

## ELL Matrix: Primary (1-3) Writing

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<b>Meaning</b> <ul style="list-style-type: none"> <li>Ideas &amp; information</li> <li>Use of detail</li> <li>Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Express ideas through copying models, drawing, first language, &amp; labelling</li> <li>Provide little or no detail</li> <li>Use some limited strategies such as copying, repetition, models, &amp; visuals to produce text</li> </ul>	<ul style="list-style-type: none"> <li>Express ideas through some copying, drawing, dictating, &amp; listing using known phrases or patterned sentences</li> <li>Provide limited detail</li> <li>Use strategies such as copying, repetition, known patterns, word banks, word walls sentence frames, models, graphic organizers, &amp; visuals to produce text</li> </ul>	<ul style="list-style-type: none"> <li>Express ideas by listing, or by presenting several sentences that may be related</li> <li>Provide a few details that may be repetitive or unrelated</li> <li>Use strategies such as graphic organizers, writing templates, word banks, familiar patterns, circumlocution, &amp; visuals to produce text</li> </ul>	<ul style="list-style-type: none"> <li>Provide some ideas &amp; opinions related to purpose</li> <li>Provide some detail to support ideas</li> <li>Use strategies such as organizers, models, circumlocution, rubrics &amp; checklists, frameworks, templates, &amp; word banks to produce text</li> </ul>	<ul style="list-style-type: none"> <li>Provide ideas &amp; opinions related to purpose that are clear</li> <li>Provide some interesting &amp; specific details &amp; examples</li> <li>Use strategies such as writing plans, organizers, models, rubrics &amp; checklists to produce text</li> </ul>
<b>Style</b> <ul style="list-style-type: none"> <li>Word choice (diction, precise language)</li> <li>Sentence fluency (rhythm, flow, variety)</li> <li>Voice (phrasing, tone, purpose, awareness of audience)</li> </ul>	<ul style="list-style-type: none"> <li>Use a small range of vocabulary including sight words, high-frequency words, &amp; a few descriptive words related to familiar objects &amp; personal experiences</li> <li>Copy simple phrases &amp; complete patterned sentences</li> <li>Rely on simple, concrete, &amp; familiar words</li> </ul>	<ul style="list-style-type: none"> <li>Use some vocabulary including high-frequency, descriptive, &amp; subject-specific words related to familiar objects, actions, &amp; topics</li> <li>Complete patterned sentences independently &amp; write simple sentences</li> <li>Rely on simple, conversational, &amp; repetitive language; some evidence of individuality in pictures that accompany text</li> </ul>	<ul style="list-style-type: none"> <li>Use more vocabulary including high-frequency, descriptive, academic, &amp; subject-specific words</li> <li>Write simple detailed &amp; compound sentences</li> <li>Rely on straightforward, functional language; emerging evidence of individuality in pictures &amp; text</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of vocabulary including descriptive, academic, &amp; subject-specific words, &amp; synonyms &amp; words with multiple meanings</li> <li>Write complex sentences</li> <li>Attempt to choose more precise language that may include idioms &amp; figurative language; emerging evidence of individuality in text</li> </ul>	<ul style="list-style-type: none"> <li>Use a broad range of vocabulary including high-frequency, descriptive, academic, &amp; subject-specific words related to curriculum topics</li> <li>Write a variety of sentence structures &amp; experiment with paragraphs</li> <li>Attempt to choose &amp; experiment with more precise language for effect; increasing evidence of individuality in attempt to engage audience</li> </ul>

