

WRITING

English-Language Conventions

The ELD standards identify the stages that English learners must pass through to use the conventions of English effectively in writing. Depending on the degree to which their primary language differs from English in its written form and the degree to which students are already proficient writers in their primary language, English learners face unique challenges as they work to successfully use the conventions of written English.

At all ELD proficiency levels, English learners are to produce writing that includes correct capitalization, punctuation, and spelling of words appropriate to the students' developing fluency in English. By the advanced level, the students are to demonstrate proficiency in both the ELD and the language arts standards for their current grade level and for all prior grade levels.

Writing**English-Language Convention**

| English-language arts strand | Beginning ELD level | | | |
|---|---|---|---|---|
| | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| Capitalization | Use capitalization when writing one's own name. | Use capitalization when writing one's own name and at the beginning of sentences. | | |
| Punctuation | | Use a period at the end of a sentence and a question mark at the end of a question. | Edit one's own work and correct the punctuation. | Edit one's own work and correct the punctuation. |
| Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling | | | Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. | Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. |
| | | | Revise one's writing for proper use of final punctuation, capitalization, and correct spelling. | Revise one's writing for proper use of final punctuation, capitalization, and correct spelling. |
| English-language arts strand | Early intermediate ELD level | | | |
| | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| Capitalization | Use capitalization to begin sentences and for proper nouns. | Use capitalization to begin sentences and for proper nouns. | | |
| Punctuation | Use a period or question mark at the end of a sentence. | Use a period at the end of a sentence and use some commas appropriately. | | |
| Punctuation, Capitalization, and Spelling | Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections. | Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections. | Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). | Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). |
| Sentence Structure, Grammar, Punctuation, and Capitalization | | | Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. | Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. |
| | | | Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. | Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. |

Writing**English-Language Convention**

| English-language arts substrand | Intermediate ELD level | | | |
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| | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| Capitalization, Punctuation, and Spelling | Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. | Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. | | |
| Sentence Structure, Grammar, and Spelling | Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections). | Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement). | Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. | Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. |
| Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling | | | Edit and correct basic grammatical structures and usage of the conventions of writing. | Edit and correct basic grammatical structures and usage of the conventions of writing. |
| English-language arts substrand | Early advanced ELD level | | | |
| | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| Capitalization, Punctuation, and Spelling | Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. | Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. | Create coherent paragraphs through effective transitions. | Create coherent paragraphs through effective transitions. |
| Sentence Structure, Grammar, and Spelling | Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). | Use standard word order but may have more consistent grammatical forms, including inflections. | Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. | Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. |
| Punctuation, Capitalization, and Spelling | Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). | Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling). | Edit writing for grammatical structures and the mechanics of writing. | Edit writing for grammatical structures and the mechanics of writing. |
| | English–Language Arts Content Standards Grade One: Spelling 1.8 Spell three- and | English–Language Arts Content Standards Grade Three: Spelling 1.8 Spell correctly one-syllable words | | |

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| | four-letter short-vowel words and grade-level-appropriate sight words correctly. Grade Two 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>). | that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). 1.9 Arrange words in alphabetic order. Grade Four 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. | | |
| English-language arts substrand | Advanced ELD level | | | |
| | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| Sentence Structure and Grammar | Use complete sentences and correct word order. | Use complete sentences and correct word order. | Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. | Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. |
| Grammar | Use correct parts of speech, including correct subject/verb agreement. | Use correct parts of speech, including correct subject/verb agreement. | Create coherent paragraphs through effective transitions and parallel constructions. | Create coherent paragraphs through effective transitions and parallel constructions. |
| Capitalization, Punctuation, and Spelling | Edit writing for punctuation, capitalization, and spelling. | Edit writing for punctuation, capitalization, and spelling. | Edit writing for the mechanics to approximate standard grammatical forms. | Edit writing for the mechanics to approximate standard grammatical forms. |
| Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling | Produce writing that demonstrates a command of the conventions of standard English. | Produce writing that demonstrates a command of the conventions of standard English. | | |

Glossary

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| affix | A word part that changes the meaning or function of a root or stem word to which it is attached. |
| alliteration | The occurrence in a phrase, line of speech, or writing of two or more words with the same initial sound. |
| cognates | Words in different languages related to the same root (e.g., <i>education</i> in English, <i>educación</i> in Spanish). |
| false cognates | Words from different languages that sound alike and are similar in form but are unrelated in meaning (e.g., <i>éxito</i> in Spanish means “success”). |
| independent reading | The student reads text independently without the assistance of the teacher or other adult/tutor. The student also makes reading selections independently (e.g., from the classroom shelf, school library, or public library). |
| morphemes | Refers to the smallest unit of meaningful sound in language (i.e., words or affixes). There are two classes of morphemes: bound and free. Bound morphemes are meaning units that can never be a word by themselves (e.g., prefixes such as <i>re</i> in <i>redo</i> or suffixes such as <i>ment</i> in <i>establishment</i>). Free morphemes are equivalent to words (e.g., table, school, pencil). |
| phonemes | Smallest units of sound in language that are used to contrast words and the morphemes that make up words. Each language has a unique set of sounds, and English learners must master these sounds to a certain level of proficiency to understand English or orally communicate in English. Generally, older children and adults do not achieve full mastery of the production of these sounds and consequently speak English with an accent. |
| phonics | A system of teaching initial reading and spelling that stresses basic sound–symbol relationships and their application in decoding words. |