

Washington State

English Language
Development

(ELD)

Writing Standards

DRAFT-Nov. 2003

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Writing

DRAFT November 2003

EALR 1: The student writes clearly and effectively Component 1.1– The student will develop concept and design

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> • Draw and label pictures to tell a story • Use labeled drawings to write about an event from a text read aloud by the teacher. | <ul style="list-style-type: none"> • Draw, label and sequence pictures to tell a story • Use labeled drawings or graphic organizers to convey main ideas with supporting details • Write familiar words or sight words | <ul style="list-style-type: none"> • Draw, label and sequence pictures to tell a story • Use labeled drawings or graphic organizers to convey main ideas with supporting details • Write familiar words or sight words • Participate in group writing based on a visual prompt or own experience | <ul style="list-style-type: none"> • Draw, label and sequence pictures to tell a story • Use labeled drawings or graphic organizers to convey main ideas with supporting details • Write familiar words, sight words, and unfamiliar words • Participate in group writing based on a visual prompt or own experience |
| Advanced Beginning | <ul style="list-style-type: none"> • Use sight words and phrases to write about an event or character from a text read aloud by teacher or an experience generated from the group | <ul style="list-style-type: none"> • Write unfamiliar words and phrases about familiar topics • Write simple sentences using a model or frame | <ul style="list-style-type: none"> • Use words and phrases to express an idea or opinion • Write simple sentences using a model or frame | <ul style="list-style-type: none"> • Use words and phrases to express an idea or opinion • Write simple sentences using a model or frame |
| Intermediate | <ul style="list-style-type: none"> • Choose and maintain focus on topic • Use simple sentences to write about an event | <ul style="list-style-type: none"> • Choose and maintain focus on topic • Use simple sentences to write: <ul style="list-style-type: none"> ➤ a narrative with a beginning, middle, and end ➤ an expository paragraph about one topic • Use basic transitions | <ul style="list-style-type: none"> • Choose and maintain focus on topic • Use simple sentences to write: <ul style="list-style-type: none"> ➤ a narrative paragraph on a familiar topic using a model ➤ an expository paragraph about a topic with supporting details • Use basic transitions | <ul style="list-style-type: none"> • Choose and maintain focus on topic • Use simple sentences to write: <ul style="list-style-type: none"> ➤ a narrative paragraph on a familiar topic using a model ➤ an expository paragraph about a topic with supporting details • Use basic transitions |

Writing

DRAFT November 2003

EALR 1: The student writes clearly and effectively Component 1.1– The student will develop concept and design

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced | <ul style="list-style-type: none"> Use simple sentences to write about an event or character from a text or an experience. | <ul style="list-style-type: none"> Use descriptive sentences to write: <ul style="list-style-type: none"> ✦ a narrative with a beginning, middle, and end ✦ expository paragraphs about one topic with supporting details Use transitions | <ul style="list-style-type: none"> Use descriptive sentences to write multiple paragraphs on a single topic using transitions, examples and supporting details Discriminate between relevant and irrelevant information in order to stay focused on topic Begin to choose details and examples to match mode (e.g. narrative, expository, persuasive) | <ul style="list-style-type: none"> Use descriptive sentences to write multiple paragraphs on a single topic using effective transitions, examples, and supporting details Discriminate between relevant and irrelevant information in order to stay focused on topic Demonstrate elaboration through relevant examples, details, facts, and reasons Begin to choose details and examples to match mode (e.g. narrative, expository, persuasive) |
| Transitional | <ul style="list-style-type: none"> Use specialized vocabulary in sentences to write about a topic across the content areas | <ul style="list-style-type: none"> Use specialized vocabulary in several paragraphs to write in more than one genre across content areas (e.g., narrative, expository) Use transitions to link paragraphs | <ul style="list-style-type: none"> Use specialized vocabulary in several paragraphs to write in more than one genre across content areas (e.g., narrative, expository) Link paragraphs using effective transitions and a consistent focus | <ul style="list-style-type: none"> Choose and develop a topic or theme in multiple paragraphs Develop topic using carefully chosen details and essential information Link paragraphs using effective transitions and a consistent focus Using specialized vocabulary to write details and examples to match mode (e.g. narrative, expository, persuasive) |

Writing

DRAFT November 2003

EALR 1: The student writes clearly and effectively

Component 1.2– The student will use style appropriate to the audience and purpose

