

Language Proficiency Objectives by ESL Level: Writing

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> 1. Use letters to represent sounds. 2. Use capitalization and end punctuation to mark the beginning and end of sentences. 3. Use capitalization to write proper nouns. 4. Spell words with suffixes including plural –s, third person singular –s, past–ed, possessive –’s, and present participle–ing. 5. Use literacy-level grammar points in writing. 6. Complete simple forms. 7. Write basic personal information (last name, first name, ID number). 8. Write information from charts & tables. 	<ol style="list-style-type: none"> 1. Use letters to represent sounds. 2. Spell common sound blends (diphthongs, consonant blends). 3. Use capitalization and end punctuation to mark the beginning and end of sentences. 4. Use capitalization to write proper nouns. 5. Use apostrophes for possessive nouns. 6. Spell words with suffixes including plural –s, third person singular –s, past–ed, possessive –’s, and present participle–ing. 7. Use beginning-level grammar points in writing. 8. Demonstrate basic competency of correct syntax versus incorrect syntax. 9. Use time expressions to organize information in a sequence (at 7 o’clock, in the evening, at noon). 10. Complete simple forms. 11. Write simple personal information. 12. Write information from charts & tables. 	<ol style="list-style-type: none"> 1. Use spacing or indentation to show paragraph divisions. 2. Use apostrophes for possessive nouns and omit for non-possessive plural nouns. 3. Spell words with suffixes including plural –s, third person singular –s, past–ed, possessive –’s, and present participle–ing, and comparative forms. 4. Spell homonyms in context (to, too, too; they’re, there, their). 5. Demonstrate appropriate-level competency of correct syntax versus incorrect syntax: <ol style="list-style-type: none"> a. Write in complete simple, compound, and very basic complex sentences. b. Maintain subject-verb agreement. c. Use correct adjective order and placement. d. Use period, comma, questions mark correctly in sentences. 6. Use time-order words to organize information in a sequence (first, then, next, after). 7. Complete simple and more complex forms (rental application, job application, police report). 8. Write simple instructions. 9. Recount personal experience. 10. Write short functional texts (personal goals, emails, lists).

Language Proficiency Objectives by ESL Level: Writing

Intermediate Low	Intermediate High	Advanced Low
<ol style="list-style-type: none"> 1. Use apostrophes for possessives and plural possessives. 2. Use indentation to show paragraph divisions. 3. Use commas in a series, in introductory phrases, between compound sentences, and with basic dependent clauses. 4. Spell modification past-ed, comparative forms, past participles, and prefixes and suffixes. 5. Use prerequisite and appropriate-level grammar points in writing. 6. Demonstrate appropriate-level competency of correct syntax versus incorrect syntax: <ol style="list-style-type: none"> a. Write complete simple, compound, and basic complex sentences. b. Recognize fragments, run-ons, and comma splices (Introduction). c. Maintain noun and pronoun agreement. d. Use correct order of parts of speech. 7. Write related sentences and content to form a paragraph, unified by a topic sentence, supporting details, and a conclusion. 8. Use signal words to signify contrast, example, sequence, continuation, choice, and cause. 9. Write multi-step instructions; explanations and detailed descriptions; long and short term goals with time frames, criteria, and strategies; personal texts (journal entries, reminders); short functional texts (letters, postcards, e-mail, notes, lists); sequence of events in a narrative; information for charts and tables. 	<ol style="list-style-type: none"> 1. Use apostrophes for possessives and plural possessives. 2. Use commas in a series, in introductory phrase, between compound sentences, and with relative and dependent clauses. 3. Spell modifications including comparative forms, past participles, participle adjectives, prefixes and suffixes, and various word forms. 4. Use prerequisite and appropriate-level grammar points in writing. 5. Present and support information with representative multiple media formats (pictures, graphic organizers, symbols). 6. Demonstrate appropriate-level competency of correct syntax versus incorrect syntax: <ol style="list-style-type: none"> a. Write complete simple, compound, and complex sentences. b. Avoid fragments, run-ons, and comma splices. c. Maintain noun and pronoun agreement. d. Use correct order of parts of speech. 7. Write related sentences and content to form 3-5 cohesive, connected paragraphs unified by a main idea (basic): <ol style="list-style-type: none"> a. Organize text in paragraphs with a clear beginning, middle, and end. b. Begin paragraphs with topic sentences. c. Use details to support main ideas such as examples, facts, and/or description. 	<ol style="list-style-type: none"> 1. Use appropriate format and structure for different purposes (outline, letter, notes): <ol style="list-style-type: none"> a. Format written material (headings, captions, bullets). b. Write information for charts, tables, and graphs. 2. Demonstrate competency of correct syntax versus incorrect syntax: <ol style="list-style-type: none"> a. Write complete simple, compound, complex, and compound-complex sentences. b. Avoid fragments, run-ons, and comma splices. c. Maintain subject-verb agreement. 3. Organize, summarize, and synthesize information using a variety of organization patterns: sequence, comparison, contrast, classification, cause and effect, problem and resolution. 4. Complete complex forms (rental application, taxes fillings, job application, police report). 5. Write moderately complex texts (common workplace materials, letter of complaint and request). 6. Write explanations and detailed descriptions (reference information). 7. Write related paragraphs and content to form an essay using introductions, thesis sentences, topic sentences, body paragraphs, supporting details, and conclusions. 8. Write functional texts (letters, postcards, emails, notes, lists). 9. Write the sequence of events in a narrative.

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<p>10. Pre-write and prepare with brainstorming, notes, and graphic organizers.</p> <p>11. Use details to elaborate on main ideas and opinions (examples, descriptions, personal experiences, facts).</p> <p>12. Paraphrase and summarize information.</p> <p>13. Use transition words to connect content and show relationships.</p>	<p>8. Use signal words to signify contrast, example, sequence, choice, cause-effect, and condition.</p> <p>9. Complete complex forms (rental application, taxes filings, job application, police report).</p> <p>10. Write expository texts.</p> <p>11. Pre-write and prepare with brainstorming, notes, and graphic organizers.</p> <p>12. Use details to elaborate on and support main ideas and opinions (examples, descriptions, personal experiences, facts, quotations).</p> <p>13. Paraphrase and summarize information and texts.</p>	<p>10. Write expository texts.</p> <p>11. Proofread and edit for accuracy and meaning.</p> <p>12. Pre-write and prepare with brainstorming, notes, and graph organizers.</p> <p>13. Use details to elaborate on and support main ideas and opinions.</p> <p>14. Use appropriate voice, organization and terminology according to context audience and purpose.</p> <p>15. Paraphrase and summarize information and texts.</p> <p>16. Use transition words to connect content and show relationships.</p>
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