TOWNSHIP OF UNION PUBLIC SCHOOLS

ESL Port-of-Entry Grades 6-8

Curriculum Guide

Curriculum Guide Re Approved December 2018

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ESL Grades 6-8 Port-of-Entry

Curriculum Committee Members

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- ➢ Develop reading, writing, speaking, listening, and mathematical skills.
- ➢ Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- ➢ Acquire and use the skills and habits involved in critical and constructive thinking.
- ➢ Develop a code of behavior based on moral and ethical principles.
- ➢ Work with others cooperatively.
- ➢ Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- ➢ Acquire a knowledge and understanding of the physical and biological sciences.
- ➢ Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- ➢ Appreciate and understand literature, art, music, and other cultural activities.
- ➢ Develop an understanding of the historical and cultural heritage.
- ➢ Develop a concern for the proper use and/or preservation of natural resources.
- ➢ Develop basic skills in sports and other forms of recreation.

ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to ensure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

I. Identification
- Registration
- Teacher recommendation
- Informal evaluation by an ESL instructor

II. Multiple Entrance Criteria
- W-APT- Placement test
- ACCESS for ELLs - students must score at or below state established cut-offs
- ESL teacher recommendation

III. Program
- Two periods of ESL daily for beginning students
- One period of ESL daily for intermediate and advanced students

IV. Monitoring
- Supervisor
- ESL instructor

V. Multiple Exit Criteria

- ACCESS for ELLs and other Performance and Standardized tests
- ESL teacher recommendation
- Mainstream classroom performance

VI. Follow up
- Teacher recommendation
- Re-entry if student fails to perform well in mainstream

Course Description

ESL
PORT-OF-ENTRY

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills in listening, speaking, reading and writing. In addition, an appreciation of other cultures and critical thinking are emphasized.

At the BEGINNING level of English proficiency, English language learners will process, understand, produce or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language when presented with one-step directions, Wh-questions, or statements with visual support
- general language related to the content areas
- short sentences and paragraphs

Course Proficiencies (WIDA STANDARDS - POE)

I.: Listening	SWBAT:

- **Follow simple commands and directions**
- **Match spoken words to pictures**
- **Understand a simple, spoken narrative**
- **Identify facts or statements**
- **Sort pictures and objects**

II.: Speaking	SWBAT:

- **Name objects, people, and pictures**
- **Count objects**
- **Express events in chronological order**
- **Describe pictures, events, objects, and people**
- **Restate facts or statements**
- **Discuss holidays and culture**

III.: Reading	SWBAT:

- **Match pictures to words and phrases**
- **Use context clues and visuals to understand meaning of words**
- **Locate and classify information**
- **Use a dictionary to find the meaning of words**
- **Comprehend a story with visual support**

IV.: Writing	SWBAT:

- **Make lists of words, phrases or expressions related to a topic**
- **Label objects, pictures, and diagrams**
- **Produce drawings, phrases, and short sentences**
- **Provide requested information**
- **Write a paragraph**

Recommended Textbooks

The Oxford Picture Dictionary – Oxford
Shining Star Series – Longman
Keystone Series– Longman
Side by Side – Prentice Hall Regents
Keys to Learning – Longman
Ancillary books and materials
Online Resources

Common Core State Standards
Academic Area

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 6-8

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 6-8

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 6-8

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts
Standard 3-Language of Mathematics
Standard 4-Language of Science
Standard 5-Language of Social Studies

Curriculum Units

Unit 1:   Everyday Language

Unit 2:   People

Unit 3:   Health

Unit 4:   Food

Unit 5:   Clothing

Unit 6:   Housing

Unit 7:   Recreation

Unit 8:   Holidays & Events (taught throughout the year)

Pacing Guide- Course

<u>Content</u>   **Number of Days**   **<u>Reading, Writing, Speaking, Listening</u> = 180 days**

Unit 1:   **40**

Unit 2:   **20**

Unit 3:   **20**

Unit 4:   **20**

Unit 5:   **20**

Unit 6:   **20**

Unit 7:   **20**

Unit 8:   **20**

                      ____

                 180 days

Unit 1: Everyday Language

Essential Questions	Instructional Objectives/ Skills and Benchmarks (*CPIs*)	Activities	Assessments
Meeting & Greeting How do I say hello, ask, "How are you?", introduce myself, smile, wave, greet people, introduce a friend, shake hands, say goodbye? Where are you from? **Personal Information** How do I say my name, spell my name, print my name, sign my name, fill out a form with name, address, city, state, zip code, phone number? **Alphabet & Colors** How do I pronounce the different letters and sounds in English? **School** Where and what are the names of the main places in a school? Who are the employees in a school? **A Classroom** How do I respond to classroom directions? What are the names of classroom items? How do I make, accept and deny requests for classroom items?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**Meeting, Greeting & Personal Information** Dialogues Interviews Role Play Dictations Practice Pronunciation "All About Me" Flash Cards Practice Pronunciation Peer Practice Guided Dictation **Alphabet & Colors** BINGO Making Flash Cards Dictations Matching Alphabet Book Labeling Color Wheels **School & Classroom** School Interviews Peer & teacher Tour Scavenger Hunt Labeling	Tests Quizzes Projects Rubrics Background knowledge -pre-test questions Cloze questions Student work portfolio

