

English Language Proficiency Standards

STANDARD4: English Language Learners will write in English for a variety of basic interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar and Standard English writing conventions.

Topic A: Writing

Indicator 1: Write to express personal information and ideas.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
PreK-1	<p>a. Draw a picture using writing tools and materials such as pencils, crayons, chalk, markers, rubber stamps, computers, paper, and chalkboard.</p> <p>b. Draw a picture about a personal experience such as family members, neighborhood.</p> <p>c. Draw pictures to express likes and dislikes using pictures and words to respond, such as a checklist or circling the correct picture.</p> <p>d. Use nonverbal gestures to express basic need and wants such as raising your hand.</p>	<p>a. Write words to respond to literal personal questions using cloze sentences or sentence starters, such as two sisters.*K/1</p> <p>b. Write about a personal experience using words and phrases with supporting pictures to express thoughts, feelings and ideas.</p> <p>c. Write a simple guided sentence to express favorites, likes, dislikes, and basic feelings , such as I am happy.*K/1</p> <p>d. Write words and phrases to express basic wants and needs such as may I have a pencil or may I have a piece of paper.</p>	<p>a. Write simple, patterned sentences to respond to literal personal questions, such as I have two sisters.*K/1</p> <p>b. Write about a personal experience with few details using words, phrases and clauses.</p> <p>c. Write simple guided sentences to express favorites, likes, dislikes, and basic feelings, such as I am not sad.*K/1</p> <p>d. Write simple guided sentences to express basic wants and needs, such as I need boots and a raincoat for the rain.</p>	<p>a. Write simple, patterned sentences to respond to literal personal questions , such as I have two sisters.*K/1</p> <p>b. Write about a personal experience with some details, using phrases and simple sentences.*1</p> <p>c. Write simple sentences to express likes, dislikes and feelings using a moderate range of expression , such as I feel hate/love.*1</p> <p>d. Write simple sentences to express wants, needs, and personal messages, such as a note to the teacher or a short letter. *1</p>	<p>a. Write simple and compound patterned sentences to respond to literal personal questions, such as I have two sisters and one brother. *K/1</p> <p>b. Write about a personal experience with moderate details using simple and compound sentences.*1</p> <p>c. Write simple sentences to express likes, dislikes and feelings using a variety of expressions , such as I am feeling happy.*1</p> <p>d. Write simple and some compound sentences to express wants, needs, and personal messages , such as a note to the teacher or a short letter.*1</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 1: Write to express personal information and ideas.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2-3	<p>a. Write phrases or simple, guided sentences to relate important personal information, such as name, age, family.</p> <p>b. Write phrases or simple, guided sentences to express favorites, like, and dislikes, such as I like/don't like...</p> <p>c. Write phrases or simple guided sentences to express basic wants, needs, and feelings, such as I need....</p>	<p>a. Write simple sentences to relate autobiographical information in chronological order.</p> <p>b. Write simple sentences to express opinions using expressions such as I like/love/don't like/ I think....</p> <p>c. Write to express personal wants, needs and feelings using simple sentences, such as I want to be a doctor.</p>	<p>a. Write an autobiographical text with some detail using a clear structure, such as chronological order.</p> <p>b. Write simple, persuasive text that uses some detail and patterned sentences to support a stated opinion, such as we should... or I want...</p> <p>c. Write for personal communication and expression in short messages, such as a simple friendly letter or note to the teacher.</p>	<p>a. Write a personal narrative that includes moderate detail and a clear beginning, middle, and end.</p> <p>b. Write persuasive text that uses factual and relevant details and some sentence variation to support a stated opinion, such as I think we should...because...</p> <p>c. Write for personal communication and expression in a variety of forms, such as friendly letters, notes, and journals.</p>	<p>a. Write a personal narrative that includes sufficient detail and a clear beginning, middle, and end.</p> <p>b. Write persuasive text that uses factual and relevant details, sentence variation, and effective word choice to support a stated opinion, such as if you go to college you can get a better job.</p> <p>c. Write for personal communication and expression in a wide variety of forms, such as friendly letters, notes, poems and journals.</p>
4-5	<p>a. Write phrases or simple, guided sentences to relate important personal information, such as name, age, family.</p> <p>b. Write phrases or simple, guided sentences to express favorites, likes, and dislikes, such as I like/don't like... and my favorite...is....</p> <p>c. Write phrases or simple guided sentences to express basic wants, needs, and feelings, such as I want to draw.</p>	<p>a. Write simple sentences to relate autobiographical information in chronological order.</p> <p>b. Write simple sentences to express opinions using a moderate range of expression, such as I like/love/don't like/can't stand...</p> <p>c. Write to express personal wants, needs and feelings using simple sentences, such as I want to be an artist.</p>	<p>a. Write an autobiographical text with moderate detail using a clear structure, such as chronological order.</p> <p>b. Write simple, persuasive text that uses some detail and patterned sentences to support a stated opinion, such as we should... or I want...</p> <p>c. Write for personal communication and expression, in short messages, such as a simple friendly letter or note to the teacher.</p>	<p>a. Write a personal narrative that includes moderate detail and a clear beginning, middle, and end.</p> <p>b. Write persuasive text that uses factual and relevant details and some sentence variation to support a stated opinion, such as I think the best solution is...</p> <p>c. Write for personal communication and expression in a variety of forms, such as friendly letters, personal notes, journals, and stories.</p>	<p>a. Write a personal narrative expressing a connection to a story or historical event that includes sufficient detail, and a clear beginning, middle, and end.</p> <p>b. Write persuasive text that uses reasons with relevant support, sentence variation, and effective word choice to agree or disagree with an idea, such as, in my opinion, I feel that people should not....</p> <p>c. Write for personal communication and expression in a wide variety of forms suited to topic, audience, and purpose, such as friendly letters, notes, journals, and poems.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

STANDARD4: English Language Learners will write in English for a variety of basic interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar and Standard English writing conventions.