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> Copy and follow patterns to write words and phrases | <ul style="list-style-type: none"> Copy and follow patterns to write word and phrases | <ul style="list-style-type: none"> Copy and follow patterns to write words and phrases | <ul style="list-style-type: none"> Copy and follow patterns to write words and phrases |
| Advanced Beginning | <ul style="list-style-type: none"> Use sight words and phrases to write about own experiences and follow pattern to create a story | <ul style="list-style-type: none"> Use words and phrases to write about own experiences and follow pattern to create a story | <ul style="list-style-type: none"> Use words and phrases to write about own experiences and follow pattern to create a story | <ul style="list-style-type: none"> Use words and phrases to write about own experiences and follow pattern to create a story |
| Intermediate | <ul style="list-style-type: none"> Use simple sentences to write for different audiences and purposes Begin to choose from a variety of words to convey meaning in simple sentences | <ul style="list-style-type: none"> Use simple sentences to write paragraphs for different purposes Begin to choose appropriate words to convey meaning and express voice to different audiences Begin to use simple figurative language and idiomatic language | <ul style="list-style-type: none"> Use simple sentences to write paragraphs for different purposes Begin to choose appropriate words to convey meaning and express voice to different audiences Begin to use simple figurative language and idiomatic language | <ul style="list-style-type: none"> Use simple sentences to write paragraphs for different purposes Begin to choose appropriate words to convey meaning and express voice to different audiences Begin to use simple figurative language and idiomatic language |
| Advanced | <ul style="list-style-type: none"> Use simple and descriptive sentences to write for different audiences and purposes Choose from a variety of words to convey meaning in simple sentences Begin to use figurative and idiomatic expressions | <ul style="list-style-type: none"> Use descriptive sentences to write simple paragraphs for different purposes using vocabulary found in literary and informational text Choose appropriate words to convey meaning and express voice to different audiences Use simple figurative and idiomatic expressions | <ul style="list-style-type: none"> Use descriptive sentences to write paragraphs for different purposes using vocabulary found in literary and informational text Choose appropriate words to convey meaning and express voice to different audiences Use simple figurative and idiomatic expressions | <ul style="list-style-type: none"> Use descriptive sentences to write essays for different purposes using vocabulary found in literary and informational text Choose appropriate words to convey meaning and express voice to different audiences Use simple figurative and idiomatic expressions |
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Writing

DRAFT November 2003

EALR 1: The student writes clearly and effectively

Component 1.2– The student will use style appropriate to the audience and purpose

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transitional | <ul style="list-style-type: none">• Use sentences with some specialized vocabulary to write for different purposes and audiences across content areas• Use figurative and idiomatic expressions | <ul style="list-style-type: none">• Write paragraphs for different audiences and purposes using some specialized vocabulary across content areas• Begin to choose words that are precise, engaging, and well-suited to topic and audience• Use figurative and idiomatic expressions appropriately | <ul style="list-style-type: none">• Write essays for different audiences and purposes using some specialized vocabulary across content areas• Begin to choose words that are precise, engaging, and well-suited to topic and audience• Use figurative and idiomatic expressions appropriately | <ul style="list-style-type: none">• Write essays for different audiences and purposes using some specialized vocabulary across content areas• Choose words that are precise, engaging, and well-suited to topic and audience• Use figurative and idiomatic expressions appropriately |

Writing

DRAFT November 2003

EALR 1: The student writes clearly and effectively Component 1.3– The student apply writing conventions

