

ENGLISH LANGUAGE LEARNER (ELL) PROFICIENCY STANDARDS

WRITING

Introduction

Reading, writing, and speaking must be combined during all content instruction in order to promote the most rapid language development in primary, intermediate, and secondary level students.

Writing Pre-Production: Primary

Kindergarten ELL students who are pre-literate will demonstrate many of the same characteristics as English-speaking students. For example, they will draw to express themselves following a comprehensible request to do so by the teacher. Their text may or may not include letters or approximations of letters, or known words, if they understand the concept of using words to communicate about what they have just drawn. They may be able to write their own names. These characteristics may be evident far into the school year, and they also may be present in the 1st or 2nd grade by students who have not been schooled or who have had little education in their countries of origin.

Writing Pre-Production: Intermediate/Secondary

English language learners who have grade-equivalent literacy in their own native languages will demonstrate similar characteristics at the different grade levels while at the pre-literate or early beginner level. For example, new learners of a language may be able to copy words from the environment or from the board, but they may not be capable of producing any words of authentic text. Given scaffolds such as a choice between two pictures and their accompanying words, English language learners are able to choose the correct picture and consequently record the word that describes that picture.

As ELL students progress, they will be able to write words in *cloze* activities as long as pictures are present to provide the learners with meaning. The students will be able to arrange printed words with pictures into very simple sentences, copy the sentences they have formed, write simple paragraphs of two to three sentences using the same picture-supported cards, and subsequently copy the paragraphs they have created. Removing scaffolds, such as the pictures, or creating spaces for the students to respond to authentic text prepares the students to write on their own.

When creating authentic text, English learners will use what they know about their first language and apply that language's syntax and phonemes to their early attempts at written English. This phenomenon is known as "*interlanguage*" and is a normal and expected part of the process of learning to write in a new language.

ELL I

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

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> Respond with drawings to stories dramatized or contextualized by the teacher. 	<p>The student will:</p> <ul style="list-style-type: none"> Relate short messages by drawing, by using imitative writing, or by writing key, self-selected words. 	<p>The student will:</p> <ul style="list-style-type: none"> Relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words. 	<p>The student will:</p> <ul style="list-style-type: none"> Relate messages and short stories by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words. 	<p>The student will:</p> <ul style="list-style-type: none"> Relate messages and short stories by writing one to two simple sentences using key words that are posted and commonly used in the classroom. (W-R1: PO1 - PO3) <p>* Correlated to the Readiness level for Kindergarten</p>

ELL I

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Write, with support, 1 to 5 letters of the alphabet. • Write, with support, his or her first name. 	<p>The student will:</p> <ul style="list-style-type: none"> • Write, with support, 5 to 10 letters of the alphabet legibly. • Independently and legibly write 1 to 5 letters of the alphabet. • Write, with support, the date. • Occasionally write letters of given sounds. • Write his or her first name. 	<p>The student will:</p> <ul style="list-style-type: none"> • Write, with support, 11 to 16 letters of the alphabet legibly. • Independently and legibly write 6 to 8 letters of the alphabet. • Write, with support, 2 to 3 words posted and commonly used in the classroom. • Sometimes write letters of given sounds. • Write self-selected key words. • Sometimes organize writing from left to right and top to bottom. 	<p>The student will:</p> <ul style="list-style-type: none"> • Write, with support, 17 to 22 letters of the alphabet legibly. • Independently and legibly write 7 to 10 letters of the alphabet. • Write, with support, 4 to 6 words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences. • Often write letters of given sounds. • Write his or her first and last name. • Often organize writing from left to right and top to bottom. 	<p>The student will:</p> <ul style="list-style-type: none"> • Copy all of the letters of the alphabet legibly. (W-R3: PO1) • Independently and legibly write 15 to 16 of the letters of the alphabet. • Write, with support, 7 or more words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences. (W-R2: PO1) • Consistently apply letter-sound relationships to spell simple (CVC) words. (W-R2: PO1) • Write his or her first and last name and the names of family members. • Consistently organize writing from left to right and top to bottom. * Correlated to the Readiness level for Kindergarten