Topic A: Writing

Indicator 2: Write to convey academic information.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
PreK-1	<p>a. Draw and label pictures to show familiar routine or procedure, such as classroom opening, schedule for the day using writing tools and materials.</p> <p>d. Draw pictures to relate the beginning, middle, and end of a story, experience, or event in a shared writing experience. *K/1</p>	<p>a. Draw and label pictures to show familiar routine or procedure, such as specials subjects and assemblies using writing tools and materials.</p> <p>b. Draw and label pictures to explain familiar cause and effect relationships such as what happens during an earthquake, using writing tools and materials.</p> <p>c. Use pictures and some familiar vocabulary to complete a graphic organizer, such as Venn diagram comparing two familiar objects in a shared writing activity. *K/1</p> <p>d. Use words and pictures to relate the beginning, middle, and end of a story, experience, or event in a shared writing experience. *K/1</p> <p>e. Write words or phrases to respond to simple prompts or questions. * K/1</p>	<p>a. Given a model: a set of pictures, describe the steps of a familiar procedure in sequence using imperative sentences and ordinal numbers, such as a morning routine. *1</p> <p>b. Draw and label pictures or complete sentence stems to explain familiar cause and effect relationships, such as what happens during a flood.*1</p> <p>c. Use some familiar vocabulary to complete a graphic organizer, such as Venn diagram comparing two familiar objects, places or people. *K/1</p> <p>d. Write a few simple sentences to relate the beginning, middle, and end of a story.*1</p> <p>e. Write simple patterned sentences to respond to simple prompts and questions. * K/1</p>	<p>a. Given a model: graphic organizers, describe the steps of a familiar procedure in sequence using simple sentences and ordinal numbers.*1</p> <p>b. Draw and label pictures or complete sentence stems to explain familiar cause and effect relationships, such as the value of exercise.*1</p> <p>c. Use new and familiar vocabulary to complete a graphic organizer, such as a Venn diagram comparing two familiar objects, places and people. *1</p> <p>d. Write some simple sentences to relate the beginning, middle, and end of a story.*1</p> <p>e. Write a variety of simple sentences to respond to literal prompts and questions. *1</p>	<p>a. Describe the steps of a familiar procedure in sequence using imperative, simple and compound sentences and ordinal numbers.*1</p> <p>b. Complete sentence stems to explain a cause and effect relationship such as what happens when you don't get enough sleep. *1</p> <p>c. Given a graphic organizer, write some simple sentences to describe and compare two objects, places and people, such as the shirt and pants are red. *1</p> <p>d. Write some simple and compound sentences to relate the beginning, middle, and end of a story.*1</p> <p>e. Write a variety of simple and compound sentences to respond to literal and inferential prompts and questions. * 1</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 2: Write to convey academic information.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2-3	<p>a. Draw and label pictures to show familiar routine or procedure.</p> <p>b. Use some familiar vocabulary to complete a graphic organizer, such as a Venn diagram comparing two familiar objects.</p> <p>c. Use words and pictures to relate the beginning, middle, and end of a story or event.</p> <p>d. Write words or phrases to respond to simple prompts and questions.</p>	<p>a. Given a model such as a set of pictures or a graphic organizer, describe the steps of a familiar procedure in sequence, such as write 2-3 simple, imperative sentences using ordinal numbers.</p> <p>b. Given a graphic organizer, write some simple sentences to describe and compare, such as the apples and strawberries are red.</p> <p>c. Write some simple sentences to relate the beginning, middle, and end of a story or event.</p> <p>d. Write simple, patterned sentences to respond to simple prompts and questions.</p>	<p>a. Describe the steps of a familiar procedure in sequence, such as write 3-4 simple, imperative sentences using ordinal numbers.</p> <p>b. Given a model or template, write several simple and compound sentences to describe and compare places, objects, or people, such as the farmer grows crops and the father buys the vegetables.</p> <p>c. Write sentences to relate a story or event using sequence words, such as first, then, after that.</p> <p>d. Write responses to literal or inferential prompts and questions using a few simple sentences that mostly address the topic.</p>	<p>a. Write to describe the steps of an academic procedure using some transitional words and moderate details.</p> <p>b. Write to describe or compare places, objects or people, using complex sentences with basic comparative structures, such as more than, smarter than.</p> <p>c. Write using some transitional words to summarize a story or academic content, such as a science experience or historical event.</p> <p>d. Write responses to literal or inferential prompts and questions using simple, compound or some complex sentences that mostly address the topic.</p>	<p>a. Write using sequential or chronological order and transitional words in appropriate format, such as a paragraph to describe the steps of an academic procedure.</p> <p>b. Write to describe or compare places, objects or people using form suitable to topic, audience and purpose, with basic comparative structures, such as more than, smarter than.</p> <p>c. Write using transitional words, details and examples to summarize a story or academic content, such as a science experiment or historical event.</p> <p>d. Write responses to literal or inferential prompts and questions using simple to complex sentences that completely address the topic.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 2: Write to convey academic information.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4-5	<p>a. Draw and label pictures or complete sentence stems to explain everyday cause and effect relationships.</p> <p>b. Draw and label pictures to show an everyday routine or academic procedure.</p> <p>c. Use some familiar vocabulary to complete a graphic organizer, such as Venn diagram comparing two familiar objects.</p> <p>d. Use words and pictures to relate the beginning, middle, and end of a story or event.</p> <p>e. Write words or phrases to respond to simple prompts and questions.</p>	<p>a. Write simple future statements to predict cause and effect relationships, given a sentence model or stem, such as water will freeze because the temperature is....</p> <p>b. Write to describe the steps of a familiar procedure in sequence, using simple, imperative sentences using ordinal numbers.</p> <p>c. Given a graphic organizer write some simple sentences to describe and compare, such as the apples and strawberries are red.</p> <p>d. Write some simple sentences to relate the beginning, middle, and end of a story or event.</p> <p>e. Write simple, patterned sentences to respond to simple prompts and questions.</p>	<p>a. Write statements with because to explain cause and effect relationships, with sentence model provided, such as the plant will grow because...</p> <p>b. Write to describe the steps of a familiar procedure in sequence, such as using 3-4 simple, imperative sentences using ordinal numbers.</p> <p>c. Write using simple and compound sentences to describe and compare places, objects or people in appropriate format.</p> <p>d. Write sentences to relate a story or event using sequence words, such as first, then, and after that</p> <p>e. Write responses to literal or inferential prompts and questions using a few simple sentences that mostly address the topic.</p>	<p>a. Write patterned If- or When-statements to predict or explain cause and effect relationships, such as if the temperature reaches 212 degrees Fahrenheit, then water will boil.</p> <p>b. Write to describe the steps of an academic procedure using some transitional words and moderate details.</p> <p>c. Write using basic comparative structures to describe and compare in appropriate format, such as a paragraph with more than; smarter than...</p> <p>d. Write using some transitional words to summarize a story or academic content, such as a science experience or historical event.</p> <p>e. Write responses to literal or inferential prompts and questions using simple, compound or some complex sentences that mostly address the topic and includes some supporting details.</p>	<p>a. Write to explain a cause and effect relationship on an academic topic, such as the effects of air pollution.</p> <p>b. Write using sequential or chronological order and transitional words in appropriate format, such as a paragraph describing the steps of an academic procedure.</p> <p>c. Write using varied sentence structures in appropriate format, such as one or more paragraphs comparing two subjects.</p> <p>d. Write using transitional words, details and examples to summarize a story or academic content, such as a science experiment or historical event.</p> <p>e. Write responses to literal or inferential prompts and questions using simple to complex sentences that completely address the topic and contain sufficient detail.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

