognizable <i>organization</i> that show a sense of beginning; • a <i>voice</i> that shows some awareness of audience through word choice and style; • <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 • little variation in sentence types and a significant number of awkward or rambling constructions. • Have students <u>continue</u> using the writing process to produce a single paragraph in various genres that includes <p style="text-align: right;">(cont.)</p>			<p>Strand 2: Writing Components (Grade 6) Concept 1: Ideas and Content</p> <p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>Strand 2: Writing Components (Grade 6) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p style="text-align: right;">(continued next page)</p>

<p>c. a voice that shows a developing awareness of audience and conveys a sense of originality and sincerity;</p> <p>d. varied word choices that are specific, accurate, and powerful in a manner that effectively conveys the intended message; and</p> <p>e. control over simple and compound sentence structures with a variety of sentence beginnings and lengths that enhance the flow of the writing, with attempts at more complex structures.</p>	<p>e. <u>good</u> 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 <u>occasional</u> attempts at more complex structures.</p>	<ul style="list-style-type: none"> • identifiable <i>main ideas</i> although not defined meaningfully; • recognizable <i>organization</i> with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully; • a <i>voice</i> that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic; • <i>word choices</i> and descriptive phrases that are accurate, yet lack variety; and • satisfactory control over simple <i>sentence structures</i>. 			<p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>Strand 2: Writing Components (Grade 6) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</p> <p>Strand 2: Writing Components (Grade 6) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>(continued next page)</p>
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					<p>Strand 2: Writing Components (Grade 6) Concept 5: Fluency</p> <p>PO 1. Write simple and compound sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
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ELL IV Research

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Collect information and logically organize notes on a given topic from a variety of appropriate sources using independent learning strategies.</p>	<p>Collect information and logically organize notes on a given topic from a variety of appropriate sources using independent learning strategies.</p>	<ul style="list-style-type: none"> • Have students locate and record relevant information (e.g., notes, graphs, tables) from a variety of research materials, using own sentences arranged logically. • Examples of various resources: <ul style="list-style-type: none"> • <i>video tapes,</i> • <i>magazines,</i> • <i>experts,</i> • <i>informational books,</i> • <i>reference materials,</i> • <i>interviews,</i> • <i>guest speakers,</i> • <i>Internet,</i> • <i>dictionary,</i> • <i>thesaurus,</i> • <i>encyclopedia,</i> • <i>atlas,</i> • <i>almanac,</i> • <i>textbook,</i> • <i>telephone directory, and</i> • <i>newspaper.</i> <p align="right">(cont.)</p>			<p>Reading Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p align="right">(continued next page)</p>

		<ul style="list-style-type: none"> • Example of independent learning strategy: <i>graphic organizer</i>. 			<p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> paraphrasing to convey ideas and details from the source, and main idea(s) and relevant details.
<p>2. Record new questions and predictions based upon the data collected in a scientific investigation.</p>	Record new questions and predictions based upon the data collected in a scientific investigation.	<ul style="list-style-type: none"> • Have students record their observations and other data and reword the information into simple sentences arranged sequentially. • Have students record their questions for further inquiry based on the conclusions of a scientific investigation. 			<p>Strand 3: Writing Applications (Grade 6) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p>
<p>3. List resources using a consistent format.</p>	List resources using a consistent format.	<ul style="list-style-type: none"> • Have students <u>start</u> by listing resources used by author and title. 			<p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used.

<p>4. Paraphrase information.</p>	<p>Paraphrase information from <u>at least one source</u>.</p>	<ul style="list-style-type: none"> • Examples of sources: <i>Internet, reference materials.</i> 			<p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> paraphrasing to convey ideas and details from the source, and main idea(s) and relevant details.
<p>5. Produce group interactive reports, including</p> <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, and • assigning other roles. 	<p>Produce group interactive reports, including</p> <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, and • assigning other roles. 				<p>no correlation.</p>

ELP Standards Teachers' Guide

Writing

ELL V (Correlates to Grades 9-12)

