

# Kansas Curricular Standards for English for Speakers of Other Languages

## 4. Writing

## Pre-Kindergarten

	Beginning	Intermediate	Advanced
<b>Vocabulary</b>			
1.	Illustrate and labels concrete nouns and plural nouns, with support.	1. Use concrete age-appropriate singular and plural nouns and subject pronouns in student-dictated or shared writing, with support.	1. Use age-appropriate vocabulary in student-dictated or shared writing, with support.
2.	Illustrate and labels verbs to express action by drawing and labeling, with support.	2. Use verbs to express action or state of being in student-dictated or shared writing, with support.	2. Use age-appropriate verbs to express action or state of being in student-dictated or shared writing, with support.
<b>Grammar</b>			
3.	Repeat correct word order in modeled short phrases and highly patterned statements and basic questions, with support.	3. Repeat correct word order in modeled simple statements and basic questions, with support.	3. Use correct word order in simple statements and basic questions within sentence stems and sentence frames and student-dictated or shared writing, with support.
4.	Repeat correct subject-verb agreement in highly patterned simple statements, with support.	4. Repeat subject-verb agreement in highly patterned simple sentence and sentence frames, with support.	4. Use subject-verb agreement correctly in student-dictated or shared writing, with support.
5.	Repeat verb tense to indicate present events in highly patterned simple statements, with support.	5. Repeat developmentally appropriate verb tenses to indicate present, future, and past events in simple statements and phrases, with support.	5. Use developmentally appropriate verb tenses to indicate present, future, and past events in statements, with support.
<b>Writing Conventions</b>			
6.	Demonstrate beginning control of drawing and writing tools.	6. Use curved, straight, and diagonal lines, and recognize the difference between writing and drawing, with support.	6. Copy or write familiar words, with support.
7.	Write some recognizable letters, with support.	7. Demonstrate an understanding that letters are combined to make words and knows how print is written (i.e., left to right, top to bottom, front to back), with support.	7. Demonstrate an understanding that once an oral message is written, it read the same every time, and that words are separated by spaces, with support.
<b>Personal Information</b>			
8.	Dictate or draw to express personal information using drawings, symbols, letters, or words, with support.	8. Dictate, draw, or write to express personal information using drawings, symbols, letters, or words, with support.	8. Write to express personal information and ideas using drawings, symbols, letters, and words, with support.
9.	Dictate or draw to express opinions and feelings using drawings, symbols, letters, and words, with support.	9. Dictate, draw, or write to express opinions and feelings using drawings, symbols, letters, or words, with support.	9. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Kindergarten**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Illustrate and labels concrete nouns and pronouns, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with occasional support.	1. Use age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with minimal support.
2. Illustrate and labels verbs to express action, with support.	2. Use verbs to express action or state of being by drawing and labeling in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in sentence frames, student-dictated and shared writing, with occasional support.	2. Use age-appropriate verbs to express action or state of being in sentence frames, student-dictated and shared writing, with minimal support.
3. Illustrate and labels adjectives, with support.	3. Use articles and basic adjectives by drawing and labeling student-dictated and shared writing, with support.	3. Use articles and basic adjectives in student-dictated and shared writing, with support.	3. Use articles and basic adjectives in sentence frames, student-dictated and shared writing, with occasional support.	3. Use age-appropriate articles and basic adjectives in sentence frames, sentences and student-dictated or shared writing, with minimal support.
4. Copy basic words to indicate time, sequence, and location (i.e., before, after, next, under, on) by labeling and matching pictures, with support.	4. Copy basic words to indicate time, sequence, and location in phrases (i.e., before the game, after school, next to the box, under the table, on the desk) by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames (i.e., 'The dog ran ____: under the bed, around the tree, behind the bush.') by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with occasional support.	4. Use age-appropriate words to indicate direction, time, sequence, and location in phrases and sentence stems and sentence frames, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Kindergarten**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Grammar</b>				
5. Repeat correct word order in modeled short phrases, highly patterned statements, with support.	5. Repeat correct word order in modeled simple statements, with support.	5. Use correct word order in modeled simple statements using sentence stems and sentence frames, with support.	5. Use correct word order in simple statements using sentence stems and sentence frames, with occasional support.	5. Use correct word order in statements using sentence stems and sentence frames, with minimal support.
6. Repeat correct word order in modeled basic questions, with support.	6. Repeat correct word order in basic questions, with support.	6. Use correct word order in modeled basic questions using sentence stems and sentence frames, with support.	6. Use correct word order in basic questions using sentence stems and sentence frames, with occasional support.	6. Use correct word order in questions using sentence stems and sentence frames, with minimal support.
7. Recognize the use of subject-verb agreement in highly patterned simple statements by drawing and labeling, with support.	7. Recognize the use of subject-verb agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	7. Recognize the correct use of subject-verb agreement in sentence stems and sentence frames, with support.	7. Demonstrate the use of correct subject-verb agreement in sentence stems and sentence frames, with occasional support.	7. Use sentences with correct subject-verb agreement in sentence stems and sentence frames, with minimal support.
8. Recognize the use of noun-pronoun agreement in highly patterned simple statements by drawing and labeling, with support.	8. Recognize the use of noun-pronoun agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	8. Recognize the correct use of noun-pronoun agreement in sentence stems and sentence frames, with support.	8. Demonstrate the use of correct noun-pronoun agreement in sentence stems and sentence frames, with occasional support.	8. Use sentences with correct noun-pronoun agreement in sentence stems and sentence frames, with minimal support.
9. Recognize verb tense to indicate present events in highly patterned simple statements, with support.	9. Recognize verb tense to indicate present, past, and future events in simple statements and phrases, with support.	9. Recognize verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with support.	9. Use verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with occasional support.	9. Use verb tense to indicate present, past, and future events in sentence stems and sentence frames, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Kindergarten**