STANDARD4: English Language Learners will write in English for a variety of basic interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar and Standard English writing conventions.

Topic A: Writing

Indicator 3: Use vocabulary to communicate effectively in writing.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
PreK-1	<p>a. Communicate in writing using emergent forms of writing such as, scribbling, random symbols, random letter-like marks.</p> <p>b. Communicate in writing using knowledge of letters to write or copy familiar words, such as own name.</p>	<p>a. Communicate in writing using familiar or copied words and phrases or drawings, such as label a picture.*K/1</p> <p>b. Compose text using some basic modifiers including color and size words, such as label pictures or complete sentence stems; I saw two big birds.*K/1</p> <p>c. Communicate in writing using emergent writing skills to write for a variety of purposes, such as write in journals, name cards and cards with words from the word wall.</p>	<p>a. Communicate in writing using words, phrases, simple sentences with drawings by recognizing familiar words, such as environmental signs.*K/1</p> <p>b. Compose text using basic modifiers including color, number, and size, such as I saw six small ducks swimming in the pond.*K/1</p> <p>c. Compose text by copying words, using visual support or completing cloze sentences using some common phrasal verbs, such as I put on my sweater,. *K/1</p> <p>d. Given a choice of words, select words to convey thoughts or feelings clearly.</p>	<p>a. Communicate in writing using words phrases, simple sentences with drawings by recognizing writing includes pictures, letters, and words to communicate meaning and information.*K/1</p> <p>b. Compose text using basic modifiers such as color, number, and size to include detail such as I saw three small grey cats climbing a tree.*K/1</p> <p>c. Compose text in simple sentences using some common phrasal verbs, such as I look like my mother. *K/1</p> <p>d. Given a short word list, select words to convey thoughts or feelings clearly.</p>	<p>a. Compose text using a limited range of everyday, high-frequency vocabulary and some grade-level academic vocabulary in simple and complex sentences.*1</p> <p>b. Compose text using modifiers and basic sensory words to include some detail, such as I like the cookie. It tastes sweet.*K/1</p> <p>c. Compose text in simple and complex sentences using some common phrasal verbs, such as I ant to grow up and become a pilot. *K/1</p> <p>d. Given a word bank or word wall, select words to convey thoughts or feelings clearly.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 3: Use vocabulary to communicate effectively in writing.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2-3	<p>a. Use some common nouns and simple adjectives to label and describe people, places and objects.</p> <p>b. Use some common action verbs and basic high frequency verbs, such as to be and to have.</p> <p>c. Use some common words that show relationships, given a writing model, such as big/little and hot/cold.</p> <p>d. Use some common words that show sequence and transition, given a writing model, such as numbers one, two, three, first and last</p> <p>e. Use some common words that show spatial relationships, such as in, on and under.</p>	<p>a. Use common nouns and simple adjectives to describe people, places and objects.</p> <p>b. Use common verbs and simple adverbs to describe action and states of being.</p> <p>c. Use common words that show relationships, such as all, both and same/different.</p> <p>d. Use common words that show sequence and transition, such as first, next, one day and then.</p> <p>e. Use common words that show spatial relationships, such as over, between and around.</p>	<p>a. Use a moderate range of nouns and adjectives to describe people, places and things with some detail.</p> <p>b. Use a moderate range of verbs and adverbs to describe action and states of being, with some detail.</p> <p>c. Use a moderate range of words that show relationships, such as compare and contrast: faster than... the longest...</p> <p>d. Use a moderate range of words that show sequence and transition, such as ordinal numbers, all, finally, in the beginning, in the middle, at the end and also.</p> <p>e. Use a moderate range of words that show spatial relationships, such as through and against.</p>	<p>a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly and with some detail.</p> <p>b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and with some detail.</p> <p>c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p> <p>d. Use a moderate range of grade-level words that show sequence and transition, such as finally, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p> <p>e. Use a moderate range of words that show spatial relationships, such as prepositions and directional words, to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.</p>	<p>a. Use a wide range of grade-level nouns and adjectives to convey information, ideas and feelings clearly in detail, appropriately for audience, purpose and situation.</p> <p>b. Use a wide range of grade-level verbs and adverbs to convey information, ideas and feelings clearly and appropriately for audience, purpose and situation.</p> <p>c. Use a wide range of words that show relationships, such as compare and contrast, cause and effect to convey information ideas and feelings clearly and appropriately for audience, purpose and situation.</p> <p>d. Use a wide range of words that show sequence and transition, such as in conclusion, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p> <p>e. Use a wide range of words that show spatial relationships, such as prepositions and directional words to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