ELL V Writing Applications

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
<p><u>Narrative</u> 1. Write in expressive forms true to type that include as appropriate figurative language, rhythm, dialogue, characterization, and plot.</p>	<p>Write in a <u>variety of</u> expressive forms true to type that include, as appropriate,</p> <ul style="list-style-type: none"> • figurative language, • rhythm, • dialogue, • characterization, and • plot. 	<ul style="list-style-type: none"> • Have students write a narrative based on imagined or real events that include characters, setting, and sensory details, and logical sequencing to develop an engaging plot. • Have students write a narrative that includes an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate. • Examples of expressive forms: <i>poetry, skit</i>. 			<p>Strand 3: Writing Applications (Grade 8) Concept 1: Expressive</p> <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ol style="list-style-type: none"> a. figurative language, b. rhythm, c. dialogue, d. characterization, e. plot, and f. appropriate format.
<p><u>Expository</u> 2. Write a process essay that includes a thesis statement, supporting details, as well as proper introductory, body, and concluding paragraphs.</p>	<p>Write a process essay that includes</p> <ul style="list-style-type: none"> • a thesis statement, • supporting details, and • proper introductory, body, and concluding paragraphs. 	<ul style="list-style-type: none"> • Have students <u>start</u> by writing 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>Strand 3: Writing Applications (Grade 7) Concept 2: Expository</p> <p>PO 3. Write a process essay that includes:</p> <ol style="list-style-type: none"> a. a thesis statement, b. supporting details, and c. introductory, body, and concluding paragraphs.

<p>3. Write a summary based on information gathered that includes a topic sentence, supporting details, and relevant information.</p>	<p>Write a summary based on information gathered that includes</p> <ul style="list-style-type: none"> • a topic sentence, • supporting details, and • relevant information. 				<p>Strand 3: Writing Applications (Grade 8) Concept 2: Expository</p> <p>PO 2. Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> topic sentence, supporting details, and relevant information.
<p>4. Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge.</p>	<p>Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by writing a book report that reflects on the main idea, characters, events, setting, and plot. • Have students write a response to literature that relates their own ideas to supporting details in a clear and logical manner. 			<p>Strand 3: Writing Applications (Grade 8) Concept 5: Literary Response</p> <p>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> presents several clear ideas, supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media, and relates own ideas to supporting details in a clear and logical manner.

<p>5. Write scientific documents that include</p> <ul style="list-style-type: none"> • step-by-step instructions; • accurate information; • specific wording; • formatting techniques; and • relevant information and excludes unnecessary information. 	<p>Write scientific documents that include</p> <ul style="list-style-type: none"> • step-by-step instructions; • accurate information; • specific wording; • formatting techniques, <u>such as heading and sub headings to make it easier for the reader to follow</u>; and • relevant information and exclude unnecessary information. 	<ul style="list-style-type: none"> • Have students record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea. • Examples of controlling ideas: <ul style="list-style-type: none"> • <i>What insights did I gain after reading today's reading?</i> • <i>How can I use what I have learned in my everyday life?</i> • Have students write scientific documents that include <ul style="list-style-type: none"> • simple, understandable language; • words that are defined; • procedures that are broken into enough steps; and • transitional words that help readers follow the sequence, organization, and detail suitable to reader's purpose. 			no correlation.
<p>6. Create or state in words or sentences the relation between the mathematical symbols in an equation and the symbols being modeled.</p>	<p>Create or state in words or sentences the relation between the mathematical symbols in an equation and the symbols being modeled.</p>	<ul style="list-style-type: none"> • Have students compare and contrast mathematical symbols or procedures students 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>). 			no correlation.

