**Massachusetts English Language Proficiency Standards for Adult Education: Writing**

These revised ESOL standards capture the key concepts outlined in three core source documents: the 2005 [Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages](http://www.doe.mass.edu/acls/frameworks/archive.html), the 2013 [College and Career Readiness Standards for Adult Education](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) (CCRSAE), and the 2016 OCTAE [English Language Proficiency Standards for Adult Education](https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf). They are also informed by the 2017 [Oregon Adult Learning Standards](https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx). The revised standards collectively reflect the range of skills that prepare English language learners to meet the rigor of the CCRSAE. The linkages between the revised standards and the source documents are color-coded as follows:

MA standards:  orange CCR: blue ELP: green OR standards: red New: black

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| **Writing Strand** | |
| **Writing 1 *(Focus on meaning):***  Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.  **Referring standards:** *CCR Writing 1, 2, 3, 4, 7, 8, 9; ELP 2, 3, 4, 5, 6, 7; MA 1* | A. Use writing to carry out academic and real-world tasks.  B. Create meaning in increasingly complex texts.  C. Construct written arguments. |
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| **Writing 2 *(Organization and style):***  Employ text structure and style that clearly conveys development of ideas.  **Referring standards:** *CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7* | A. Organize writing.  B. Develop ideas.  C. Use appropriate style and register. |
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| **Writing 3 *(Components of English):***  Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.  **Referring standards:** *CCR Language 1, 2, 5, 6; ELP 10; MA 2* | A. Encode English print.  B. Use and expand written vocabulary.  C. Use grammar accurately to convey meaning.  D. Use conventions of standard English to convey meaning. |
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| **Writing 4 *(Use of effective strategies):***  Use a variety of writing strategies appropriate to the writing purpose and type of text.  ***Referring standards:*** *CCR Writing 5; ELP 2; MA 3* | A. Use pre-writing strategies.  B. Use writing strategies.  C. Use revision and editing strategies. |
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| **Writing 5 *(Use of diverse media):***  Evaluate and use diverse media, including the internet, to collaborate with others, and produce, publish, and enhance original writing.  ***Referring standards:*** *CCR Writing 6, 8; ELP 3* |  |

| **Writing 1 (*Focus on meaning)*:** **Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.**  (*CCR Writing 1, 2, 3, 7, 8, 9; ELP 2, 3, 4, 5, 6, 7; MA 1)* | | | | | |
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| **ESOL Level 1\***  (NRS Beginning Literacy) | **ESOL Level 2**  (NRS Low Beginning) | **ESOL Level 3**  (NRS High Beginning) | **ESOL Level 4**  (NRS Low Intermediate) | **ESOL Level 5**  (NRS High Intermediate) | **ESOL Level 6+**  (NRS Advanced) |
| **A. Use writing to carry out academic and real-world tasks.** | | | | | |
| W1A.1a. With support and a model, write basic personal information, such as:   * name, address, and phone number * lists of highly relevant words, such as family roles * labels on images *(e.g., family photos, jobs).*   W1A.1b. Copy or write answers to simple information or opinion questions to share thoughts and to build knowledge of print and of how English works.  W1A.1c. Contribute to a class-generated text, drawing on L1 and oral contributions as needed. | W1A.2a. Write simple information related to everyday personal tasks *(e.g., lists, forms, notes),* such as:   * steps in a simple process * simple tables with class-generated information * simple notes *(e.g., a child’s school absence note, a birthday greeting on a card, a do not park here note)* * simple text messages.   W1A.2b. Write short, descriptive personal texts *(e.g., list of family members, photo captions, birthday greetings)* to share information and to build knowledge and awareness of text types.  W1A.2c. Write short answers to questions about a text, using the text as reference. | W1A.3a. Write simple informational texts that require short explanations, such as:   * driving directions or a simple procedure * information on an authentic or only slightly modified form *(e.g., job application)* * notes *(e.g., to a supervisor about a machine not working)* * simple digital communication *(e.g., texts messages; personal e-mail).*   W1A.3b. Write simple narrative, expository *(e.g., paraphrased facts, event description)*, and literary text *(e.g., simple poems, short prose)* texts to reflect on and describe experiences and observations, and to build awareness of writing as a thinking tool.  W1A.3c. With support, participate in short shared research projects to answer a question, contributing information from reading or experience. | W1A.4a. Write elaborated informational texts, such as:   * paper or online forms *(e.g., medical history, employment application)* * a short autobiographical narrative * simple diagrams and maps *(e.g., a work process; a map to one’s home)* * digital texts (*e.g.*, *shared class Google form; social media posts)* * informational flyer about an event * responses to short-answer question prompts * multi-step directions*.*   W1A.4b. Write a range of narrative, expository, persuasive *(e.g., blogs, advocacy letters),* and literary textsto consider multiple perspectives, develop informed opinions, and begin expressing a writer’s voice.  W1A.4c. Carry out short shared research projects to answer a question by:   * noting information from provided print and digital sources and personal experience * categorizing and labeling collected information * listing sources. | W1A.5a. Write texts that require summarizing information and making a point with evidence, such as:   * letter or online form disputing a parking ticket * workplace self-assessment * response to essay-question prompts * digital texts *(e.g., online course discussion boards)* * academic essay describing historical or current events.   W1A.5b. Write a broad range of narrative, expository, persuasive, and literarytexts to weigh arguments, build knowledge, and summarize learning.  W1A.5c. Carry out short individual or shared research projects to answer a question by:   * noting information from print and digital sources * developing a hypothesis * summarizing data and paraphrasing key information * citing sources. | W1A.6a. Write a range of texts that require synthesis of information, such as:   * an appeal to a decision *(e.g., about a child’s class placement at school or a disciplinary letter at work.)* * college application essay or scholarship personal statement * forms, tables, graphs, diagrams, and maps *(e.g., interview information categorized in a table, a graph of class attendance data)* * expository paper that cites multiple sources * multi-step procedures to carry out experiments, take measurements, or perform a technical task.   W1A.6b. Write a range of academic and technical *(e.g., research summaries)* and literary *(e.g., poetry and prose)* texts to build broad knowledge, prepare academically, and develop thinking.  W1A.6c. Conduct sustained individual research projects using several sources to answer a question or build knowledge by:   * synthesizing and integrating information from multiple print and digital sources * quoting or paraphrasing the data and conclusions of others while avoiding plagiarism * checking that information is accurate and that sources are credible and cited. |
| **B. Create meaning in increasingly complex texts*.*** | | | | | |
| W1B.1a. Identify purposes for writing *(e.g., to inform or request information)* and types of text *(e.g., forms, lists, letters, text messages).*  W1B.1b. Sequence words and/or pictures to convey ideas.  W1B.1c. Copy a simple sentence based on a model by writing, or typing letters on a keyboard. | W1B.2a. With the support of models, determine a writing purpose.  W1B.2b. With support of a stem or model, write or type personally relevant words and simple sentences.  W1B.2c. Label and sequence pictures. | W1B.3a. Determine a writing purpose *(i.e., to answer, explain, or describe something).*  W1B.3b. Describe in writing people, places, things, and events with relevant details, expressing ideas and feelings.  W1B.3c. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details. | W1B.4a. Determine a writing purpose—what the reader should know or do*.*  W1B.4b. Write short narratives describing actions, thoughts, and feelings, or recounting a short sequence of events.  W1B.4c. Explore a theme or central idea.  W1B.4d. Respond in writing to other texts, making connections among and distinctions between ideas or events. | W1B.5a. Identify how purpose and audience will affect content and organization.  W1B.5b. Explore a point of view, considering other perspectives.    W1B.5c. Respond in writing to other texts, expressing agreement or disagreement, posing questions, or elaborating.  W1B.5d. Choose appropriate words and phrases, (including those with figurative, connotative, and technical meanings) to support the writing purpose. | W1B.a. Identify how the reader’s purpose relates to the writer’s purpose for writing, and critically consider how to adjust *(e.g., a website requests personal information one doesn’t want to share; an online form limits length of response; an employer asks for cover letter naming last three jobs while applicant wants to list most impressive experience).*  W1B.b. Elaborate on complex ideas, both one’s own and others’*.*  W1B.c. Express abstract ideas in a way that is accessible to the reader. |
| **C. Construct written arguments.** | | | | | | |
| W1C.1a. With support and a stem or model, write a sentence expressing a like or dislike. | | W1C.2a. Express in a sentence a simple opinion about a familiar topic, experience, or event and give a reason for the opinion. | W1C.3a. Use a few connected sentences to state an opinion or construct a claim and explain the reasoning to support that claim. | W1C.4a. Write short opinion pieces (paragraph length) on topics or texts.  W1C.4b. Express a clear point of view with reasons and evidence to support particular points. | W1C.5a. Write arguments to support claims with clear, logically ordered reasons and evidence from literary or informational texts.  W1C.5b. Cite sources appropriately, using a specified style. | W1C.6a. Write arguments to support claims with logical reasoning and sufficient, relevant, organized evidence.  W1C.6b. Acknowledge alternate or opposing claims; develop claim(s) and counterclaims fairly, supplying evidence while pointing out strengths and limitations in a manner that anticipates the audience’s knowledge level and concerns.  W1C.6c. Use and cite accurate, credible sources. |

| **Writing 2 *(Organization and style)*: Employ text structure and style that clearly conveys development of ideas.**  (*CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7)* | | | | | |
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| **A. Organize writing.** | | | | | |
| W2A.1a. With support and a stem or model, organize words logically to present ideas and information in a sentence.    W2A.1b. Provide an opening that introduces the subject *(e.g, The man, Maria)*.  W2A.1c. With support and a stem or model, connect two words or phrases with a linking word *(e.g., and, or).* | W2A.2a. Organize words logically in a sentence to convey an idea or information.  W2A.2b. Write a relevant opening and closing in written communication.  W2A.2c. Use simple linking words to show how two words or ideas are connected *(e.g., and, but, or)*. | W2A.3a. Organize ideas and evidence in a logical order in a short, simple paragraph focused on a single topic that includes a topic sentence, one or two reasons, details or examples, and a concluding sentence.  W2A.3b. Provide a relevant introductory sentence that frames the rest of the paragraph’s content, and a simple concluding statement.  W2A.3c. Use linking words and phrases *(e.g., also, another, and, more, but, before/now, first/second)* to connect ideas. | W2A.4a. Introduce a topic, and group related information or details together; include illustrations when useful for aiding comprehension.  W2A.4b. Provide an introductory statement related to the information or explanation to be presented and a concluding statement that provides a sense of closure.  W2A.4c. Link ideas within a paragraph and within categories of information using words and phrases *(e.g., another, for example, also, because).*  W2A.4d. Consider goals for a particular text in order to make decisions about composing and organizing the text. | W2A.5a. Introduce a topic clearly, and group related information into paragraphs and sections; include formatting *(e.g., headings)*, illustrations, and multimedia when useful for aiding comprehension.  W2A.5b. Provide an introductory statement (in a paragraph) or a short section (in a paper) that signals the information or explanation to be presented.  W2A.5c. Provide a concluding statement (in a paragraph) or short section (in a paper) that follows from and supports the information or explanation previously presented.  W2A.5d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in a text. | W2A.6a. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting *(e.g., headings),* graphics *(e.g., charts, tables)*, and multimedia when useful for aiding comprehension.  W2A.6b. Provide a well-developed introductory section that signals the information or explanation to be presented *(e.g., the implications or the significance of the topic).*  W2A.6c. Providea well-developed concluding section that follows from and supports the information or explanation presented *(e.g., articulating implications or the significance of the topic).*  W2A.6d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and  concepts. |
| **B. Develop ideas.** | | | | | |
| W2B.1a. Order pictures and/or words to create a simple story. | W2B.2a. Use a time line and write, in order, several events in one’s personal life experience. | W2B.3a. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.  W2B.3b. Develop a topic with facts, definitions, and details. | W2B.4a. Write informative/ explanatory texts that examine a topic and convey ideas and information clearly.  W2B.4b. Develop a topic with facts, definitions, details, or other information and examples related to the topic. | W2B.5a. Write informative/ explanatory texts that examine a topic and convey ideas, concepts, and information with a clear organization that highlights and connects key ideas.  W2B.5b. Develop a topic with relevant facts, concrete details, quotations, or examples to elaborate points. | W2B.6a. Write informative/ explanatory texts that examine a topic and convey ideas, concepts, and information with a clear organization that supports the reader in following, connecting, and analyzing the ideas presented.  W2B.6b. Develop a topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; apt quotations, or other information appropriate to the audience’s knowledge of the topic. |
| **C. Use appropriate style and register.** | | | | | | |
|  | W2C.2a. Notice use of informal and formal writing in English and its relationship to writing purpose and audience *(e.g., text message to family member vs. note to child’s teacher).* | W2C.3a. Adapt language choices *(e.g., content, word choice, and formality)* to the task and audience.  W2C.3b. Demonstrate emerging use of both informal and formal language, depending on task and audience. | W2C.4a. Adapt language choices *(e.g., length of text, level of detail)* according to task and situation, so that the readers remain engaged.  W2C.4b. Use common rhetorical devices to create an effect *(e.g., rhetorical question, simile)*.  W2C.4c. Adopt a style that expresses the message simply, clearly, and convincingly.  W2C.4d. Express an independent voice by conveying one’s own ideas. | W2C.5a. Adapt language choices appropriate to the context (pragmatics), including cultural expectations and the relationship between writer and reader(s).  W2C.5b. Use a variety of rhetorical devices to create an effect *(e.g., analogy, figurative language)*.  W2C.5c. Adopt a style that keeps the reader engaged and interested.  W2C.5d. Establish and maintain a consistent voice throughout a text.  W2C.5e. Choose language that expresses ideas concisely, eliminating wordiness and redundancy. | W2C.6a. Adopt language choices appropriate to the formality or seriousness of the situation, to academic and cultural expectations, and to the relationship between writer and reader(s).  W2C.6b. Choose among a range of rhetorical devices to create an effect *(e.g., metaphor, repetition, symbolism)*.  W2C.6c. Adopt a style that expresses a unique voice and that demonstrates individual thinking, insight, and interest in the topic.  W2C.6d. Establish and maintain an objective tone and formal style and register in academic writing.  W2C.6e. Produce varied sentence patterns for listener interest. | |

| **Writing 3 *(Components of English):* Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English.**  (*CCR Language 1, 2, 5, 6; ELP 10; MA 2)* | | | | | | | |
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| **A. Encode English print.** | | | | | | | |
| W3A.1a. Form numbers and upper- and lowercase letters legibly.  W3A. 1b. With support, copy simple, phonetically regular words (*e.g., man, sit*).  W3A.1c. With support, copy or spell some simple sight words correctly *(e.g., who, goes, people)*. | W3A.2a. Sound out words following basic phonetic rules, and employ spelling patterns *(e.g., word families, position-based spelling [“i before e”], syllable patterns, ending rules)* in writing and editing words. | W3A.3a. Spell a variety of familiar single and multi‐syllabic words and common abbreviations, employing phonemic awareness, spelling conventions, and generalized spelling patterns *(e.g., doubling consonants, silent e).*  W3A.3b. Use conventional U.S. format to write out dates *(e.g., Nov. 7 or 11/7/18 rather than 7/11/18).* | W3A.4a. Demonstrate some control over spelling conventions, word families, common spelling patterns *(e.g., vowel digraphs, dropping final e before -ed or -ing, -tion).*  W3A.4b. Apply spelling patterns and rules to spell words with silent consonants *(e.g., walk, know, write)* and consonant digraphs *(e.g., phone, when, tough).* | | | W3A.5a. Apply conventional spelling rules and understand inflections to spell accurately.  W3A.5b. Use specialized discipline‐specific acronyms *(e.g., CNA, ESL, CDL, LPN).*  W3A.5c. Apply knowledge of simple homographs *(e.g., tire, present, bark).* | W3A.6a. Use knowledge of a range of syllable patterns, roots *(e.g., morph, ortho, path, rad, homo)* and affixes *(e.g., bio-, hydro-, -cracy,*  *-ectomy*) to spell specialized words.  W3A.6b. Apply knowledge of common homographs and homophones. |
| **B. Use and expand written vocabulary.** | | | | | | | |
| W3B.1a. Use familiar and personally relevant vocabulary related to immediate needs *(e.g., personal information).* | W3B.2a. Use everyday vocabulary related to personal information, experiences, and needs, including common nouns, verbs, adjectives, articles, and prepositions.  W3B.2b. Use understanding of simple suffixes *(e.g., -ing, the plural “s,” negative contractions)* to form words. | W3B.3a. Use everyday vocabulary related to personal goals, topics of interest, and the daily demands of home, school, work, and community, and some academic vocabulary.  W3B.3b. Correctly use some commonly confused verbs *(e.g., do/make, say/ tell, bring/take).*  W3B.3c. Begin to use roots and affixes to spell words *(e.g., un-, re-, port, view, -ful, -ly).* | | | W3B.4a. Use everyday, academic, and some specialized vocabulary to convey precision and detail in texts.  W3B.4b. Use expanded vocabulary that includes abstract nouns *(e.g., community, luck, diversity)* and some common idiomatic expressions *(e.g., take care of; count on).*  W3B.4c. Correctly use frequently confused words *(e.g., to, too, two; there, their, they’re).*  W3B.4d. Use common phrasal verbs *(e.g., look for, go away, give in).*  W3B.4e. Use common roots *(e.g., cycl, form, ped)* and affixes *(e.g., anti-, inter-, intra-, post-, -able,*  *-less, -tion)* to construct multisyllabic words. | W3B.5a. Use general academic vocabulary *(e.g., conclusion, hypothesis, strategy)* and domain‐ specific words and phrases common to an area of interest or field of study *(e.g., batting average, age appropriate, global warming).*  W3B.5b. Demonstrate varied and effective word choice, including some figurative language *(e.g., house vs. home; rings a bell).*  W3B.5c. Use precise language *(e.g., smell vs. scent, I should go vs. I have to go)* and academic vocabulary *(e.g., articulate vs. explain).*  W3B.5d. Distinguish the literal and nonliteral meanings of words and phrases in context *(e.g., take steps)* and use them appropriately in writing*.*  W3B.5e. Use prefixes and suffixes to build words that express abstract concepts *(e.g., -micro, trans-, -ness, -cracy, -ism).* | W3B.6a. Draw from a store of everyday, academic, and specialized vocabulary that includes words needed for specialized and/or academic purposes to convey precision and abstract ideas.  W3B.6b. Demonstrate control over nuance and shades of meaning among related words that describe states of mind or degrees of certainty *(e.g., knew, believed, suspected, heard, wondered)*.  W3B.6c. Employ figurative language, including similes and metaphors, in context.  W3B.6d. Distinguish between the denotative and connotative meaning of words and use them appropriately in writing*.*  W3B.6e. Use verbs that differ in nuance *(e.g., look, peek, glance, stare, glare, scowl)* and adjectives that differ in intensity *(e.g., large, gigantic)* to convey shades of meaning.  W3B.6f. Use knowledge of syllable patterns, roots *(e.g., bio, funct)*, and prefixes and suffixes *(e.g., semi-, quad-, -ogist, -ician)* to construct multisyllabic words. |
| **C. Use grammar accurately to convey meaning.** | | | | | | | | |
| W3C.1a. Follow highly structured models and sentence stems to communicate an idea in writing that uses a few basic elements of grammar, such as:   * simple present * affirmative and negative verbs * singular and plural nouns with matching verbs * common nouns and subject pronouns *(e.g., home, bus, I, they*), a few question words. | | W3C.2a. Show knowledge of simple learned patterns to create subject‐predicate statements *(e.g., affirmative sentences, formulaic questions)* that include basic elements of grammar, such as:   * present continuous tense * some high-frequency verbs to convey a sense of the past and present * personal, possessive, and indefinite pronouns *(e.g., I, me, my; they, them, their; anyone, everything)* * frequently occurring adjectives, nouns, verbs, and prepositions *(e.g., in, behind, over)* * determiners *(e.g., demonstratives [this, those], articles).* | W3C.3a. Show knowledge of basic grammar to construct simple sentences (including negative sentences and questions), such as:   * verbs to convey a sense of past, present, and future * adjectives, prepositions *(e.g., during, beyond, toward),* possessives, common irregular past tense verbs, negation of continuous and perfect tenses * regular and irregular plural nouns * collective nouns *(e.g., group)* * reflexive pronouns *(e.g., myself, ourselves)* * subject‐verb and pronoun‐antecedent agreement * comparative and superlative adjectives and adverbs. | W3C.4a. Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences, including irregular and some complex grammar structures, such as:   * irregular past, present perfect * abstract nouns *(e.g., childhood)* relative pronouns (*e.g., who, whose, which, that*) * relative adverbs *(e.g., where, when, why)* * prepositional phrases *(e.g., at home, with me, under the desk)* * modals for ability *(e.g., can, could)* and suggestion (*e.g., should*) * coordinating conjunctions to create compound sentences *(e.g., for, and, nor, but, or, yet, so - FANBOYS)* * correlative conjunctions *(e.g., either/or, neither/nor).* | | | W3C.5a. Construct text of coherently linked simple, compound, and complex sentences that include more complex grammar structures, such as:   * pronouns in the proper case (subjective, objective, possessive) *(e.g., I/me/mine, we/us, our[s], she/her/her[s])* * verb tenses to convey various times, sequences, states, and conditions * modals to convey various conditions * adjective order within sentences according to conventional patterns *(e.g., a small red bag, not a red small bag)* * subordinating conjunctions, conjunctive adverbs and other transition words to create complex sentences *(e.g., while, after, however)* * a variety of dependent clauses. | W3C.6a. Construct essay-length text of coherently linked and varied sentences that demonstrates control of complex grammar to signal differing relationships among ideas, such as:   * perfect continuous tense, active and passive voice * verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood * a full range of subordinating conjunctions * various types of phrases *(e.g., noun, verb, adjectival, adverbial, participial, prepositional, absolute)* and clauses *(e.g., independent, dependent; noun, relative, adverbial)* to convey specific meanings and add variety and interest to writing. |
| **D.Use conventions of standard English to convey meaning.** | | | | | | | | |
| W3D.1a. Begin to capitalize proper nouns *(e.g., names, days, and months)* and the pronoun "I”.    W3D.1b. With support, begin to use standard conventions for basic punctuation to provide information *(e.g., address letters and write phone numbers).*    W3D.1c. Copying from model, orient text correctly on the page or when filling out simplified forms.  W3D.1d. Practice writing on lined paper or in digital media using correct page orientation. | | W3D.2a. Capitalize the first words of sentences and proper nouns *(e.g., place names).*  W3D.2b. Recognize, name, and use basic punctuation, including:   * end punctuation for sentences * commas in dates and to separate single words in a series * commas in greetings and closings of letters.   W3D.2c. Use adequate spacing between letters and words for clarity of meaning and legibility. | W3D.3a. Capitalize proper nouns and titles, the first words of sentences, and letters in acronyms.  W3D.3b. Recognize, name, and use basic punctuation, including:   * commas to separate items in a series and phrases within a sentence * apostrophes to form contractions and frequently occurring possessives.   W3D.3c. Use appropriate paragraph indentation, word spacing, and spacing of text on a page to enhance readability. | | W3D.4a. Attend to capitalization, including in names of nationalities and organizations and titles of publications.  W3D.4b. Recognize, name, and use punctuation, including:   * commas and quotation marks in direct quotations and dialogue * commas between independent and dependent clauses in complex sentences * commas before a coordinating conjunction in a compound sentence * commas to separate an introductory element from the rest of the sentence.   W3D.4c. Use simple formatting conventions that enhance readability *(e.g., appropriate font, sufficient white space, graphics).* | | W3D.5a. Attend to punctuation and capitalization, including in written dialogue.  W3D.5b. Recognize, name, and use punctuation, including:   * commas, parentheses, or dashes to set off parenthetical elements * ellipses to indicate omission * underlining, quotation marks, or italics to indicate titles of works.   W3D.5c. Demonstrate control over a range of formatting conventions that enhance readability *(e.g., margins, word wrapping, tables, illustrations).* | W3D.6a. Use punctuation and capitalization in a standard format for citation.  W3D.6b. Recognize, name, and use punctuation, including:   * semicolons or conjunctive adverbs to link two or more closely related independent clauses * colons to introduce lists or quotations * ellipses or dashes to indicate a pause or break * commas to separate coordinate adjectives*.*   W3D.6c. Use specialized, discipline‐specific formats, conventions, and embedded media. |

| **Writing 4 *(Use of effective strategies):* Use a variety of writing strategies appropriate to the writing purpose and type of text.**  *(CCR Writing 5; ELP 2; MA 3)* | | | | | |
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| **ESOL Level 1\***  (NRS Beginning Literacy) | **ESOL Level 2**  (NRS Low Beginning) | **ESOL Level 3**  (NRS High Beginning) | **ESOL Level 4**  (NRS Low Intermediate) | **ESOL Level 5**  (NRS High Intermediate) | **ESOL Level 6+**  (NRS Advanced) |
| **A. Use pre-writing strategies.** | | | | | |
| W4A.1a. Discuss information, drawing on L1 as needed, or in English as skills allow*.*  W4A.1b. Brainstorm words or dictate ideas to a scribe. | W4A.2a. Discuss information and ideas with others, drawing on L1 as needed.  W4A.2b. Respond to simple prompts *(e.g., the five* W *questions, quotes)* to formulate ideas.  W4A.2c. Jot down simple notes from oral brainstorm. | W4A.3a. Discuss information and ideas gleaned from reading, listening, or experience.  W4A.3b. Use questions *(e.g., the five* W*s)* to generate ideas.  W4A.3c. Brainstorm, use idea webs, or freewrite; then prioritize ideas. | W4A.4a. Discuss information and ideas gleaned from a few provided sources.  W4A.4b. Use a variety of devices to formulate ideas about a topic or consider new information and ideas, including graphic organizers *(e.g., flow chart, Venn diagram),* journals, freewriting, or outlines. | W4A.5a. Discuss information and ideas gleaned from diverse sources  W4A.5b. Use a variety of devices, including graphic organizers, journals, or freewriting, to formulate ideas.  W4A.5c. Take simple notes from a reading or presentation to begin thinking about a topic. | W4A.6a. Discuss information and ideas gleaned from diverse sources, including academic lectures or texts.  W4A.6b. Use a variety of strategies/devices appropriate to the type of text being written*.*  W4A.6c. Take notes from texts or lectures to explore understanding of a topic and identify questions that fill gaps. |
| **B. Use writing strategies.** | | | | | |
| W4B.1a. Use a model of a simple sentence to express a parallel idea or write a comparable text.  W4B.1b. Draw on L1 as needed to get words down on paper.  W4B.1c. Consult with peers or a teacher for word choice. | W4B.2a. Use a model of a simple paragraph or simple documents *(e.g., an application form, email)* to write a comparable text.  W4B.2b. Use provided sentence stems and other scaffolding devices to support putting ideas in writing, however minimally. | W4B.3a. Use a model of a simple multiparagraph informational or narrative text to write a comparable text.  W4B.3b. Put ideas in writing, however unorganized. | W4B.4a. Use models of varied text types *(e.g., stories, reports, instruction manuals)* to write a comparable text.  W4B.4b. Loop back and look for gaps in written text. Build on what is there by adding relevant language. | W4B.5a. Use models of varied genres *(e.g., narrative, persuasive, compare/contrast essays)* to write a comparable text or prepare for high‐stakes purposes *(e.g., timed exams).*  W4B.5b. Keep running notes of ideas that come up while writing that can be inserted in appropriate sections of the text. | W4B.6a. Use models of varied rhetorical forms *(e.g., argument, description, analysis)* to write a comparable text.  W4B.6b. Continuously refer to notes based on reading and pre-writing activities, integrating relevant ideas in appropriate sections of the text. |
| **C*.* Use revision and editing strategies.** | | | | | |
| W4C.1a. With support, check copied writing against a model *(e.g., for legibility, orientation on page).*  W4C.1b. Make changes with guidance and support. | W4C.2a. Check work for legibility and spelling.  W4C.2b. In a collaborative group and with support of L1, identify changes required to strengthen writing and correct writing errors. | W4C.3a. Read aloud and record written work *(e.g., with mobile phone or tape recorder)* for later playback to check if it is understandable.  W4C.3b. With guidance and support from peers and others, strengthen writing by focusing on a topic and meaning, responding to questions and suggestions, and adding details, evidence, or examples as needed.  W4C.3c. Collaborate with others to revise, using models and checklist.  W4C.3d. Use spell-check for immediate feedback on writing. | W4C.4a. Read aloud to hear/check phrasing and word choice.    W4C.4b. With guidance and support from peers and others, strengthen writing as needed by planning and then responding to reader feedback.  W4C.4c. Use tools and strategies such as guiding questions, revision checklists or outlines, or shared documents and comment features to support revision, addressing:   * simple content revisions * paragraph structure *(e.g., topic sentence, conclusion)* * type and amount of detail and textual evidence required in a situation * effective word choice *(e.g., synonyms, homonyms, comparatives, superlatives)* * fragments and run-ons.   W4C.4d. Use spell-check and a grammar checker for immediate feedback on writing. | W4C.5a. Read aloud to hear/check flow of text and sentence variety.  W4C.5b. With some guidance and support from peers and others, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  W4C.5c. Perform multiple rereadings of writing, addressing:   * how well purpose, audience, clarity, and reasoning have been addressed * provision of relevant detail and textual evidence needed to support logical argument * voice, tone, and formality * word choice *(e.g., synonyms, homonyms, easily confused words)* * use of parallel structure. | W4C.6a. Read aloud to hear/check coherence of the text.  W4C.6b. Strengthen writing as needed by planning, revising, applying peer-editing guidance, then rewriting or trying a new approach.  W4C.6c. Perform multiple rereadings of writing, addressing:   * fidelity to purpose, audience, clarity, voice, reasoning, and thoroughness * adequate and appropriate detail and textual evidence to support logical arguments and to meet academic and workplace standards * clarity, to strengthen argument, elaborate points, and/or improve examples * word choice, to enhance description, improve accuracy, and avoid repetition. |

| **Writing 5 *(Use of diverse media):* Evaluate and use diverse media, including the internet, to collaborate with others, and produce, publish, and enhance original writing.** *(CCR Writing 6, 8; ELP 3)* | | | | | |
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| W5.1a. With guidance and the support of a stem or model, write words using basic technologies and digital media *(e.g., paper/pencil, very basic keyboarding, text messaging)*. W5.1b. With guidance and support (and drawing on L1 as needed), identify images that could be added to enhance the meaning of a text. | W5.2a. Identify different technologies used to craft digital writing *(e.g., word processing for documents, presentation software for presentation slides, email applications for email, social media for engagement).*  W5.2b. With guidance and the support of a stem or model, write words or a simple phrase using different technologies *(e.g., pen, keyboard, mobile phone)*. W5.2c. Integrate relevant pictures or multimedia from a set provided by a teacher and following a template. | W5.3a. Following models, craft simple text in relevant technology media *(e.g., PowerPoint, email, apps, text messaging).*  W5.3b. Use key features of relevant technologies *(e.g., word processing and editing tools like spell-check, save, and copy,).* W53A.3c. Integrate pictures or multimedia as directed, from several different sources *(e.g., shared cloud-based folder, computer hard drive, flash drive).* | W5.4a. With guidance and support, select and use relevant technology to produce and publish short texts *(e.g., typing in Word or PowerPoint).*  W5.4b. Adapt writing strategies to take full advantage of technology features *(e.g., brevity for text messaging; integrating media into Power Point).* W5.4c. Locate and integrate illustrations and multimedia *(e.g. simple charts, pie charts, graphs, tables)* when useful to aiding comprehension. | W5.5a. With some guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others *(e.g., shared documents in Google Drive)*.  W5.5b. Adapt writing strategies to take advantage of an expanded variety of technologies and social media *(e.g., following conventions for blog posts and other social media).*  W5.5c. Locate and integrate illustrations and multimedia  and create graphics *(e.g., tables)* when useful for aiding comprehension.  W5.5d. Demonstrate sufficient command of keyboarding skills to complete timed academic tasks (*e.g., timed writing or online assessments)*. | W5.6a. Use technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.  W5.6b. Adapt writing strategies to take advantage of digital media and online resources *(e.g., keywords to do internet research, shared online spaces to collaborate with others).* W5.6c. Locate and integrate graphics *(e.g., figures, charts)*, and multimedia when useful to aiding comprehension. |

**\*** Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.