			f. Use a few common idioms and figurative expressions, such as all right, to be over	f. Use a moderate range of common idioms and figurative expressions, including phrasal verbs, such as give back and take place, to convey information, ideas, and feelings clearly and appropriately for	f. Use a variety of common idioms and figurative expressions, including phrasal verbs such as make money and take off, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.
--	--	--	--	--	--

DRAFT

*K/1-This objective is relevant for kindergarten and/or first grade students only.
 *1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 3: Use vocabulary to communicate effectively in writing.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4-5	<p>a. Use some common nouns and simple adjectives to label and describe people, places and objects.</p> <p>b. Use some common action verbs and basic high frequency verbs, such as to be and to have.</p> <p>c. Use some common words that show relationships, given a writing model, such as big/little and hot/cold.</p> <p>d. Use some common words that show sequence and transition, given a writing model, such as numbers one, two, three, first, and last.</p> <p>e. Use some common words that show spatial relationships, such as in, on and under.</p>	<p>a. Use common nouns and simple adjectives to describe people, places and objects.</p> <p>b. Use common verbs and simple adverbs to describe action and states of being.</p> <p>c. Use common words that show relationships such as all, both and same/different.</p> <p>d. Use common words that show sequence and transition, such as first, next, one day and then.</p> <p>e. Use common words that show spatial relationships, such as over, between and around..</p>	<p>a. Use a moderate range of nouns and adjectives to describe people, places and things with some detail.</p> <p>b. Use a moderate range of verbs and adverbs to describe action and states of being, with some detail.</p> <p>c. Use a moderate range of words that show relationships, such as compare and contrast: faster than... the longest...</p> <p>d. Use a moderate range of words that show sequence and transition, such as ordinal numbers, all, finally, in the beginning, in the middle, at the end and also.</p> <p>e. Use a moderate range of words that show spatial relationships, such as through and against.</p>	<p>a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly and with some detail.</p> <p>b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and with some detail.</p> <p>c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p> <p>d. Use a moderate range of grade-level words that show sequence and transition, such as finally, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p> <p>e. Use a moderate range of words that show spatial relationships, such as prepositions and</p>	<p>a. Use a wide range of grade-level nouns and adjectives to convey information, ideas and feelings clearly in detail and appropriately for audience, purpose and situation.</p> <p>b. Use a wide range of grade-level verbs and adverbs to convey information, ideas and feelings clearly and appropriately for audience, purpose and situation.</p> <p>c. Use a wide range of words that show relationships, such as compare and contrast, cause and effect to convey information ideas and feelings clearly and appropriately for audience, purpose and situation., such as in conclusion, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p> <p>d. Use a wide range of words that show sequence and transition</p> <p>e. Use a wide range of words that show spatial relationships, such as prepositions and directional</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

			<p>f. Use a few common idioms and figurative expressions, such as all right and to be over.</p>	<p>directional words, to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.</p> <p>f. common idioms and figurative expressions, including phrasal verbs, such as give back and take place, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p>	<p>words to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p> <p>f. Use a variety of common idioms and figurative expressions, including phrasal verbs such as make money and take off, to convey information, ideas, and feelings clearly and appropriately for audience, purpose and situation.</p>
--	--	--	---	---	--

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

STANDARD4: English Language Learners will write in English for a variety of basic interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar and Standard English writing conventions.

Topic A: Writing

Indicator 4: Use Standard English grammar to communicate clearly and accurately in writing.

Note: The objectives set for each proficiency level require consistent but not 100% grammatical accuracy.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
PreK-1	<p>a. Label pictures using a few common nouns, such as name of family members.</p> <p>c. Use general skills and strategies of the writing process, such as demonstrate understanding that writing includes words, pictures, letters and words.</p> <p>d. Uses grammatical and mechanical conventions in written applications, such as writing own name.</p>	<p>a. Label pictures with a variety of common nouns, including simple plural and forms, such as sisters. *K/1</p> <p>b. Use some high frequency verbs in present tense, such as I have a sister. *K/1</p> <p>c. Write words, phrases and simple, guided statements in the affirmative, such as declarative and exclamatory using learned expressions: Great! Good! *1</p> <p>d. Uses grammatical and mechanical conventions in written applications such as writing own name, address and telephone number.</p>	<p>a. Write phrases and short sentences using nouns related to a familiar topic, such as this is my mother. *1</p> <p>b. Use some high frequency verbs in present tense and present progressive tenses, such as I am walking P.E. *K/1</p> <p>c. Compose simple, patterned statements in both the affirmative and negative, such as: Declarative, Imperative, and exclamatory using learned expressions: I am happy. Pass the cookies. Watch Out! *1</p> <p>d. Applies grammatical and mechanical conventions in writing, such as write the heading on a paper and writing the date.</p>	<p>a. Write sentences using a range of nouns, including pronouns as well as regular and some irregular plural forms, such as I have two mice. *1</p> <p>b. Use some simple present tense, present progressive, simple future and commonly used past tense verbs, such as they listened to a story. *K/1</p> <p>c. Compose simple, patterned statements in both the affirmative and negative, such as: declarative, imperative and exclamatory using learned expressions: no, I don't want any. Give it to me! *1</p> <p>d. Applies grammatical conventions when writing simple sentences with end punctuation marks and capital letters. *K/1</p>	<p>a. Write sentences' using a variety of nouns, including possessive pronouns as well as regular and irregular plural forms, such as Juan's father has two children. *1</p> <p>b. Use many regular and some high-frequency verbs in the past and future tense, such as I saw a bird. *K/1</p> <p>c. Compose simple and some compound statements in both the affirmative and negative, such as declarative using common coordinating conjunctions: and, or and but, imperative using common modal auxiliaries: you must study, and exclamatory. *1</p> <p>d. Applies grammatical conventions when writing simple and compound sentences. * 1</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