## ELL Matrix: Primary (1-3) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<b>Form</b> <ul style="list-style-type: none"> <li>Organization &amp; sequencing</li> <li>Connections &amp; transitions</li> <li>Awareness of forms/genres</li> </ul>	<ul style="list-style-type: none"> <li>Draw the sequence of a basic narrative or procedure</li> <li>Connect two or more words &amp; substitute words in patterned sentences</li> </ul>	<ul style="list-style-type: none"> <li>Produce a short text that has some sense of sequence</li> <li>Connect words in simple sentences with “and” &amp; “then”</li> <li>Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Produce a few sentences that are in generally logical sequence</li> <li>Use some conjunctions &amp; time markers</li> <li>Produce some brief examples of a few basic genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose</li> </ul>	<ul style="list-style-type: none"> <li>Produce a text with a sense of beginning, middle, &amp; end components</li> <li>Use a range of conjunctions, &amp; time &amp; sequence markers</li> <li>Produce examples of a some genres (descriptions, recounts, narratives) to suit purpose</li> </ul>	<ul style="list-style-type: none"> <li>Produce a text that has a number of logically sequenced stages or series of events</li> <li>Use a variety of cohesive devices more effectively</li> <li>Produce examples of a variety of genres (life cycles, flow charts, summaries, narratives, recounts, personal responses) to suit purpose</li> </ul>
<b>Convention</b> <ul style="list-style-type: none"> <li>Capitals &amp; Punctuation</li> <li>Spelling</li> <li>Grammatical elements &amp; syntax</li> </ul>	<ul style="list-style-type: none"> <li>Form or copy letters &amp; words with increasing accuracy &amp; leave spaces between words</li> <li>Spell some sight words accurately</li> <li>Use some nouns, present tense verbs, &amp; prepositions, with errors</li> </ul>	<ul style="list-style-type: none"> <li>Use capitals at the beginning of some sentences, &amp; periods at the end of some sentences</li> <li>Spell most familiar words accurately</li> <li>Use nouns, simple past &amp; present tense verbs, prepositions, &amp; plurals with tense errors &amp; omissions</li> <li>Use limited repetitive phrases &amp; fragments, sometimes beginning with “and” or another connecting word</li> </ul>	<ul style="list-style-type: none"> <li>Use capitals, end of sentence punctuation, &amp; some commas</li> <li>Spell words with regular spelling patterns with some accuracy</li> <li>Use nouns, verbs in irregular past &amp; progressive tenses, &amp; function words such as prepositions, pronouns, &amp; articles with usage errors</li> <li>Demonstrate some control of word order in simple sentences (subject-verb-object)</li> </ul>	<ul style="list-style-type: none"> <li>Use common punctuation</li> <li>Spell regular words &amp; some irregular words according to knowledge of common spelling patterns</li> <li>Use adjectives &amp; adverbs, &amp; demonstrate increasing control of plurals, &amp; tenses</li> <li>Use a variety of sentence types (statements, questions, negatives), with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Attend to the conventions of capitalization &amp; punctuation</li> <li>Spell challenging words with increasing accuracy</li> <li>Use a range of grammatical structures demonstrating control of plurals, tenses, &amp; subject-verb agreement</li> <li>Use a variety of sentence types (statements, questions, negatives), with increasing accuracy</li> </ul>

## ELL Quick Scale: Primary (1-3) Writing

This Quick Scale is a summary of the corresponding Matrix. If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<b>SNAPSHOT</b>	The student can use or copy a string of letters and simple words to communicate.	The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	The student can use simple vocabulary with some descriptive words to create simple sentences.	The student can use a range of vocabulary and some connections to communicate personal ideas.	The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with some detail.
<b>Meaning</b> <ul style="list-style-type: none"> <li>Ideas &amp; information</li> <li>Detail</li> <li>Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Copy models and substitute words in patterned sentences <i>e.g. Copies own name from letter models</i></li> <li>Draw and label with single words <i>e.g. Draws a picture of a bear eating berries to express the idea</i> <i>e.g. Labels pictures of a cat, paper, and a plate, or labels pictures of their family and home</i></li> <li>Intersperse first language</li> </ul>	<ul style="list-style-type: none"> <li>Write some repetitive phrases <i>e.g. "He is short.", "He is smart.", "He is happy.", "He is there."</i></li> <li>Label with short phrases <i>e.g. Labels pictures that show different actions such as a woman walking, a boy sitting, and a baby smiling</i></li> <li>Use visual strategies to complete sentences <i>e.g. Uses the sentence frame "I love..." to write a list of favourite foods</i></li> </ul>	<ul style="list-style-type: none"> <li>Express some ideas by listing or writing simple sentences <i>e.g. "My family has my brother, sister, dad and grandma."</i></li> <li>Provide a few basic details to support ideas <i>e.g. "In summer I swim in the cold lake."</i></li> <li>Use visual strategies to write a sentence <i>e.g. Uses a word wall related to clothes to write, "she wears a warm coat and boots"</i></li> </ul>	<ul style="list-style-type: none"> <li>Express ideas related to a topic <i>e.g. "On the soccer field there are two teams and twenty-two players."</i></li> <li>Provide several details or examples <i>e.g. "My fish is little and it is very small. It is bright blue and makes bubbles."</i></li> <li>Use visual strategies to write multiple sentences <i>e.g. Uses a completed Venn diagram to write a few sentences describing bats and birds</i></li> </ul>	<ul style="list-style-type: none"> <li>Express ideas and opinions related to purpose, with specific details or examples <i>e.g. Writes a few sentences about what a person needs to be happy, with some specific examples</i></li> <li>Use visual strategies to write a complete paragraph <i>e.g. Uses a completed writing plan to write a paragraph about Terry Fox</i></li> </ul>
<b>Style</b> <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Use a few common and familiar words <i>e.g. "cup", "see", "sun"</i></li> <li>Write two or three word phrases <i>e.g. "it is nice", "they run"</i></li> <li>Use some patterned phrases <i>e.g. "I like pizza", "I like bread"</i></li> </ul>	<ul style="list-style-type: none"> <li>Begin to use some subject-specific words <i>e.g. "shoulder", "cute", "country"</i></li> <li>Use some simple sentences and patterned sentences <i>e.g. "Who is he", "There are three bowls."</i></li> </ul>	<ul style="list-style-type: none"> <li>Use numerous common and subject-specific words <i>e.g. "level", "vegetable", "lift"</i></li> <li>Use some simple and compound sentences <i>e.g. "The baker and the policeman are friends."</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of common and subject-specific words <i>e.g. "sign", "frustrated", "hidden", "predict"</i></li> <li>Write some complex sentences <i>e.g. "Though a bat flies, a dog does not."</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a wide variety of academic and subject-specific words <i>e.g. "population", "sequence", "rude"</i></li> <li>Write a variety of sentence types <i>e.g. "Though they prefer watching funny movies, they decided to watch an action movie and liked it."</i></li> <li>Begin to write a basic paragraph</li> </ul>

