

# GSE/WIDA High School Writing Alignment

## Introduction

### Development of the Alignments

- The high school alignments were drafted in 2007-2008 by a group of volunteer teachers: 13 ESOL (English for speakers of other languages) teachers, one math teacher, and two science teachers; they were revised in 2008-2009 by another volunteer group: 13 ESOL teachers, two math teachers, one science, one social studies, one language arts.
- The project was part of the federally-funded ELL Co-op program, developed by the University of New Hampshire, in partnership with the NH Department of Education Title III Office, the Manchester School District, and the Nashua School District.
- Teachers met four full days each year, working in four groups by content area expertise; special thanks are due to the non-ESOL math, language arts, science, and social studies teachers who provided vital content-area expertise in those subjects.
- The result is an alignment of selected reading, writing, math, science, and social studies Grade Span Expectations (GSEs) with model performance indicators for those subjects, based on the state-adopted ESOL standards.

### Goals of the Alignment

1. To give ESOL and content area teachers information that they can use to differentiate instruction by proficiency level.
2. To provide a concrete representation of the WIDA standards so ESOL students have access to all academic content.
3. To define the ESOL curriculum in a way that will focus on the content areas of math, science, social studies, and language arts, and will assist in writing course competencies.
4. To provide a reference of appropriate ESOL teaching strategies for content area teachers.
5. To ensure that ESOL teachers know what content is being taught in content area classes, and that content area teachers know what can be expected of students at a particular level of language proficiency.

### New Hampshire's English Language Proficiency Standards

- The standards were developed by the World-Class Instructional Design and Assessment (WIDA) consortium. This consortium consists of 16 states plus the District of Columbia, which have all adopted common English language proficiency standards and assessments.
- There are five standards:
  1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
  2. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
  3. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
  4. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
  5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
- The format of the WIDA standards is as follows:
  - There are five grade spans: PreK-K, 1-2, 3-5, 6-8, 9-12.
  - Each grade span includes the four language domains of listening, speaking, reading, and writing.
  - There are five language proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging (see Appendix A for descriptions of proficiency levels and a language acquisition chart).
  - Model performance indicators (MPIs) are written for each language domain across the five proficiency levels.
  - WIDA's MPIs provide a framework for creating performance indicators for particular situations, using the topics and strategies needed to implement diverse curricula in diverse classrooms.

### Format of the Alignment

- There are three essential elements of a WIDA MPI:
  1. **Language function** is the task ELLs (English language learners) do to demonstrate performance (see Appendix B for appropriate tasks in each subject at each proficiency level).
  2. **Topic** is what the students are expected to communicate (topics come from the selected NH GSEs).
  3. **Support** is the sensory, graphic, or interactive scaffolding used to help ELLs show their knowledge (support is essential through Level 4; optional at Level 5) (see Appendix C for examples of various kinds of supports).
  4. **Examples** are optional; they clarify or extend the meaning of the MPI (e.g., things teachers, students, or texts might say; appropriate supports; subtopics, etc.).

- These WIDA/GSE alignments consist of new MPIs written for the selected GSEs:
  - MPIs were written for all tested GSEs in math, science, reading, writing, and oral communication; they were written for representative topics in social studies.
  - There are five MPIs for each GSE, one for each level of language proficiency.
  - The language domains of listening, speaking, reading, and writing are combined in the alignment MPIs.
  - The MPIs will need to be adapted; they are meant to be **models**. Teachers should change the topic, the language function, and/or the support as needed (lists of tasks and supports in Appendices B and C are helpful for adapting MPIs).

### English Language Learners

All students come to school with different backgrounds. Teachers can never assume that all their students have the same background knowledge, or learn in the same way. What is true of all students is doubly true of English language learners, because they come from much more varied backgrounds.

- Language:
  - All classrooms have students with different dialects and different levels of experience with school language.
  - These differences are greater with ELLs because language is the basic medium of communication in the classroom. Second languages must be taught and learned; it is every teacher's responsibility to help students who are still learning English.
- Culture:
  - Any group has multiple cultures and sub-cultures, often determined by ethnicity, but also by family background, interests and abilities, or social class.
  - Cultural differences among students from different language backgrounds are greater than differences among students who all speak the same language because cultures are closely related to languages. ELLs should be encouraged to maintain their native culture as they learn to live comfortably within a new culture, just as they should be encouraged to maintain their native language as they learn English.
- Family and friends:
  - Teachers recognize the influence of students' families and peers on their behavior, and how this influence creates differences in achievement.