		<p>g. Copy sentences after a shared writing exercise.</p>	<p>e. Use subject-verb agreement and pronouns with familiar verbs and nouns, such as I like the pizza.*K/1</p> <p>f. Given model sentences, compose commonly used questions, such as what is your name?</p> <p>g. Use basic modifiers of color, and size in correct word order, such as I have a blue shirt.</p>	<p>e. Use correct subject-verb agreement and commonly used count nouns, such as my family is from Mexico.*1</p> <p>f. Compose simple wh- and yes/no questions, such as does Tomás live here? *1</p> <p>g. Use some modifiers of quantity, color and size in correct word order in patterned statements, such as I have a nice, brown dog.*1</p>	<p>e. Use correct subject-verb agreement including common pronouns in simple and compound sentences, such as I am going to the movies tomorrow.*1</p> <p>f. Compose a variety of simple and some compound questions, such as will he come to the party after he has done his homework? *1</p> <p>g. Use many modifiers, including sensory words in correct word order when writing simple or compound sentences, such as I picked a sweet flower in my big sister's garden. *1</p>
--	--	---	--	---	--

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 4: Use Standard English grammar to communicate clearly and accurately in writing.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2-3	<p>a. Label pictures using a variety of common nouns, including simple plural forms with –s.</p> <p>b. Use some high- frequency verbs in present and present progressive tense, such as it is, we have.</p> <p>c. Write phrases and simple, guided statements in the affirmative, such as short declarations and exclamations, using learned expressions, such as Great! Good!</p> <p>e. Given model sentences, compose some commonly used, simple questions, such as what is your name?</p>	<p>a. Write phrases and short sentences using a variety of nouns, including simple plural forms with –s and –es and pronouns with number/gender agreement.</p> <p>b. Use simple present tense, present progressive, simple future, and some commonly used simple past tense verbs, such as they walked.</p> <p>c. Compose simple, patterned statements in both the affirmative and negative, such as declarative, imperative, and exclamatory sentences, using learned expressions, such as it is a sunny day. It is not a rainy day.</p> <p>d. Use subject – verb agreement with some familiar verbs and nouns, such as they like basketball.</p> <p>e. Compose some simple wh- and yes/no questions with can, will, or do, such as can you ride a bike?</p>	<p>a. Write sentences using a variety of nouns, including a few irregular plurals, such as box-boxes, foot-feet.</p> <p>b. Use most regular and some high-frequency irregular verbs in past, present, and future tenses, such as the soldiers went.</p> <p>c. Compose simple and some compound statements in both the affirmative and negative, using common coordinating conjunctions, such as and, or and but.</p> <p>d. Use subject – verb agreement with most count nouns, such as my family is very important to me.</p> <p>e. Compose simple wh- and yes/no questions, such as is he afraid of the dark?</p>	<p>a. Write sentences using a variety of nouns, including many irregular plural forms, such as mouse-mice.</p> <p>b. Use regular and some irregular verbs in past, present, and future tenses, such as the ship sank but the people were saved.</p> <p>c. Compose simple, compound, and some complex statements in both the affirmative and negative using coordinating conjunctions, such as both.</p> <p>d. Use subject – verb agreement, including with count and non-count nouns, such as some water was dripping from the faucet.</p> <p>e. Compose a variety of simple questions and some complex questions, such as why did he say that? Will he go to school tomorrow?</p>	<p>a. Write sentences using a variety of nouns, including most irregular plural forms, such as brush-es, child-children, deer-deer.</p> <p>b. Use regular and most irregular verbs in past, present, and future tenses as well as some conditional verb forms, such as I am going to buy the book tomorrow.</p> <p>c. Compose simple, compound, and complex statements using a variety of sentence patterns in both the affirmative and negative, such as he doesn't like science, but he likes math.</p> <p>d. Use subject – verb agreement, including with indefinite pronouns, such as everybody needs to line up.</p> <p>e. Compose a variety of simple to complex questions; including some questions with embedded clauses, such as do you know what he wants?</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

	<p>f. Use some basic modifiers of quantity, color, and size in correct word order, in phrases such as a tall ship or the three little pigs.</p> <p>g. Use subject pronouns in simple sentences, such as I am from Africa.</p>	<p>f. Use basic modifiers of quantity, color, and size in correct word order, in phrases and simple sentences, such as a triangle has three sides.</p> <p>g. Use subject and object pronouns in simple sentences, such as we see them.</p>	<p>f. Use modifiers of quantity, color and size with nouns in correct agreement in patterned statements, such as a quarter is 25 cents.</p> <p>g. Use subject, object, and possessive pronouns in simple sentences, such as they are mine.</p>	<p>f. Use modifiers in correct agreement in number, including some adverbs and sensory words, such as she is wearing a red coat and a pair of gloves.</p> <p>g. Use subject, object, possessive and demonstrative pronouns in simple and compound sentences, such as this is mine and that is his</p>	<p>f. Use a variety of modifiers in correct order, including adverbs and quantifiers with count nouns in correct order, such as she is wearing a bright red coat and a pair of yellow gloves.</p> <p>g. Use subject, object, possessive and demonstrative pronouns in simple and complex sentences, such as can you tell me if these are yours or theirs?</p>
--	---	--	--	---	---

