

WRITING

Strategies and Applications

As English learners begin to develop language skills in listening, speaking, and reading, they also need to develop writing skills. Linguistic studies note that English learners will transfer language skills from their primary language to English (Odlin 1989), especially if similarities between English and the primary language exist and if students are substantially literate in their primary language. Research also indicates that integrating the four language skills (reading, writing, speaking, and listening) is crucial for English learners to develop the ability to write effectively (Mangeldorf 1989).

Reading is particularly important because it provides English learners with opportunities to acquire grammar, expand vocabulary, gain increasing fluency with written texts, and improve speaking skills (*Interactive Approaches to Second Language Reading* 1988). Reading provides students with model sentence patterns and linguistic structures. However, improved writing does not necessarily follow from reading. For English learners to apply their knowledge of sentence patterns and linguistic structures, they must put into practice what they observe from reading by engaging in various types of writing. If these students are to become successful users of English, their integrated instructional program must include numerous opportunities to develop writing skills.

Because English learners working at the advanced level of the ELD standards are also expected to demonstrate proficiency in the language arts standards, it is essential for teachers to use the two standards documents concurrently and to monitor students' progress on both sets of standards.

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English-language arts strand	Beginning ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Penmanship	Copy the English alphabet legibly.	Write the English alphabet legibly.		
Penmanship and Organization and Focus	Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	Label key parts of common objects.	Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.
Organization and Focus	Write a few words or phrases about an event or character from a story read by the teacher.	Create simple sentences or phrases with some assistance.	Create simple sentences or phrases with some assistance.	Create simple sentences or phrases with some assistance.
	Write a phrase or simple sentence about an experience generated from a group story.	Use models to write short narratives.	Write a brief narrative by using a few simple sentences that include the setting and some details.	Write a brief narrative by using a few simple sentences that include the setting and some details.
		During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Use the writing process to write brief narratives with a few standard grammatical forms.
			Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.	Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.
			Complete basic business forms in which information such as one's name, address, and telephone number is requested.	Complete a job application form by providing basic information, such as one's name, age, address, and education.

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English-language arts strand	Early intermediate ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Organization and Focus	Write simple sentences about events or characters from familiar stories read aloud by the teacher.	Write short narrative stories that include elements of setting and characters.	Write simple sentences of brief responses to selected literature to show factual understanding of the text.	Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text.
	Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").	Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.	Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.
		Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	Create a draft of a paragraph by following an outline.	Use simple sentences to create a draft of a short essay that follows an outline.
		Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).
		Follow a model to write a friendly letter.	Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.	Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.
			Collect information from various sources (e.g., dictionary, library books, research	Collect information from various sources (e.g., dictionary, library books, research

			materials) and take notes on a given topic.	materials) and take notes on a given topic.
Organization and Focus, Evaluation and Revision	Write one to two simple sentences (e.g., “I went to the park”).	Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There maybe some inconsistent use of standard grammatical forms.	Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There maybe some inconsistent use of standard grammatical forms.
Organization and Focus, Research and Technology			Complete simple informational documents related to career development (e.g., bank forms and job applications).	Complete simple informational documents related to career development (e.g., bank forms and job applications).
English-language arts substrand	Intermediate ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Organization and Focus	Write short narrative stories that include the elements of setting and characters.	Narrate with some detail a sequence of events.	Narrate a sequence of events and communicate their significance to the audience.	Narrate a sequence of events and communicate their significance to the audience.
	Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Produce independent writing that is under-stood when read but may include inconsistent use of standard grammatical forms.	Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs.
	Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.	Recognize elements of characterization in a piece of writing and apply the same techniques when writing.
		Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.

	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	Recognize structured ideas and arguments and support examples in persuasive writing.
	Write a friendly letter of a few lines.	Write a letter independently by using detailed sentences.	Write documents related to career development (e.g., business letter, job application).	Fill out job applications and prepare résumés that are clear and provide all needed information.
			Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.	Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.
Organization and Focus, Research and Technology			Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)	Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)
			Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.

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English-language arts strand	Early advanced ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Organization and Focus	Write short narratives that include elements of setting, characters, and events.	Write a detailed summary of a story.	Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.	Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).
	Proceed through the writing process to write short paragraphs that maintain a consistent focus.	Arrange compositions according to simple organizational patterns.	Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.
		Independently write simple responses to literature.	Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.
	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	Use appropriate language variations and genres in writing for language arts and other content areas.	Use appropriate language variations and genres in writing for language arts and other content areas.
	Write a formal letter.	Independently write a persuasive letter with relevant evidence.	Write pieces related to career development (e.g., business letter, job application, letter of inquiry).	Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately.
Organization and Focus, Evaluation and Revision	Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)	Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	Write reflective compositions that explore the significance of events.
			Write detailed fictional biographies or autobiographies.	Write detailed fictional biographies or autobiographies.
Organization and Focus. Research			Use strategies of notetaking.	Use strategies of notetaking.

<p>and Technology, Evaluation and Revision</p>			<p>outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p>	<p>outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p>
<p>Organization and Focus, Research and Technology</p>			<p>Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.</p>	<p>Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter.</p>
<p>English-language arts strand</p>	<p>Advanced ELD level</p>			
	<p>Grades K-2</p>	<p>Grades 3-5</p>	<p>Grades 6-8</p>	<p>Grades 9-12</p>
<p>Organization and Focus</p>	<p>Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).</p>	<p>Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).</p>	<p>Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.</p>	<p>Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.</p>
	<p>Write a persuasive composition by using standard grammatical forms.</p>	<p>Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.</p>	<p>Produce writing that establishes a controlling impression or thesis.</p>	
<p>Write short narratives that describe the setting, characters, objects, and events.</p>	<p>Write narratives that describe the setting, characters, objects, and events.</p>	<p>Use appropriate language variations and genres in writing for language arts and other content areas.</p>	<p>Structure ideas and arguments in a given context by giving supporting and relevant examples.</p>	
		<p>Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum).</p>	<p>Complete job applications and write résumés that fit the purpose and audience and follow the conventional format for the type of</p>	

				document.
Organization and Focus, Evaluation and Revision	Produce independent writing by using correct grammatical forms.	Write multiple-paragraph narrative and expository compositions by using standard grammatical forms.	Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.
	Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	Independently use all the steps of the writing process.	Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it.	Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.
Organization and Focus, Research and Technology (cont.)			Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.	Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.
			Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).	Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims.
			Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.	Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.