- ELLs may demonstrate greater differences because they are living with two languages and cultures. Some strongly identify with their family's language and culture, and resist assimilation. Others are so anxious to be "American" that they create communication difficulties with their families. Teachers need to be aware of these issues and help students work through them.
- School experiences:
  - All students come to a particular classroom with different school experiences and expectations. For example, some students are used to independent group learning, while others have never done anything except teacher-directed individual work.
  - ELLs may have ways of learning that are very different from any found in U. S. schools, because classroom organization and participation are culturally-determined. Teachers need to respect the school customs that ELLs bring with them, while at the same time helping them learn to participate in different ways.
- Prior knowledge:
  - What one student learns during school is never the same as what another student learns, even if both have gone through the same school.
  - These differences increase greatly for ELLs. They may have gone to schools that put very different emphases on what is important to learn; they may have lost continuity because of attending many different schools; they may have been out of school completely because of wars or other disasters. When teaching ELLs, it is essential to find out what they already know about each new topic introduced, and to provide whatever background knowledge they need to be successful.
- Physical or emotional barriers:
  - Any classroom contains students with special physical, emotional, or learning needs.
  - ELLs may also have physical challenges, emotional problems, or learning difficulties. In addition, language disorders may not be recognized if they are confused with normal second language acquisition processes. Emotional barriers may have been created by trauma or through being uprooted from everything familiar in their lives. Teachers must remember that strategies and accommodations must be adapted for each student's individual needs.

### How to Use This Alignment

- Model Performance Indicators are exactly that: *models*; any or all of the three elements can and should be transformed to create PIs that fit specific situations.
- This document will show ESOL teachers exactly what the expectations are for different content areas; the topics of the MPis in each subject area will help them make decisions about what to emphasize as they help students with material from all content areas.
- This document will help content area teachers teach their subjects to ELLs. It is a valuable resource of appropriate tasks and supports: the tasks provide concrete examples of the kinds of things ELLs can be expected to do at each proficiency level; the supports describe sensory, graphic, and interactive strategies that will help ELLs understand and produce the language needed to accomplish the tasks.
- The strengths and needs of ESOL teachers and content area teachers complement each other; they should use each other as resources in order to get the greatest possible benefit from this document.
- This document will help both ESOL and content teachers avoid the common pitfall of “teaching down” to English language learners. ELLs with the necessary prerequisite knowledge can learn grade-level content while their language is still quite limited. Their language output may be rudimentary, but their understanding of concepts can be quite sophisticated.
- In some cases, the needs of particular ELL students cannot be met with this curriculum alignment. For example, students with limited prior formal education will lack background knowledge and literacy skills, which will need to be acquired before they can accomplish many of the tasks in this high school-level alignment. Alignments for all grade levels are being written; teachers should use the alignments that match their students’ working grade levels.

## Grade 10 Writing/English Language Development Alignment

### 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 ...**

<b>W:SL:10: 1.1:</b>	<b>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</b>
Level 1 Entering	Create subject-verb sentences, in the simple present tense, from illustrations, with a partner.
Level 2 Beginning	Rewrite simple sentences into sentences of varying length and structure.

Level 3 Developing	Write simple sentences in a narrative, using adjectives and adverbs, verb agreement, and simple present and past tenses, with a partner.
Level 4 Expanding	Use different sentence lengths and structures, including phrases and clauses, into a piece of writing.
Level 5 Bridging	Use complex sentence structures in a piece of writing.

<b>W:SL:10: 1.3:</b>	<b>Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive</b>
Level 1 Entering	Match graphic organizers appropriate for compare/contrast, cause/effect, and sequencing with the names of the corresponding organizational structures.
Level 2 Beginning	Read short, simple paragraphs (e.g., a recipe, a description, cause/effect), with a partner, and match them with names of organizational structures from a word bank.
Level 3 Developing	Read a modified paragraph, choose an appropriate graphic organizer, and record the information from the paragraph on the graphic, with a partner.
Level 4 Expanding	Discuss a grade-level text in a small group, and identify the organizational structure used in the text.
Level 5 Bridging	Read a grade-level text and write a paragraph identifying the organization structure and explaining why the text represents that particular structure.