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> • Write top to bottom, left to right when copying • Write own name using capital and lowercase letters • Begin to use invented spelling to write familiar words | <ul style="list-style-type: none"> • Write top to bottom, left to right when copying • Begin to use invented spelling to write familiar words and phrases • Capitalize own name and some proper nouns • Begin to write sight words | <ul style="list-style-type: none"> • Write top to bottom, left to right when copying • Begin to use invented spelling to write familiar words and phrases • Capitalize own name and some proper nouns • Begin to write sight words and familiar words | <ul style="list-style-type: none"> • Write top to bottom, left to right when copying • Begin to use invented spelling to write familiar words and phrases • Capitalize own name and some proper nouns • Begin to write sight words and familiar words |
| Advanced Beginning | <ul style="list-style-type: none"> • Use invented spelling to write familiar words and phrases • Begin to use capital letters for proper nouns • Begin to write sight words | <ul style="list-style-type: none"> • Use invented spelling to write familiar words and phrases • Begin to write words and phrases with inconsistent use of capitalization • Write sight words | <ul style="list-style-type: none"> • Use invented spelling to write familiar words and phrases • Write words and phrases with inconsistent use of capitalization • Write sight words | <ul style="list-style-type: none"> • Use invented spelling to write familiar words and phrases • Write words and phrases with inconsistent use of capitalization • Write sight words |
| Intermediate | <ul style="list-style-type: none"> • Write sight words • Apply English phonemic rules • Begin to write simple sentences that may include inconsistent use of capitalization, punctuation, and spelling | <ul style="list-style-type: none"> • Write simple sentences with inconsistent word order and subject/verb agreement • Begin to edit writing for punctuation, capitalization, and spelling | <ul style="list-style-type: none"> • Write simple sentences with inconsistent word order and subject/verb agreement • Begin to edit writing for punctuation, capitalization, and spelling | <ul style="list-style-type: none"> • Write simple sentences with correct word order and subject/verb agreement • Begin to edit writing for punctuation, capitalization, and spelling |
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Writing

DRAFT November 2003

EALR 1: The student writes clearly and effectively Component 1.3– The student apply writing conventions

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced | <ul style="list-style-type: none">• Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling | <ul style="list-style-type: none">• Write complex sentences with inconsistent word order and subject/verb agreement• Edit writing for punctuation, capitalization, and spelling | <ul style="list-style-type: none">• Write complex sentences with inconsistent word order and subject/verb agreement• Edit writing for punctuation, capitalization, and spelling | <ul style="list-style-type: none">• Write complex sentences with correct word order and subject/verb agreement• Edit writing for punctuation, capitalization, and spelling |
| Transitional | <ul style="list-style-type: none">• Use standard grammar, ending punctuation, capital letters, and spelling with lapses characteristic of ELL students | <ul style="list-style-type: none">• Use conventional grammar, ending punctuation, capital letters, and spelling independently; some rules may not be in evidence | <ul style="list-style-type: none">• Use conventional grammar, ending punctuation, capital letters, and spelling independently; some rules may not be in evidence | <ul style="list-style-type: none">• Use conventional grammar, ending punctuation, capital letters, and spelling independently; some rules may not be in evidence |

Writing

DRAFT November 2003

EALR 2: The student writes in a variety of forms for different audiences and purposes

Component 2.1 The student will write for different audiences.

Component 2.2 The student will write for different purposes.

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> • Draw pictures or write words to express self or to name something • Draw a picture or write for self, teacher, or other known person | <ul style="list-style-type: none"> • Draw pictures, write words or phrases to name or describe something, and to express self • Draw a picture or write for self, teacher, or other known person | <ul style="list-style-type: none"> • Draw pictures, write words or phrases to name, to describe a process, to record an observation, and to give directions • Write for self, teacher, or other known person | <ul style="list-style-type: none"> • Draw pictures, write words or phrases to name, to describe a process, to record an observation, and to give directions • Write for self, teacher, or other known person |
| Advanced Beginning | <ul style="list-style-type: none"> • Write phrases to respond to prompts, to name something and express self • Write for self, teacher, or other known person. | <ul style="list-style-type: none"> • Write phrases to respond to prompts, describe, and express self • Write for self, teacher, or other known person. | <ul style="list-style-type: none"> • Write phrases to describe, thank, inform, reflect, question, record information, and for self-expression. • Write for self, teacher, or other person. | <ul style="list-style-type: none"> • Write phrases to describe, thank, inform, reflect, question, and record information and for self expression • Draw a picture or write for self, teacher, or other person |
| Intermediate | <ul style="list-style-type: none"> • Write simple sentences to tell a story, inform, thank, and entertain • Distinguish among appropriate ways of writing to different audiences | <ul style="list-style-type: none"> • Write simple sentences to tell a story, inform, entertain, reflect, question, and record information • Distinguish among appropriate ways of writing to different audiences | <ul style="list-style-type: none"> • Write simple sentences to inform, reflect, question, create, express an opinion, imagine, direct, and record information • Distinguish among appropriate ways of writing to different audiences | <ul style="list-style-type: none"> • Write simple sentences to inform, reflect, question, create, express an opinion, imagine, direct, and record information • Distinguish among appropriate ways of writing to different audiences |
| Advanced | <ul style="list-style-type: none"> • Write simple and descriptive sentences to tell a story, inform, thank, and entertain | <ul style="list-style-type: none"> • Apply skills to narrate, inform, explain, entertain, persuade, and to question • Determine appropriate purpose and audience for writing | <ul style="list-style-type: none"> • Apply skills to narrate, inform, explain, entertain, persuade, and to question • Determine appropriate purpose and audience for writing | <ul style="list-style-type: none"> • Apply skills to narrate, inform, explain, entertain, persuade, and to question • Determine appropriate purpose and audience for writing |
| Transitional | <ul style="list-style-type: none"> • Apply skills using specialized vocabulary to tell a story, to inform, to thank, to entertain across content areas | <ul style="list-style-type: none"> • Apply skills using specialized vocabulary to narrate, to inform, to entertain, to persuade, and to explain across content areas | <ul style="list-style-type: none"> • Apply skills using specialized vocabulary to narrate, inform, entertain, persuade, and to explain across content areas | <ul style="list-style-type: none"> • Apply skills using specialized vocabulary to narrate, inform, entertain, persuade, and to explain across content areas |

Writing

DRAFT November 2003

EALR 2: The student writes in a variety of forms for different audiences and purposes

Component 2.3 The student will write for different audiences.

Component 2.4 The student will write for different purposes.

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> Use words to complete lists, personal journal entries, songs and poems based on a model | <ul style="list-style-type: none"> Use words to complete lists, personal journal entries, songs and poems based on a model | <ul style="list-style-type: none"> Use words to complete lists, personal journal entries, songs and poems based on a model | <ul style="list-style-type: none"> Use words to complete lists, personal journal entries, songs and poems |
| Advanced Beginning | <ul style="list-style-type: none"> Use words and phrases to write notes, journal entries, friendly letters, songs and poems based on a model | <ul style="list-style-type: none"> Use words and phrases to write in a variety of forms based on a model (e.g., journal entries, songs, poems) | <ul style="list-style-type: none"> Use words and phrases to write in a variety of forms (e.g., journal entries, songs, poems) | <ul style="list-style-type: none"> Use words and phrases to write in a variety of forms (e.g., journal entries, songs, poems) |
| Intermediate | <ul style="list-style-type: none"> Use simple sentences to write personal journal entries, friendly letters, story reports, songs, poems and stories based on a model. | <ul style="list-style-type: none"> Use simple sentences to write in a variety of forms (essays, narratives, journals, poems, reports, explanations, memos, experiments) | <ul style="list-style-type: none"> Use simple sentences to write in a variety of forms (e.g., short essays, narratives, journals, poems, reports, explanations, dialogues, memos, experiments) | <ul style="list-style-type: none"> Use simple sentences to write in a variety of forms (e.g., short essays, narratives, journals, poems, research reports, explanations, dialogues, memos, business letters, applications, experiments) |
| Advanced | <ul style="list-style-type: none"> Use simple sentences to write personal journal entries, friendly letters, story reports, songs, poems and stories based on a model. | <ul style="list-style-type: none"> Use descriptive sentences to write in a variety of forms (e.g., essays, narratives, reports, explanations, dialogues, memos, directions, experiments) | <ul style="list-style-type: none"> Use descriptive sentences to write in a variety of forms (e.g., extended essays, narratives, reports, explanations, dialogues, newspaper articles, brochures, memos, directions, experiments) | <ul style="list-style-type: none"> Use descriptive sentences to write in a variety of forms (e.g., extended essays, narratives, research reports, explanations, skits, newspaper articles, brochures, advertisements, memos, directions, applications, critiques) |
| Transitional | <ul style="list-style-type: none"> Use specialized vocabulary to independently write notes, friendly letters, personal journal entries, story reports, songs and poems. | <ul style="list-style-type: none"> Use specialized vocabulary to write independently in a variety of forms (e.g., extended essays, narratives, reports, explanations, dialogues, brochures, tables, graphs, experiments) | <ul style="list-style-type: none"> Use specialized vocabulary to write independently in a variety of forms (e.g., extended essays, research reports, narratives, journals, explanations, skits, newspaper articles, brochures, advertisements, tables, graphs, critiques) | <ul style="list-style-type: none"> Use specialized vocabulary to write independently in a variety of forms (e.g., extended essays, research reports, narratives, journals, explanations, skits, newspaper articles, brochures, advertisements, tables, graphs, critiques) |

Writing

DRAFT November 2003

EARL 3: The student understands and uses the steps of the writing process.