ELL II

Performance Conditions: Students at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics. At this level, a focus is on writing personal narratives. Texts are short (one or two paragraphs). Student writing at this level consists of basic vocabulary and simple sentences and phrases. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> Write 2 to 3 word phrases and simple sentences using key words that are posted and commonly used in the classroom. 	<p>The student will:</p> <ul style="list-style-type: none"> Write a few familiar 3 to 4 word phrases about an event or character from a story dramatized or contextualized by the teacher. 	<p>The student will:</p> <ul style="list-style-type: none"> Write several 3 to 4 word phrases and simple sentences about a personal experience generated from a group story. Report events sequentially using a topic sentence and concluding statement. 	<p>The student will:</p> <ul style="list-style-type: none"> Write 4 to 6 word simple sentences about events or characters from familiar stories read by the teacher. Report events sequentially using a topic sentence, transitional words, and concluding statement. Write a friendly letter that is organized and uses a proper format (e.g., heading, greeting, closing, addresses). 	<p>The student will:</p> <ul style="list-style-type: none"> Use the writing process to write short personal experience narratives, friendly letters, and informational reports that are distinguished by: (W-F1, W-F3, W-F4, W-F6) <ul style="list-style-type: none"> the development of main idea that contains some supporting details; an organization that has an identifiable beginning, middle, and ending, and places information in sensible order; a voice appropriate for audience and purpose; word choices that are accurate and understandable to audience; and, varied simple sentences that flow smoothly. <p>* Correlated to the Foundations level for 3rd grade.</p>

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the **Correlation Guide**.

ELL II

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that controls for directionality (left to right, top to bottom), is written legibly, and leaves spaces between words. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses basic English conventions outlined in the Advanced Level with many errors that may confuse the reader. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors and difficulty in naturalness of expression. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors, although the errors do not interfere with communication. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses basic English conventions with occasional errors, including: <ul style="list-style-type: none"> verb tenses (present and present progressive, past and past progressive, future, imperatives, modal auxiliaries) punctuation (endings of sentences) (W-F2: PO2) capitalization (sentence beginnings and proper nouns) (W-F2: PO3) standard grammar and word usage (basic subject-verb agreement, complete sentences, correct verb tense, regular plurals, pronouns in the possessive, object and demonstrative forms, comparative and superlative structures, adverbs and prepositions). (W-F2: PO4) * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the **Correlation Guide**.

ELL II

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p> <p>(continued)</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently and legibly write 17 to 20 of the letters (upper case and lower case) of the alphabet. Occasionally accurately write, with support, time, addresses, names, numbers, and prices. In informal writing, use phonetic spellings, with the beginning phoneme correctly represented most of the time. 	<p>The student will:</p> <ul style="list-style-type: none"> Independently write all uppercase and lowercase letters, attending to form and spatial alignment. Sometimes accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks. In informal writing, use phonetic spellings, with the beginning and final phonemes correctly represented most of the time. 	<p>The student will:</p> <ul style="list-style-type: none"> Often accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks. In informal writing, use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time. 	<p>The student will:</p> <ul style="list-style-type: none"> Consistently accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks. Recognize and use knowledge of some spelling patterns (e.g., inflectional endings, orthographic patterns and rules, contractions) when writing. 	<p>The student will:</p> <ul style="list-style-type: none"> Write legibly. (W-F2: PO5) Write simple sentences independently to complete short writing tasks. (W-F2) Spell words using regular phonogram patterns. (W-F2: PO1) Spell high frequency words correctly. (W-F2: PO1) <p>* Correlated to the Foundations level for 3rd grade.</p>

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the **Correlation Guide**.

ELL II

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> Consult print and multimedia resources (e.g., photographs, Internet, interviews), in his or her first language when needed to complete a class project. 	<p>The student will:</p> <ul style="list-style-type: none"> Gather information from dictionaries and other basic reference materials needed to complete a class project. 	<p>The student will:</p> <ul style="list-style-type: none"> Gather and organize appropriate materials needed to complete a task. 	<p>The student will:</p> <ul style="list-style-type: none"> Make observations of objects, people, or events for a class project. Accurately record observations in a field journal in his or her own words. 	<p>The student will:</p> <ul style="list-style-type: none"> Locate information in various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (W-F4; 3R 3-1: PO4) Record observations and reword information into original, simple sentences arranged sequentially. (W-F4: PO1) List resources used by title. (W-F5: PO3) <p>* Correlated to the Foundations level for 3rd grade.</p>

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the **Correlation Guide**.