<b>W:SL:10: 1.4</b>	<b>Applying a format and text structure appropriate to purpose, audience, and context</b>
Level 1 Entering	Fill in words and short phrases in a given template (e.g., letter, table, web, or outline), using a word bank.
Level 2 Beginning	List experiences and personal information on a visually supported form with simple text.
Level 3 Developing	Compose a personal letter and a business letter, using an appropriate template.
Level 4 Expanding	Produce a piece of writing in chronological order, using a timeline, with appropriate transition words.
Level 5 Bridging	Create a cause and effect piece of writing using the appropriate text structure.

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

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

<b>W:RC:10: 1.1:</b>	<b>Selecting and summarizing key ideas to set context, appropriate to audience</b>
Level 1 Entering	Match pictures with captions representing key ideas from a narrative and arrange them in correct sequence, with a partner.
Level 2 Beginning	Identify place, time, and characters in a folktale by writing simple sentences, using words from a word bank.
Level 3 Developing	Describe a setting, using a topic sentence and including supporting details of cause and effect, using a model paragraph.
Level 4	Summarize background information from text, using main ideas and specific

Expanding	vocabulary to describe or explain key ideas in appropriate format, in a small group.
Level 5 Bridging	Write a response to a literary or informational text, using key ideas to set an appropriate context.

<b>W:RC:10: 1.3:</b>	<b>Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes</b>
Level 1 Entering	Draw a picture from life experience to relate to an illustration from a text that has been read aloud, and label the picture.
Level 2 Beginning	Classify words into idea groups (e.g., countries matched to continents, good characters matched to good actions); then use the words in short sentences, with the aid of a graphic organizer (e.g., a word web).
Level 3 Developing	Express a personal response to a visually-supported story or text, including personal experience.
Level 4 Expanding	Compare and contrast information from a news source with information from a literary or informational text, with a partner.
Level 5 Bridging	Analyze the main idea from a literary or informational text, in writing, and connect facts from another source (e.g., using biographical information about an author, discuss his/her point of view).

**Reading Connection**  
**Writing in Response to Literary or Informational Text – Showing**  
**Understanding of Ideas in Text (RC:2)**

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

<b>W:RC:10: 2.1a</b>	<b>Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt</b>
Level 1 Entering	Respond to questions by producing basic positive or negative statements (e.g., <i>I like ___ /I don't like ___, I agree/I don't agree</i> ), with a partner.
Level 2 Beginning	State an opinion and give a reason or support (e.g., <i>I like ___ because ...</i> ), using a word or phrase bank.
Level 3 Developing	Establish a claim or assertion, in writing, with multiple supporting details, using a graphic organizer.
Level 4 Expanding	Apply a generalization, using details from text and prior knowledge, with or without illustrations.
Level 5 Bridging	Propose a thesis statement and support it with details from informational text and prior knowledge.

<b>W:RC:10: 2.2</b>	<b>Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State) EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres</b>
Level 1 Entering	Choose appropriate vocabulary from a word bank to match illustrations of characters and setting.
Level 2 Beginning	Identify vocabulary that demonstrates relationships between characters, using word webs.
Level 3 Developing	Match reasons for a character's actions with the character's personal attributes as stated in the text, in small groups.
Level 4	Identify author's style, bias, or point of view, and discuss reasons for them with a

Expanding	partner.
Level 5 Bridging	Make inferences about author's style and point of view and how they relate to the characters and the events.

<b>W:RC:10: 2.3</b>	<b>Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions</b>
Level 1 Entering	Match pictures to words from text, with a partner.
Level 2 Beginning	List details from text to support a main idea, in small groups.
Level 3 Developing	Identify details to support interpretations or conclusions, from multiple sources, using a graphic organizer.
Level 4 Expanding	Produce a writing sample that includes details, references, and/or citations to support claims and interpretations from a text, with or without graphic support (e.g., a poster).
Level 5 Bridging	Defend a thesis by using specific details, references, and/or citations, in writing.

<b>W:RC:10: 2.4</b>	<b>Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</b>
Level 1 Entering	Connect or match separate pictures orally, using simple conjunctions (e.g., <i>and</i> , <i>or</i> ).
Level 2 Beginning	Describe events from sequenced pictures, using simple sentences with transitional words/phrases, with a partner.
Level 3 Developing	Discuss the connection between a text and the broader world of ideas in a small group; then summarize the discussion in writing, using transitional words/phrases and synthesizing the information discussed.
Level 4 Expanding	Draw conclusions about a text by synthesizing information from the text with real-world information, using a model.
Level 5 Bridging	Integrate information from a text and a classroom discussion into a composition.

