

*The questions come from content areas*

**ESL**

**TOP Proficiency Level Descriptors  
Grades 2-12 Writing**

*NOT the TAKS Rubric*

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p>Beginning English language learners lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p>	<p>Intermediate English language learners have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p>	<p>Advanced English language learners have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although support is needed.</p>	<p>Advanced high English language learners have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal support.</p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• have little or no ability to participate meaningfully in English with peers or teachers in editing conferences that address grade-appropriate writing tasks</li> <li>• have little or no ability to apply elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• labeling, listing, and copying</li> <li>• writing high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate</li> <li>• writing primarily in present tense</li> <li>• frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of English language learners (ELLs)</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• have a limited ability to participate meaningfully in English with peers or teachers in editing conferences that address grade-appropriate writing tasks</li> <li>• are able to apply elements of grade-appropriate writing in English to a limited extent; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</li> <li>• high-frequency vocabulary; academic writing often has an oral tone</li> <li>• loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</li> <li>• repetition of ideas due to lack of vocabulary and language structures</li> <li>• present tense used most accurately; simple future and past tenses used inconsistently or with inaccuracies</li> <li>• undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas</li> <li>• primary language features and errors associated with second language acquisition may be frequent</li> <li>• some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals used to ELL writing</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able, with support, to participate meaningfully in English with peers or teachers in most editing conferences that address grade-appropriate writing tasks</li> <li>• have an emerging ability to apply elements of grade-appropriate writing in English, although support is particularly needed when topics are abstract, academically challenging, or unfamiliar</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</li> <li>• emerging grade-appropriate vocabulary; academic writing has a more academic tone</li> <li>• use of a variety of common cohesive devices, although some redundancy may occur</li> <li>• narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required</li> <li>• occasional second language acquisition errors</li> <li>• communications are usually understood by individuals not accustomed to the writing of ELLs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able, with minimal support, to participate meaningfully in English with peers or teachers in editing conferences that address grade-appropriate writing tasks</li> <li>• are able to apply, with minimal support, elements of grade-appropriate writing in English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• nearly comparable to writing of native English-speaking peers with respect to clarity and precision of expression, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring highly specialized vocabulary</li> <li>• occasional difficulty with naturalness of phrasing and expression</li> <li>• errors associated with second language acquisition are minor or limited to low-frequency words and structures; errors rarely interfere with communication</li> </ul>

ESL students who are well educated from other Countries - speaking is not  
 SEED <sup>Standard</sup> English as a second dialect

## Stages of Language Proficiency

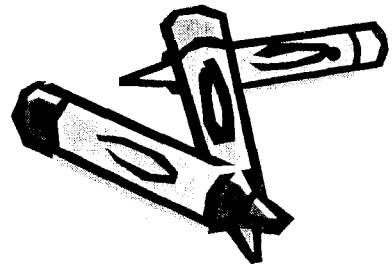
	PREPRODUCTION	EARLY PRODUCTION	SPEECH EMERGENCE	INTERMEDIATE FLUENCY
<b>DESCRIPTION</b>	The silent period - students are completely new to English - a time for receptive language acquisition; lasting from a few weeks to 3 months	Period of limited production. Students are "low beginners," progress varies; generally lasts from a few months to a year	Period of expanded production; progress varies; students are "beginners," may last from 1 to several years	Period of continued development of higher levels of language use in content areas. Students are "high beginners" to "intermediate." Five to ten years required to achieve fluency in academic settings.
<b>CHARACTERISTICS OF THE STUDENT</b>	Non-English speaker May include students with some understanding who are too shy to speak Should not be forced to speak	Has limited understanding Can speak one or two word phrases	Understanding has expanded Begins to use language more freely Uses short phrases and sentences Less hesitation to speak	Understanding has expanded beyond social language Participates in reading and writing activities to acquire new information Limited or no hesitancy to speak
<b>GOALS FOR THE STUDENT</b>	Develop listening comprehension skills Build a receptive vocabulary	Put words together into simple sentences Carry on meaningful dialogues	Put words together into simple sentences Carry on meaningful dialogues	Continue to expand receptive and expressive skills Produce connected oral and written narratives
<b>NATURAL PROGRESSION</b>		Yes or No responses One-word sentences Name words on list Short phrases	Speech production is longer and more complex Long phrases; simple sentences More extensive vocabulary Extended dialogue Narrative	Able to produce fluent speech Conducts casual conversation Participates in academic and problem-solving discussions May debate
<b>TEACHER ACTIVITIES</b>	Seeks to develop listening comprehension Uses gesture Uses visual aids Emphasizes and repeats key words Speaks more slowly Acts out scenes Does not force oral participation	Asks questions that require single word responses: yes/no; either/or Seeks to maintain an accepting, low-stress classroom climate Allows for mistakes in pronunciation, form, grammar and usage Models correct responses	Focuses on key concepts Uses extended vocabulary Asks open-ended questions that encourage language production Seeks to develop high level thinking skills Uses performance-based assessment	Seeks to encourage concept development and literacy through content-rich curriculum Continues to use active learning strategies Teaches thinking and study skills
<b>STUDENT ACTIVITIES</b>	Performs an action Points to item in picture Nods Says yes or no Manipulates items to show understanding	Gives yes or no answers Gives one-word answers Gives list of words Uses two-word strings Categorizes Listens and recalls	Uses longer phrases Explains concepts with greater detail Compares and contrasts Defines new vocabulary Greater fact recall Gives descriptions	Contributes to discussion Writes stories Retells stories States and supports opinions with persuasive language Reports on events
<b>QUESTIONING TECHNIQUES</b>	Point to ... Find the ... Put ___ next to ___ Do you have ___? Is this a ___? Who has the ___?	Yes / no Is this a ___ or a ___? One word response Questions that encourage a list (What do you see in this picture?)	Why? How? How is this like that? Tell me about ... Describe How would you change this? Describe / compare	What would you recommend? What will happen next? What is your opinion about this? What would happen if ...? Why? Create.