ELL III

Performance Conditions: Students at this stage of proficiency can write short reports or essays up to 4 paragraphs, using basic vocabulary and common language structures. At this level, a focus is on writing personal experience narratives, expository essays, and personal letters. Students can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when students try to express thoughts that require more complex language structures.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by: <ul style="list-style-type: none"> ▪ topics and ideas that are broad and simplistic; ▪ marginally recognizable internal structures or organization; ▪ a voice that produces little reaction in the reader and reads more like a report; ▪ word choices 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. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to write personal narratives or letters on familiar topics up to 2 paragraphs distinguished by: <ul style="list-style-type: none"> ▪ identifiable main ideas although not defined meaningfully; ▪ recognizable introduction and conclusion although ideas not always sequenced meaningfully; ▪ a voice that is rather mechanical; ▪ word choices that are accurate yet lack variety; and, ▪ satisfactory control over simple sentence structures. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by: <ul style="list-style-type: none"> ▪ identifiable main ideas that contains general supporting details; ▪ simple organization with some relationship among ideas present and lapses in sequencing and use of transitions; ▪ a voice that shows a developing awareness of audience (limited commitment to the topic); ▪ ordinary, generic word choices (some misuse of word choice); and, ▪ repetitive sentence patterns(occasional attempt at more complex structures). 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays and formal communications of up to 3 paragraphs in various genres (expository, narrative, research) distinguished by: <ul style="list-style-type: none"> ▪ clear main ideas that address a purpose and contain some supporting details; ▪ an organization that moves the reader through the sentences with little confusion; ▪ a voice that is sincere and aware of audience and purpose; ▪ accurate word choices appropriate to topic and audience; and, ▪ some variety in sentence length and structure(limited control of complex sentences). 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays and formal communications of up to 4 paragraphs in various genres (expository, narrative, research) distinguished by: (W-E1: PO5; W-E2; W-E3; W-E4; W-E5; W-E6; W-E7) <ul style="list-style-type: none"> ▪ clear and focused main ideas that include relevant supporting details; ▪ an organization that enhances the central ideas with logical sequencing; ▪ an individual, engaging voice appropriate to audience and purpose(commitment to the topic); ▪ varied, descriptive word choices that adequately convey meaning; and, ▪ variety in sentence length, structure, and complexity. <p>* Correlated to the Essentials level for 5th grade.</p>

* Correlations to Arizona's Academic Standards for 4th grade is provided in the **Correlation Guide**.

ELL III

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II. 	<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with many errors that often impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with some errors that occasionally impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with occasional errors that rarely impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the following English conventions with minor errors that do not impede communication: <ul style="list-style-type: none"> ▪ verbs (irregular past, present perfect, present perfect progressive, present real conditional, habitual past); (E-W1: PO4) ▪ punctuation (sentence endings, commas, quotations, apostrophes); (W-E1: PO2) ▪ capitalization (titles, proper nouns, sentence beginnings, abbreviations); (W-E1: PO3) ▪ standard grammar and usage (subject-verb agreement, simple/compound sentences, correct verb tense, irregular plurals, various pronouns); (W-E1: PO4) ▪ differences between colloquial and written language and complete and incomplete sentences; and, ▪ correct spelling. (W-E1: PO1) <p>* Correlated to the Essentials level for 5th grade.</p>

* Correlations to Arizona's Academic Standards for 4th grade is provided in the **Correlation Guide**.

ELL III

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Select appropriate sources (e.g., dictionary, thesaurus, encyclopedia) for a specific research purpose. 	<p>The student will:</p> <ul style="list-style-type: none"> • Record relevant information (e.g., notes, graphs, tables) from research materials, using own sentences. 	<p>The student will:</p> <ul style="list-style-type: none"> • Collect information and organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). 	<p>The student will:</p> <ul style="list-style-type: none"> • Select the best resource(s) for needed information or a specific purpose. • Paraphrase information from a variety of sources using independent learning strategies (e.g., graphic organizers). 	<p>The student will:</p> <ul style="list-style-type: none"> • Locate specific information by using various organizational and graphic features of text. (5R 3-1: PO4, PO6) • Organize and integrate notes and distinguish between relevant/extraneous information, incorporating the information into a finished product that shows a point of view. (W-E8: PO1) <p>(5R 3-1: PO5 is handled in Beginning through Early Advanced levels.)</p> <p>* Correlated to the Essentials level for 5th grade.</p>

* Correlations to Arizona's Academic Standards for 4th grade is provided in the **Correlation Guide**.

ELL IV

Performance Conditions: Students at this stage of proficiency can write narratives, expository essays, formal business letters, and creative passages that are up 2 pages long. At this level, a focus is on expository writing. Students show good control of English *morphology* and the most frequently used grammatical structures. Students can express complex ideas and use a wide range of vocabulary, idioms, and a full range of verb tenses. Circumstances range from informal to more formal occasions.