### Expressive Writing – Reflective Essay (EW:5)

**W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...**

<b>W:EW:10: 5.1</b>	<b>Engaging the reader by establishing context (purpose)</b>
Level 1 Entering	Draw an illustration that establishes a context for writing about a personal experience, with teacher support.
Level 2 Beginning	Brainstorm high interest writing topics, in small groups.
Level 3 Developing	Rewrite an introductory paragraph to include a "hook" that draws the reader in, with a partner.
Level 4 Expanding	Produce a personal narrative that establishes a context to engage the reader, with a partner.
Level 5 Bridging	Produce a reflective essay, based on personal experience or opinion, using the writing process of editing and revising through several drafts.

<b>W:EW:10: 5.2</b>	<b>Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection</b>
Level 1 Entering	Match illustrations to words that demonstrate the impact of life events on the individual, using a word bank (e.g. match words related to conflict with a picture of war).
Level 2 Beginning	State facts, observations, impressions, and feelings related to significant life events, in a small group.
Level 3 Developing	Propose alternate circumstances that would have created a different situation for an individual, using a graphic organizer.
Level 4 Expanding	Compare and contrast points of view of an individual at different ages, to demonstrate personal growth, with a partner.
Level 5 Bridging	Create a composition that illustrates the impact of several personal events on the life of the writer.

<b>W:EW:10: 5.3</b>	<b>Using an organizational structure that allows for a progression of ideas to develop</b>
Level 1 Entering	Chart objects and events according to preferences (e.g., <i>I like ___ and I don't like ___</i> sentences).
Level 2 Beginning	Describe preferences using the vocabulary of feelings, comparison, and description of experiences, in small groups.
Level 3 Developing	Fill out a cause-and-effect graphic organizer about a certain situation.
Level 4 Expanding	Discuss with a partner a life problem the student has encountered; then write a paragraph comparing and contrasting the two people's problems.
Level 5 Bridging	Write a problem/solution reflective essay.

<b>W:EW:10: 5.4</b>	<b>Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</b>
Level 1 Entering	Brainstorm comparatives (e.g., most interesting pictures) and label them with the focus idea, with teacher help.
Level 2 Beginning	Create <i>who, what, when, where</i> questions to match given answers, using a picture (e.g., location, people).
Level 3 Developing	Write the first paragraph of a reflective essay with a question and answer, after a small group discussion.
Level 4 Expanding	Write a few paragraphs comparing something from the past with something from the present, e.g., house, school, supermarket, urban/rural setting.
Level 5 Bridging	Write a reflective essay which analyzes your observations and impressions on a given topic.

<b>W:EW:10: 5.5</b>	<b>Providing closure - leaving the reader with something to think about</b>
Level 1 Entering	Identify picture sequences in which the last picture shows closure, and picture sequences in which it does not, with a partner.
Level 2 Beginning	Write a short simple sentence to provide closure to a visually-supported text that has been read aloud, in a small group.
Level 3 Developing	Write a paragraph about a specific topic and end it with a question for further discussion; with a partner.
Level 4 Expanding	Discuss with a partner two alternate ending paragraphs for a text; write one ending paragraph (different from the one written by the partner); then discuss differences and similarities in the paragraphs written by the two partners.
Level 5 Bridging	Write an essay with a concluding paragraph, using specific vocabulary to elicit audience reaction.

**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 ...

<b>W:IW:10: 1.1</b>	<b>Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) EXAMPLES of text structures: sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning</b>
Level 1 Entering	Match pictures showing causes with corresponding pictures showing effects, with a partner; identify which pictures are causes and which are effects.
Level 2 Beginning	Sequence simple sentences in sequential order, based on a text that has been read aloud, in small groups.
Level 3 Developing	Write a topic sentence, with supporting facts from a previously-read text, using cause and effect markers such as <i>because</i> and <i>so</i> , with a partner.
Level 4 Expanding	Choose an appropriate text structure for a particular form of writing (e.g., use of chronology in investigative writing; use of problem/solution in expository writing), with a partner; then use a graphic depiction of that text structure to write a short essay.
Level 5 Bridging	Create a graphic that compares and contrasts different text structures as they apply to different forms of writing, with examples; then explain the graphic to a partner.

