



Support Document

Learning for LIFE: An ESL Literacy Curriculum Framework
WRITING PROFILE: PHASES I - III

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This writing profile provides a general summary of writing conditions and proficiencies from Phases I-III, according to the *Canadian Language Benchmarks 2000: ESL for Literacy Learners (Canadian Language Benchmarks, 2000)*.

The purpose of the writing profile is to:

- provide instructors with a common reference point for discussing learners' writing proficiency
- help instructors understand the proficiency and conditions of previous and subsequent levels
- inform the development of effective and level-appropriate writing tasks and assessments

This tool can be used:

- by individual instructors
- in a course guide or curriculum package designed to support instructors as they implement the curriculum

This writing profile includes two parts:

- a general summary of writing characteristics for Phases I - III
- writing profile charts that provide an overview of writing conditions and proficiencies from Phases I – III

Writing Characteristics

In each of the three CLB Literacy Phases, learners generally demonstrate the following writing characteristics:

A Phase I writer....

- can dictate a simple story for someone else to write
- can form most letters correctly
- needs extensive modeling and support
- is learning how to copy words from a word bank in order to finish a sentence stem
- can use some invented spelling (eg. initial consonants)
- is learning about letter placement and spacing
- is usually writing at the word level
- may have difficulty reading what they've written
- needs help to identify and correct writing errors

A Phase II writer....

- can form letters correctly
- is beginning to write at the sentence level
- is developing the ability to use a model or example to help with writing
- is learning to check work for specific criteria (eg. periods, capitals) and make corrections
- can write a few simple sentences, with support, on familiar, personally relevant topics
- is beginning to use wrap-around text
- may forget the meaning of their writing over time

A Phase III writer.....

- is beginning to write at the paragraph level
- is developing better control over vocabulary and grammar
- is learning to check own work for specific criteria and revise / edit appropriately
- is beginning to engage in unsupported free-writing
- is beginning to elaborate on ideas and provide details in writing

Adapted from Centre for Canadian Language Benchmarks (2000) and O'Malley & Valdez Pierce (1990).

Writing Profile

These charts provide an overview of writing conditions and writing proficiencies across Phases I-III.

Writing Conditions

Conditions	Phase I			Phase II			Phase III		
	Initial	Developing	Adequate	Initial	Developing	Adequate	Initial	Developing	Adequate
context	familiar, personally relevant						relevant		
White space	a lot			less			authentic		
Writing space	ample space for large writing			some extra space for writing			authentic		
pre-writing support	class brainstorming			brainstorming & discussion model is created with class			brainstorming & discussion		
visuals in prompt	always - large, clear, relevant			often			N/A		
writing prompt	teacher-made			teacher - adapted			some authentic writing tasks (e.g. forms)		
model provided	word bank in same order as work-sheet	word bank in random order		<ul style="list-style-type: none"> words, formulaic phrases or sentences on board sample story provided 			assistance in structuring text		

Adapted from Centre for Canadian Language Benchmarks (2000)

Writing Proficiency

Proficiency	Phase I			Phase II			Phase III		
	Initial	Developing	Adequate	Initial	Developing	Adequate	Initial	Developing	Adequate
personal information	learning to spell correctly, using a reference			uses reference for infrequently used information			independently		
writes on lines and in spaces	learning			with support			independently		
print is legible and consistent	learning		with support			independently			
copy accurately	learning		with support			independently			
amount of text produced	up to 10 words		up to 5 – 6 sentences in wrap-around text			beginning to write paragraphs learning to link paragraphs			
free writing	N / A			learning		with a lot of support		beginning of independent writing	

Adapted from Centre for Canadian Language Benchmarks (2000)

REFERENCES

Centre for Canadian Language Benchmarks. (2000). Canadian Language Benchmarks 2000: ESL for literacy learners. Ottawa: Centre for Canadian Language Benchmarks

O'Malley, J., & Valdez Pierce, L. (1996). Authentic assessment for English language learners: Practical approaches for teachers. Addison-Wesley.