

# The Washington *Convey Ideas in Writing* Curriculum Framework for ESL Students



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**\*Adapted from the Equipped for the Future  
Curriculum Framework**

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WA Adult Learning Standards are based on EFF Content Standards

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## The Equipped For the Future Convey Ideas in Writing Curriculum Framework

The EFF approach to teaching and learning begins with students' purposes: What are they concerned about? What do they want to be able to do? What do they want or need to write? The EFF Content Standards and Role Maps help you and your students determine what they need to learn – what skills at what level of proficiency – to accomplish their purposes. As a teacher, you plan learning activities with students that focus on their purposes and give students the instruction and opportunity to practice what they need to fully develop the skills as defined by the EFF Content Standards. You also take into account the goals of your program when you plan learning activities. You may use the EFF Performance Continua to give you information about performance of the Standards at different levels. This Curriculum Framework is another tool to use in planning instruction. It gives you specific teaching and learning objectives at various levels for the *Convey Ideas in Writing* (CIW) Standard.

A curriculum framework is just that – a framework. It provides a structure for instruction but does not prescribe what is taught. The CIW Curriculum Framework has been developed to give you guidance in:

- Determining what students know and are able to do in relation to the EFF Standard *Convey Ideas in Writing*
- Deciding what learning objectives need to be targeted to support adult developing writers as they write to accomplish their own particular purposes.

Once you know what students want to accomplish – that is, their purposes for learning – and the skills they need to work on, the Curriculum Framework helps you identify the specific skills that underlie performance at each level. Your students can work on the skills they need as they participate in learning activities grounded in their real-life issues and concerns.

## How the Curriculum Framework Is Organized

The CIW Curriculum Framework is organized in six performance levels. Each of the six is presented in a consistent format. For each level you will find three familiar elements:

**The *Convey Ideas in Writing Standard*** is included at each level as a reminder for instructors to keep the focus of teaching and learning activities on students' purposes.

**Indicators** describe what adult performance of the CIW Standard looks like at that level. These indicators describe the target performance at the exit point of that level. They may be used for guiding placement and for developing or selecting informal and formal assessments.

**Examples of Proficient Performance** are examples of meaningful real-life tasks in which adults use the standard at this level to accomplish important purposes in their roles as community members, family members, and workers. They also provide guidance for the types of writing and purposes for writing which students preparing to exit a particular level are able to engage in.

These first three elements focus on writer performance at each level. The next three elements provide more specific information about the knowledge, skills, and strategies that might be taught at each level.

**Teaching & Learning Objectives** give explicit guidance for teaching and learning at this level. The Teaching & Learning Objectives for each level were determined by answering the question, "What kinds of knowledge, skills, and strategies will support developing writers in achieving the Indicators at this level?" The Objectives for each level also introduce skills and strategies needed for upcoming levels.

The *Convey Ideas in Writing* Teaching & Learning Objectives are organized into four strands. These strands correspond to four key sets of knowledge, skills, and strategies that have been organized to reflect the steps of the writing process as identified in current research:

- A. Planning Strand**
- B. Text Generation Strand**
- C. Writing Conventions Strand**
- D. Revision Strand**

Each Teaching & Learning Objective is notated by a number indicating the level, an uppercase letter indicating the strand, and a number of the objective (e.g., **1A1**, **1A2**, **1A3**, **2A1**, **2A2**, **2A2**). When possible, the objectives have been constructed so that each notated objective addresses the same content in every level.

For many Teaching & Learning Objectives, you will find **Examples** notated by lowercase letters. These present specific content that might be helpful to teach at this level. When content is mentioned in a lower level and not in higher level, it may be assumed that the content has been mastered by that higher level and still applies. If a teacher observes that a student is not demonstrating the particular knowledge, skill, or strategy listed in a lower level – and would benefit from developing it – that content should be added to instruction.

Following the Indicators and the Teaching & Learning Objectives for each level, you will find elaborated illustrations of performance and of teaching and learning.

The **Illustration of Convey Ideas in Writing** presents an in-depth example of how a proficient writer at this level accomplishes a writing task. In each Illustration of Writers Performing, individuals in the scenario are performing real-life tasks that involve use of the components of the standard through the integration of planning, text generation, knowledge of writing conventions, and application of that knowledge in proofreading and revision. The characters deal with a real-life issue and use prior knowledge and accumulated strategies to problem solve as they write.

The **Illustration of CIW Teaching & Learning** provides a description of the kinds of teaching and learning activities that might support a writer in becoming proficient at this level of conveying ideas in writing. You will note that the description of instruction here is directly related to the “*Illustration of Conveying Ideas in Writing*” that appears before it. You will also see that the instruction described here is designed to target and integrate the specific types of knowledge, skills and strategies that support performance of CIW at the level as articulated in the Teaching & Learning Objectives.

Following the materials for the six levels covered in this framework is an additional piece:

**A Table of Teaching and Learning Objectives** combines the Teaching and Learning Objectives for all levels in one table, organized by strands. Since it permits you to see how the Objectives change across levels, it is especially helpful in planning instruction in multi-level settings.

The **Appendices** provide additional resources.

**Appendix A** is a table of the current **WA, EFF and NRS Levels**

**Appendix B** presents the **CIW Performance Continuum**

**Appendix C** addresses **Using the Curriculum Framework: Questions and Answers**

**Appendix D** discusses the **Development of the CIW Curriculum Framework**

## WA ESL Level 1: Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

ESL Level 1 Indicators	ESL Level 1 Examples of Proficient Performance
<p>W 1.1 Determine the purpose and audience for communicating in writing</p> <p>W 1.2 Follow a highly structured plan (or text model) to organize information about self and/or related to immediate needs in very simple structures such as lists or responses to prompts for everyday information</p> <p>W 1.3 Write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names, signatures, addresses) numbers (dates, phone #s, addresses, prices, etc.) and simple phrases to convey information with minimal attention to audience</p> <p>W 1.4 Recognize the need for revision with support from others to make appropriate changes</p> <p>W 1.5 Make a few simple edits of handwriting, spelling, punctuation and capitalization based on review and feedback from others</p> <p><b>Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings:</b> <i>Adults performing at Level 1 can write individual words, simple phrases and a few very simple sentences slowly and with some effort and some errors. They can independently accomplish simple, well defined, and highly structured writing activities in a few comfortable and familiar settings.</i></p>	<p><i>Adults performing at Level 1 can Convey Ideas in Writing to accomplish a variety of goals, such as:</i></p> <ul style="list-style-type: none"> <li>• Write simple statements about health symptoms to share with doctor or school</li> <li>• Make a personal address book, including information such as first and last names, addresses, phone numbers, e-mail addresses and websites</li> <li>• Write a personal check</li> <li>• Write places on a map</li> <li>• Transfer personal information to different kinds of forms</li> <li>• Copy a shopping list and write in appropriate prices</li> <li>• Copy and record accurate appointment information from a doctor or school office</li> </ul>

