

ELL CO-OP PLC WIDA/GSE Alignment Project

Writing

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures (SL)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by ...

W:SL:1:1.1	Writing recognizable short sentences.
Level 1 Entering	Label a simple personal illustration (e.g., <i>Family, Food, Home</i>).
Level 2 Beginning	Write patterns using high frequency words to make a pattern book (e.g., <i>I like ___. I can ___. I go to ___.</i>); fill in the blanks by drawing simple pictures.
Level 3 Developing	Write a pattern book using high frequency words, as a shared writing activity (suggested patterns: <i>I like ___. I can ___. I go to ___.</i>).
Level 4 Expanding	Describe a personal illustration by writing at least one complete sentence, with a partner.
Level 5 Bridging	Write a multiple-sentence narrative to describe a personal illustration.

W:SL:1:1.5	Distinguishing between letters, words, and sentences.
Level 1 Entering	Sort single letter cards, word cards, and simple sentence cards into like groups, with a partner.
Level 2 Beginning	Match uppercase letters with their lowercase counterparts, using letter cards or magnetic letters, with a partner.
Level 3 Developing	Build simple words with magnetic letters, using familiar spelling patterns (e.g., <i>-at, -it, -am</i>) and changing the beginning or ending consonant, in a small group.
Level 4 Expanding	Build and record sentences using word cards of familiar words, in a small group.
Level 5 Bridging	Explain orally the relationship between letters, words, and sentences.

W:SL:1:1.6	Applying directionality as appropriate to text (e.g., left to right, top to bottom).
Level 1 Entering	Participate in various games that focus on directionality (e.g., Simon Says, Hokey Pokey).
Level 2 Beginning	Follow commands to identify parts of the paper (e.g., left/right, top/bottom).
Level 3 Developing	Follow simple directions to produce a picture (e.g., <i>Put the sun in the top right corner. Draw a tree in the bottom right corner.</i>).
Level 4 Expanding	Write sentences dictated by the teacher, going from left to right, and from top to bottom.
Level 5 Bridging	Create a story that correctly demonstrates directionality in writing.

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

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W:RC:1: In response to literary or informational text, students show understanding of plot/ideas/concepts by ...

W:RC:1:1.1	Representing understanding of text through pictures, “words,” “sentences,” or some combination.
Level 1 Entering	Listen to a leveled story and draw a picture representing ideas or concepts from the story.
Level 2 Beginning	Listen to a leveled story and draw and label a picture representing ideas or concepts from the story.
Level 3 Developing	Listen to a leveled story and write answers to questions based on the text (e.g., plot, ideas, concepts).
Level 4 Expanding	Listen to a leveled story and complete a graphic organizer to identify the beginning, middle, and end of the story.
Level 5 Bridging	Listen to a grade-level fictional story; then illustrate and write a new ending.

Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by ...

W:RC:1:2.1	Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination).
Level 1 Entering	Draw a picture of a favorite part of a leveled story that has been read aloud.
Level 2 Beginning	Illustrate and label one important fact learned from listening to a piece of leveled informational text, with a partner.
Level 3 Developing	Respond to the question <i>Do you like this story?</i> , after hearing a leveled story read aloud, by writing phrases in two columns labeled <i>Why</i> and <i>Why not?</i> , in a small group.
Level 4 Expanding	Write a response explaining why a given grade-level text is fiction or non-fiction.
Level 5 Bridging	Write sentences to respond to the question, <i>What is the problem/solution?</i> , after reading a text independently and discussing it in a small group.

W:RC:1:2.4	Organizing ideas by using a beginning and an ending given a structure.
Level 1 Entering	Listen to a leveled story; then sort pictures about the story onto a chart labeled <i>Beginning</i> and <i>End</i> .
Level 2 Beginning	Draw pictures showing the beginning and the ending of a leveled story that has been read aloud.
Level 3 Developing	List events from a story on a T-chart labeled <i>Beginning</i> and <i>End</i> , in a small group.
Level 4 Expanding	Sequence a set of pictures that show a story; then label the pictures that show the beginning and end.
Level 5	Write an ending to a given beginning or a beginning to a given ending.

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Bridging	
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Expressive Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

W:EW:1: 1.1	Creating an understandable story line, when given a structure (may take form of words or pictures or some combination).
Level 1 Entering	Sequence a set of pictures to tell a story.
Level 2 Beginning	Draw a series of pictures to tell a story and label the beginning, middle, and end, with a partner.
Level 3 Developing	Create a timeline of your life, with a partner, and use it to individually write a story.
Level 4 Expanding	Complete a graphic organizer to plan a story (characters, setting, problem, beginning, middle, end), in a small group.
Level 5 Bridging	Complete a graphic organizer to plan a story (characters, setting, problem, beginning, middle, end), and write the story.

Expressive Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

W:EW:2: Students demonstrate use of narrative strategies by...

W:EW:1: 2.3	Creating character(s) (may take form of words or pictures or some combination).
Level 1 Entering	Use teacher-provided illustrations of faces, bodies, and clothes to cut out and paste together a character.
Level 2 Beginning	Draw pictures of characters and name them.
Level 3 Developing	Draw pictures of characters and identify their characteristics.
Level 4 Expanding	Listen to a story; then create and write about a character that could be added to the story.
Level 5 Bridging	Create and illustrate a story using original character(s).