<p>Functional 7. Write a formal letter in a conventional business letter format, and properly address an envelope.</p>	<p>Write a <u>purposeful</u> and <u>succinct</u> formal letter in a conventional business letter format.</p> <p>Properly address an envelope.</p>	<ul style="list-style-type: none"> • Have students write a formal letter in a conventional business letter format and properly address an envelope. • Have students write a purposeful business letter in a conventional format (e.g., <i>block</i>, <i>modified block</i>, <i>e-mail</i>). 			<p>Strand 3: Writing Applications (Grade 8) Concept 3: Functional</p> <p>PO 4. Write a formal letter that follows a conventional business letter format.</p> <p>PO 5. Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> an appropriate return address, and an appropriate recipient address.
<p>Persuasive 8. 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.</p>	<p>Write persuasive text that</p> <ul style="list-style-type: none"> • establishes a controlling idea, • supports arguments with detailed evidence, • excludes irrelevant information, • includes persuasive techniques, and • attributes sources of information as needed. 	<ul style="list-style-type: none"> • Have students <u>start</u> by writing persuasive text that states a clear position in support of a proposition, and includes relevant evidence. 			<p>Strand 3: Writing Applications (Grade 8) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, excludes irrelevant information, and attributes sources of information when appropriate.

ELL V Standard English Conventions

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
<p>1. Identify and use correct capitalization.</p>	<p>Identify and use correct <i>capitalization</i>.</p>	<ul style="list-style-type: none"> • Have students identify and use correct <i>capitalization</i> in proper nouns (e.g., <i>product names, academic courses, place and regional names</i>), titles, and proper adjectives. 			<p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <p>a. proper nouns,</p> <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) <p>b. words used as names (e.g., Grandpa, Aunt Lyn),</p> <p>c. literary titles (i.e., book, story, poem, play, song),</p> <p>d. titles,</p> <p>e. abbreviations, and</p> <p>f. proper adjectives.</p>

<p>2. Identify and use punctuation, including</p> <ul style="list-style-type: none"> • 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; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; <p>(cont.)</p>	<p>Identify and use, <u>with few errors</u>, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> • 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; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; • semi-colons to punctuate compound and compound-complex sentences; • apostrophes to punctuate contractions and singular and plural possessives; and • italics and underlining to indicate titles. 	<ul style="list-style-type: none"> • Have students identify and use <i>punctuation</i>, including <ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; and • apostrophes to punctuate contractions and singular possessives. 			<p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>PO 2. Use commas to punctuate:</p> <ol style="list-style-type: none"> items in a series, greetings and closings of letters, introductory words, direct address, interrupters, compound sentences, appositives, and dialogue. <p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> dialogue, titles of short works (e.g., chapter, story, article, song, poem), and exact words from sources. <p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p> <p>PO 5. Use a colon to punctuate business letter salutations.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> contractions, singular possessive, and plural possessives.
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<ul style="list-style-type: none"> • semi-colons to punctuate compound and compound-complex sentences; • apostrophes to punctuate contractions and singular and plural possessives; and • italics and underlining to indicate titles. 					
<p>3. Spell correctly.</p>	<p><i>Spell correctly.</i></p>	<ul style="list-style-type: none"> • Have students use common spelling patterns and generalizations to spell words correctly. 			<p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>PO 7. Spell high frequency words correctly. PO 8. Use common spelling patterns/generalizations to spell words correctly. PO 10. Use resources to spell correctly.</p>

<p>4. Identify and use verb tenses, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.</p>	<p>Identify and use, <u>with few errors</u>, <i>verb tenses</i>, including</p> <ul style="list-style-type: none"> • irregular past, • present perfect, • present perfect progressive, • present real conditional, • habitual past, • past perfect, • future perfect, • future perfect progressive, • present unreal conditional, and • three-part phrasal verbs. 				<p>no correlation</p>
<p>5. Identify and use nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.</p>	<p>Identify and use, <u>with few errors</u>, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.</p>	<ul style="list-style-type: none"> • Have students <u>start</u> by identifying and using nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences. 			<p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, b. action/linking verbs, c. personal pronouns, d. adjectives, e. adverbs, f. conjunctions, g. prepositions, and h. interjections.