<b>W:IW:10: 1.2</b>	<b>Selecting appropriate and relevant information (excluding extraneous details) to set context</b>
Level 1 Entering	Point out the incorrect word(s) related to an illustration, with a partner.
Level 2 Beginning	Label place names, landforms, and dates, in relation to pictured events.
Level 3 Developing	Select information from a phrase bank relevant to a given topic; then write it in paragraph form, with a partner.
Level 4 Expanding	Rewrite a draft of an essay, removing all information not directly related to the topic sentence or main idea, with a partner.
Level 5 Bridging	Review unnecessary or irrelevant information in a text or essay, and provide justification in writing for the removal of the information.

**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 ...

<b>W:IW:10: 2.1</b>	<b>Establishing a topic</b>
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Level 1 Entering	Identify the topic of a set of pictures showing the steps of an everyday activity (e.g., morning routine), with a partner.
Level 2 Beginning	Organize pictures of the steps of an every-day procedure or activity, identify the topic, and write a short simple sentence to establish the topic, in small groups.
Level 3 Developing	Identify the elements of an introductory paragraph from a phrase bank, with a partner.
Level 4 Expanding	Discuss, in a small group, the elements of an introductory paragraph; then choose a topic and write a short introductory paragraph.
Level 5 Bridging	Produce a written report with an introductory paragraph that establishes a topic for the entire piece of writing.

<b>W:IW:10: 2.2</b>	<b>Stating and maintaining a focus/controlling idea/theses</b>
Level 1 Entering	Create a title for a picture.
Level 2 Beginning	Make a word web about a particular topic; then use it to create a simple topic sentence with three related facts, with a partner.
Level 3 Developing	Write a topic sentence for a paragraph that lacks one, maintaining the focus in the paragraph, with a partner.
Level 4 Expanding	Suggest a thesis statement and make a web, outline, and/or paragraphs with related information, in a small group.
Level 5 Bridging	Compose a thesis and maintain the focus of the thesis throughout a five-paragraph essay, with a partner.

<b>W:IW:10: 2.3</b>	<b>Writing with a sense of audience, when appropriate</b>
Level 1 Entering	Make a poster to convey information about a particular topic to the class, with a partner, choosing an appropriate heading.
Level 2 Beginning	Create, with a partner, different posters appropriate for different audiences (e.g., posters for family, for friends, or for school), with a partner.
Level 3 Developing	Compare and contrast the form of writing for two different audiences (e.g., an email message to a friend and an essay for school), using a Venn diagram.
Level 4 Expanding	Outline an appropriate format for reports and research papers- with a partner.
Level 5 Bridging	Write a persuasive essay on a given topic, for a particular audience, (e.g. an anti-smoking essay for a friend); compare the essay with one written by another student for a different audience (e.g., an anti-smoking essay for a school newspaper);

<b>W:IW:10: 2.4</b>	<b>Establishing an authoritative voice</b>
Level 1 Entering	Identify words and phrases in visually supported sentences that contribute to establishing an authoritative voice.
Level 2 Beginning	List key phrases or sentences from simple informational text that establish the writer's authority, with a partner.
Level 3 Developing	Sort sentences into those that reflect an authoritative voice and those that do not (e.g., <i>Research indicates...</i> versus <i>Some people think that ...</i> ), in a small group.
Level 4 Expanding	Rewrite an informational paragraph to make it more authoritative, in a small group.
Level 5 Bridging	Write a short report that clearly establishes an authoritative voice.

<b>W:IW:10: 2.5</b>	<b>Using precise and descriptive language that clarifies and supports intent</b>
Level 1	Choose from a word bank those words and phrases that are most precise and

Entering	descriptive with respect to a picture, with a partner.
Level 2 Beginning	Write a very simple lab report, using words and phrases from a word bank, in a small group.
Level 3 Developing	Write a paragraph explaining how to do a familiar procedure (e.g., send a text message); then try to follow the procedure exactly and identify, with a partner, places where the language should be more precise.
Level 4 Expanding	Compare, in a small group, a text that uses precise and descriptive language to one that does not; then write a paragraph using the precise and descriptive text as a model.
Level 5 Bridging	Write a report using precise and descriptive language that clarifies and supports the intent of the report.