## ELL Quick Scale: Primary (1-3) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<b>Form</b> <ul style="list-style-type: none"> <li>Organization</li> <li>Connections &amp; transitions</li> <li>Genre</li> </ul>	<ul style="list-style-type: none"> <li>Connect two or more words <i>e.g. "Cats drink milk"</i></li> <li>Organize some ideas through drawings and some key words and phrases <i>e.g. Describes their daily routine through drawings and key words related to their toothbrush, a bed, then their school building</i></li> </ul>	<ul style="list-style-type: none"> <li>Use basic connecting words in simple sentences <i>e.g. "Joe and Sarah need help.", "I eat. Then I do homework."</i></li> <li>Organize some ideas loosely in personal or descriptive sentences <i>e.g. Re-tells a well-known children's story using short sentences and key words</i></li> </ul>	<ul style="list-style-type: none"> <li>Use some connecting words and time words <i>e.g. "First they get water. Second they boil water. Third they make tea."</i></li> <li>Organize some ideas in personal or descriptive sentences <i>e.g. "The paper is on the table. There are three pieces of paper..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of connecting words and time words <i>e.g. "In the morning", "next", "after that"</i></li> <li>Organize a series of sentences with a sense of beginning, middle, and end information <i>e.g. "The paper is on my table. It has red letters. It looks important..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of connecting words and time words accurately <i>e.g. "not only... but", "either... or", "the next day"</i></li> <li>Organize and develop text with several logical stages <i>e.g. The three papers sit next to me on the table. They look important because of the large red letters..."</i></li> </ul>
<b>Convention</b> <ul style="list-style-type: none"> <li>Capitals &amp; punctuation</li> <li>Spelling</li> <li>Grammar</li> </ul>	<ul style="list-style-type: none"> <li>Spell a few common words and begin to use invented spelling <i>e.g. "culrs" for 'colours', "iz" for 'is'</i></li> <li>Leave spaces between words</li> <li>Copy some sight words <i>e.g. Copies and spells some common and familiar words such as "and", "two", "can", "here"</i></li> </ul>	<ul style="list-style-type: none"> <li>Write some basic sentences independently <i>e.g. "They will sing.", "The train is late."</i></li> <li>Use invented spelling and some accurate spelling for common words <i>e.g. Spells some familiar words such as "all", "have", "like", "now"</i></li> <li>Use capitals and periods with support</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use some grammatical structures, including some articles, prepositions, and pronouns <i>e.g. Correctly orders subject-verb-object in "The cow eats grass, hay, and flowers"</i> <i>e.g. Uses some articles ("the", "a", "an"), prepositions ("on", "in", "under"), and pronouns ("he", "she", "it", "they")</i></li> <li>Use accurate spelling for many regular words <i>e.g. Spells "look", "read", "went"</i></li> <li>Use some commas and other common punctuation with support</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of grammatical structures, including some adjectives and adverbs <i>e.g. "The mall is open, so the girl goes there."</i> <i>e.g. Uses some adjectives ("pretty", "new", "red") and adverbs ("very", "some", "always")</i></li> <li>Use accurate spelling for most regular words and some irregular words <i>e.g. Spells "right", "tough", "fire"</i></li> <li>Use commas, capitals and other common punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of grammatical structures <i>e.g. "Tom cried because the ball hit him, and I said "sorry"."</i> <i>e.g. "Because it was cold, I put on my coat."</i></li> <li>Spell some challenging words with increasing accuracy <i>e.g. Spells "quiet", "beautiful", "different"</i></li> <li>Use varied punctuation independently</li> </ul>