<p>6. Use transitional devices and paragraph breaks to reinforce the organizational structure.</p>	<p>Use transitional devices to reinforce the organizational structure.</p> <p>Use paragraph breaks to reinforce the organizational structure.</p>	<ul style="list-style-type: none"> • Have students use paragraph breaks to indicate an organizational structure. 			<p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p> <p>Strand 2: Writing Elements (Grade 8) Concept 2: Organization</p> <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p>
<p>7. Use subject-verb agreement in compound and complex sentences and employ proper word order.</p>	<p>Use <i>subject-verb agreement</i> in <u>compound and complex</u> sentences.</p> <p>Employ, <u>with few errors</u>, proper word order.</p>	<ul style="list-style-type: none"> • Have students identify and use subject-verb agreement in simple and compound sentences. 			<p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>PO 13. Use subject-verb agreement in simple, compound, and complex sentences.</p>

ELL V Writing Process

Standard: Students use the steps of the writing process as a writing piece moves toward completion.

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
1. Generate and organize ideas for writing and maintain a record.	Generate and organize ideas for writing and maintain a record.				Strand 1: Writing Process (Grade 8) Concept 1: Prewriting PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources). PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.
2. Determine the purpose and the intended audience of a writing piece.	Determine the purpose and the intended audience of a writing piece.				Strand 1: Writing Process (Grade 8) Concept 1: Prewriting PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. PO 3. Determine the intended audience of a writing piece.

<p>3. Use organizational strategies to plan writing.</p>	<p>Use <u>a wide variety of</u> organizational strategies to plan writing.</p>	<ul style="list-style-type: none"> • Examples of organizational strategies: <i>graphic organizer, KWL chart, log, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid.</i> 			<p>Strand 1: Writing Process (Grade 8) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 8) Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p>
<p>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p>				<p>Strand 1: Writing Process (Grade 8) Concept 1: Prewriting</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p>

<p>5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p>	<p>Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p>				<p>Strand 1: Writing Process (Grade 8) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p>
<p>6. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>	<p><u>Often</u> delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>				<p>Strand 1: Writing Process (Grade 8) Concept 3: Revising</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>

<p>7. Prepare writing in a format appropriate to audience and purpose.</p>	<p><u>Consistently</u> prepare writing in a format appropriate to audience and purpose.</p>	<ul style="list-style-type: none"> • Examples of format: <i>oral presentation, manuscript, multimedia.</i> 			<p>Strand 1: Writing Process (Grade 8) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
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ELL V Writing Elements

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

Language Skills	Performance Objectives	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
The student is able to:	The student is able to:				
<p>1. Use the writing process to produce text in various genres that includes</p> <p>a. main ideas 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 style="text-align: right;">(cont.)</p>	<p>Use the writing process to produce text <u>up to four paragraphs long</u> in various genres that includes</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 voice that uses language appropriate to audience, purpose, and topic (e.g., <i>formal, informal, academic discourse</i>);</p> <p style="text-align: right;">(cont.)</p>	<ul style="list-style-type: none"> • Have students use the writing process to produce text <u>up to three paragraphs long</u> in various genres that includes <ul style="list-style-type: none"> • 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; • an <i>organization</i> that includes a recognizable organization, some relationship among ideas, use of transitional or signal words, and appropriately placed details; • a <i>voice</i> that demonstrates awareness of audience, yet some elements may be unevenly developed; • <u>varied word choices</u> that are specific, accurate in a manner that conveys the intended message; and • <u>good control</u> over simple and compound <i>sentence structures</i> with some variety of sentence beginnings. <p style="text-align: right;">(cont.)</p>			<p>Strand 2: Writing Components (Grade 8) Concept 1: Ideas and Content</p> <p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>PO 4. Include ideas and details that show original perspective.</p> <p>Strand 2: Writing Components (Grade 8) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p style="text-align: right;">(continued next page)</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 voice that uses language appropriate to audience, purpose, and topic;</p> <p>(cont.)</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>	<ul style="list-style-type: none"> • Use the writing process to produce text <u>up to four paragraphs</u> long in various genres that includes <ul style="list-style-type: none"> • <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; • 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; • a <i>voice</i> that conveys sincerity as well as awareness of audience and purpose; • accurate and specific <i>word choices</i> and phrases appropriate to topic, audience, and style of writing; and • 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>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</p> <p>PO 6. Create an ending that provides a sense of resolution or closure.</p> <p>Strand 2: Writing Components (Grade 8) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</p> <p>Strand 2: Writing Components (Grade 8) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 2. Use words that consistently support style and type of writing.</p> <p>(continued next page)</p>
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<p>d. original, varied, and natural word choices 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 sentence length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud.</p>					<p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>PO 4. Use literal and figurative language where appropriate to purpose.</p> <p>Strand 2: Writing Components (Grade 8) Concept 5: Fluency</p> <p>PO 1. Write simple, compound, and complex sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>PO 4. Use effective and natural dialogue when appropriate.</p>
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ELL V Research