DRAFT

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 4: Use Standard English grammar to communicate clearly and accurately in writing

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Write nouns to label pictures using a variety of common nouns, including simple plural forms with –s.</p> <p>b. Use some high- frequency verbs (to be, to have) in present and present progressive tense, such as it is... or they have...</p> <p>c. Write phrases and simple, guided statements in the affirmative, such as short declarations and exclamations, using learned expressions, such as Great! and Good work!</p> <p>e. Given model sentences, compose some commonly used, simple questions, such as what is your name?</p>	<p>a. Write phrases and short sentences using a variety of nouns, including simple plural forms with –s and –es and pronouns with number/gender agreement.</p> <p>b. Use simple present tense, present progressive, simple future, and some very commonly used simple past tense verbs, such as he was tired. Water will conduct electricity.</p> <p>c. Compose simple, patterned statements in both the affirmative and negative, including simple declarative, imperative, and exclamatory sentences, such as it is a sunny day. It is not a rainy day.</p> <p>d. Use subject – verb agreement with some familiar verbs and nouns, such as they like basketball.</p> <p>e. Compose some simple wh- and yes/no questions with can, will, or do, such as can you ride a bike?</p>	<p>a. Write sentences using a variety of nouns, including a few irregular plurals, such as box-boxes, foot-feet.</p> <p>b. Use most regular and some high-frequency irregular verbs in past, present, and future tenses, such as the Native Americans gave help to the new settlers.</p> <p>c. Compose simple and some compound statements in both the affirmative and negative, using some common coordinating conjunctions, such as people need water and animals need water.</p> <p>d. Use subject – verb agreement with most count nouns, such as my family is very important to me.</p> <p>e. Compose simple wh- and yes/no questions, such as is he afraid of the dark?</p>	<p>a. Write sentences using a variety of nouns, including many irregular plural forms, such as mouse-mice.</p> <p>b. Use regular and some irregular verbs in past, present, and future tenses, such as I thought the sorcerer was the most interesting character.</p> <p>c. Compose simple, compound, and some complex statements in both the affirmative and negative, using coordinating conjunctions, such as water conducts electricity, but rubber doesn't.</p> <p>d. Use subject – verb agreement, including with count and non-count nouns, such as some water was dripping from the faucet.</p> <p>e. Compose a variety of simple questions and some complex questions, such as why did he say that? Will he go to school tomorrow?</p>	<p>a. Write sentences using a variety of nouns, including most irregular plural forms, such as brush-es, child-children, deer-deer.</p> <p>b. Use regular and most irregular verbs in past, present, and future tenses as well as some conditional verb forms, such as if I had...I would...</p> <p>c. Compose simple to complex statements in both the affirmative and negative, such as when the settlers came to Jamestown, the Native Americans helped them build good shelters and grow food.</p> <p>d. Use subject – verb agreement with count and non-count nouns and indefinite pronouns, such as everybody in the survey prefers to live in the city.</p> <p>e. Compose a variety of simple to complex questions; including some questions with embedded clauses, such as do you know what he wants?</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

	<p>f. Use some basic modifiers of quantity, color, and size in correct word order and in phrases such as a tall ship.</p> <p>g. Use subject pronouns in simple sentences, such as I am from Africa.</p>	<p>f. Use basic modifiers of quantity, color, and size in correct word order, in phrases and simple sentences, such as a triangle has three sides.</p> <p>g. Use subject and direct object pronouns in simple sentences, such as we see them.</p>	<p>f. Use a moderate range of modifiers of quantity, color and size with nouns in correct agreement in patterned statements, such as a quarter is round and silver.</p> <p>g. Use subject, direct object, and possessive pronouns in sentences of moderate length, such as she helped him revise his poem.</p>	<p>f. Use modifiers in correct agreement in number, including some adverbs and sensory words, such Elephants can run very quickly. The stone feels smooth and round.</p> <p>g. Use subject, direct object, possessive and demonstrative pronouns in sentences of moderate length, such as I think this is the best answer because it details.</p>	<p>f. Use a variety of modifiers in correct order, including adverbs and quantifiers with count and non-count nouns, such as the sun always sets earlier in winter months than in summer months.</p> <p>g. Use subject, direct and indirect object, possessive and demonstrative pronouns in longer and more complex sentences, such as when she saw that the boy looked hungry, she gave him some of her sandwich.</p>
--	---	---	--	---	---

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

STANDARD4: English Language Learners will write in English for a variety of basic interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar and Standard English writing conventions.

