(iv) descriptive adjectives; future verbs; past, present, and Spanish conventions, or words; pictorial, or written form

(vii) punctuation marks at the end of declarative sentences; and brainstorming; free writing; add detail; choosing an effective organizational strategy, such as sequence of events, cause-and-effect, and compare-and-contrast, and building on ideas to create a focused, organized, and coherent piece of writing.

Revision drafts to ensure clarity, development, organization, style, word choice, and sentence fluency.

DRAFT English conventions including:

(i) complete simple, compound, and complex sentences with correct subject-verb agreement;
(ii) correct subject-verb agreement;
(iii) appropriate pronouns;
(iv) commas in appropriate phrases and other silences; capitalization for: titles, proper nouns, acronyms, and official titles of places, historical periods, historical events and figures, and authorship and citation(s);
(v) contractions;
(vi) appropriate use of apostrophes and contractions;
(vii) capitalization and punctuation of titles, compound and complex sentences and correct subject-verb agreement;
(viii) appropriate use of words; and
(ix) appropriate use of word order; and
(x) appropriate use of declarative sentences and fragment.

Corresponding parts of sentences and fragments; and

(x) appropriate use of declarative sentences and fragment.

(Ell A, Grade 6)

(Ell A, Grade 5)

(Ell A, Grade 4)

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through brainstorming, journaling, freewriting, or discussing;
(B) develop drafts of varying lengths choosing an appropriate organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing as in timed and open-ended situations;
(C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency;
(Ell A, Grade 3)

(Ell A, Grade 2)

(Ell A, Grade 1)

(G) dictate or compose (H) dictate or compose

(F) use the elements of

(E) share writing with

(D) revise drafts to ensure coherence and clarity;

(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(B) develop drafts of varying lengths choosing an effective organizational strategy, such as sequence of events, cause-and-effect, and compare-and-contrast, and building on ideas to create a focused, organized, and coherent piece of writing.

(d) dictating and composing by:

(9) composition:

(8) revision:

(7) organization:

(6) planning:

(5) drafting:

(4) writing:

(3) listening:

(2) reading:

(1) speaking:

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

ELLA, Grade 7

ELLA, Grade 8

ESL I

ESL II

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through brainstorming, journaling, freewriting, or discussing;
(B) develop drafts of oral, pictorial, or written form by organizing ideas;
(C) revise drafts by adding details in pictures or words;
(D) exchange drafts with adults, assistance, using standard Spanish conventions, including:

(i) complete sentences;
(ii) past, present, and future verbs;
(iii) singular and plural nouns including articles;
(iv) descriptive adjectives;
(v) pronouns;

(vi) capitalization of the first letter in a sentence and punctuation marks at the end of a declarative sentence;

(E) share writing with others;

(F) dictate or compose literary texts including personal narratives using genre characteristics and conventions;

(G) dictate or compose informational texts using genre characteristics and conventions, and

(H) dictate or compose prose texts that states a writer’s purpose through sequencing ideas and facts, and audience using genre characteristics and craft.

(i) developing an idea reflecting writer’s purpose when drafting and composing:

(ii) organizing with specific details and scholarly sources;

(iii) choosing an effective organizational strategy, such as sequence of events, cause-and-effect, and compare-and-contrast, and building on ideas to create a focused, organized, and coherent piece of writing as in timed and open-ended situations;

(iv) appropriate pronouns;

(v) appropriate use of sentences and correct subject-verb agreement;

(vi) correct capitalization and punctuation of titles, compound and complex sentences and correct subject-verb agreement;

(vii) appropriate use of words, phrases, and clauses;

(viii) capitalization for: titles, proper nouns, acronyms, and official titles of places, historical periods, historical events and figures, and authorship and citation(s);

(ix) capitalization for:

(x) consistent and logical use of word order;

(xi) appropriate use of declarative sentences and fragment.

Corresponding parts of sentences and fragments; and

(x) appropriate use of declarative sentences and fragment.

(Ell A, Grade 2)

(Ell A, Grade 1)

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through brainstorming, journaling, freewriting, or discussing;
(B) develop drafts of oral, pictorial, or written form by organizing ideas;
(C) revise drafts by adding details in pictures or words;
(D) exchange drafts with adults, assistance, using standard Spanish conventions, including:

(i) complete sentences;
(ii) past, present, and future verbs;
(iii) singular and plural nouns including articles;
(iv) descriptive adjectives;
(v) pronouns;

(vi) capitalization of the first letter in a sentence and punctuation marks at the end of a declarative sentence;

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(F) dictate or compose literary texts including personal narratives using genre characteristics and conventions;

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(x) consistent and logical use of word order;

(xi) appropriate use of declarative sentences and fragment.

Corresponding parts of sentences and fragments; and

(x) appropriate use of declarative sentences and fragment.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<th>Grade 6</th>
<th>Grade 7</th>
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<tbody>
<tr>
<td><strong>I.</strong></td>
<td>(i) dictate or compose persuasive texts that explain a personal opinion and reasons using genre characteristics and craft; and</td>
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<tr>
<td><strong>II.</strong></td>
<td>(ii) compose informative texts using genre characteristics and craft, including procedural and reports;</td>
<td>(ii) compose informative texts using genre characteristics and craft, including personal narratives, fiction such as realistic or imaginative, and poetry;</td>
<td>(ii) compose informative texts using genre characteristics and craft such as essays and reports;</td>
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<tr>
<td><strong>III.</strong></td>
<td>(iii) construct a variety of sentence structures and lengths; and</td>
<td>(iii) constructing a variety of sentence structures and lengths; and</td>
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<td><strong>IV.</strong></td>
<td>(iv) developing voice;</td>
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<td><strong>VI.</strong></td>
<td>(vi) using intentional word choice, precise nouns, and strong action verbs;</td>
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<td><strong>VII.</strong></td>
<td>(vii) explicit information about a topic, using genre characteristics and craft; and</td>
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<td><strong>VIII.</strong></td>
<td>(viii) using genre characteristics in writing; and</td>
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<td>(viii) using genre characteristics in writing; and</td>
<td>(viii) using genre characteristics in writing; and</td>
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<td><strong>IX.</strong></td>
<td>(ix) developing an engaging idea reflecting depth of thought with specific details and relevance;</td>
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