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays in various <i>genres</i> (expository, narrative, research) up to 2 paragraphs that are distinguished by: <ul style="list-style-type: none"> ▪ topics and ideas that are broad and simplistic; ▪ marginally recognizable internal structures or organization; ▪ a voice that produces little reaction in the reader and reads more like a report; ▪ word choices 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. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays in various <i>genres</i> (expository, narrative, research) up to 4 or 5 paragraphs that are distinguished by: <ul style="list-style-type: none"> ▪ identifiable main ideas although not defined meaningfully; ▪ recognizable introduction and conclusion although ideas not always sequenced meaningfully; ▪ a voice that is independent rather mechanical; ▪ word choices that are accurate yet lack variety; and, ▪ satisfactory control over simple sentence structures. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays in various <i>genres</i> (expository, informational, narrative) up to 1 page that are distinguished by: <ul style="list-style-type: none"> ▪ identifiable main ideas that contain general supporting details; ▪ simple organization with some relationship among ideas present and lapses in sequencing and use of transitions; ▪ a voice that shows a developing awareness of audience (limited commitment to the topic) ▪ ordinary, generic word choices (some misuse of word choice); and, ▪ repetitive sentence patterns (occasional attempts at more complex structures). 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays in various <i>genres</i> (expository, informational, narrative) up to 1 page that are distinguished by: <ul style="list-style-type: none"> ▪ clear main ideas that address a purpose and contain some supporting details; ▪ an organization that moves the reader through sentences with little confusion; ▪ a voice that is sincere and aware of audience and purpose; ▪ accurate word choices appropriate to topic and audience; and, ▪ some variety in sentence length and structure (limited control of complex sentences). 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays in various <i>genres</i> (expository, informational, narrative) up to 2 pages that are distinguished by: (W-E1: PO4, PO5; W-E2; W-E3; W-E4; W-E5; W-E6; W-E7) <ul style="list-style-type: none"> ▪ clear and focused main ideas that include relevant supporting details; ▪ an organization that enhances the central ideas with logical sequencing; ▪ an individual and engaging voice appropriate to audience and purpose (commitment to the topic); ▪ varied, descriptive word choices that adequately convey meaning; and, ▪ variety in sentence length, structure, and complexity. <p>* Correlated to the Essentials level for 8th grade.</p>

* Correlations to Arizona's Academic Standards for 6th and 7th grades are provided in the **Correlation Guide**.

ELL IV

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that demonstrates satisfactory control over basic English conventions defined in ELL I-III. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the English conventions outlined in the Advanced Level (ELL I-III), with many errors that often impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the English conventions outlined in the Advanced Level (ELL I-III) with some errors that occasionally impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the English conventions outlined in the Advanced level (ELL I-III) with occasional errors that rarely impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the following English conventions with only minor errors that do not impede readability: <ul style="list-style-type: none"> verb tenses (past perfect, future perfect, future perfect progressive, present unreal conditional, three part phrasal verbs); (W-E1: PO4) punctuation (sentence endings, commas, quotation marks, colons, semi-colons, apostrophes) ; (W-E1: PO 2) capitalization (sentence beginnings, titles, abbreviations, proper nouns, direct quotations) ; (W-E1: PO3) standard grammar and usage (subject-verb agreement, simple, compound and complex sentences, plurals, prepositions); and, (W-E1: PO4, PO5) correct spelling. (W-E1: PO1) <p>* Correlated to the Essentials level for 8th grade.</p>

* Correlations to Arizona's Academic Standards for 6th and 7th grades are provided in the **Correlation Guide**.

ELL IV

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Locate information appropriate to a class assignment and take notes on information. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use basic reference materials such as dictionaries, encyclopedias, and thesauri to complete a variety of research and writing tasks. 	<p>The student will:</p> <ul style="list-style-type: none"> • Research information on academic topics using a broader range of reference materials (e.g., informational trade books, multimedia sources) and record relevant information from multiple sources in own words, using independent learning strategies (e.g., graphic organizers). 	<p>The student will:</p> <ul style="list-style-type: none"> • Skim and scan several resources when researching a topic and summarize the main points provided in source material in own words, using independent learning strategies (e.g., graphic organizers) to organize the information. 	<p>The student will:</p> <ul style="list-style-type: none"> • Locate specific information by using various organizational and graphic features of text (e.g., table of contents, headings, captions, italics, glossaries, indices, key/guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables). (8R 3-1: PO5, PO8) • Select best primary or secondary sources to meet a specific research purpose; take notes that summarize and paraphrase information relevant to the topic, using own words and independent learning strategies (e.g., graphic organizers); incorporate the notes into a finished product. (W-E5; W-E8; 8R 3-1: PO2, PO5, PO7) <p>* Correlated to the Essentials level for 8th grade.</p>

* Correlations to Arizona's Academic Standards for 6th and 7th grades are provided in the **Correlation Guide**.