### Teaching and Learning Objectives for ESL Level 1

Instruction and learning activities should be based on real-life purposes, texts, and activities.

#### A. Planning Strand

- 1A1 Convey Ideas in Writing for real-life purposes and audiences
- 1A2 Draw upon prior knowledge (schema) about everyday life, personal experience and interests, cultural understandings, vocabulary to support planning for written communication
- 1A3 Generate ideas (pre-writing) and information drawn from prior knowledge that may address writing purpose
- 1A4 Identify and organize very simple, familiar ideas and information to meet writing purpose

#### B. Text Generation Strand

- 1B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text
- 1B2 Write personally meaningful work, life and community vocabulary
- 1B3 Write or copy a few short phrases and very simple statements using high-frequency, personally relevant words
- 1B4 Using a familiar, highly-structured model, organize personally meaningful words, very simple phrases and very simple sentences

**C. Writing Conventions Strand**

- 1C1 Build on prior knowledge of basic language structure and usage from first language or oral English to produce written text
- 1C2 Use tools/resources to apply writing conventions
- 1C3 Copy letters of the alphabet legibly and spell a few high-frequency, personally relevant words
- 1C4 Follow a highly structured model to construct short simple sentences using learned subject/verb patterns
- 1C5 Develop very basic knowledge of word forms, and frequently associated words (collocation) to produce written text
- 1C6 Differentiate capital and lower case letters; capitalize proper nouns and the pronoun, "I", and to begin sentences
- 1C7 Use basic punctuation with guidance

**D. Revision Strand**

- 1D1 Look at own writing with intensive teacher support
- 1D2 Use feedback from an external reviewer to expand content
- 1D3 With intensive teacher modeling and guidance, proofread and make a few simple edits of spelling, punctuation, and capitalization to enhance reader's understanding

## Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

### ESL Level 1 Teaching and Learning Objectives

Teaching and Learning Objective		Examples
<b>A. PLANNING STRAND</b>		
1A1	Convey ideas in Writing for real-life purposes and audiences	<ul style="list-style-type: none"> <li>a. Determine specific purposes (e.g., topic to be addressed, task to be accomplished) for writing based on modeling</li> <li>b. Recognize intended audience and degree of written precision needed to communicate to that audience</li> <li>c. Based on modeling, identify audience purpose for reading written communication</li> <li>d. Begin to identify how the needs of the intended audience relate to own purposes for writing (including writing for oneself)</li> </ul>
1A2	Draw upon prior knowledge (schema) about everyday life, personal experience and interests, cultural understandings, vocabulary to support planning for written communication	<ul style="list-style-type: none"> <li>a. Determine relevant content for addressing writing purpose, (e.g., name, address, phone number)</li> <li>b. Follow highly structured models to overcome barriers related to writing (e.g., guided conversation, copying, dictation)</li> </ul>
1A3	Generate ideas (pre-writing) and information drawn from prior knowledge that may address writing purpose	<ul style="list-style-type: none"> <li>a. Brainstorm in response to visuals (picture dictionaries)</li> <li>b. Dictate ideas and information to be recorded by others (teacher models note-taking; then students copy words)</li> <li>c. Use question and answer patterns</li> <li>d. Use simple mind maps or other simple graphic organizers with guidance</li> </ul>
1A4	Identify and organize very simple, familiar ideas and information to meet writing purpose	<ul style="list-style-type: none"> <li>a. Follow a highly structured, externally developed plan such as a simple cloze exercise or a simplified form</li> <li>b. Copy a very simple text model (such as simple signs, letters, words) and a few simple sentences that have been dictated</li> <li>c. Make a short list related to ideas/information for self and immediate needs (e.g., alphabetized lists and shopping lists)</li> <li>d. Respond to requests for communication, prompts and questions for simple information (e.g., complete simple forms, to complete words, respond to picture prompts, picture/word matching)</li> <li>e. Teacher models writing plan through think-aloud</li> </ul>
<b>B. TEXT GENERATION STRAND</b>		
1B1	Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	
1B2	Write personally meaningful work, life and community vocabulary	<ul style="list-style-type: none"> <li>a. Write personally meaningful vocabulary (names, addresses, common objects and actions)</li> <li>b. Use external tools such as picture dictionaries and flashcards to gain</li> </ul>

		<p>vocabulary</p> <p>c. Write personally meaningful numbers and symbols (dates, phone numbers, social security numbers, time, prices)</p> <p>d. Write a few, very simple idioms and phrasal verbs (e.g., stand up, sit down) based on TPR, flashcards, role play</p>
1B3	Write or copy a few short phrases and very simple statements using high-frequency, personally relevant words	<p>a. Write a few very simple sentences modeled on given patterns and using personally meaningful words (e.g., names of self and family members, signatures, addresses)</p> <p>b. Write personal information words and phrases to complete forms and gap-fills</p> <p>c. Copy simple statements, commands and questions from a model</p>
1B4	Using a familiar, highly-structured model, organize personally meaningful words, very simple phrases and very simple sentences	<p>a. Write words and phrases for personal use (lists, names, addresses, phone numbers)</p>
<b>C. WRITING CONVENTIONS STRAND</b>		
1C1	Build on prior knowledge of basic language structure and usage from first language or oral English to produce written text	
1C2	Use tools/resources to apply writing conventions	<p>a. Use tools (e.g., personal dictionary, word list) to guide word choice and spelling</p> <p>b. Use tools (e.g., class handouts, classroom visuals) to check language structures (e.g., to BE verb, subject pronouns, plural nouns, etc.)</p>
1C3	Copy letters of the alphabet legibly and spell a few high-frequency, personally relevant words	<p>a. Clearly form letters and numbers and copy words legibly</p> <p>b. Spell a few common abbreviations such as Mr., St.</p> <p>c. Employ sound/symbol relationships to assist basic spelling</p> <p>d. Write most familiar names of people</p>
1C4	Follow a highly structured model to construct short simple sentences using learned subject/verb patterns	<p>a. Copy simple statements, questions, and imperatives</p>
1C5	Develop very basic knowledge of word forms, and frequently associated words (collocation) to produce written text	<p>a. Use familiar, everyday nouns, verbs, and adjectives appropriately</p> <p>b. Copy a few familiar, everyday phrasal verbs and prepositions of time and place (in, at, on, next to) correctly in phrases</p>
1C6	Differentiate capital and lower case letters; capitalize proper nouns and the pronoun "I", and to begin sentences	
1C7	Use basic punctuation with guidance	<p>a. Use periods and question marks to end sentences</p> <p>b. Use punctuation to mark personal information such as addresses, phone numbers and social security numbers</p> <p>c. Use punctuation to mark dates, phone numbers, money, time, and ID numbers</p>

## D. REVISION STRAND

1D1	Look at own writing with intensive teacher support	<ul style="list-style-type: none"><li>a. Teacher models revision process</li><li>b. Read aloud to hear how text sounds</li></ul>
1D2	Use feedback from an external reviewer to expand content	<ul style="list-style-type: none"><li>a. Teacher demonstrates revision feedback through think alouds</li><li>b. Make content changes in drafts incorporating feedback from others with extensive teacher guidance</li></ul>
1D3	With intensive teacher modeling and guidance, proofread and make a few simple edits of spelling, punctuation, and capitalization to enhance reader's understanding	<ul style="list-style-type: none"><li>a. Correct letter formation and misspellings of very simple, highly familiar words</li><li>b. Correct capitalization at beginnings of sentences and for proper names, days and months, and the pronoun "I"</li><li>c. Correct simple punctuation, including periods at end of sentences, in titles (Mr. and Mrs.), commas in dates, and periods and commas in money amounts</li><li>d. Correct usage of present tense verb "to be"</li><li>e. Correct very basic noun/pronoun agreement and plurals</li><li>f. Correct word choice and word order</li><li>g. Use tools such as word lists and picture dictionaries</li></ul>

## Illustration of Conveying Ideas in Writing at WA ESL Level 1:

### *Sharing Appointments in Writing*

Ahmed's child, Ali, has fallen out of his favorite climbing tree and broken his arm. After rushing to the emergency room and getting the arm x-rayed and set, Ali will later need follow up appointments with his doctor and a physical therapist. The nurse at the desk hands Ahmed the information card for Ali's appointments as they leave the hospital. Ahmed places it carefully in his wallet, as he knows he will be needing this information in the future.

For the next few days, Ali's arm is too sore and swollen for him to go to school. Each day the school calls, and Ahmed explains why his son is still at home. The school secretary accepts his explanation, but asks him to send a list of any future appointments that may interfere with Ali's school schedule. She says they only need to know the dates and times.

Ahmed ponders how he will share this important appointment information. He knows from his ESL class that only certain kinds of information are written on an appointment card. An appointment always has a day, a date, a time, and an address and name of whom you would be seeing. Ahmed pulls Ali's appointment card out of his wallet. He locates the different pieces of information that he needs on the card. Pulling out a piece of paper and a pen, Ahmed remembers what he has learned about categorizing words and putting them into lists. In class, the students had made shopping lists, lists of colors, lists of months, days and times. Ahmed decides that, after hearing from the school secretary that she only needed dates and times, he will organize his list into two columns. He knows how to spell "date" and "time" from class, so he prints these column headings neatly on his paper. Ahmed also wants the school to know that these appointments are for Ali, not some other student, so he writes the heading: "ALI MOSTOFI" in bold letters on his paper. After some contemplation, he adds "Ali Doctor Appointments" as a sub-heading, to make the purpose of his note clear. He copies the words "doctor" and "appointments" from the nurse's card.

Looking back at the nurse's card as his model, Ali carefully copies the three dates and three times he sees there onto his paper. When he is finished, he looks back and forth several times between his model and his own list to make sure his entries are correct and in the right columns. He catches two mistakes and corrects them. He knows months are capitalized, and he forgot to make the M in "May" a capital letter. And he has practiced writing times with a colon between the hour and minutes many times, but he had left that out in his first draft.

Ahmed leans back. He is tired, but proud of his work. He finds an envelope, folds his list and carefully puts it into the envelope. On second thought, he pulls the paper back out and signs and dates it at the bottom. This information feels very important to him, and he hopes his signature will make it official.

He also writes the doctor appointments on his calendar in the kitchen so he will remember the appointments.

## **Illustration of CIW Teaching and Learning at WA ESL Level 1:**

### ***Writing and Keeping Appointments***

Corinne really enjoys teaching Level 1 ESL. Today she wants to advance the students' knowledge of writing dates in English. She knows that students often keep important dates that they hear in conversation or from official sources only in their heads, and not always in English. This can make it difficult for them to get business done in the U.S. Students have told her about unfortunate appointment mix-ups with doctors, teachers, and potential employers. Corinne figures that if students can accurately record a list of dates, they will be better able to accomplish what they need to do.

Corinne begins the lesson by asking students whether birthdays are celebrated in their home countries, and if so, how? After some lively story-telling, she asks whether birthdates are written down and saved anywhere. For some students, they are, and for others, they are not.

Corinne then asks if any students have had to write their own, or other family member, birthdates down on paper since they've come to the U.S. Several students who have been in the U.S. a year or two excitedly share their experiences with filling out personal information for green cards, school admission for their kids, and drivers' licenses. As they talk, Corinne asks them to spell their names out loud, thereby reinforcing the alphabet for all students, and to state their birthdates, as she lists this data on the board. She stops to ask them how a date is written, based on last week's lesson. Several students remember that the month goes first, and is capitalized, followed by the day number, a comma and the year.

After Corinne has a half dozen names and dates on the board, she asks the class, what is the same about everything in the first column. "They are our names," the class says. "Good," says, Corinne, "When I know the meaning of every word in a column, I can name the column with a heading. The heading for this column is NAMES." She continues with the second column, which the class identifies as dates, and heads that column: DATES.

Corinne now asks each student to take out a piece of paper and draw a line down the middle and to copy the two headings onto their own papers. Instead of recording classmate names and birthdates, she asks each student to list as many family members as they can whose birthdates they know.

When they are done, Corinne reminds them that a proof-reading strategy when copying is to check back and forth between your source document and what you have written. Corinne refers them to the model on the board for formatting of dates, and several students erase and correct the dates they have written on their papers.

The class is very happy with their lists of family member names and birthdays. Someone says he will use this to remember to call his grandmother and wish her a happy birthday. Another says it will help her remember to buy her nephew a birthday present in time. Corinne asks them where else in life they can use a list of names and dates. A student says, if this list had times on it, it would look like what my doctor gives me for my next appointments. On the board, Corinne quickly adds a "TIME" column to show how that might work. The students all agree columns on names, dates, and times can be useful records and planning tools in modern American life.

For homework, the students are going to bring dates and times for 3 appointments they or family members have. They will add them to the calendar they got at the beginning of the quarter.

## WA ESL Level 2: Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

### ESL Level 2 Indicators

W 2.1 Determine the purpose and audience for communicating in writing  
 W 2.2 Follow a highly structured plan to organize ideas around self and/or related to immediate needs in several sentences  
 W 2.3 Appropriately use everyday, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures to produce a few sentences on a topic with minimal attention to audience  
 W 2.4 Make a few simple content changes with intensive support from others  
 W 2.5 Make simple edits of grammar, capitalization, spelling, and punctuation based on review and feedback from others

**Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings:** *Adults performing at Level 2 can* write simple sentences on familiar topics with some effort and errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

### ESL Level 2 Examples of Proficient Performance

*Adults performing at Level 2 can Convey Ideas in Writing to accomplish a variety of goals, such as:*

- Write a simple grocery list to guide decisions about what to buy
- Write personal names and addresses in order to make an invitation list
- Write simple directions to a house for a party
- Write responses to personal information prompts in order to accurately fill out simplified forms
- Write simple directions to tell friends how to get to your house
- Write tips for learning English
- Make simple signs and flyers

## Teaching and Learning Objectives for ESL Level 2

Instruction and learning activities should be based on real-life purposes, texts, and activities.

### A. Planning Strand

- 2A1 Convey Ideas in Writing for real-life purposes and audiences  
 2A2 Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/writing conventions to support planning for written communication  
 2A3 Generate ideas and information drawn from prior knowledge that may address writing purpose  
 2A4 Identify and organize simple, familiar ideas and information to meet writing purpose

### B. Text Generation Strand

- 2B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text  
 2B2 Write personally significant and familiar work, life, and community vocabulary  
 2B3 Write some phrases and simple sentences using high-frequency, personally relevant and familiar words  
 2B4 Using a high-structured model, organize text and/or simple sentences to convey information on a single familiar topic

**C. Writing Conventions Strand**

- 2C1 Draw on limited prior knowledge of basic English language structure and usage to produce written text
- 2C2 Use tools/resources to apply writing conventions
- 2C3 Write letters of the alphabet and spell some high-frequency, personally relevant words
- 2C4 Follow a structured model to construct simple sentences using learned subject/verb patterns
- 2C5 Develop basic knowledge of word forms and frequently associated words (collocation) to produce written text
- 2C6 Attend to capitalization of proper nouns and the pronoun "I", use capitalization to begin sentences, capitalize address abbreviations, countries, languages, months, and days of the week
- 2C7 Use basic punctuation

**D. Revision Strand**

- 2D1 Look at own writing with teacher support
- 2D2 Apply feedback from an external reader/reviewer to make a few simple content changes
- 2D3 With teacher guidance, proofread and make a few simple edits to spelling, punctuation, capitalization and grammar to enhance reader's understanding

# Convey Ideas in Writing

Low Beginning ESL

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

## ESL Level 2 Teaching and Learning Objectives

Teaching and Learning Objective		Examples
<b>A. PLANNING STRAND</b>		
2A1	Convey Ideas in Writing for real-life purposes and audiences	<ol style="list-style-type: none"> <li>Determine specific purposes (e.g., topic to be addressed, task to be accomplished) for writing based on modeling</li> <li>Recognize intended audience and degree of written precision needed to communicate to that audience</li> <li>Based on modeling, identify audience purpose for reading written communication</li> <li>Begin to identify how the needs of the intended audience relate to own purposes for writing (including writing for oneself)</li> </ol>
2A2	Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/writing conventions to support planning for written communication	<ol style="list-style-type: none"> <li>Determine relevant content for addressing writing purpose, (e.g., personal information required for filling out forms)</li> <li>Follow highly structured models to overcome barriers related to writing (e.g., guided conversation, copying, dictation, LEA)</li> </ol>
2A3	Generate ideas and information drawn from prior knowledge that may address writing purpose	<ol style="list-style-type: none"> <li>Brainstorm in response to direct questions</li> <li>Dictate ideas and information to be recorded by others (then students copy)</li> <li>Use guided questions</li> <li>Use simple mind maps or other simple graphic organizers</li> </ol>
2A4	Identify and organize simple, familiar ideas and information to meet writing purpose	<ol style="list-style-type: none"> <li>Follow a highly structured, externally developed plan such as a cloze exercise, a simplified form</li> <li>Copy a simple text model (such as a sign, a sentence pattern, self-dictated ideas/information that have been recorded by others) with minimal adaption</li> <li>Make short lists of ideas and information about self and/or related to immediate needs</li> <li>Respond to requests for communication about everyday ideas and information, prompts and questions posed by self and others, for school, work and life</li> <li>Teacher models writing plan through think-aloud</li> </ol>
<b>B. TEXT GENERATION STRAND</b>		
2B1	Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	

2B2	Write personally significant and familiar work, life, and community vocabulary	<ul style="list-style-type: none"> <li>a. Write personal/community vocabulary words (occupations, body, clothes, food, action words, and prepositions of place)</li> <li>b. Use external tools such as picture dictionary to expand and categorize vocabulary, especially nouns</li> <li>c. Write personally meaningful numbers and symbols (e.g., dates, phone numbers, addresses, prices)</li> <li>d. Write a few, commonly heard idioms and phrasal verbs</li> </ul>
2B3	Write some phrases and simple sentences using high-frequency, personally relevant and familiar words	<ul style="list-style-type: none"> <li>a. Write simple statements and questions using personally meaningful words and phrases (e.g., names of self and family members, signatures, personal contacts, common grocery items, signs or labels)</li> <li>b. Use simple personal information questions as prompts to generate simple text</li> <li>c. Write simple statements, commands and questions from a model</li> </ul>
2B4	Using a high-structured model, organize text and/or simple sentences to convey information on a single familiar topic	<ul style="list-style-type: none"> <li>a. Write for personal use (lists, forms, notes, invitations)</li> <li>b. Write for vocational use (signs, applications)</li> </ul>

### C. WRITING CONVENTIONS STRAND

2C1	Draw on limited prior knowledge of basic English language structure and usage to produce written text	
2C2	Use tools/resources to apply writing convention	<ul style="list-style-type: none"> <li>a. Use tools (e.g., picture dictionary, word list) to check word choice and spelling</li> <li>b. Use tools (e.g., class handouts, classroom visuals) to check language structures (e.g., to BE verb, subject pronouns, -ed, -ing, endings, etc.)</li> <li>c. Use basic word processing/editing tools (e.g., shift key, space bar, delete/backspace)</li> </ul>
2C3	Write letters of the alphabet and spell some high-frequency, personally relevant words	<ul style="list-style-type: none"> <li>a. Write words and simple sentences that are legible to a reader</li> <li>b. Spell common abbreviations such as Mr., Mrs./Ms., Miss, ESL, Dr. taken from environmental print sources</li> <li>c. Notice common, high-frequency simple spelling patterns and rules</li> <li>d. Memorize a few sight words – irregular spelling</li> </ul>
2C4	Follow a structured model to construct simple sentences using learned subject/verb patterns	<ul style="list-style-type: none"> <li>a. Construct simple statements, questions and imperatives</li> </ul>
2C5	Develop basic knowledge of word forms and frequently associated words (collocation) to produce written text	<ul style="list-style-type: none"> <li>a. Use everyday nouns, verbs, adjectives and adverbs of frequency (always, sometimes, never) appropriately</li> <li>b. Use a few common phrasal verbs and prepositions correctly in phrases</li> <li>c. Use familiar, everyday suffixes (-s, -ed, -ing) to produce correct word forms</li> </ul>
2C6	Attend to capitalization of proper nouns and the pronoun "I", use capitalization to begin sentences, capitalize address abbreviations, countries, languages, months, and days of the week	

2C7	Use basic punctuation	<ul style="list-style-type: none"> <li>a. Use periods and question marks to end sentences</li> <li>b. Use commas to create lists and in names, addresses and numbers</li> <li>c. Use punctuation to mark dates, phone numbers, money, time, and ID numbers</li> </ul>
<b>D. REVISION STRAND</b>		
2D1	Look at own writing with teacher support	<ul style="list-style-type: none"> <li>a. Teacher models and students begin to practice revision process</li> <li>b. Make simple revisions based upon reading text aloud</li> </ul>
2D2	Apply feedback from an external reader/reviewer to make a few simple content changes	<ul style="list-style-type: none"> <li>a. Practice using teacher guided feedback strategies for revision, such as checklists</li> <li>b. Make content changes in drafts incorporating feedback from others with extensive teacher guidance</li> </ul>
2D3	With teacher guidance, proofread and make a few simple edits to spelling, punctuation, capitalization and grammar to enhance reader's understanding	<ul style="list-style-type: none"> <li>a. Correct letter formation and misspellings of simple, familiar words</li> <li>b. Correct capitalization at beginnings of sentences and for proper names, days, and months, countries, languages, nationalities, and the pronoun "I"</li> <li>c. Correct simple punctuation, including periods at end of sentences, in titles (Mr. and Mrs.), commas in dates, addresses between city and state, punctuation for common address abbreviations (e.g., Ave., St., N.W.S.E.) and periods and commas in money amounts</li> <li>d. Correct usage of present and past tense of the verb "to be"</li> <li>e. Correct simple noun/pronoun agreement and plurals</li> <li>f. Correct word choice and word order</li> <li>g. Use tools such as word lists and picture dictionaries</li> </ul>

## Illustration of Conveying Ideas in Writing at WA ESL Level 2:

### *Getting Ready for the Yard Sale*

Anna and her family are looking forward to participating in a big multi-family yard sale in her neighborhood next weekend. Everyone has been collecting items that they no longer want and the family should have a good number of interesting things to sell.

Anna decides that she has to make some signs for the yard sale. She thinks about it and decides she will need to write 2 kinds of signs: the kind that attract people's attention to her yard, and the kind that tell people how much things cost once they have come by to look. Then she also remembers that some of the businesses in the community allow residents to put up signs in their windows to advertise yard sales, so she thinks she will make some flyers as well.

First she goes to the Post Office and looks at the community bulletin board there. As she had hoped, there is a flyer still there for a yard sale that was held last week. She takes the flyer home to use as a model for the flyers she will make. She takes a clean piece of 8 ½ by 11 paper and copies the words "Huge Yard Sale" from her model onto her paper. She notices that under these words on her model are written a day, date, time and address. She can just copy the word "Saturday" (yard sales almost always happen on Saturdays!) but she needs to write in the correct date, time and address. She checks the calendar on her refrigerator and copies the name of the month and the number of the day for the sale. Now she remembers how to write the times she wants: "am" is morning so she writes "8am", and "pm" is afternoon so she writes a dash and "2pm". Finally she writes down the family's street address (she assumes she doesn't need to add the city and state!), which she knows how to do well since she often has to write it on letters and applications of various kinds. She checks the whole thing over to be sure it looks like her model, the information is accurate, and all the words are spelled correctly. Later she'll make copies of the flyer and post them around town.

When she starts making signs to attract attention in the neighborhood, she thinks about how most people looking for yard sales will be driving or walking by, so the signs need to be very simple and easy to read from some distance. She knows she can write some of the same words as she used on the flyer, but she also uses larger, brightly-colored paper and much larger letters. She is a little more nervous about her handwriting for these signs, and besides, she'll need more than one, so she asks her daughter to make some signs with her. Each of them copies the words "Huge Yard Sale" in big block letters on a sheet of paper, and adds the address, being sure to space the words and letters neatly. But for these signs Anna also wants to add the word "today". She sounds the word out in her head and writes together the two smaller words she hears and knows how to spell: "to" and "day". She checks, and it looks right. But just to be sure she asks her daughter to look at it too.

Finally she turns to signs at the sale itself. She believes that shoppers at yard sales like to be able to see how much things cost without having to ask, but she doesn't want to put an individual price on every item. So she comes up with the idea of using colored sticky dots as a price code. Consulting with other family members, she decides on six categories of

prices: \$2, \$3, \$5, \$8, \$10 and “best price”. Then she makes a big poster on which she writes each of these prices (she has to sound out the words “best” and “price”, but remembering rules for short and long vowels helps her to write them correctly), and beside each, puts a different color of sticky dot. Now everyone can use the poster as a guide, both sellers and buyers. There are a few items that are probably not going to go for \$2 or more, so they will set up one table for these things, and Anna writes another sign that says “One Dollar”. She knows how the word “dollar” is spelled because she goes to the Dollar Store and sees the word all the time.

Now all Anna needs are customers!

## Illustration of CIW Teaching and Learning at WA ESL Level 2:

### ***Writing to Prepare for a Yard Sale***

Dorrie teaches in a family literacy program with a group of beginning ABE literacy students. One day she and her students are having an animated conversation about how much they enjoy shopping at local yard sales and flea markets, especially because they can get such great deals on barely-used stuff for children – clothing, equipment, toys, etc. – at such great prices. They also like the idea of having their own sales so they can get rid of stuff they don't want and make some much-needed cash. Dorrie gets an idea; she brings out the EFF Skill Wheel and asks the students what kinds of skills they would need to use in order to have their own yard sales. They brainstorm and come up with several, including *Use Math* to count money and make change; *Write* to make advertisements and mark prices; and *Solve Problems* in order to decide on fair prices and deal with customers who want to pay less. Dorrie asks them to choose one of the skills to work on during the next few classes, and after some discussion they choose *Convey Ideas in Writing*. So the class pulls out their copies of the standard and they go over the definition point by point. Dorrie works with them to explain and simplify the language of the definition as needed, and she makes sure everyone understands the writing process that the standard describes. She reminds the students that, after they do some work together, they will come back to the standard definition to assess how well they have “conveyed ideas in writing”.

Dorrie asks the students to think about who the audience will be for their writing related to a yard sale, and what specific documents they need to write for the audience. They talk about ads in the local newspaper, flyers to put up around town, bigger signs to direct shoppers to the right house, and some way to tell shoppers how much things cost. Then she asks for examples of words and phrases that they will need to use on these documents. They brainstorm a word list, and then Dorrie uses words on the list to work on some basic word formation and spelling rules (for instance, short vowels in one-syllable words, as well as “one long vowel plus silent e”: to illustrate, she compares the words “big” and “sale”). She also points out multi-syllable words that are easier to spell because they consist of two smaller words, like “today” and “Sunday”. And she does some work with very commonly-used words whose vowels sound different from what she teaches as “short” and “long” sounds (e.g., the “a” in yard, dollar, all), teaching her students that they can learn some aspects of writing by paying attention to words in their everyday environment.

The students had also recognized that they would need to be able to write dates and prices on their documents. Dorrie brings in a large wall calendar and asks students to refer to it as they practice writing dates. For instance, she points to a date and says, “If I have a doctor’s appointment on this day, what day and date is my appointment on?” She also teaches the correct way to write times with numbers and “am/pm”, and has students practice writing their own and each other’s addresses, assisting and giving more information as needed. For the larger poster she shows them how to make large block letters and space out the lettering on the poster in pencil first. She also has students look at each other’s work while it is still in pencil to check for errors before they darken in the letters with markers.

For the next class Dorrie asks each student to bring in 1 or 2 items that they might want to sell at a yard sale. In addition, she brings in examples of a flyer and a newspaper ad for yard sales. She asks the students to use these examples as models, copying them but inserting their own information about date, time and location of a yard sale. Then she reviews the basics of writing whole dollar amounts. To allow them to practice writing prices, she asks students to put all of the items they brought together, and as a group decide on a price for each item. Once this is completed, she asks students to break into smaller groups, one to create a price list (this group may need her help to spell some item names) and one to make price labels to stick on to each of the items.

At the completion of these activities, Dorrie and her students return to the EFF standard *Convey Ideas in Writing* and discuss if, and how well, they have met the standard. Based on their joint assessment, they decide whether to continue working on writing in this context or to move on to something else. And some of the students wonder if the class shouldn't hold its own yard sale!

# WA ESL Level 3: Convey Ideas in Writing

High Beginning ESL

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

## ESL Level 3 Indicators

W 3.1 Determine the purpose and audience for communicating in writing  
W 3.2 Follow a highly structured, externally developed plan (or text model) to organize information about a single familiar topic in very simple structures such as responses to prompts for everyday information in several related sentences  
W 3.3 Appropriately use everyday, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures to produce several sentences on a topic with minimal attention to audience  
W 3.4 Make a few simple content changes based on review and feedback from others  
W 3.5 Make a few simple edits of handwriting, spelling, grammar, punctuation and capitalization

**Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings:** *Adults performing at Level 3 can* write several simple sentences on familiar topics with some effort and errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

## ESL Level 3 Examples of Proficient Performance

*Adults performing at Level 3 can Convey Ideas in Writing to accomplish a variety of goals, such as:*

- Write a short thank you note for a campus or community tour or guest speaker
- Write product names and addresses in order to fill a purchase order
- Write responses to prompts in order to accurately fill out generic applications, registration forms, work orders, etc.
- Write a very brief and simple classified ad, such as a lost/found or “for sale” notice
- Write a few autobiographical or descriptive sentences for a class newsletter
- Write simple responses to prompts in social media and e-learning platforms

## Teaching and Learning Objectives for ESL Level 3

Instruction and learning activities should be based on real-life purposes, texts, and activities.

### A. Planning Strand

- 3A1 Convey Ideas in Writing for real-life purposes and audiences
- 3A2 Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/writing conventions to support planning for written communication
- 3A3 Generate ideas and information drawn from prior knowledge that may address writing purpose
- 3A4 Identify and organize a few ideas and small amounts of information around a familiar topic to meet writing purpose

### B. Text Generation Strand

- 3B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text
- 3B2 Write everyday and commonly used work, life and community vocabulary from personal experience and recent learning
- 3B3 Write several simple related sentences using high-frequency, personally relevant and familiar words
- 3B4 Using a structured model, organize several simple sentences to convey information

**C. Writing Conventions Strand**

- 3C1 Draw on prior knowledge of basic English language structure and usage to produce written text
- 3C2 Use tools/resources to apply writing conventions
- 3C3 Write letters of the alphabet and spell everyday, personally significant and familiar words
- 3C4 Construct simple sentences using subject/verb patterns
- 3C5 Develop and apply basic learned knowledge of word forms, and frequently associated words (collocation) to produce written text
- 3C6 Attend to capitalization of first words of sentences and proper nouns
- 3C7 Use punctuation appropriately in a variety of simple sentences

**D. Revision Strand**

- 3D1 Begin to internalize and understand that revision is a process undertaken by good writers
- 3D2 Understand and apply feedback from an external reader/reviewer to make simple content changes
- 3D3 Proofread and apply a few simple rules of mechanics to make simple changes with support to enhance reader's understanding

## Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

### ESL Level 3 Teaching and Learning Objectives

Teaching and Learning Objective		Examples
<b>A. PLANNING STRAND</b>		
3A1	Convey Ideas in Writing for real-life purposes and audiences	<ul style="list-style-type: none"> <li>a. Determine general purposes (e.g., to describe, inform) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing</li> <li>b. State intended audience and degree of written precision needed to communicate to that audience</li> <li>c. Identify audience purpose for reading written communication</li> <li>d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)</li> </ul>
3A2	Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/writing conventions to support planning for written communication	<ul style="list-style-type: none"> <li>a. Determine relevant content for addressing writing purpose</li> <li>b. Follow structured models to overcome barriers related to writing (e.g., walk-and-talk, copying, dictation, LEA)</li> </ul>
3A3	Generate ideas and information drawn from prior knowledge that may address writing purpose	<ul style="list-style-type: none"> <li>a. Brainstorm</li> <li>b. Dictate ideas and information to be recorded in writing</li> <li>c. Ask and answer questions and interview others to get ideas</li> <li>d. Develop simple graphic organizers (such as mind maps) with guidance</li> </ul>
3A4	Identify and organize a few ideas and small amounts of information around a familiar topic to meet writing purpose	<ul style="list-style-type: none"> <li>a. Follow a highly structured, externally developed plan such as a cloze exercise, a simplified form</li> <li>b. Copy a simple text model (such as a sign, a sentence pattern, self-dictated ideas/information that have been recorded by others) with adaption</li> <li>c. Make short lists of ideas and information about self and/or related to immediate needs</li> <li>d. Respond to requests for communication about everyday ideas and information, prompts and questions posed by self and others, for school, work and life</li> <li>e. Recognize that writing takes planning (teacher models writing plan through think-aloud)</li> </ul>
<b>B. TEXT GENERATION STRAND</b>		
3B1	Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	
3B2	Write everyday and commonly used work, life, and community vocabulary from personal	<ul style="list-style-type: none"> <li>a. Write personal, community, workplace and learned vocabulary words, including synonyms</li> <li>b. Use external tools such as picture dictionary to expand and categorize</li> </ul>

	experience and recent learning	vocabulary, including verbs and adjectives c. Write numbers and symbols (e.g., dates, phone numbers, addresses, prices) d. Use a few common idioms, homonyms, phrasal verbs in writing
3B3	Write several simple related sentences using high-frequency, personally relevant and familiar words	a. Construct several simple statements and questions containing subjects, verbs and objects on familiar topics b. Use simple personal information questions as prompts to generate simple narrative c. Write statements, commands and questions on a topic from models
3B4	Using a structured model, organize several simple sentences to convey ideas and information	a. Write for personal use (a note to the teacher, medical history form) b. Write for vocational use (schedules, job application)

### C. WRITING CONVENTIONS STRAND

3C1	Draw on prior knowledge of basic English language structure and usage to produce written text	
3C2	Use tools/resources to apply writing convention	a. Use tools (e.g., dictionary, word list) to check word choice (including word form) and spelling b. Use tools (e.g., class handouts, verb charts) to check language structures (e.g., irregular past tense verbs, comparative-superlative spellings) c. Use basic word processing/editing tools (e.g., punctuation keys, cut-and-paste)
3C3	Write letters of the alphabet and spell everyday, personally significant and familiar words	a. Spell one-syllable words with short or long vowel patterns b. Write abbreviations common to familiar documents (such as calendars, classified ads, cookbooks, maps, etc.) c. Notice a few simple spelling patterns and rules d. Memorize a few sight words – irregular spelling
3C4	Construct simple sentences using subject/verb patterns	a. 1. Construct a variety of statements, questions and imperatives using auxiliaries appropriately 2. Begin to construct compound sentences, using and/or
3C5	Develop and apply basic learned knowledge of word forms, and frequently associated words (collocation) to produce written text	a. Use common non-count and count nouns, verbs, adjectives, and adverbs appropriately b. Use common phrasal verbs and prepositions correctly in phrases c. Use familiar, everyday prefixes (un, im, non) and suffixes (-er, -ed, -ing) to produce correct word forms
3C6	Attend to capitalization of first words of sentences and proper nouns	
3C7	Use punctuation appropriately in a variety of simple sentences	a. Use periods, questions marks and exclamation marks to punctuate simple sentences b. Use commas to create lists and separate phrases within a simple sentence

