

ESL Grade 7 – 8 Writing Profiles

Step A1 (TDSB)

At the end of Step A1, students can form and copy letters of the English alphabet, and they can write their name. They write a few letters of the alphabet without visual support. They bring age-appropriate concepts of literacy in their first language to their writing in English. They communicate their messages when writing by using visuals or the first language (L1). Some students new to the Roman alphabet will need to begin by writing single letters. They can copy English words and phrases with spacing, and they can participate in some aspects of the shared writing process.

Step 1

At the end of Step 1, students can communicate ideas and information in simple sentences, and/or first language (L1). Students write short texts following teacher generated models on personal or familiar topics, using pre-taught vocabulary. Students bring prior literacy knowledge from their other language(s) to writing in English. They benefit from supports such as sentence frames, paragraph scaffolds to develop their writing and conferencing for revision.

Step 2

At the end of Step 2, students can generate and organize ideas and information in a paragraph using supports such as teacher think-alouds, graphic organizers and/or L1. They write simple compound sentences using content vocabulary and high frequency words. Students bring prior literacy knowledge from their other language(s) to writing in English. They still require editing checklists, guiding questions and descriptive feedback to develop and revise writing.

Step 3

At the end of Step 3, students can generate and organize ideas and information using familiar graphic organizers. They write linked paragraphs in specific text forms using complex sentences. They use teacher and peer feedback to revise writing and to select appropriate transitional phrases. Students still require support to build background knowledge for writing tasks related to Canadian cultural topics, as well as content area dictionaries and exemplars to support writing.

Step 4

At the end of Step 4, students can select appropriate strategies to generate and organize ideas. They use descriptive and content vocabulary in complex sentences. Using organizers and exemplars, they write multi-paragraph text forms appropriate for different purposes and audiences. Students benefit from support for revision related to transitional phrases, word choice, language conventions, Canadian cultural context, and clarity.

Step 5

At the end of Step 5, students can communicate ideas and information, selecting the appropriate text form for a specific purpose. They write complex texts, using a variety of sentence and grammatical structures. Students independently build word knowledge and apply academic vocabulary to their writing. They may require support with the inquiry process, framing questions, note-taking and paraphrasing, as well as understanding cultural contexts.

Step 6

At the end of Step 6, students can select information from a variety of resources, and choose the appropriate text form to communicate ideas for a specific purpose and audience. They write complex texts and independently select strategies to build word knowledge and apply precise vocabulary and figurative language. They still require support to understand how cultural norms (e.g., narrative structure or polite expressions) impact written text.