

Stage III: 3-5
Pre-Emergent - Basic
ELL WRITING

English Conventions

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

E-1: Legibly print numerals and upper and lower case letters of the alphabet. (penmanship) **(III-W-2:E-1)**

B-2: Spelling single-syllable words using learned spelling patterns. (spelling) **(III-W-2:B-2)**

E-3: Spell grade appropriate words (i.e., high frequency, common and homonyms) with instructional support. (spelling) **(III-W-2:E-3)**

B-4: Use capitalization for proper nouns and titles. (capitalization) **(III-W-2:B-4)**

E-5: Use punctuation for endings of sentences, commas in greetings, closings of letters, and dates, and apostrophes with instructional support. (punctuation) **(III-W-2:E-5)**

PE-6: Use various subjects in sentences in a variety of writing applications with instructional support. (grammar/parts of speech) **(III-W-2:PE-6)**

E-7: Use verb tenses (simple past, present, future, present progressive) in a variety of writing applications with instructional support. (grammar, parts of speech) **(III-W-2:E-7)**

B-8: Use subject-verb agreement in sentences in a variety of writing applications with instructional support. (syntax/sentence construction) **(III-W-2:B-8)**

B-9: Use declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P), positive and negative construction forms, in a variety of writing applications, with instructional support. (syntax/sentence construction) **(III-W-2:B-9)**

B-10: Use interrogative sentences in a variety of writing applications, with instructional support. (syntax/sentence construction) **(III-W-2:B-10)**

E-11: Use exclamatory sentences in a variety of writing applications, with instructional support. (syntax/sentence construction) **(III-W-2:E-11)**

B-12: Use imperative sentences in a variety of writing applications. (syntax/sentence construction) **(III-W-2:B-12)**

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Writing Process

Standard – The student will use the steps of the writing process as a writing piece moves toward completion.

E-1: List and web ideas as a class. (pre-writing) **(III-W-3:E-1)**

E-2: Select ideas from class generated webbing for a given purpose. (pre-writing) **(III-W-3:E-2)**

B-3: Use a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion. (drafting) **(III-W-3:B-3)**

B-4: Revise a student draft as a class for: word choice, sequence of ideas, and sentence structure, using revision tools. (drafting) **(III-W-3:B-4)**

B-5: Review student drafts for errors in conventions as a class using editing tools. (editing) **(III-W-3:B-5)**

B-6: Publishing products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.) **(III-W-3:B-6)**

B-7: Use a teacher established timeline to publish products in a teacher selected format. (publishing) **(III-W-3:B-7)**

Writing Elements

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

B-1: Produce a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support. **(III-W-4:B-1)**

B-2: Produce a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions, with instructional support. **(III-W-4:B-2)**

B-3: Choose ideas, words, details, and structure that reflect audience and purpose (pragmatics) with instructional support. **(III-W-4:B-3)**

B-4: Substitute synonyms for known adjectives, verbs and nouns with instructional support or resources. **(III-W-4:B-4)**

B-5: Vary sentence beginnings, lengths and patterns. **(III-W-4:B-5)**

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Writing Application

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

B-1: Write a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support. (narrative) **(III-W-1:B-1)**

B-2: Write simple poetry, rhymes, songs, or chants collaboratively. (narrative) **(III-W-1:B-2)**

B-3: Take notes using a teacher selected and student created graphic organizer or cloze notes with instructional support. (expository) **(III-W-1:B-3)**

B-4: Write an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model. (expository) **(III-W-1:B-4)**

B-5: Write a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support. (expository) **(III-W-1:B-5)**

E-6: Write a variety of functional text with instructional support: letters, thank-you notes, messages, and invitations. (functional) **(III-W-1:E-6)**

B-7: Write a persuasive statement with instructional support. (persuasive) **(III-W-1:B-7)**

Research

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

E-1: Record information, observations or questions about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support. **(III-W-5:E-1)**