<b>Beginning</b>	<b>High Beginning</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Advanced</b>
<b>Writing Conventions</b>				
10. Demonstrate an understanding that shapes or pictures convey meaning, with support.	10. Write or copy some recognizable letters, with support.	10. Write or copy letters in groups to form words, with support.	10. Copy or write familiar words, with occasional support.	10. Write familiar words, with minimal support.
11. Identify periods in shared writing activities, with support.	11. Copy periods within dictated or shared writing, with support.	11. Use periods within shared writing or sentence frames, with support.	11. Use end punctuation within shared writing or sentence frames, with occasional support.	11. Use end punctuation in a variety of writing activities with minimal support.
12. Identify capital letters in names, with support.	12. Copy capital letters at the beginning of sentences in shared writing activities, with support.	12. Use capital letters at the beginning of sentences and names in shared writing, with support.	12. Use capitalization to begin sentences and names in shared writing and sentence frames, with occasional support.	12. Use capital letters at the beginning of sentences and names with minimal support.
13. Copy first name correctly, with support.	13. Copy first and last names, with support.	13. Write first and last names, words with invented spelling, and phonetically regular high-frequency words, with support.	13. Write grade-level high-frequency words and correct initial consonants of words, with occasional support.	13. Spell grade-level high-frequency words and c-v-c words, with minimal support.
<b>Personal Information</b>				
14. Express personal information using drawings, symbols, letters, or words, with support.	14. Express personal information in dictated or shared writing, with support.	14. Complete sentence frames to express personal information and ideas, with support.	14. Use sentence frames to express personal information and ideas, with occasional support.	14. Express personal information and ideas, with minimal support.
15. Express opinions and feelings using drawings, symbols, letters, or words, with support.	15. Express opinions and feelings in dictated or shared writing, with support.	15. Complete sentence frames to express opinions and feelings, with support.	15. Use sentence frames to express opinions and feelings, with occasional support.	15. Express opinions and feelings, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Kindergarten**

<b>Beginning</b>	<b>High Beginning</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Advanced</b>
<b>Academic Information</b>				
16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and modeled phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and/or short phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, phrases, and simple guided sentences.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, phrases, and sentences with detail.	16. Use shared writing or dictation to retell events, stories, and experiences using details in a short paragraph with support.
17. Use shared writing or dictation to describe attributes of people, places, and things using pictures, words, and modeled phrases.	17. Use shared writing or dictation to describe and compare attributes of people, places, and things using pictures, words, and adjectives in short phrases.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures, words, and adjectives in phrases and simple guided sentences.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures and adjectives in phrases and sentences with detail.	17. Use shared writing or dictation to write descriptive words and other details to expand and improve writing.
18. Use shared writing or dictation to express predictions and future events using pictures, words, and modeled phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, and/or short phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, phrases, and simple guided sentences.	18. Use shared writing or dictation to express predictions, probability, and future events using pictures, phrases, and sentences with detail.	18. Use shared writing or dictation to express predictions, probability, and future events using details in a short paragraph with support.

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**4. Writing**

**Grade 1**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in short sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in sentences, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns, with minimal support.
2. Identify verbs to express action by drawing and labeling, with support.	2. Identify verbs to express action or state of being by drawing and labeling, with support.	2. Identify verbs and helping verbs in phrases and sentences, with support.	2. Use grade-level verbs and helping verbs in short sentences, with occasional support.	2. Use grade-level verbs and helping verbs in sentences, with minimal support.
3. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	3. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with support.	3. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	3. Use grade-level words to indicate direction, time, sequence, and location, with occasional support.	3. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
<b>Grammar</b>				
4. Choose correct word order in modeled short phrases and highly patterned statements, with support.	4. Choose correct word order in modeled simple statements, with support.	4. Use correct word order in simple statements, with support.	4. Use correct word order in simple statements, with occasional support.	4. Compose simple sentences using correct word order, with minimal support.
5. Choose correct word order in modeled simple questions, with support.	5. Choose correct word order in simple questions, with support.	5. Use correct word order in simple questions, with support.	5. Use correct word order in simple questions, with occasional support.	5. Compose simple questions using correct word order, with minimal support.
6. Use subject-verb agreement in highly patterned simple statements, with support.	6. Use subject-verb agreement in simple statements, with support.	6. Use subject-verb agreement in simple sentences, with support.	6. Use subject-verb agreement to compose sentences and questions, with occasional support.	6. Use subject-verb agreement consistently in sentences and questions, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements, with support.	7. Use noun-pronoun agreement in simple sentences and questions, with support.	7. Use noun-pronoun agreement to compose sentences and questions, with occasional support.	7. Use noun-pronoun agreement consistently in sentences and questions, with minimal support.
8. Use verb tenses to indicate present events in highly patterned simple statements, with support.	8. Use verb tenses to indicate present, past, and future events in phrases, with support.	8. Use verb tenses to indicate present, past, and future events in sentence stems and sentence frames, with support.	8. Use verb tenses to indicate present, past, and future events in sentences, with occasional support.	8. Use verb tenses to indicate present, past, and future events in several connected sentences, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 1**

<b>Beginning</b>	<b>High Beginning</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Advanced</b>
<b>Writing Conventions</b>				
9. Use grade-level punctuation, including periods at the end of sentences, with the support.	9. Use end punctuation, including periods and question marks, with support.	9. Use end punctuation, with support.	9. Use end punctuation, with occasional support.	9. Consistently use end punctuation, with minimal support.
10. Use capital letters to begin sentences, with support.	10. Use grade-level capitalization, including capital letters to begin sentences, with support.	10. Use grade-level capitalization, with support.	10. Use grade-level capitalization, with occasional support.	10. Use grade-level capitalization, with minimal support.
11. Spell first and last names correctly and use letters to represent phonemes in words, with support.	11. Spell first and last names and phonetically regular high-frequency words, with support.	11. Spell grade-level high-frequency words and pattern words, with support.	11. Spell grade-level high-frequency words, pattern words, and words with simple inflectional endings, with occasional support.	11. Apply conventional spelling in written language, including spelling high-frequency words, words that follow regular spelling patterns, and words with simple inflectional endings, with minimal support.
<b>Personal Information</b>				
12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, words, and sentences, with support.	12. Write to express personal information and ideas using words and sentences, with occasional support.	12. Write to express personal ideas using drawings, symbols, letters, words, and sentences, with minimal support.
13. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.	13. Dictate, draw, or write to express opinions and feelings, with support.	13. Write to express opinions and feelings using drawings, symbols, letters, words, and sentences, with support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with occasional support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 1**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
14. Write to explain familiar routines or procedures, using pictures, words, and modeled phrases, with support.	14. Write to explain familiar routines or procedures, using pictures, words, and/or short phrases, with support.	14. Write to explain academic procedures, using pictures, words, phrases, and simple guided sentences, with support.	14. Write to explain academic procedures, using words, phrases, and simple sentences with detail, with occasional support.	14. Write to explain academic procedures, using details in sentences, with minimal support.
15. Write to retell events, stories, and experiences, using pictures, words, and modeled phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, and short phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, phrases, and simple guided sentences, with support.	15. Write to retell events, stories, and experiences, using pictures, phrases, and sentences, with occasional support.	15. Write to retell events, stories, and experiences in connected sentences, with minimal support.
16. Write to describe attributes of people, places, and things, using pictures, words, and modeled phrases, with support.	16. Write to describe and compare attributes of people, places, and things, using pictures, and words in short phrases, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures, and words in phrases and simple guided sentences, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures and words in phrases and sentences, with occasional support.	16. Use descriptive words and other details to expand and improve writing, with minimal support.
17. Write to express predictions and future events, using pictures, words, and modeled phrases, with support.	17. Write to express predictions and future events, using pictures, words, and/or short phrases, with support.	17. Write to express predictions and future events, using pictures, words, phrases, and simple guided sentences, with support.	17. Write to express predictions, probability, and future events, using pictures, phrases, and sentences, with occasional support.	17. Write to express predictions, probability, and future events in sentences, with minimal support.
18. Write to explain cause-effect relationships, using pictures, words, and modeled phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, and/or short phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, phrases, and simple guided sentences, with support.	18. Write to explain cause-effect relationships using phrases and sentences, including signal words, with occasional support.	18. Write to explain cause-effect relationships in connected sentences, including signal words and phrases, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 2**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support.	2. Use grade-level verbs and helping verbs in sentences, with support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with occasional support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and adjectives in phrases and sentence frames, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in sentences, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with occasional support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with occasional support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in phrases and sentence frames, with support.	5. Use idioms and grade-level multiple-meaning words, with support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with occasional support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 2**