# Alphabet Soup Instructions

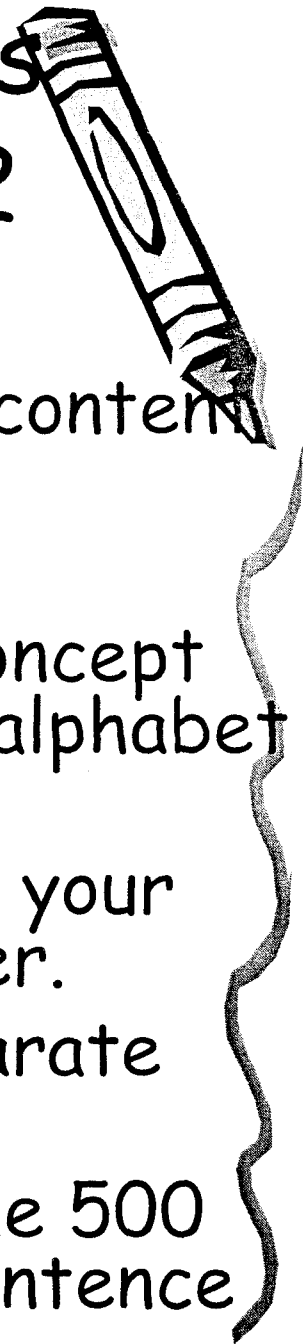
(Dr. Sandra Mercuri, 2002

Freeman and Freeman

- Decide on a concept for a specific content area.
- Write the concept on the oval.
- Brainstorm words related to the concept that begin with each letter of the alphabet (as many as possible)
- Think of 2 categories that some of your alphabet soup words could fall under.
- Write some of those words on separate index cards.



Create a sentence using some of the 500 HFW and alphabet soup words. ( sentence stems/cloze passages)

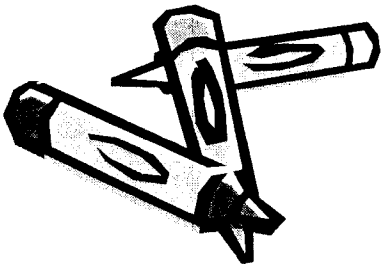


Ex. Read about Martin Luther King.