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs)_	Activities	Assessments
Weather How do I identify common words for the weather? How do I describe weather conditions? What are some terms and vocabulary **Numbers & Measurements** How do I use cardinal and ordinal numbers for personal and community information? What are measurements and percentages in general and for items in the classroom? **Time & The Calendar** How do I say the different times of the day and write the time in a variety of ways? How do I write sentences about a schedule using a variety of time words? **Money & Shopping** How do I ask and answer questions about money and amounts? How do I inquire about purchases, payment methods and parts of a receipt?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**Weather** Give weather forecasts Map projects Temperature Conversion Seasons & 5 Senses **Numbers & Measurements** Measure items in a classroom Student line-up Look up phone numbers Estimate size **Time & Calendar** Making Clocks Bus Schedules/School Schedules Create a Sundial Matching Daily Routine Schedule Make a calendar **Money & Shopping** Classroom Store Purchasing / Making Change Dictations Role Plays Cloze Sentences	Tests Quizzes Projects Rubrics Background knowledge -pre-test questions Cloze questions Student work portfolio

Unit 2: People

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments

Families
How do I identify family members (name for) in English? How do I explain family relationships and express opinions in families?
 	
Daily Routines
How do I ask and answer questions about daily activities?
 	
Feelings
How do I identify, express and explain feelings?
	Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects
	Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher
	Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support
	Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph
		Families
		  Family Tree
		  Family Interviews
		  Peer Sharing
		  Family Portraits
		  Dictations
		
		Daily Routines
		Dialogue
		Daily Routine Chart
		With pictures
		Matching daily routines with time
		
		Feelings
		Feelings Picture Chart
		Dialogue
			Tests
			
			Quizzes
			
			Projects
			
			Rubrics
			
			Background knowledge -pre-test questions
			
			Cloze questions
			
			Student work portfolio

Unit 3: Health

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs)_	Activities	Assessments
The Body What are the names of the different parts of the body? What are some idioms related to the body? How do I tell a doctor about body pain? **Personal Hygiene** What are the names of some personal hygiene products? How do I ask for and answer questions about these products? **Symptoms and Injuries** What are the names of some symptoms and injuries? How do I ask and respond to doctor inquiries about symptoms and injuries? **Illnesses and Medical Conditions** What are the names of some illnesses and medical conditions?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**The Body** Parts of Body Puzzle Labeling Drawn Models Classification of parts Simon Says Dictation **Personal Hygiene, Symptoms & Injuries and Illnesses/Medical Conditions** Dialogue about buying personal hygiene products Research on medical conditions and remedies Dialogue with a doctor or nurse about symptoms and injuries	Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Cloze questions Student work portfolio

Unit 4: Food

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
The Market What common food words can I use to make up a shopping list? How do I describe the different foods in the market? **Containers & Packaging** What are the common words for containers and packaging? How do I ask and answer questions about packaged grocery items? **Weights & Measurements** What are the common words for weights and measurements? How do I use weights and measurements in recipes?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**The Market** Scan grocery ads and respond to questions about food, prices, and coupon offers; **Food, Containers & Packaging** Menu Creation, Log what you eat, Flash Cards, Role Play, Collage , Food Pyramid **Weights & Measurements** Converting practice Measuring classroom and home Weighing simple items in classroom and home Converting	Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Cloze questions Student work portfolio

Unit 5: Clothing

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs)_	Activities	Assessments
Everyday Clothes What are the names of basic clothing? How do I give and respond to compliments on clothing? **Seasonal Clothes** What are the names of clothing for different weather conditions? How do I give advice for different clothing choices? **Describing Clothes** How do I identify basic clothing sizes, patterns and problems in English? How do I request a clothing return in English?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**All Clothing** Dialogue in a store Clothing Projects Matching seasons with clothing Research clothing prices and styles Compare and Contrast Multi-cultural clothing	Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Cloze questions Student work portfolio

Unit 6: Housing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
The Home, Kitchen, Dining Room, Living Room, Bathroom, Bedroom How do I identify different parts of a home? How do I locate items in the different parts of the home? How do I explain the function of these items?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**All Housing** Labeling Map of parts of house Research for furniture for different parts of the house House design	Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Cloze questions Student work portfolio

Unit 7: Recreation

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs_)	Activities	Assessments
Places to Go What are some places to go for recreation? How do I suggest places to go for recreation? How do I express preferences about these places? **The Park & Playground** What are the names of park and playground features and activities? How do I ask and answer questions about these features and activities? **The Beach** What are the names of some things we find at the beach? **Outdoor Recreation** What are the names of some outdoor activities and equipment? **Winter and Water Sports** What are the names of some winter and water sports? How do I invite someone to a sports activity?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**All Recreation** Dialogues Dioramas Matching recreation to seasons Research and presentation of U.S. recreation spots	Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Cloze questions Student work portfolio

Unit 8: Geography, Holidays and Events (Throughout the Year)

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs_)	Activities	Assessments
Geography Where is my house, street, town, county, state, region in the U.S? What are the different regions of the U.S.? **Holidays and Events** What is the history and names/traditions of U.S. holidays and events?	**Listening:** Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects **Speaking:** Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher **Reading:** Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support **Writing:** Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph	**Geography** Making maps Dialogues for giving directions and asking the way Research projects **Holidays and Events** Research projects Holiday writing Easy English Newspaper reading and writing	Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Cloze questions Student work portfolio

WIDA RUBRIC

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

New Jersey Scoring Rubric
New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
.	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
.	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transition evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Composi-tional risks successful
.	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
Usage	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors