

ELD Communication Form – Writing

Date_____ Writing Genre_____

Days/Times of Support_____

Student(s)_____

Essential Features of Genre:

Please choose the genre you are teaching from “*Key Components of Writing Forms and Genre*”- a PDF file attached

Dates the class will begin each stage of the writing process:

Prewriting	Drafting	Revision	Editing	Publishing

Note to EA: Please preview any anchor charts that have been created whole-class before starting each session

Mentor texts used with the class:

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Please look at the writing sub score on Language Proficiency test (can be found in student's cum file). The levels in the chart below refer to that **writing** score, not the overall performance).

Key Skills ELD Chart

	Level 1/ Beginning	Level 2/ Intermediate	Level 3/ Advanced
Ideas (prewriting/ drafting)	<ul style="list-style-type: none"> • Use a familiar graphic organizer • Instructor facilitates conversation using leveled questions to elicit responses on the writing topic • Student uses a picture dictionary/native language dictionary • Instructor records ideas for students • Instructor models staying on one topic • Students may copy from model • Students may record ideas by sketching pictures and labeling • Students may record ideas by writing in their native language 	<ul style="list-style-type: none"> • Use a familiar graphic organizer • Instructor facilitates conversation using leveled questions to elicit responses on the writing topic • Student uses picture dictionary/native language dictionary • Student records ideas using sketching, words, and simple sentences connected to one topic • Students may generate some ideas in native language 	<ul style="list-style-type: none"> • Use a familiar graphic organizer • Instructor facilitates conversation using leveled questions to elicit responses on the writing topic • Student uses picture dictionary/native language dictionary • Students record ideas using sketching, words, simple and descriptive sentences connected to one topic • Students may generate some ideas in native language
Organization (drafting/ revision)	<ul style="list-style-type: none"> • Instructor models use of simple sentence frames • Instructor models how to move ideas from prewriting to paragraph frame • Student may copy from a model or start applying skills independently 	<ul style="list-style-type: none"> • Student uses simple sentences that may or may not connect • Student writes one paragraph on a single topic (grade appropriate) • Narrative writing may have beginning, middle, and end • Informational writing may have opening/topic 	<ul style="list-style-type: none"> • Student writes simple sentences and descriptive sentences that may or may not connect • Student writes more than one paragraph on a single topic (grade appropriate) • Narrative writing has beginning, middle, and end • Informational writing

		<p>sentence, body, and closing sentence</p> <ul style="list-style-type: none"> • Instructor may need to model using a paragraph frame (grade appropriate) based on student's needs 	<p>has opening/topic sentence, body, and closing sentence</p> <ul style="list-style-type: none"> • Instructor supports in developing sentence and paragraph fluency based on student's needs
Word Choice (drafting/revision)	<ul style="list-style-type: none"> • Instructor provides a word bank with pictures generated during prewriting • Student uses native language dictionary 	<ul style="list-style-type: none"> • Student uses academic words with support • Instructor helps student generate words specific to the topic (word bank) • Student uses native language dictionary as needed 	<ul style="list-style-type: none"> • Student shows a range of vocabulary and varied word choice • Student may need help generating words specific to the topic • Student uses native language dictionary as needed
Voice (drafting/revision)	N/A at this stage	<ul style="list-style-type: none"> • Instructor uses mentor text to support appropriate voice for genre • Instructor listens to student's ideas with strong feelings; encourages child to include these in writing • Instructor supports student in choosing words that convey that specific feeling/action (<i>said-hollered; walked-trudged</i>) 	<ul style="list-style-type: none"> • Instructor uses mentor text to support appropriate voice for genre • Instructor listens to student's ideas with strong feelings; encourages child to include these in writing • Instructor supports student in choosing words that convey that specific feeling/action (<i>said-hollered; walked-trudged</i>)
Sentence Fluency (revision/editing)	<ul style="list-style-type: none"> • Student writes words and phrases • Instructor models combining words and phrases into simple sentences using frames 	<ul style="list-style-type: none"> • Student writes simple sentences • Instructor models combining simple sentences into complex sentences using transition words and frames 	<ul style="list-style-type: none"> • Student writes simple and descriptive sentences • Instructor models combining simple sentences into complex sentences using transition words and frames <i>if needed.</i>

Conventions (editing)	<ul style="list-style-type: none"> • Student spells words from <i>word bank/word wall</i> correctly • Instructor models use of capitals and periods • Instructor models use of spaces 	<ul style="list-style-type: none"> • Student spells words from <i>word bank/word wall</i> correctly • Student uses some verb tenses appropriately • Student uses sound/symbol relationship to spell other words (spelling may reflect student's native language) • Student uses punctuation and capitalization that has been taught in class 	<ul style="list-style-type: none"> • Student spells words from <i>word bank/word wall</i> correctly • Student uses verb tenses appropriately; student may experiment with more complex verb forms. • Student uses sound/symbol relationship to spell other words (spelling may reflect student's native language) • Student uses punctuation and capitalization that has been taught in class
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Please change the prompts below to leveled Either/Or questions as needed.

Prompts to Elicit Reflection/Elaboration/Revision:

Narrative (story) genres	<ul style="list-style-type: none"> • What else happened? • What was that like? • How did you/your character feel? • What were you/your character thinking? • Tell me more about...
Expository genres (essays, persuasive, reports, etc.)	<ul style="list-style-type: none"> • What is your main idea? • What is your thesis/argument? • What are your details? • What are your reasons? • Who is your audience?
Poetry genres	<ul style="list-style-type: none"> • What is important about this poem? • Which words could be more specific or interesting? • (any of the narrative prompts)
<p>Writing through pictures</p> <p>*for students who are expressing themselves primarily through drawing/sketches</p>	<ul style="list-style-type: none"> • Tell me about your story (picture). • Where does this story take place? How could you show that? • Who (else) was there? How could you show that? • How were you/they feeling? How could you show that? • Let's try to write a word or two to match this picture (help sound out word/s, primary language or English).