A	B	C	D
E	F	G	H
I	J	K	L
M	Alphabet Brainstorm		N
O	P	Q	R
S	T	U	V
W	X	Y	Z

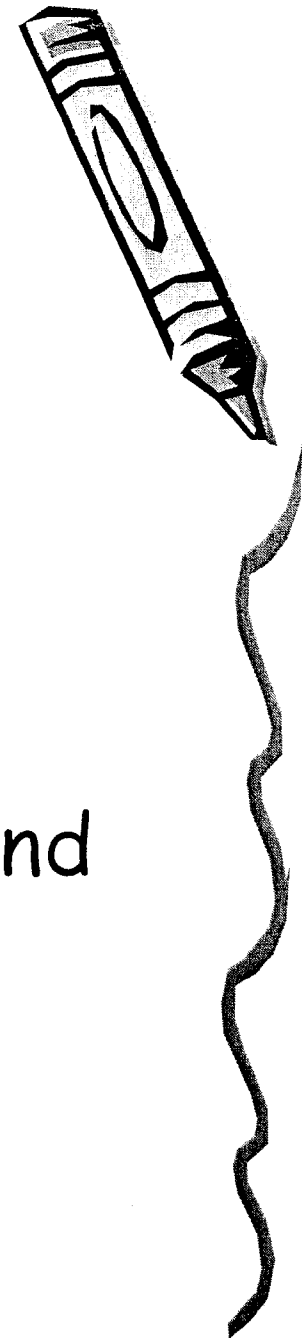
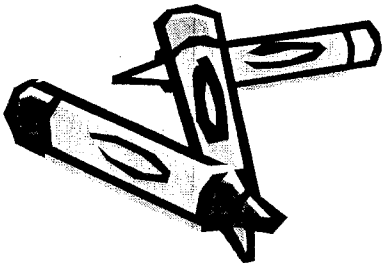
## #2 Problem/Solution

- Problem/Solution: because, due to, since, therefore, so, as a result, consequently. The reader will see these words for a problem (s) leading to a solution (s).



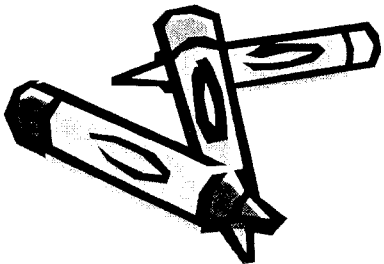
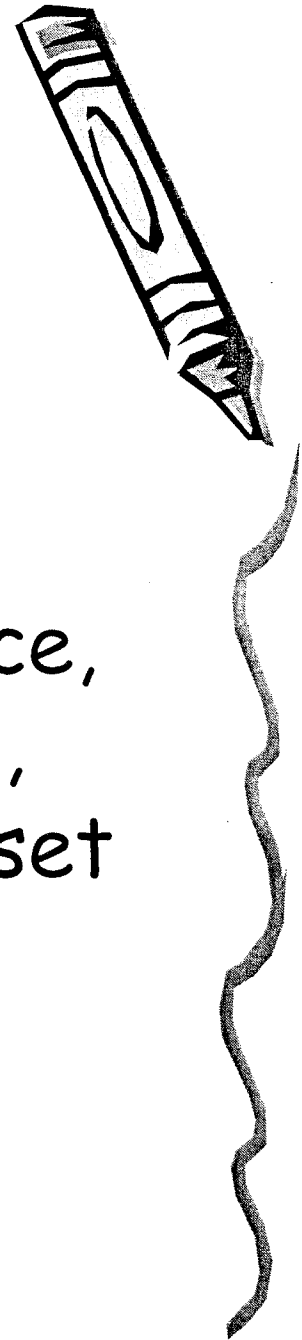
## #3 Compare/Contrast

- Compare/Contrast: like, just as, similar, both, also, too, unlike, different, but, in contrast, on the other hand. The reader will be alerted to upcoming comparisons and contrasts.



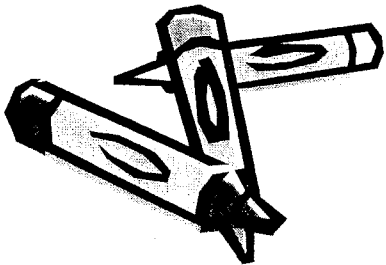
## #4 Description

- Description: To begin with, first, second, next, then, finally, most important, also, in fact, for instance, for example, in front, beside, near, after. Reader is alerted to list or set of characteristics.

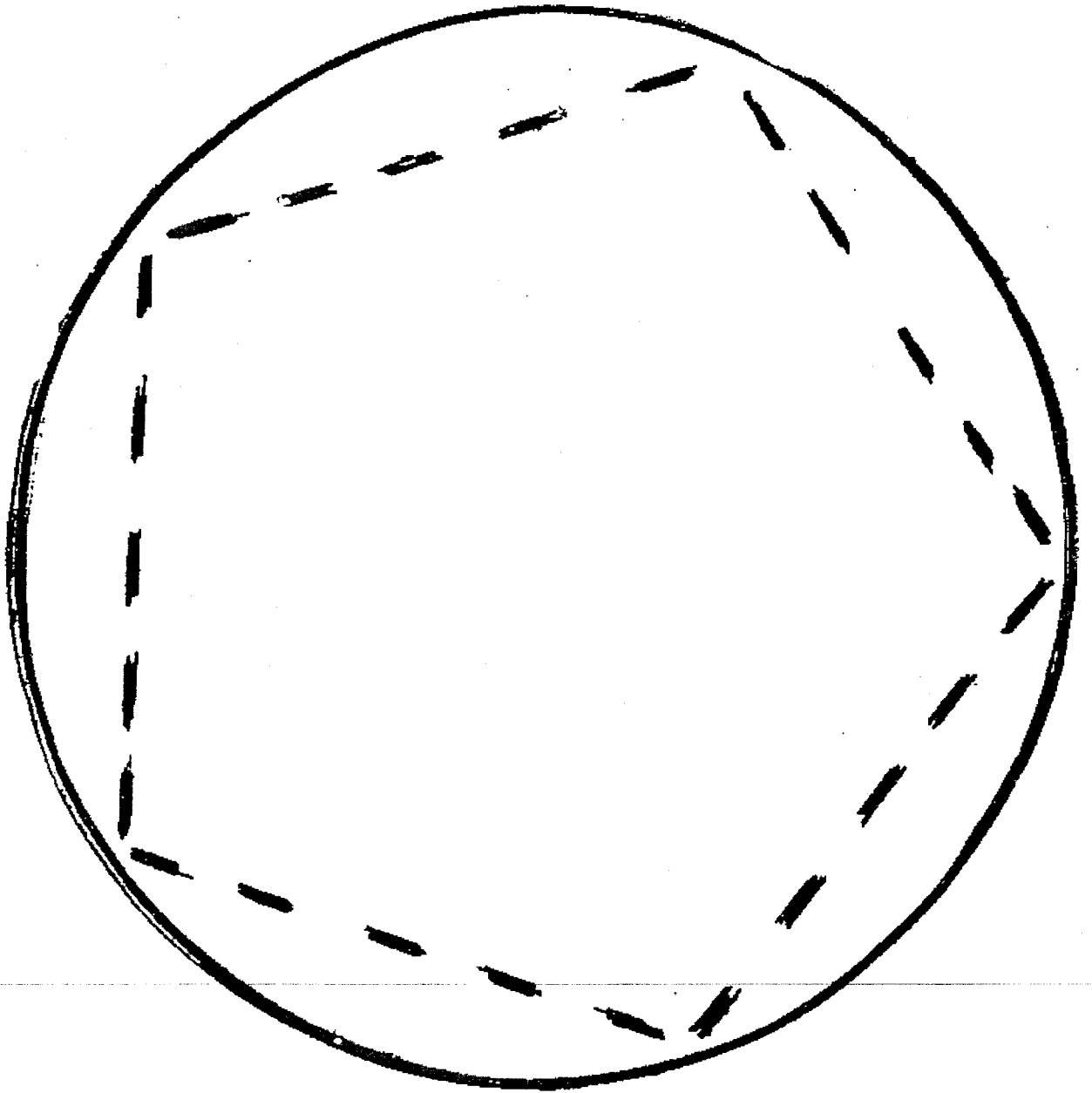


## # 5 Time Order

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when.
- Reader will see a sequence of events, actions, or steps.







# Dodecahedron Literary  
make 12 copies (Have students write these on the sides)  
Elements/vocabulary

# Writing and the ELL

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"Words build bridges into unexplored regions."