<b>Beginning</b>	<b>High Beginning</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Advanced</b>
<b>Grammar</b>				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple and compound sentences, with occasional support.	6. Compose complete correct simple and compound declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Use correct subject-verb agreement in a variety of sentences, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support.	9. Use past, present and present progressive tenses of common verbs in phrases and sentence frames, with support.	9. Use past, present and future tenses of regular and common irregular verbs, with support.	9. Use past, present and future tenses of regular and irregular verbs, with occasional support.	9. Apply consistent and appropriate use of verb tenses, with minimal support.
10. Use basic transitional words in a sentence to create a message, with support.	10. Use basic transitional words among sentences to create a logical message, with support.	10. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

# Kansas Curricular Standards for English for Speakers of Other Languages

## 4. Writing

## Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Writing Conventions</b>				
11. Use end punctuation, with support.	11. Use grade-level end punctuation, with support.	11. Use grade-level end punctuation and commas, with support.	11. Use grade-level punctuation, with occasional support.	11. Use grade-level punctuation consistently, with minimal support.
12. Use capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	12. Use grade-level capitalization, with minimal support.
13. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	13. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	13. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	13. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with support.	13. Apply conventional grade-level spelling, with minimal support.
<b>Personal Information</b>				
14. Use words, phrases, and simple sentences to express personal information and ideas, with support.	14. Use sentences to express personal information and ideas in journals, with support.	14. Use sentences and simple paragraphs to express personal information and ideas in short narratives, with support.	14. Write to express personal information and ideas using a variety of forms such as journals, narrative, and letters, with occasional support.	14. Express personal information and ideas, using a variety of forms such as journals, narratives, and letters, with minimal support.
15. Express opinions and feelings, using words, phrases, and sentences, with support.	15. Express opinions and feelings with relevant reasons, using complete sentences, with support.	15. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	15. Express opinions and feelings using relevant reasons, with support.	15. Express opinions and feelings using significant, relevant reasons, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 2**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
16. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures using simple sentences, with support.	16. Explain two-step academic procedures using a variety of sentences, with support.	16. Explain multi-step academic procedures using details in a simple paragraph, with support.	16. Explain multi-step academic procedures using grade-level language structures, with minimal support.
17. Write narrative text using single words, short phrases, and/or illustrations, with support.	17. Write narrative text using simple sentences, with support.	17. Write narrative text using details in sentences, with support.	17. Write narrative text in a simple paragraph using details in sentences, with occasional support.	17. Write simple narrative text using details in sentences, with minimal support.
18. Describe attributes of people, places, and things using basic adjectives and short phrases, with support.	18. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences.	18. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	18. Describe and compare factual attributes and characteristics of people, places and things using sensory words and details, with occasional support.	18. Describe by using sensory details and vivid language, with minimal support.
19. Express predictions and future events using single words, short phrases, and/or illustrations, with support.	19. Express predictions and future events using phrases and simple sentences, with support.	19. Express predictions and future events using compound sentences, with support.	19. Express predictions, probability, and future events using a variety of sentences, with occasional support.	19. Express predictions, probability and future events using grade-level language structures in a paragraph, with minimal support.
20. Express cause-effect relationships using single words or phrases, with support.	20. Express cause-effect relationships in phrases and sentences, with support.	20. Express cause-effect relationships using signal words, with support.	20. Express cause-effect relationships using signal words and phrases, with occasional support.	20. Express cause-effect relationships in a simple paragraph using appropriate signal words or phrases, with minimal support.
21. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	21. Summarize short passages of speech or text using phrases and sentences, with support.	21. Summarize and paraphrase short passages of speech or text, with support.	21. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	21. Summarize and paraphrase information from various sources, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 3**