Topic A: Writing

Indicator 5: Use the conventions of Standard English to communicate clearly and accurately in writing.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
PreK-1	<p>b. Correctly spell their names and simple familiar words.</p>	<p>a. Apply some Standard English punctuation and capitalization, such as periods, capital letters at the beginning of a sentence, for names and the pronoun I.*1</p> <p>b. Correctly spell some simple, familiar words and words that are phonetically regular, such as bat and cap.*K/1</p>	<p>a. Apply some Standard English punctuation and capitalization, such as periods, question marks, exclamation marks, capital letters at the beginning of a sentence, for names and the pronoun I *</p> <p>b. Correctly spell some simple, familiar words and words that are phonetically regular or that have common orthographic patterns. *K/1</p>	<p>a. Apply some standard English punctuations and capitalization, such as periods, question marks, exclamation marks, capital letters at the beginning of a sentence, for names and the pronoun I. *1</p> <p>b. Correctly spell familiar words that are phonetically regular or that have common orthographic patterns and some high frequency words.*K/1</p>	<p>a. Apply most grade-level standard English punctuations and capitalization, such as periods, question marks, exclamation marks, capital letters at the beginning of a sentence, for names and the pronoun I *1</p> <p>b. Correctly spell most high frequency words.*1</p>
2-3	<p>a. Apply some Standard English punctuation, such as periods.</p> <p>b. Apply some rules of capitalization, such as beginning of a sentence, pronoun I, names.</p> <p>c. Correctly spell some simple, familiar words and words that are phonetically regular or that have common orthographic patterns, such as log and dog and frog, and use resources such as word walls and picture dictionaries.</p>	<p>a. Apply some Standard English punctuation, such as periods, question marks, exclamation marks.</p> <p>b. Apply some rules of capitalization, such as beginning of a sentence, pronoun I, proper nouns.</p> <p>c. Correctly spell familiar words and words that are phonetically regular or that have common orthographic patterns, such as train and brain, and use resources such as word walls and picture dictionaries.</p>	<p>a. Apply many grade-level Standard English punctuation, such as commas, end punctuation.</p> <p>b. Apply many rules of capitalization, such as beginning of a sentence, proper nouns, and titles.</p> <p>c. Correctly spell familiar, grade-level words, including some words that are phonetically irregular, such as bread and leaf, and use resources such as picture dictionaries, word walls and bilingual dictionaries when appropriate.</p>	<p>a. Apply most grade-level Standard English punctuation, such as commas, quotation marks, end punctuation.</p> <p>b. Apply most rules of capitalization, such as beginning of a sentence, proper nouns, and titles.</p> <p>c. Correctly spell familiar, grade-level words, including most words that are phonetically irregular, such as light and laugh, and use resources such as picture dictionaries, word walls and bilingual dictionaries when appropriate.</p>	<p>a. Apply grade-level Standard English punctuation, such as commas, apostrophes, quotation marks, end punctuation.</p> <p>b. Apply rules of capitalization, such as beginning of a sentence, proper nouns, and titles.</p> <p>c. Correctly spell grade-level words, including words that are phonetically irregular, such as knowledge and ancient, and use resources such as word walls and bilingual dictionaries when appropriate.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 5: Use the conventions of Standard English to communicate clearly and accurately in writing.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Apply some grade-level English punctuation, such as periods and question marks.</p> <p>b. Apply some grade-level Standard English capitalization, such as in the first word of a sentence, the pronoun I, and people’s names.</p> <p>c. Correctly spell some familiar, phonetically regular words that have very simple orthographic patterns, such as can and hand.</p>	<p>a. Apply some grade-level English punctuation, such as periods, question marks, and exclamation points.</p> <p>b. Apply some grade-level Standard English capitalization, such as in the first word of a sentence, the pronoun I, and some common proper nouns.</p> <p>c. Correctly spell many phonetically regular words that have simple orthographic patterns, such as crown and brown.</p>	<p>a. Apply many grade-level English punctuation, such as commas and end punctuation.</p> <p>b. Apply many grade-level Standard English capitalization rules, such as in the first word of a sentence, the pronoun I, and proper nouns.</p> <p>c. Correctly spell most commonly used grade-level words that are phonetically regular, including some words that are phonetically irregular, such as subject or equal.</p>	<p>a. Apply most grade-level English punctuation, such as commas, varied end punctuation, quotation marks and apostrophes.</p> <p>b. Apply most grade-level Standard English capitalization rules, such as in the first word of a sentence, the pronoun I, proper nouns, titles, and the first word in a direct quotation.</p> <p>c. Correctly spell many grade-level words that are phonetically regular or irregular and have varied orthographic patterns, such as quarter and science.</p>	<p>a. Skills mastered at previous level.</p> <p>b. Skills mastered at previous level.</p> <p>c. Correctly spell most grade-level words that are phonetically regular or irregular and have varied orthographic patterns, such as thought and caught.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

STANDARD4: English Language Learners will write in English for a variety of basic interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar and Standard English writing conventions.

Topic A: Writing

Indicator 6: Compose text using the steps of the writing process.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
PreK-1		<p>a. Dictate words or phrases related to brainstorm ideas as a prewriting activity. *K/1</p> <p>b. Dictate or copy words related to illustrations and ideas. *K/1</p>	<p>a. Write words or phrases with teacher support to brainstorm ideas as a prewriting exercise.*K/1</p> <p>b. With teacher or peer support, arrange ideas and compose a first draft with one or two details. *K/1</p> <p>c. Use teacher feedback to revise and edit own writing using rules, such as capitalization at the beginning of sentences and periods.*K/1</p>	<p>a. With teacher or peer support, brainstorm ideas as a prewriting exercise.*1</p> <p>b. With teacher or peer support, arrange ideas and compose a first draft with a few details. *1</p> <p>c. Use teacher feedback to revise and edit own writing , such as capitalization at the beginning of a sentence and names, periods and accurate spelling of previously learned and high frequency words.*1</p>	<p>a. Write short simple sentences with peer support or individually using a graphic organizer as a pre writing activity.*1</p> <p>b. With teacher or peer support, arrange ideas and compose a first draft with some details. *1</p> <p>c. Use teacher feedback to revise and edit own writing , such as capitalization at the beginning of a sentence and names, periods and accurate spelling of previously learned , high frequency words and adding ideas.*1</p>
2-3	<p>a. With teacher’s assistance, generate ideas for writing, such as draw pictures or write familiar words and phrases.</p> <p>b. With teacher direction, select words and phrases to complete a very structured model, such as a group-generated graphic organizer or shared writing experience as a first draft.</p>	<p>a. With teacher’s assistance, generate ideas and complete individual graphic organizers, such as four-square or web.</p> <p>b. With teacher assistance, arrange words and phrases from a graphic organizer to complete a first draft.</p>	<p>a. With peer support, generate ideas using graphic organizers, such as web or main idea-details chart.</p> <p>b. With teacher support, arrange ideas and compose a first draft.</p>	<p>a. With peer support or independently, generate ideas using a variety of techniques, such as graphic organizers, and guided research.</p> <p>b. Independently or with peer support, arrange ideas and compose a first draft.</p>	<p>a. Independently generate ideas using the prewriting strategies of effective writers, such as graphic organizers, and guided research using grade-level resources.</p> <p>b. Independently use grade-level resources as models to arrange ideas and compose a first draft.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