Adolf Hitler

## Stages of Language Proficiency

	PREPRODUCTION	EARLY PRODUCTION	SPEECH EMERGENCE	INTERMEDIATE FLUENCY
<b>DESCRIPTION:</b> Period given is accurate if no interventions are implemented.	"The silent period - students are completely new to English - a time for receptive language acquisition lasting from a few weeks to 3 months"	"Period of limited production - students are 'one-word-at-a-time' learners. Progress varies, generally taking from a few months to a year"	"Period of expanded production; progress varies; students are 'beginners' - may still seem to be several years behind"	"Period of continued development of higher levels of language use in content areas. Students with high beginning 'is intermediate' - may be one year ahead of average ELL"
<b>CHARACTERISTICS OF THE STUDENT</b>	"Non-English speaker - may include students with some understanding who are too shy to speak - 'Should not be forced to speak'"	"Has limited understanding - can speak one or two word phrases"	"Understanding has expanded - begins to use language more freely - has short phrases and sentences - 'and' transitions to connect"	"Understanding has expanded - beyond social language - 'purpose in meaning and writing activities to acquire new information' - 'started or no necessity for 'and'"
<b>GOALS FOR THE STUDENT</b>	"Develop listening comprehension skills - 'Build a receptive vocabulary'"	"Put words together into simple sentences - 'Carry on meaningful dialogues'"	"Use words together into simple sentences - 'Carry on meaningful dialogues'"	"Use words together into simple sentences - 'Carry on meaningful dialogues'"
<b>NATURAL PROGRESSION</b>		"Yes or no responses - 'Draw and describe' - 'Name words in list' - 'Short phrases'"	"Speech production is longer and more complex - 'Name words in list' - 'Short phrases'"	"Able to produce fluent speech - 'Conducts casual conversation' - 'Participates in academic and problem-solving discussions' - 'May debate'"

## Stages of Language Proficiency

	PREPRODUCTION	EARLY PRODUCTION	SPEECH EMERGENCE	INTERMEDIATE FLUENCY
<b>TEACHER ACTIVITIES</b>	"Seems to develop listening comprehension - 'Use gestures' - 'Use value with 'Emphasize and repeat key words' - 'Repeat more slowly' - 'Ask of content' - 'Does not focus on perfection'"	"Asks questions that require single word responses - 'Yes/no/where' - 'Seems to maintain an accepting, low-stress classroom climate' - 'Awaits for evidence in pronunciation, form, grammar and usage' - 'Models correct responses'"	"Focuses on key concepts - 'Uses extended vocabulary - 'Asks open-ended questions that encourage language production' - 'Seems to develop high level thinking skills' - 'Uses performance-based assessment'"	"Seems to encourage content development and literacy through content-rich questions - 'Continues to use active learning strategies' - 'Encourages leading and sunny skills'"
<b>STUDENT ACTIVITIES</b>	"Performs an action - 'Points to item in picture' - 'Says yes or no' - 'Manipulates items to show understanding'"	"Gives yes or no answers - 'Gives list of words' - 'Uses two-word strings' - 'Labels' - 'Gestures' - 'Gives fact recall'"	"Uses longer phrases - 'Explains concepts with greater detail' - 'Comments and corrects' - 'Defines new vocabulary' - 'Gives descriptions'"	"Continues to discuss - 'Writes stories' - 'Writes stories' - 'States and supports opinions with persuasive language' - 'Writes on events'"
<b>QUESTIONING TECHNIQUES</b>	"Point to ... "Did the ... "The ... next to ... "Do you have ...? "Is this ...? "Who has the ...?"	"Name ... or a ...? "How? "One word response "Questions that encourage a list (What do you use in this picture?)	"Why? "How is this like that? "State the case ... "How would you change that?"	"How would you recommend? "What will happen next? "What is your opinion about this? "What would happen if ...? "Why?"

TOP Proficiency Level Descriptors Grades 2-12 Writing			
Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners lack the English proficiency and grasp of English language structures necessary to produce their appropriate writing texts independently.	Intermediate English language learners have enough English vocabulary and enough grasp of English language structures to produce appropriate writing texts in a limited way.	Advanced English language learners have enough English vocabulary and enough grasp of English language structures to produce their appropriate writing texts through support in content.	Advanced High English language learners have acquired the English vocabulary and command of English language structures to produce their appropriate writing texts through support in content.
<b>These students:</b> • have difficulty or are unable to use English structures to express their ideas in writing. • have limited knowledge of English grammar and syntax. • use only a few words to express their ideas. • use simple sentence structures. • use simple words to describe their ideas.	<b>These students:</b> • have a limited ability to participate in writing tasks in English with content teachers in subject areas that require writing. • use only a few words to express their ideas. • use simple sentence structures to express their ideas. • use simple words to describe their ideas. • use simple words to describe their ideas.	<b>These students:</b> • are able to participate in writing tasks in English with content teachers in subject areas that require writing. • use a few words to express their ideas. • use simple sentence structures to express their ideas. • use simple words to describe their ideas. • use simple words to describe their ideas.	<b>These students:</b> • are able to participate in writing tasks in English with content teachers in subject areas that require writing. • use a few words to express their ideas. • use simple sentence structures to express their ideas. • use simple words to describe their ideas. • use simple words to describe their ideas.
<b>Typical writing features at this level:</b> • use simple words to describe their ideas. • use simple sentence structures to express their ideas. • use simple words to describe their ideas. • use simple words to describe their ideas.	<b>Typical writing features at this level:</b> • use simple words to describe their ideas. • use simple sentence structures to express their ideas. • use simple words to describe their ideas. • use simple words to describe their ideas.	<b>Typical writing features at this level:</b> • use simple words to describe their ideas. • use simple sentence structures to express their ideas. • use simple words to describe their ideas. • use simple words to describe their ideas.	<b>Typical writing features at this level:</b> • use simple words to describe their ideas. • use simple sentence structures to express their ideas. • use simple words to describe their ideas. • use simple words to describe their ideas.

## Alphabet Soup Instructions (Dr. Sandra Mercuri, 2002)

- Freeman and Freeman**
- Decide on a concept for a specific content area.
  - Write the concept on the oval.
  - Brainstorm words related to the concept that begin with each letter of the alphabet (as many as possible)
  - Think of 2 categories that some of your alphabet soup words could fall under.
  - Write some of those words on separate index cards.
  - Create a sentence using some of the 500 HFV and alphabet soup words. ( sentence stems/cloze passages)

### The Top 500 High Frequency Words Found in Print (First 100)

the	of	and	a	to	in	is	you	that	it
he	for	was	On	are	as	with	his	they	at
be	this	from	I	have	or	one	had	not	but
what	by	all	were	when	we	there	can	an	your
which	their	said	if	do	will	each	about	how	up
out	them	then	she	many	some	so	these	would	other
into	has	more	her	two	like	him	see	time	could
no	make	than	first	been	its	who	now	people	my
made	over	did	down	only	way	find	use	may	water
very	like	very	after	words	called	just	where	most	know

### The Second 100

get	through	back	much	go	good	new	write	out	me
man	too	any	day	same	right	look	think	also	around
another	came	come	work	three	must	because	does	part	even
place	well	such	here	take	why	help	put	different	away
again	off	went	old	number	great	tall	man	say	small
every	found	still	Be- tween	name	should	home	big	give	air
line	sat	ows	under	read	last	never	us	left	end
along	while	might	next	sound	below	new	Some- thing	thought	both
few	those	always	show	large	often	To- gether	asked	house	Don't
world	going	want	school	Im- portant	until	form	food	keep	children

### The Third 100

feet	land	side	With-out	boy	once	animals	life	enough	took
four	head	above	kind	began	almost	live	page	got	earth
need	far	hand	high	year	mother	light	Coun- try	father	let
night	picture	being	study	second	soon	story	since	white	ever
paper	hard	near	Sen- tence	better	best	across	during	today	How- ever
sure	knew	It's	try	told	young	sun	thing	whole	hear
loud	heard	several	Change	answer	room	see	against	top	turned
Exam- ple	point	city	play	toward	five	himself	usually	money	seen
didn't	car	Morn- ing	I'm	body	upon	family	later	turn	move
face	door	cut	done	group	true	half	red	fish	plants

### The Fourth 100

living	black	eat	short	United States	run	book	gave	order	open
ground	cold	really	table	Remem- ber	tree	course	front	Ameri- can	space
inside	ago	sad	early	I'll	learned	Brought	close	Nothing	though
idea	before	lived	became	add	become	grow	draw	yet	less
wind	behind	cannot	letter	among	able	dog	shown	mean	English
rest	perhaps	certain	six	feel	fire	ready	green	yes	built
special	ran	fully	town	complet e	oh	person	hot	anything	hold
state	list	stood	hundred	ten	fast	felt	kept	notice	Can't
strong	voice	probabl y	area	horse	matter	stand	box	start	That's
class	place	surface	river	common	stop	am	talk	whether	fine

### The Fifth 100

round	dark	past	ball	girl	road	blue	instead	either	held
already	warm	gone	finally	summer	Under- stand	moon	animal	mind	outside
power	problem	longer	winter	deep	heavy	carefully	follow	beautiful	everyon e
leave	Every- thing	game	system	bring	watch	shell	dry	within	floor
ice	ship	Them- selves	begin	fact	third	quite	carry	distance	Al- though
sat	possible	heart	real	simple	snow	rain	Sud- denly	leaves	easy
lay	size	wild	weather	miss	pattern	sky	walked	main	Some- one
center	field	stay	itself	boat	question	wide	least	tiny	hour
Happ- ened	foot	care	low	else	gold	build	glass	rock	tell
alone	bottom	Walk	check	fall	poor	map	friend	Lan- guage	job

### STRATEGIES FOR THE BEGINNING WRITER

- 1. Literacy scaffolds (Boyle & Perego)
  - Have the students complete the following:
  - My name is \_\_\_\_\_. I have \_\_\_\_ brothers and sisters. My country is \_\_\_\_\_. My favorite game is \_\_\_\_\_. I wish I had a \_\_\_\_\_.

## WRITING STRATEGIES FOR BEGINNING WRITERS.

- I used to be \_\_\_\_\_, but now I \_\_\_\_\_.
- I used to be \_\_\_\_\_, but now I \_\_\_\_\_.
- I used to be \_\_\_\_\_, but now I \_\_\_\_\_.

or

He is the \_\_\_\_\_.

She is the \_\_\_\_\_.

I am the \_\_\_\_\_.

They are \_\_\_\_\_.

Koch, 1970

## INTERMEDIATE WRITERS

- Dependent clauses: (Waddell, Esch, & Walker, 1972)
- If \_\_\_\_\_, if \_\_\_\_\_, subject verb.
- Example: If I could dance, if I lived in New York, I would go on stage and tap dance.
- Because, \_\_\_\_\_, because \_\_\_\_\_, because, \_\_\_\_\_ | \_\_\_\_\_.
- When, \_\_\_\_\_, when \_\_\_\_\_, when, \_\_\_\_\_ | \_\_\_\_\_.
- \_\_\_\_\_.

## 5 Text Structures

### #1 Cause-Effect

- Cause-effect: because, due to, since, therefore, so, as a result, consequently. The reader will encounter the causes leading to the effects

## #2 Problem/Solution

- Problem/Solution: because, due to, since, therefore, so, as a result, consequently. The reader will see these words for a problem (s) leading to a solution (s).

## #3 Compare/Contrast

- Compare/Contrast: like, just as, similar, both, also, too, unlike, different, but, in contrast, on the other hand. The reader will be alerted to upcoming comparisons and contrasts.

## #4 Description

- Description: To begin with, first, second, next, then, finally, most important, also, in fact, for instance, for example, in front, beside, near, after. Reader is alerted to list or set of characteristics.

### # 5 Time Order

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when.
- Reader will see a sequence of events, actions, or steps.

### Research-Based Strategies: GLAD Guided Language Acquisition Design

- Pictorial Representation
- Big Books
  - The Most Important Book
  - Did You Know?
- Dodecahedron: Literary Elements/Vocabulary Building

# The Top 500 High Frequency Words Found in Print (First 100)

the	<b>of</b>	and	a	to	In	is	you	that	it
he	for	was	On	are	as	with	his	they	at
be	this	from	I	have	or	one	had	not	but
what	by	all	were	when	we	there	can	an	your
which	their	said	if	do	will	each	about	how	up
out	them	then	she	many	some	so	these	would	other
into	has	more	her	two	like	him	see	time	could
no	make	than	first	been	its	who	now	people	my
made	over	did	down	only	way	find	use	may	water
long	little	very	after	words	called	just	where	most	know

# The Second 100

get	through	back	much	go	good	new	write	out	me
man	too	any	day	same	right	look	think	also	around
another	came	come	work	three	must	because	does	part	even
place	well	such	here	take	why	help	put	different	away
again	off	went	old	number	great	tell	man	say	small
every	found	still	Be- tween	name	should	home	big	give	air
line	set	owe	under	read	last	never	us	left	end
along	while	might	next	sound	below	new	Some- thing	thought	both
few	those	always	show	large	often	To- gether	asked	house	Don't
world	going	want	school	Im- portant	until	form	food	keep	children

# The Third 100

feet	land	side	With-out	boy	once	animals	life	enough	took
four	head	above	kind	began	almost	live	page	got	earth
need	far	hand	high	year	mother	light	Coun-try	father	let
night	picture	being	study	second	soon	story	since	white	ever
paper	hard	near	Sen-tence	better	best	across	during	today	How-ever
sure	knew	It's	try	told	young	sum	thing	whole	hear
loud	heard	several	Change	answer	room	sea	against	top	turned
Exam-ple	point	city	play	toward	five	himself	usually	money	seen
didn't	car	Morn-ing	I'm	body	upon	family	later	turn	move
face	door	cut	done	group	true	half	red	fish	plants



# The Fourth 100

living	black	eat	short	United States	run	book	gave	order	open
ground	cold	really	table	Remember	tree	course	front	American	space
inside	ago	sad	early	I'll	learned	Brought	close	Nothing	though
idea	before	lived	became	add	become	grow	draw	yet	less
wind	behind	cannot	letter	among	able	dog	shown	mean	English
rest	perhaps	certain	six	feel	fire	ready	green	yes	built
special	ran	fully	town	complete	oh	person	hot	anything	hold
state	list	stood	hundred	ten	fast	felt	kept	notice	Can't
strong	voice	probably	area	horse	matter	stand	box	start	That's
class	piece	surface	river	common	stop	am	talk	whether	fine

# The Fifth 100

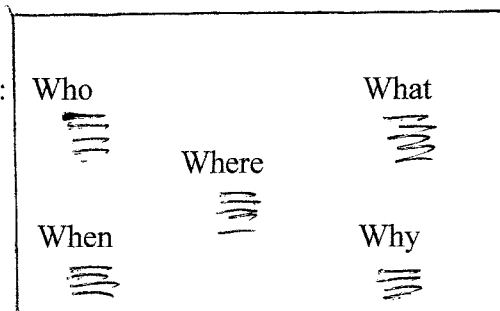
round	dark	past	ball	girl	road	blue	instead	either	held
already	warm	gone	finally	summer	Understand	moon	animal	mind	outside
power	problem	longer	winter	deep	heavy	carefully	follow	beautiful	everyone
leave	Everything	game	system	bring	watch	shall	dry	within	floor
ice	ship	Themselves	begin	fact	third	quite	carry	distance	Although
sat	possible	heart	real	simple	snow	rain	Suddenly	leaves	easy
lay	size	wild	weather	miss	pattern	sky	walked	main	Someone
center	field	stay	itself	boat	question	wide	least	tiny	hour
Happened	foot	care	low	else	gold	build	glass	rock	tall
alone	bottom	Walk	check	fall	poor	map	friend	Language	job

## ESL Student TAKS Writing Activities

### Activity 1: Word Choice (good for narrative and descriptive writing)

1. Begin with a story they have read recently.
2. Have students brainstorm of ideas to put on the "alphabet" sheet. For example, they read a story about Martin Luther King, Jr., and on the "M" they put Montgomery (Alabama) and on the "A" they put assassination. On the "C" they put civil rights and on the "D" they put dream (for "I have a dream" speech). They will not be able to fill in all the letters but they should have enough to fill in most.
3. Next they organize the ideas into who, what, where, when and why areas of a page of paper.

Example:



4. After they have the facts organized, they now write an organized paper about the topic.

### Activity 2: Organization and Creativity of Idea (good for helping students understand the writing process and how to create interesting introductions, bodies and conclusions for a composition)

#### Green, Yellow, Red Cards (4x6 size) and Blue (3x5 size)

1. Assign students into groups of four. Make sure that these groups have similar writing abilities (TAKS writing of 1 and 2's or 2's and 3's. Do not put 1's and 4's together).
2. Recall a story they have read or talk about memories.
3. Brainstorm for ideas (use of scenery, sounds, places, etc.). These make good hooks in writing.
4. Give a statement and have them fill in the blank. Ex. He came with \_\_\_\_\_.  
Or \_\_\_\_\_ was my most favorite place on the face of the earth.
5. Give each student one 4x6 green card, two 4x6 yellow cards, and one 4x6 red card.
6. Have each individual to write an introduction to his memory or idea on his green card.

7. Next, have each student write the middle part of his story (the evidence or happenings that are most memorable) on the two yellow cards.
8. Finally, have each student write a conclusion on the red card.
9. Each group now reads all of the introductions to the group and the group decides which is the most interesting or the best. This becomes everyone's introduction.
10. Next, they decide which is the best evidence, middle or body for the paper, and finally, they decide which is the best conclusion. They cannot select the same person's cards for parts 1 and 2 or 2 and 3 but they could have the same person's for 1 and 3. It is now the entire group's essay or composition.
11. Each group must now decide what the transitional needs are to connect each of the three parts. They are to take two 3x5 blue cards and make the connections (transitions) between the parts of the composition. The group then decides what is the best connections.
12. Now each of the groups read aloud their group's complete essay to the entire class. The entire class now decides the best of the class essays.
13. Finally, each person writes why this is the best essay (in essence showing understanding of the writing requirements according to the TAKS rubric).

**Note:** If a student complains that his didn't get picked, explain that this is a learning activity and not everyone can be picked.