<b>Beginning</b>	<b>High Beginning</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Advanced</b>
<b>Vocabulary</b>				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	2. Use grade-level verbs and helping verbs in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	3. Use articles and adjectives in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	3. Use articles, grade-level adjectives, and adverbs in sentences, with support of graphic organizers, modeling and sentence stems/ frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support such as word banks, sentence frames, and picture dictionaries.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support such as word banks, sentence frames, and picture dictionaries.	5. Use basic phrasal verbs in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	5. Use idioms and grade-level multiple-meaning words, with support of graphic organizers, modeling and sentence stems and sentence frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with support of graphic organizers, modeling and paragraph frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 3**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Grammar</b>				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose complete and correct declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Recognize and use correct subject-verb agreement, with minimal support.
9. Use noun-pronoun agreement in highly patterned simple statements, with support.	9. Use noun-pronoun agreement in simple statements and questions, with support.	9. Use noun-pronoun agreement in simple and compound statements and questions, with support.	9. Use noun-pronoun agreement in a variety of statements and questions, with occasional support.	9. Recognize and use correct noun-pronoun agreement, with minimal support.
10. Use present and present progressive verb tenses of common verbs in highly patterned simple statements, with support.	10. Use present and present progressive verb tenses of common verbs in phrases and sentence frames, with support.	10. Use past, present and future verb tenses of regular and common irregular verbs, with support.	10. Use past, present and future verb tenses of regular and irregular verbs, with support.	10. Apply consistent and appropriate use of verb tenses such as past, present and future, with minimal support.
11. Use basic transitional words in a sentence to create a message, with support.	11. Use basic transitional words among sentences to create a logical message, with support.	11. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	11. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	11. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 3**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Writing Conventions</b>				
12. Use end punctuation, with support.	12. Use grade-level end punctuation, with support.	12. Use grade-level punctuation, including end punctuation, commas and quotation marks, with support.	12. Use grade-level punctuation, including end punctuation, commas, apostrophes, and quotation marks, with occasional support.	12. Use grade-level punctuation consistently, with minimal support.
13. Use capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	13. Use grade-level capitalization, with minimal support.
14. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	14. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	14. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	14. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with occasional support.	14. Apply conventional grade-level spelling, with minimal support.
<b>Personal Information</b>				
15. Express personal information and ideas using words, phrases, and simple sentences, with support.	15. Express personal information and ideas using complete sentences, with support.	15. Express personal information and ideas using sentences and simple paragraphs, with support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with occasional support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with minimal support.
16. Express opinions and feelings, using words, phrases, and simple sentences, with support.	16. Express opinions and feelings with relevant reasons, using complete sentences, with support.	16. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	16. Express opinions and feelings with detailed reasons, with occasional support.	16. Express opinions and feelings using significant, relevant reasons, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 3**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
17. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	17. Explain grade-level academic procedures using simple sentences, with support.	17. Explain two-step academic procedures using a variety of sentences, with support.	17. Explain multi-step academic procedures using details in a paragraph, with occasional support.	17. Explain multi-step academic procedures using grade-level language structures, with minimal support.
18. Compose narrative text using single words, short phrases, and/or illustrations, with support.	18. Compose narrative text using simple sentences, with support.	18. Compose narrative text using details in simple and compound sentences, with support.	18. Compose narrative text in a paragraph using details within complex sentences, with occasional support.	18. Compose narrative text using details within complex language structures, with minimal support.
19. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	19. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	19. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	19. Describe and compare factual attributes and characteristics of people, places, and things using sensory words and details, with occasional support.	19. Describe and compare by using sensory details and vivid language, with minimal support.
20. Express predictions and future events using simple words, short phrases, and/or illustrations, with support.	20. Express predictions and future events using phrases and simple sentences, with support.	20. Express predictions and future events using simple and compound sentences, with support.	20. Express predictions, probability, and future events using appropriate verb tenses and a variety of sentences, with occasional support.	20. Express predictions, probability, and future events using grade-level language structures in a paragraph, with minimal support.
21. Express cause-effect relationships using simple words or phrases, with support.	21. Express cause-effect relationships in phrases and sentences, with support.	21. Express cause-effect relationships using signal words, with support.	21. Express cause-effect relationships using signal words and phrases, with occasional support.	21. Express cause-effect relationships in paragraphs using appropriate signal words and phrases, with minimal support.
22. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	22. Summarize short passages of speech or text using phrases and sentences, with support.	22. Summarize and paraphrase short passages of speech or text, with support.	22. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	22. Summarize and paraphrase information from various sources, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 4-5**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use grade-level content nouns and subject pronouns by drawing and labeling, with support.	1. Use grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary, including possessive and demonstrative pronouns, in sentences, with support.	1. Use precise grade-level vocabulary, including relative pronouns, in paragraphs, with occasional support.	1. Use precise vocabulary, including abstract nouns, with minimal support.
2. Express action or state of being by drawing and labeling, with support.	2. Incorporate verbs and helping verbs to express action or state of being in phrases and sentence frames, with support.	2. Incorporate grade-level verbs and helping verbs in sentences, with support.	2. Incorporate a variety of grade-level verbs and helping verbs in paragraphs, with occasional support.	2. Incorporate a variety of vivid verbs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and grade-level adjectives in phrases and sentence frames, with support.	3. Use articles and grade-level adjectives and adverbs in sentences, with support.	3. Use articles and vivid grade-level adjectives and adverbs in paragraphs, with occasional support.	3. Use articles and vivid grade-level adjectives and adverbs, with minimal support.
4. Use basic words to indicate time, sequence, and location by drawing and labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use precise grade-level words to indicate direction, time, sequence, and location in paragraphs, with occasional support.	4. Use precise grade-level words to indicate direction, time, sequence, and location, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in sentence frames, with support.	5. Use idioms and multiple-meaning words in sentences to clarify, extend or elaborate on ideas, with support.	5. Use idioms, figurative expressions, and multiple-meaning words in paragraphs to clarify, extend or elaborate on ideas, with occasional support.	5. Use idioms and figurative language to clarify, extend or elaborate on ideas, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 4-5**