	<p>c. Revise first draft based on conference with teacher.</p> <p>d. Edit for periods and capital letters based on teacher's corrections.</p> <p>e. With teacher assistance, prepare a final draft,</p>	<p>c. Conference with teacher to evaluate draft, and revise by incorporating suggestions.</p> <p>d. Edit for capital letters, punctuation and spelling using teacher's suggestions and resources such as word walls and picture dictionaries.</p> <p>e. With teacher and/or peer assistance, prepare and present a final draft to an audience</p>	<p>c. Conference with peers and teacher using peer review checklist, and revise draft based on peer and teacher suggestions.</p> <p>d. Edit for conventions, such as capital letters, punctuation, and spelling, and correct language usage, using teacher's suggestions, checklists and other grade-level resources such as word walls, picture dictionaries and computer word processing tools.</p> <p>e. With teacher and/or peer assistance, prepare, present, and discuss a final draft with an audience.</p>	<p>c. Conference with peers and teacher using peer review checklist, and revise by incorporating peer feedback and by maintaining topic and adding ideas.</p> <p>d. Self-edit and peer edit for conventions, and correct language usage, using checklists and other grade –level resources such as word walls, dictionaries, and computer word processing tools.</p> <p>e. With peer assistance or independently prepare, present, and discuss a final draft with an audience.</p>	<p>c. Use varied strategies to revise, including rewriting drafts to incorporate peer feedback and to maintain topic by adding supporting ideas and deleting unrelated ideas.</p> <p>d. Self-edit and peer edit for conventions, and correct language usage, using checklists and other grade –level resources such as word walls, dictionaries, and computer word processing tools.</p> <p>e. Independently prepare, present, and discuss a final draft with an audience.</p>
--	---	---	--	--	--

DRAFT

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.

English Language Proficiency Standards

Indicator 6: Compose text using the steps of the writing process.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4-5	<p>a. With teacher’s assistance, generate ideas for writing, such as draw pictures or write familiar words and phrases.</p> <p>b. With teacher direction, select words and phrases to complete a very structured model, such as a group-generated graphic organizer as a first draft.</p> <p>c. Revise first draft based on conference with teacher.</p> <p>d. Edit final copies of text for periods and capital letters, and spelling based on teacher’s corrections.</p> <p>e. With teacher assistance, prepare a final draft.</p>	<p>a. With teacher’s assistance, generate ideas and complete individual graphic organizers, such as four-square or web.</p> <p>b. With teacher assistance, arrange words and phrases from a graphic organizer to complete a first draft.</p> <p>c. Conference with teacher to evaluate draft, and revise by incorporating suggestions.</p> <p>d. Edit final copies of text for correctness in language usage and conventions (as appropriate for language proficiency level) based on teacher’s suggestions and using some basic resources, such as word walls, picture dictionaries, and simple checklists.</p> <p>e. With teacher and/or peer assistance, prepare and present a final draft to an audience.</p>	<p>a. With peer support, generate ideas using graphic organizers, such as web or main idea-details chart.</p> <p>b. With teacher support, arrange ideas and compose a first draft.</p> <p>c. Conference with peers and teacher using peer review checklist, and revise draft based on peer and teacher suggestions.</p> <p>d. Edit final copies of text for correctness in language usage and conventions (as appropriate for language proficiency level), using resources, such as picture and/or bilingual dictionaries, computer resources, checklists, and words walls.</p> <p>e. With teacher and/or peer assistance, prepare, present, and discuss a final draft with an audience.</p>	<p>a. With peer support or independently, generate ideas using a variety of techniques, such as graphic organizers and guided research using leveled text and the Internet.</p> <p>b. Independently or with peer support, arrange ideas and compose a first draft.</p> <p>c. Conference with peers and teacher using peer review checklist, and revise by incorporating peer feedback and by maintaining topic and adding ideas.</p> <p>d. Self-edit and peer edit final copies of text for correctness in language usage and conventions, using some grade-level resources, such as monolingual or bilingual dictionaries, spell checker, or eliciting peer feedback.</p> <p>e. With peer assistance or independently prepare, present, and discuss a final draft with an audience.</p>	<p>a. Independently generate ideas using the prewriting strategies of effective writers, such as graphic organizers and guided research using resources such as grade-level texts and the Internet.</p> <p>b. Independently use grade-level resources as models to arrange ideas and compose a first draft.</p> <p>c. Use varied strategies to revise, including rewriting drafts to incorporate peer feedback and to maintain topic by adding supporting ideas and deleting unrelated ideas.</p> <p>d. Self-edit and peer- edit final copies of text for correctness in language usage and conventions, using a variety of grade-level resources, such as monolingual or bilingual dictionaries, thesaurus, spell checker, or language handbook or other grammar resource.</p> <p>e. Independently prepare, present, and discuss a final draft with an audience.</p>

*K/1-This objective is relevant for kindergarten and/or first grade students only.

*1 – This objective is relevant for first grade students only.