

**Stage II: 1-2**  
**Pre-Emergent - Basic**  
**ELL WRITING**

**English Conventions**

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

B-2: Use mechanics of writing to organize writing (left to right and top to bottom with spacing between words and lines. (penmanship) **(II-W-2:B-2)**

B-3: Apply knowledge of letter-sound relationships to spell simple words with consonants and vowels with support. (spelling) **(II-W-2:B-3)**

B-4: Use resource to spell words. (spelling) **(II-W-2:B-4)**

E-5: Copy high frequency words. (spelling) **(II-W-2:E-5)**

B-7: Use periods question marks and exclamation points with support. (punctuation) **(II-W-2:B-7)**

B-8: Use various subjects (singular/plural common nouns, singular proper nouns, pronouns, and possessive pronouns) in sentences in a variety of writing applications. (grammar/parts of speech) **(II-W-2:B-8)**

B-9: Use verb tenses in a variety of writing applications with instructional support. (grammar/parts of speech) **(II-W-2:B-9)**

B-10: Use subject verb agreement in sentences in a variety of writing applications with instructional support. (grammar/parts of speech) **(II-W-2:B-10)**

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

E-13: Participate shared writing that includes interrogative sentences in a variety of writing applications. (syntax/sentence construction) **(II-W-2:B-13)**

E-14,15: Participate in shared writing that includes exclamatory and imperative sentences in a variety of writing applications. (syntax/sentence construction) **(II-W-2:E-14) (II-W-2:E-15)**

**Stage II: 1-2**  
**Pre-Emergent - Basic**  
**ELL WRITING**

**Writing Process**

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

E-1: Generate ideas through class discussion and drawing a picture or storyboard of ideas generated with instructional support. (pre-writing)  
**(II-W-3:E-1)**

B-2: Participate in a discussion of the purpose for a writing piece and who the intended audience will be . (pre-writing) **(II-W-3:B-2)**

B-3: Contribute to the writing of a draft of an idea or story based on a class/small group generated pre-writing plan with teacher/peer as scribe. (drafting)  
**(II-W-3:B-3)**

B-4: Re-reading a class/small group draft for clarity and changing or adding relevant details as needed as modeled by teacher. (revising) **(II-W-3:B-4)**

B-5: Participate in the evaluation of a class/small group draft for the use of word choice and organization with the teacher modeling the use of a checklist or rubric. (revising) **(II-W-3:B-5)**

B-6: Participate in editing of class/small group draft for conventions with teacher modeling the use of simple resources. (editing) **(II-W-3:B-6)**

B-7: Finalize class/small group generated piece for sharing with an intended audience as modeled by the teacher. (publishing) **(II-W-3:B-7)**

**Writing Elements**

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

E-1: Draw and label pictures that relate to one main idea. **(II-W-4:E-1)**

B-2: Participate in writing relevant details that support the main idea in a group generated text as modeled by the teacher. **(II-W-4:B-2)**

B-3,4: In a small group or class write a text using transitional words that includes a clear beginning, middle, and end as modeled by the teacher.  
**(II-W-4:B-3) (II-W-4:B-4)**

**Stage II: 1-2**  
**Pre-Emergent - Basic**  
**ELL WRITING**

B-5: In a small group or class write a text in a selected format (e.g., friendly letter, narrative, expository text. etc.) as modeled by the teacher. **(II-W-4:B-5)**

B-7: Select expressive or descriptive phrases/short sentences to use in a class or small group generated text as modeled by the teacher. **(II-W-4:B-7)**

B-8: Select the appropriate interjections to use in class/small group generated text as modeled by the teacher. **(II-W-4:B-8)**

**Writing Application**

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

B-1: Write a short text about events or characters from familiar stories with instructional support. (narrative) **(II-W-1:B-1)**

B-2: Participate in guided writing of simple rhymes, chants or poetry. (narrative) **(II-W-1:B-2)**

B-3: Complete a written summary of the key events or ideas of informational text using key words and phrases with with instructional support. (expository) **(II-W-1:B-3)**

B-4: Create expository text (labels, lists, observations, and journals) using key words and phrases based on research, observation, and/or experience with instructional support. (expository) **(II-W-1:B-4)**

B-5: Create a variety of functional texts using key words phrases with instructional support. (functional) **(II-W-1:B-5)**

B-6: Write a short friendly letter or thank you note that is organized and uses a proper format with instructional support. (functional) **(II-W-1:B-6)**

B-7: Write a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support. (literary response) **(II-W-1:B-7)**

B-8: Participate in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support. (literary response) **(II-W-1:B-8)**

**Stage II: 1-2**  
**Pre-Emergent - Basic**  
**ELL WRITING**

**Research**

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

B-1: Complete question frames/templates about a topic or even in order to gather research for a report. **(II-W-5:B-1)**

B-2: Gather information to answer questions for a report using given frames/templates. **(II-W-5:B-2)**

B-3: List information based on collected data about objects, people or events for a class/small group report. **(II-W-5:B-3)**