<b>Beginning</b>	<b>High Beginning</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Advanced</b>
<b>Grammar</b>				
6. Use correct word order in modeled short phrases and highly patterned statements and questions, with support.	6. Use correct word order to form modeled simple statements and questions, with support.	6. Use correct word order in simple and compound statements and questions, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements and questions, with support.	7. Use noun-pronoun agreement in simple and compound statements and questions, with support.	7. Use noun-pronoun agreement in simple, compound, and complex statements and questions, with occasional support.	7. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support	8. Use subject-verb agreement in simple statements and questions, with support	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	8. Use subject-verb agreement when composing in a variety of modes, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support	9. Use past, present, future, and progressive verb tenses of common verbs in phrases and sentence frames.	9. Use past, present, future, and progressive verb tenses of regular and common irregular verbs in simple and compound statements and questions, with support.	9. Use past, present, future, progressive, and conditional verb forms of regular and irregular verbs in simple, compound, and complex statements and questions, with occasional support.	9. Use consistent and appropriate verb forms to compose a variety of texts using active and passive voices, with minimal support.
10. Use simple transitional words and phrases to compose highly patterned sentences and questions, with support.	10. Use simple transitional words and phrases to compose sentences and questions, with support.	10. Use grade-level transitional words and phrases to create a cohesive and logical message among sentences, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 4-5**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Writing Conventions</b>				
11. Use correct end punctuation, with support.	11. Use correct end punctuation and apostrophes, with support.	11. Use correct end punctuation, apostrophes, and commas, with support.	11. Use correct grade-level punctuation, including colons, underlining, and quotation marks, with occasional support.	11. Use correct grade-level punctuation consistently, with minimal support.
12. Use correct capitalization to begin sentences and names, with support.	12. Use correct capitalization to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use correct capitalization to begin sentences and identify proper nouns, with support.	12. Use correct capitalization in titles and direct quotations, with support.	12. Use correct grade-level capitalization consistently, with minimal support.
13. Spell high-frequency words and pattern words, with support.	13. Spell high-frequency words and grade-level content words, with support.	13. Spell high-frequency words, grade-level content words, and words with common affixes, with support.	13. Spell grade-level words, including multi-syllabic words with complex spelling patterns, with occasional support.	13. Apply conventional grade-level spelling, with minimal support.
<b>Personal Information</b>				
14. Express personal information with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	14. Express personal information with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	14. Using the writing process, express personal information with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	14. Using the writing process, express personal information with extensive command of grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	14. Using the writing process, express personal information, using comprehensive grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
15. Express ideas, opinions and feelings with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	15. Express ideas, opinions and feelings with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph, with support.	15. Using the writing process, express ideas, opinions and feelings with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	15. Using the writing process, express ideas, opinions and feelings with extensive command of grade-level vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	15. Using the writing process, express ideas, opinions and feelings, with comprehensive topical grade-level vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

# Kansas Curricular Standards for English for Speakers of Other Languages

## 4. Writing

## Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
16. Explain grade-level academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	16. Explain grade-level two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	16. Explain grade-level multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	16. Explain grade-level multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
17. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	17. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	17. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	17. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	17. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
18. Report observations and describe attributes of people, places, and things with limited command of grade-level vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	18. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of grade-level vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of grade-level vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of grade-level vocabulary and language structures, using transition words and phrases, signal words, sensory details, and images, with occasional support.	18. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
19. Express predictions and future events with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	19. Express predictions and future events with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	19. Express predictions, probability, and future events with adequate command of grade-level vocabulary and language structures, using appropriate verb forms, with support.	19. Express predictions, probability, and future events with extensive command of grade-level vocabulary and language structures, with occasional support.	19. Express predictions, probability, and future events using comprehensive grade-level vocabulary and language structures, with minimal support.