Component 3.1 – The student will pre-write – generate ideas and gather information.

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> Draw pictures and use words from shared reading and own experience | <ul style="list-style-type: none"> Draw pictures and use words from shared reading and own experience | <ul style="list-style-type: none"> Draw pictures and use words from shared reading and own experience | <ul style="list-style-type: none"> Draw pictures and use words from shared reading and own experience |
| Advanced Beginning | <ul style="list-style-type: none"> Use phrases to participate in group brainstorming and writing | <ul style="list-style-type: none"> Use phrases to participate in group brainstorming and writing | <ul style="list-style-type: none"> Use phrases to participate in group brainstorming and writing | <ul style="list-style-type: none"> Use phrases to participate in group brainstorming and writing |
| Intermediate | <ul style="list-style-type: none"> Use simple sentences to participate in group brainstorming and writing | <ul style="list-style-type: none"> Use pictures and modeled graphic organizers to generate ideas for simple stories | <ul style="list-style-type: none"> Use pictures and modeled graphic organizers to generate ideas for simple stories | <ul style="list-style-type: none"> Use graphic organizers to generate and organize ideas for writing |
| Advanced | <ul style="list-style-type: none"> Use pictures and modeled graphic organizers to generate ideas for simple stories | <ul style="list-style-type: none"> Use brainstorming techniques to generate and organize ideas (e.g., graphic organizers, pictures and lists) | <ul style="list-style-type: none"> Independently use brainstorming techniques to organize and begin to plan writing | <ul style="list-style-type: none"> Independently use brainstorming techniques to organize and begin to plan writing |
| Transitional | <ul style="list-style-type: none"> Use brainstorming techniques to generate and organize ideas (e.g., model graphic organizers, pictures, lists) | <ul style="list-style-type: none"> Use brainstorming techniques to organize and begin to plan writing | <ul style="list-style-type: none"> Independently choose an appropriate pre-writing strategy | <ul style="list-style-type: none"> Independently choose an appropriate pre-writing strategy |

Writing

DRAFT November 2003

**EALR 3: The student understands and uses the steps of the writing process.
Component 3.2 – The student will revise – elaborate on a topic and supporting ideas.**

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> Use gestures and words to participate in group writing | <ul style="list-style-type: none"> Use gestures and words to participate in group writing | <ul style="list-style-type: none"> Use gestures, words and phrases to participate in group writing | <ul style="list-style-type: none"> Use gestures, words and phrases to participate in group writing |
| Advanced Beginning | <ul style="list-style-type: none"> Create rough drafts which include pictures, words, and phrases | <ul style="list-style-type: none"> Create rough drafts which include words and phrases | <ul style="list-style-type: none"> Create rough drafts which include words and phrases | <ul style="list-style-type: none"> Create rough drafts which include words and phrases |
| Intermediate | <ul style="list-style-type: none"> Create rough drafts which include simple sentences | <ul style="list-style-type: none"> Create rough drafts which include simple and descriptive sentences | <ul style="list-style-type: none"> Create rough drafts which include simple sentences | <ul style="list-style-type: none"> Create rough drafts which include simple sentences |
| Advanced | <ul style="list-style-type: none"> Create rough drafts which include simple sentences | <ul style="list-style-type: none"> Create rough drafts which include complex sentences | <ul style="list-style-type: none"> Create rough drafts which include complex sentences across content areas | <ul style="list-style-type: none"> Create rough drafts which include complex sentences across content areas |
| Transitional | <ul style="list-style-type: none"> Create rough drafts which include a variety of sentence types | <ul style="list-style-type: none"> Create rough drafts which include complex sentences across content areas | <ul style="list-style-type: none"> Create rough drafts which include complex sentences across content areas and genres | <ul style="list-style-type: none"> Create rough drafts which include complex sentences across content areas and genres |

Writing

DRAFT November 2003

**EALR 3: The student understands and uses the steps of the writing process.
Component 3.3 – The student will revise – collect input and enhance text and style.**