**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 ...**

<b>W:IW:10: 3.1</b>	<b>Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information</b>
Level 1 Entering	Choose facts that are relevant to the focus/controlling idea of a visual from a word/phrase bank; compare choices with a partner.
Level 2 Beginning	Rewrite, with a partner, a simple lab report to remove extraneous information.
Level 3 Developing	Read a short informational text (at the appropriate reading level) with a partner; then write a summary of the text; edit the partner's summary to identify missing facts and details, and extraneous information.
Level 4 Expanding	Choose facts and details from a word/phrase bank that are relevant to a given opening paragraph of a report (supplied by the teacher); complete the report, using the chosen facts and details.
Level 5 Bridging	Using leveled text, and editing support, produce a report with a visual to present to an audience. Be prepared to answer questions from audience. Rehearse before the presentation.

<b>W:IW:10: 3.2</b>	<b>Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose</b>
Level 1 Entering	Make a poster showing information from a text that has been read aloud; label the most important pieces of information on the poster.
Level 2 Beginning	Make two posters, in a small group: one for classmates and the other one for elementary students, showing information from a text that has been read aloud; include the appropriate depth of information on each poster.
Level 3 Developing	Display information from a modified text on a graphic organizer, using description, explanation, comparison, and contrast to provide appropriate facts and details.
Level 4 Expanding	Summarize notes from lectures or text in paragraph form, with a partner; add description and definitions of technical terms.
Level 5 Bridging	Produce a report with a visual to present to the class; describe and explain the visual with the appropriate level of details and facts.

<b>W:IW:10:</b>	<b>Addressing readers' concerns (anticipating and addressing potential</b>
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<b>3.3</b>	<b>problems, mistakes, or misunderstandings that might arise for the audience)</b>
Level 1 Entering	Make a poster showing information from a text that has been read aloud; label the most important information; with a partner, check to make sure the labels are accurate and show important information.
Level 2 Beginning	Correct information that is incorrect or unclear, with a partner, from a poster supplied by the teacher.
Level 3 Developing	Correct the problems, mistakes, and/or misunderstandings in a short report supplied by the teacher, in a small group.
Level 4 Expanding	Edit a short report written by a partner, to identify potential problems, mistakes, and misunderstandings; help the partner revise the report.
Level 5 Bridging	Edit a self-written report, using a checklist supplied by the teacher, to find and correct any potential problems, mistakes, or misunderstandings.

<b>W:IW:10: 3.4:</b>	<b>Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)</b>
Level 1 Entering	Answer yes/no questions about the significance of the information in a short, simple report supplied and read aloud by the teacher.
Level 2 Beginning	Identify, from a short, simple report supplied and read aloud by the teacher, comments on the significance of the information, in a small group.
Level 3 Developing	Read texts and comment on the significance of information, e.g., specific information (details, facts, quotes, research) within an informational piece of writing.
Level 4 Expanding	Write a summary of a short information text; with a partner, edit the summary to include comments on the significance of the information.
Level 5 Bridging	Comment on the significance of information in an essay written by another student or another person.

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

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

<b>W:C:10: 1.1:</b>	<b>Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns</b>
Level 1 Entering	Write short, simple, present tense subject-verb sentences, using models.
Level 2 Beginning	Add adjectives, adverbs, and prepositions of place to short, simple, present tense subject-verb sentences, using models; recognize and correct errors in verb agreement.
Level 3 Developing	Edit paragraphs written by others using present, past, and future sentences; compound sentences; prepositional phrases; and conjunctions.
Level 4 Expanding	Edit reports using perfect tenses and conditionals, passive and active voice, and complex sentences; use peer editing to edit for correct tenses, prepositions, and conjunctions.
Level 5 Bridging	Edit essays to apply the rules of standard English usage and correct grammatical errors.

<b>W:C:10: 1.4</b>	<b>Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: hyphens, dashes, parentheses</b>
Level 1	Use periods at the end of sentences; use commas to separate items on a list.

Entering	
Level 2 Beginning	Use appropriate end punctuation for sentences. (e.g., period, question mark, exclamation point).
Level 3 Developing	Use comma rules, apostrophes, and quotation marks.
Level 4 Expanding	Use colons and semi-colons; self-edit and peer-edit for correctness.
Level 5 Bridging	Use punctuation to enhance meaning or add emphasis (e.g., hyphens, dashes, parentheses), using models.