## Kansas Curricular Standards for English for Speakers of Other Languages

20. Express cause-effect relationships with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	20. Express cause-effect relationships with basic command of grade-level vocabulary and language structures, using signal words within simple sentences, with support.	20. Express cause-effect relationships with adequate command of grade-level vocabulary and language structures, using signal words, with support.	20. Express cause-effect relationships with extensive command of grade-level vocabulary and language structures, using signal words and phrases, with occasional support.	20. Express cause-effect relationships using comprehensive grade-level vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
21. Summarize short passages of speech or text about familiar topics, with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	21. Summarize short passages of speech or text about familiar topics, with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	21. Summarize or paraphrase speech or text about content-related topics, with adequate command of grade-level vocabulary and language structures, with support.	21. Summarize and paraphrase speech or text about content-related topics, with extensive command of grade-level vocabulary and language structures, with occasional support.	21. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of grade-level vocabulary and language structures, minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 6-12**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use limited vocabulary (concrete nouns, subject and object pronouns, verbs to express action or state of being, phrasal verbs, adjectives, prepositions of time, sequence and location) about familiar information in short responses and simple sentences, with support.	1. Use basic vocabulary (possessive and demonstrative pronouns, helping verbs, modifiers including adjectives, articles, and adverbs) within simple paragraphs, with support.	1. Use adequate content-specific vocabulary, such as multiple meaning words and technical terms, with support.	1. Use extensive content-specific vocabulary, such as abstract terms and figurative language, with occasional support.	1. Use comprehensive content-specific vocabulary to accurately communicate complex ideas and concepts, with minimal support.
2. Use limited academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within short responses and simple sentences, with support.	2. Use basic academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within simple paragraphs, with support.	2. Use adequate academic vocabulary, including content-specific vocabulary, multiple meaning words and technical terms within writing, with support.	2. Use extensive academic vocabulary, including content-specific vocabulary, abstract terms and figurative language, with occasional support.	2. Use comprehensive academic and content-specific vocabulary to accurately communicate when writing about complex ideas and concepts, with minimal support.
3. Use limited vocabulary in simple sentences and drawings in a variety of genres, with support.	3. Use basic general vocabulary to write simple paragraphs about familiar topics in a variety of genres, with support.	3. Use adequate content-specific vocabulary to write in a variety of genres, with support.	3. Use extensive content-specific vocabulary to write in a variety of genres, with occasional support.	3. Use comprehensive content-specific vocabulary to accurately communicate in a variety of genres, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 6-12**

	<b>Beginning</b>	<b>High Beginning</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Advanced</b>
<b>Grammar</b>					
4.	Use correct word order in modeled short phrases, highly-patterned sentences and questions, with support.	4. Use correct word order in simple sentences and questions that include modifiers (such as articles, adjectives, and adverbs), with support.	4. Use correct word order to compose more complex sentences and questions by using independent and dependent clauses, with support.	4. Use correct word order in complex sentences and questions with adverbial and relative clauses, with occasional support.	4. Use correct word order when composing in a variety of modes, with minimal support.
5.	Use noun-pronoun agreement to compose highly-patterned sentences, with support	5. Use noun-pronoun agreement to compose simple sentences, with support.	5. Use noun-pronoun agreement to compose more complex sentences by using independent and dependent clauses, with support.	5. Use noun-pronoun agreement in complex sentences with adverbial and relative clauses, with occasional support.	5. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
6.	Use subject-verb agreement to compose highly-patterned sentences, with support.	6. Use subject-verb agreement to compose simple sentences, with support.	6. Use subject-verb agreement to compose more complex sentences by using independent and dependent clauses, with support.	6. Use subject-verb agreement in complex sentences with adverbial and relative clauses, with occasional support.	6. Use subject-verb agreement when composing in a variety of modes, with minimal support.
7.	Use simple present tense of regular and high-frequency irregular verbs to compose highly-patterned sentences and questions, with support.	7. Use simple and progressive forms of past, present, and future tenses of regular and high-frequency irregular verbs to compose simple sentences and questions, with support.	7. Use simple, progressive and perfect tenses of regular and irregular verbs to compose more complex sentences and questions, with support.	7. Use all verb tenses and the conditional mood to compose, with occasional support.	7. Use consistent and appropriate verb tenses to compose a variety of texts using active and passive voices, with minimal support.
8.	Use simple transitional words and phrases to compose highly-patterned sentences, with support.	8. Use simple transitional words and phrases to compose simple sentences, with support.	8. Use content-specific transitional words and phrases to move from one idea to the next in composing complex sentences and short paragraphs, with support.	8. Use transitional words and phrases to compose a cohesive message within and among sentences and paragraphs, with occasional support.	8. Use appropriate transitional words and phrases to compose and connect paragraphs, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 6-12**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Writing Conventions</b>				
9. Use appropriate end punctuation, with support.	9. Use appropriate end punctuation and apostrophes, with support.	9. Use end punctuation, commas, and apostrophes, with support.	9. Use punctuation, including quotation marks, colons, and semi-colons, with occasional support.	9. Use appropriate punctuation in a variety of writing, with minimal support.
10. Use capitalization for the first word of a sentence, the pronoun I, and names, with support.	10. Use capitalization, including frequently used abbreviations and titles, with support.	10. Use capitalization in proper nouns, with support.	10. Use capitalization appropriately in a direct quotation, with occasional support.	10. Use appropriate capitalization in a variety of writing, with minimal support.
11. Spell high-frequency words and simple content-specific words that follow a pattern, with support.	11. Spell simple and content-specific words, with support.	11. Spell content-specific words, with support.	11. Spell grade-level and content-specific words, with occasional support.	11. Use appropriate spelling in a variety of writing, with minimal support.
<b>Personal Information</b>				
12. Express personal and autobiographical information with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	12. Express personal and autobiographical information with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with extensive command of content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	12. Using the writing process, express personal and autobiographical information, using comprehensive content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
13. Express ideas, opinions and feelings with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	13. Express ideas, opinions and feelings with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph, with support.	13. Using the writing process, express ideas, opinions and feelings with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	13. Using the writing process, express ideas, opinions and feelings with extensive command of content-specific vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	13. Using the writing process, express ideas, opinions and feelings, with comprehensive topical content-specific vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

**4. Writing**

**Grade 6-12**

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
14. Explain content-specific academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	14. Explain content-specific academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	14. Explain content-specific two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	14. Explain content-specific multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	14. Explain content-specific multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
15. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	15. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	15. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	15. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	15. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
16. Report observations and describe attributes of people, places, and things with limited command of content-specific vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	16. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of content-specific vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of content-specific vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of content-specific vocabulary and language structures, using transition words and phrases, signal words, sensory details and images, with occasional support.	16. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
17. Express predictions and future events with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	17. Express predictions and future events with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	17. Express predictions, probability, and future events with adequate command of content-specific vocabulary and language structures, using appropriate verb tenses, with support.	17. Express predictions, probability, and future events with extensive command of content-specific vocabulary and language structures, with occasional support.	17. Express predictions, probability, and future events using comprehensive content-specific vocabulary and language structures, with minimal support.

## Kansas Curricular Standards for English for Speakers of Other Languages

18. Express cause-effect relationships with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	18. Express cause-effect relationships with basic command of content-specific vocabulary and language structures, using signal words within simple sentences, with support.	18. Express cause-effect relationships with adequate command of content-specific vocabulary and language structures, using signal words, with support.	18. Express cause-effect relationships with extensive command of content-specific vocabulary and language structures, using signal words and phrases, with occasional support.	18. Express cause-effect relationships using comprehensive content-specific vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
19. Summarize short passages of speech or text about familiar topics, with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	19. Summarize short passages of speech or text about familiar topics, with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	19. Summarize or paraphrase speech or text about content-related topics, with adequate command of content-specific vocabulary and language structures, with support.	19. Summarize and paraphrase speech or text about content-related topics, with extensive command of content-specific vocabulary and language structures, with occasional support.	19. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of content-specific vocabulary and language structures, with minimal support.
20. State and justify a position using words, phrases, and modeled sentence patterns, with support.	20. State and justify a position using simple sentences to create a paragraph, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with occasional support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with minimal support.
21. Complete a graphic organizer based on a familiar topic, using words, phrases, and illustrations, with support.	21. Write a summary statement about a familiar topic based on information from a graphic organizer, using modeled sentence patterns, with support.	21. Using the writing process, summarize and paraphrase content-related information in sentences, a short paragraph, and/or multi-media presentation, with support.	21. Using the writing process, compose short research essays or papers, including evidence and cited sources, with occasional support.	21. Using the writing process, compose effective research essays and papers, including evidence and cited sources, with minimal support.