ESL Grade 4 – 6 Writing Profiles

Students are able to demonstrate grade level expectations when provided with a variety of accommodations and/or modifications.

Teachers need to consider the age and grade of the student when using the profiles.

Students demonstrate the following behaviours when they have completed each Step.

Step 1

At the end of Step 1, students can communicate ideas and information, using drawings, English words and phrases, and/or first language (L1). Students write short texts using simple modelled sentences, pre-taught and familiar vocabulary. Students bring prior literacy knowledge from their other language(s) to writing in English. They require opportunities to participate in shared writing experiences and would benefit from visual word banks.

Step 2

At the end of Step 2, students can communicate ideas and information in simple sentences and simple compound sentences with supports such as graphic organizers and L1. They use familiar vocabulary and high frequency words to write about personally relevant topics. Students bring prior literacy knowledge from their other language(s) to writing in English. They require personally created dictionaries, frameworks and guiding questions to support their writing.

Step 3

At the end of Step 3, students can communicate ideas and information, using linked simple and compound sentences. Students write for different purposes and audiences using some text forms. They revise information and ideas with teachers and peers to clarify meaning. They continue to access topic related vocabulary resources such as multilingual word walls, anchor charts, and content area dictionaries to support writing.

Step 4

At the end of Step 4, students can communicate ideas and information on a range of topics in a paragraph using a variety of sentences including complex sentences. They are becoming independent English writers who select appropriate strategies to generate ideas. They can write a variety of text forms appropriate for different purposes and audiences, using models and/or

exemplars. They continue to require support for revision related to sentence structure, word choice, and language conventions.

Step 5

At the end of Step 5, students can communicate ideas and information selecting the appropriate text form for a specific purpose. Students independently apply learned grammatical structures and use academic vocabulary in their writing. They may require support with the inquiry process, framing questions, locating multiple sources, note-taking and paraphrasing.

Step 6

At the end of Step 6, students can communicate ideas and information selecting the appropriate text form for a specific purpose and audience. They write longer and more complex texts, using a variety of sentences and grammatical structures. Students independently use their writing skills to apply precise vocabulary and figurative language to their writing. They still require support to understand how cultural norms (e.g., narrative structure or polite expressions) impact written text.