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> Use gestures and words to participate orally in revision of group writing | <ul style="list-style-type: none"> Use words and phrases to participate orally in revision of group writing | <ul style="list-style-type: none"> Use words and phrases to participate orally in revision of group writing | <ul style="list-style-type: none"> Use words and phrases to participate orally in revision of group writing |
| Advanced Beginning | <ul style="list-style-type: none"> Use phrases to participate orally in revision of group writing | <ul style="list-style-type: none"> Revise own writing for clarity | <ul style="list-style-type: none"> Revise own writing for clarity Offer feedback on other's writing | <ul style="list-style-type: none"> Revise own writing for clarity and audience Offer feedback on other's writing |
| Intermediate | <ul style="list-style-type: none"> Uses simple sentences to participate orally in revision of group writing | <ul style="list-style-type: none"> Revise own writing for appropriate audience Offer feedback on other's writing | <ul style="list-style-type: none"> Revise own writing for appropriate audience | <ul style="list-style-type: none"> Use descriptive sentences to incorporate input from others into own writing |
| Advanced | <ul style="list-style-type: none"> Begin to revise own writing for clarity Offer feedback on other's writing | <ul style="list-style-type: none"> Incorporate input from others into own writing | <ul style="list-style-type: none"> Incorporate input from others into own writing | <ul style="list-style-type: none"> Use additional information sources to enhance text |
| Transitional | <ul style="list-style-type: none"> Incorporate input from others into own writing | <ul style="list-style-type: none"> Apply knowledge of text features and specialized vocabulary to enhance text | <ul style="list-style-type: none"> Apply knowledge of text features and specialized vocabulary to enhance text | <ul style="list-style-type: none"> Apply knowledge of text features and specialized vocabulary to enhance text |

Writing

DRAFT November 2003

EALR 3: The student understands and uses the steps of the writing process.

Component 3.4 – The student will edit – use resources to correct spelling, punctuation, grammar and usage.

Component 3.5 – The student will publish – select a publishing form and produce a completed writing project to share with chosen audience.

| Proficiency Level | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | <ul style="list-style-type: none"> • Use gestures and words to participate in editing of group writing • Use a model to publish selected writing in appropriate format | <ul style="list-style-type: none"> • Use gestures and words to participate in editing of group writing • Use a model to publish selected writing in appropriate format | <ul style="list-style-type: none"> • Use gestures and words to participate in editing of group writing • Use a model to publish selected writing in appropriate format | <ul style="list-style-type: none"> • Use gestures and words to participate in editing of group writing • Use a model to publish selected writing in appropriate format |
| Advanced Beginning | <ul style="list-style-type: none"> • Use phrases to participate in group editing | <ul style="list-style-type: none"> • Participate in group editing for capitalization | <ul style="list-style-type: none"> • Participate in group editing for capitalization and spelling | <ul style="list-style-type: none"> • Participate in group editing for capitalization and spelling |
| Intermediate | <ul style="list-style-type: none"> • Use simple sentences to participate in group editing • Publish selected writing in appropriate format | <ul style="list-style-type: none"> • Use picture dictionary to correct spelling • Publish selected writing in appropriate format | <ul style="list-style-type: none"> • Correct some errors independently • Publish selected writing in appropriate format | <ul style="list-style-type: none"> • Independently correct some errors in usage • Use reference tools to correct spelling, punctuation, and capitalization • Publish selected writing in appropriate format |
| Advanced | <ul style="list-style-type: none"> • Edit writing for capitalization and punctuation | <ul style="list-style-type: none"> • Use dictionary to correct spelling • Correct errors independently | <ul style="list-style-type: none"> • Use reference tools to correct spelling, punctuation, and capitalization | <ul style="list-style-type: none"> • Use reference tools to edit own and other's writing |
| Transitional | <ul style="list-style-type: none"> • Edit for punctuation and known spelling • Publish in appropriate format | <ul style="list-style-type: none"> • Correct some errors independently • Use reference tools to correct spelling, punctuation, and capitalization • Publish in appropriate format | <ul style="list-style-type: none"> • Apply knowledge of editing to improve writing across content areas • Publish in appropriate format | <ul style="list-style-type: none"> • Apply knowledge of editing to improve writing across content areas • Publish in appropriate format |