W:EW:1: 4.5	Writing about observations and experiences.
Level 1 Entering	Draw pictures illustrating a past experience.
Level 2 Beginning	Draw and label pictures illustrating a past experience.
Level 3	Write sentences or phrases about personal experiences or observations.

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Developing	
Level 4 Expanding	Create and maintain an observation journal (e.g. plant growth, weather, seasonal changes, trees, nature walk).
Level 5 Bridging	Compose an illustrated story based on personal experiences or observations.

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

W:IW:1 In informational writing (reports or procedures), students organize ideas/concepts by ...

W:IW:1: 1.1	Sorting and classifying facts.
Level 1 Entering	Sort pictures into categories (e.g., living things vs. non-living things), in a small group.
Level 2 Beginning	Sort pictures into categories as in Level 1; then draw a picture of at least one new item for each category.
Level 3 Developing	Sort pictures into categories as in Level 1; then label the categories.
Level 4 Expanding	Use a graphic organizer to sort facts about a specific topic (e.g., make a web about a polar bear), in a small group.
Level 5 Bridging	Use a graphic organizer to sort facts about a specific topic (e.g., make a web about a polar bear), individually.

W:IW:1: 1.2	Representing facts through pictures, “words,” “sentences,” or some combination.
Level 1 Entering	Draw a picture of a given subject (e.g., a flower).
Level 2 Beginning	Match labels to parts of a given subject, with a partner (e.g., cut and paste the word <i>stem</i> onto a drawing of the flower).
Level 3 Developing	Complete cloze activities representing facts about a topic, using a word bank, with a partner.
Level 4 Expanding	Fill in a graphic organizer with facts about a given topic, in a small group.
Level 5 Bridging	Use a graphic organizer to write a sentence about a given topic (e.g., <i>A plant has a stem</i>).

W:IW:1: 1.3	Listing steps of a procedure in a logical order, with instructional support.
Level 1 Entering	Identify the materials needed to complete a given procedure (e.g., making a peanut and jelly sandwich), from teacher-supplied materials or illustrations.
Level 2 Beginning	Place sequencing cards or illustrations in the correct order for a given procedure (e.g., making a peanut and jelly sandwich), with a partner.
Level 3 Developing	Write the steps needed, in order, to complete a given procedure (e.g., making a peanut and jelly sandwich), with a partner.
Level 4 Expanding	Write the steps needed, in order, to complete a given procedure (e.g., making a peanut and jelly sandwich), individually.
Level 5 Bridging	Follow the written directions created in Level 4 word for word and determine what needs to be changed (e.g., <i>Spread the peanut butter on the bread</i> should say <i>Pick</i>

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	<i>up a piece of bread and a knife. Open the jar of peanut butter. Dip the knife into the peanut butter. Spread the peanut butter on the bread).</i>
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Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by ...

W:IW:1: 2.1	Using pictures to convey meaning.
Level 1 Entering	Draw and label a picture to show the meaning of a topic (e.g., draw and label a flower).
Level 2 Beginning	Draw pictures to show three facts about a topic (e.g., for the topic <i>Flowers</i> , draw soil, sun, and water).
Level 3 Developing	Draw a picture about a topic and write a short phrase or sentence about the picture, with a partner (e.g., <i>A flower has a stem</i>).
Level 4 Expanding	Create an oral presentation, using pictures, to convey information about a topic to the class, in a small group.
Level 5 Bridging	Create an oral presentation, using pictures, to convey information about a topic to the class, individually.

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

W:IW:3: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...

W:IW:1: 3.1	Including details/information relevant to topic (details/information may take the form of pictures with captions, “words”, “sentences”, or some combination)
Level 1 Entering	Choose words from a word bank that provide details about a picture, with a partner.
Level 2 Beginning	Generate descriptive words, orally, that give details about a topic, in a small group.
Level 3 Developing	Complete a graphic organizer to provide details about a given topic, in a small group.
Level 4 Expanding	Complete a graphic organizer to provide details about a given topic, individually.
Level 5 Bridging	Design a poster that includes details about a topic, using pictures with labels, words, short phrases, and/or sentences.

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)

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W:C:1: In independent writing, students demonstrate command of appropriate English conventions by ...

W:C:1: 1.5a	Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed).
Level 1 Entering	Identify letter names and sounds from alphabet cards displayed by the teacher, with a partner.
Level 2 Beginning	Draw a picture of a word that begins with the same letter as an alphabet card displayed by the teacher, with a partner.
Level 3 Developing	Arrange letters to create words given by the teacher, using letter tiles or magnetic letters, individually.
Level 4 Expanding	Write familiar words dictated by the teacher.
Level 5 Bridging	Use phonemic awareness and letter knowledge to aid spelling in narrative and informational writing.

W:C:1: 1.5b	Correctly spelling many common words (e.g., had, can, including own first name).
Level 1 Entering	Trace over sight words given by the teacher.
Level 2 Beginning	Build common words using letter tiles or magnetic letters, with a partner.
Level 3 Developing	Locate common words on a word wall and write them.
Level 4 Expanding	Correctly spell common words in short sentences dictated by the teacher.
Level 5 Bridging	Correctly spell common words in narrative and informational writing.