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

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Sample Activities	DSI Focus	Correlating Academic Language Arts Content Objectives
<p>1. Research information on academic topics using reference materials and record relevant information from sources, using independent learning strategies.</p>	<p>Research information on academic topics using a <u>broad range</u> of reference materials.</p> <p>Record relevant information from <u>multiple</u> sources <u>in own words</u>, using independent learning strategies.</p>	<ul style="list-style-type: none"> Have students 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., <i>graphic organizers</i>). 			<p>Reading Strand 3: Comprehending Informational Text (Grades 6-8) Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p style="text-align: right;">(continued next page)</p>

					<p>Strand 3: Writing Applications (Grade 7) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details.
<p>2. Locate specific information by using various organizational and graphic features of text and organize the notes in meaningful sequence.</p>	<p>Locate specific information by using various organizational and graphic features of text.</p> <p>Organize the notes in meaningful sequence.</p>	<ul style="list-style-type: none"> • Examples of various organizational and graphic features of text: <ul style="list-style-type: none"> • <i>table of contents,</i> • <i>headings,</i> • <i>captions,</i> • <i>italics,</i> • <i>glossaries,</i> • <i>indices,</i> • <i>key and/or guide words,</i> • <i>topic sentences and notes,</i> • <i>footnotes,</i> • <i>bibliographic references,</i> • <i>maps,</i> • <i>diagrams,</i> • <i>tables.</i> 			<p>Reading Strand 3: Comprehending Informational Text (Grades 6-8) Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 7. Differentiate between primary and secondary source material. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p style="text-align: right;">(continued next page)</p>

					<p>Strand 3: Writing Applications (Grade 8) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant detail.
<p>3. Record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea.</p>	<p><u>Accurately</u> record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea.</p>	<ul style="list-style-type: none"> • Have students record new questions and predictions based upon the data collected in a scientific investigation. • Examples of controlling ideas: <ul style="list-style-type: none"> • <i>What insights did I gain after reading today's reading?</i> • <i>How can I use what I have learned in my everyday life?</i> 			<p>Strand 3: Writing Applications (Grade 8) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p>

<p>4. Quote or paraphrase information sources, supplying citations.</p>	<p>Quote or paraphrase information sources, supplying citations.</p>	<ul style="list-style-type: none"> • Have students list resources using a consistent format and quote information, supplying citations. 			<p>Strand 3: Writing Applications (Grade 8) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> paraphrasing to convey ideas and details from the source, and main idea(s) and relevant detail. <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources.
<p>5. Paraphrase and integrate information from sources, distinguishing between relevant and/or extraneous information.</p>	<p>Paraphrase and integrate information from <u>a variety of</u> sources, distinguishing between relevant and/or extraneous information.</p>	<ul style="list-style-type: none"> • Have students paraphrase information from <u>at least one source</u>. • Have students paraphrase information from multiple sources using independent learning strategies, such as graphic organizers. 			<p>Strand 3: Writing Applications (Grade 8) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> paraphrasing to convey ideas and details from the source, and main idea(s) and relevant details.

<p>6. Produce group interactive reports, including;</p> <ul style="list-style-type: none"> • reviewing the purpose of the product, • assigning roles, • locating essential information, • coherently summarizing information, and • setting and meeting deadlines. 	<p>Produce group interactive reports, including:</p> <ul style="list-style-type: none"> • reviewing the purpose of the product, • assigning roles, • locating essential information, • coherently summarizing information, and • setting and meeting deadlines. 	<ul style="list-style-type: none"> • Have students produce group interactive reports, including: <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, • assigning other roles, and • coming to consensus. 			<p>no correlation.</p>
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