ELL V

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

Writing Applications	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays in various genres up to several paragraphs that are distinguished by: <ul style="list-style-type: none"> ▪ topics and ideas that are moderately clear yet broad and simplistic; ▪ somewhat recognizable internal structures or organization; ▪ a voice that demonstrates some sense of audience although some elements may be unevenly developed; ▪ word choices that are limited so at times it is hard to decipher what the writer is trying to say; and, ▪ little variation in sentence types (some difficulty with naturalness of phrases and expressions). 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays in various genres up to a page that are distinguished by: <ul style="list-style-type: none"> ▪ topics and ideas that are fairly broad although readers know where the writer is headed; ▪ recognizable introduction, middle, and conclusion that demonstrate some logic in sequencing; ▪ a voice that is sincere, but not fully engaged; ▪ word choices that are accurate yet lack variety; and, ▪ limited variety in sentence length (many begin in the same way and few connecting words are used). 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create formal communications and essays in various genres (persuasive essay, literary analysis narrative, research document) up to 2 pages that are distinguished by: <ul style="list-style-type: none"> ▪ identifiable main ideas that define the topic with some details; ▪ logical organization with limited use of effective transitions; ▪ a voice with a developing awareness of audience that is pleasant, but may be inconsistent; ▪ word choices that enhance meaning but may be repetitive or inappropriate to audience and purpose; and, ▪ some variety in sentence structures although more complex sentences may be awkward. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create formal communications and essays (persuasive essay, literary analysis narrative, research document) in various genres that are up to 5 pages that are distinguished by: <ul style="list-style-type: none"> ▪ easily identifiable main ideas that are well-supported with varied details; ▪ coherent organization in which many transitions are present but formulaic; ▪ a sense of audience (a voice that adds interest); ▪ language and phrasing that is natural and appropriate for the audience and purpose; and, ▪ purposeful and varied sentences that add interest and energy. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create formal communications and essays in various genres (persuasive essay, literary analysis narrative, research document) that are up to 10 pages and are distinguished by: (W-P1: PO1, PO2; W-P2; W-P3; W-P4; W-P5; W-P6) <ul style="list-style-type: none"> ▪ clear and focused ideas that are well-supported with ample and varied details; ▪ a clear and coherent organization that showcases the central ideas and contains thoughtful transitions; ▪ a strong sense of audience (voice that is engaging and committed to the topic); ▪ effective language that conveys the intended message in an appropriate and interesting way; and, ▪ writing that is fluent with easy flow and rhythm, and complex structures. <p>* Correlated to the Proficient level for 12th grade.</p>

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the **Correlation Guide**.

ELL V

Standard English Conventions	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that demonstrates satisfactory control over basic English conventions defined in earlier stages of proficiency (ELL I-IV). 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-IV) with many errors that often impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-IV) with some errors that occasionally impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-IV) with occasional errors that rarely impede communication. 	<p>The student will:</p> <ul style="list-style-type: none"> Produce independent writing that uses the following English conventions with only minor errors that do not impede communication: <ul style="list-style-type: none"> verb tenses (past perfect progressive and future perfect progressive tenses, past unreal conditionals, modals in past tense); <i>transitional devices</i>; (W-P1: PO1) varied sentence structures with phrases and clauses; (W-P1: PO2) the active voice; (W-P1: PO3) parallel structures; and, (W-P1: PO4) correct spelling, punctuation, capitalization, grammar, and usage. (W-P1: PO5) <p>* Correlated to the Proficient level for 12th grade.</p>

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the **Correlation Guide**.

ELL V

Research	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Extract key information and relevant detail from sources and write an outline. 	<p>The student will:</p> <ul style="list-style-type: none"> • Research information on academic topics and record relevant information from print and multimedia sources, summarizing the main points provided in source material. 	<p>The student will:</p> <ul style="list-style-type: none"> • Select relevant data and synthesize information and ideas from multiple sources into a coherent whole. 	<p>The student will:</p> <ul style="list-style-type: none"> • Select and organize relevant data, identify relationships between facts, and develop a logical argument to support conclusions. 	<p>The student will:</p> <ul style="list-style-type: none"> • Locate and organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information and synthesizing ideas; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (10R 3-1: PO3, PO4, PO7) • Recognize the components of a research document and write a cohesive document that contains a logical structure and supports an argument. (W-P4) <p>* Correlated to the Proficient level for 12th grade.</p>

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the **Correlation Guide**.