### D. REVISION STRAND

3D1	Begin to internalize and understand that revision is a process undertaken by good writers	a. Teacher models and students practice revision process b. Make revisions based upon reading text aloud c. Look at own writing with minimal external support to decide need for changes
3D2	Understand and apply feedback from an external reader/reviewer to make simple	a. Practice learned collaboration strategies with peers, such as question prompts b. Make content changes in drafts incorporating feedback from others

	content changes	c. Add detail and/or delete unnecessary information incorporating feedback from others
3D3	Proofread and apply a few simple rules of mechanics to make simple changes with support, to enhance reader's understanding	<ul style="list-style-type: none"> <li>a. Correct misspellings of familiar words</li> <li>b. Correct capitalization at beginnings of sentences and for proper nouns</li> <li>c. Correct punctuation to end simple sentences, make lists, and to mark addresses, dates, phone numbers and money and time</li> <li>d. Correct simple present and present continuous tenses of verbs, subject-verb agreement</li> <li>e. Correct noun/pronoun agreement and plurals</li> <li>f. Correct word choice (e.g., synonyms, homonyms, comparatives, superlatives) and word order</li> <li>g. Use tools such as word lists and simple dictionaries</li> </ul>

## **Illustration of Conveying Ideas in Writing at WA ESL Level 3:**

### ***A Thank You Note***

Xue Qin works at grocery store. She really likes her job and the people she works with. Her co-workers threw her a surprise birthday party. She had a lot of fun at the party and received some thoughtful gifts.

Xue Qin realizes that she should write thank you notes for the presents. She tries to remember what she received. She makes a list of the presents and who gave them. She thinks about the format of a thank you note. She looks at thank you notes that she has received and the model that her class worked on together. She remembers that the date goes at the top. In English, all letters start with 'Dear.' It's a note, not a letter, so she doesn't have to write too many sentences. Planning her notes, she decides to mention the gift and how she likes it. She will also thank them for the party.

She knows from receiving letters and notes that the closing is different depending on to whom she is writing. Should she use love, sincerely, or best wishes? Most of her co-workers are friends too, so she feels comfortable closing with 'love.' But her boss gave her a very nice present. She decides the note to her boss should close with 'sincerely' since it should be more formal.

When she looks at some of the notes, she thinks the description should have more detail. She uses a dictionary to look up different adjectives. She double-checks a word online with a translator. She also checks her punctuation and capitalization. She likes to use exclamation points, so she adds one to the first and last sentences in each note. She checks that her sentences start with capital letters. She realizes she has made mistakes in some of the notes. After she corrects the mistakes, she thinks the notes look messy, so she rewrites them. She still does not like how her handwriting looks, so she uses lab time at school to type up and print out her notes. That way she can catch up on her keyboarding practice too.

## **Illustration of CIW Teaching and Learning at WA ESL Level 3:**

### ***Thank You Notes***

Marisol teaches a non-credit ESL Level 3 class at a community college. The class goes on a tour of the library. The librarian shows them materials that are available in English and other languages. The students are very excited about the resources that are available to them. They also really like the librarian and want to thank her for the tour.

Marisol thinks a lesson on writing thank you notes would be timely. She asks the students if they have received or written thank you notes before. They talk about the difference between notes and letters, formal and informal written communication. Although English notes and letters begin with 'Dear' no matter to whom they are writing, the kinds of words they use in the rest of the letter depend on the audience. They had discussed 'audience' before and talk about writing to the librarian. She was very friendly but the students decide their letters should be more formal. Then, they look at the format of a note. Marisol models a thank you note, showing the different parts: the date, the salutation, indented paragraphs and complete sentences in the body, and the closing. The instructor talks about appropriate word choice based on cultural and social expectations.

Next, they brainstorm what they want to write to the librarian, including words and phrases that they might want to use. They discuss what they liked about the tour and what they appreciated about the librarian's effort. After a number of ideas have been generated, the teacher shows how several ideas can be grouped together into a few carefully-worded sentences. The class reviews the principles of simple sentences, using background knowledge from previous lessons.

Following a template the students write their first draft on notebook paper. They refer to dictionaries to look up words and check spelling. They also refer to the model and talk with each other. The teacher circulates giving input as needed. When they are finished writing, they share their notes and give each other feedback. The instructor reminds them that they are only looking at content. Any changes to content are revisions. They turn in the revisions to the instructor. She edits them for mechanics, and they rewrite their final drafts on a nice piece of stationery. Some students decide they would rather type their notes, using lab time.

## WA ESL Level 4: Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

### ESL Level 4 Indicators

W 4.1 Determine the purpose and audience for communicating in writing  
 W 4.2 Follow a highly structured plan to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft paragraph  
 W 4.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a single paragraph to convey an idea with supporting details and examples reflecting some attention to audience  
 W 4.4 Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others  
 W 4.5 Make basic edits of grammar (verb tenses, subject/verb agreement), simple and compound sentences, capitalization, spelling and punctuation (end periods, some commas)

**Show Fluency, Independence, and Ability to Perform in a Range of Settings:** *Adults performing at Level 4 can write short structured paragraphs on familiar topics with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.*

### ESL Level 4 Examples of Proficient Performance

*Adults performing at Level 4 can Convey Ideas in Writing to accomplish a variety of goals, such as:*

- Write a brief excuse letter for an absence from school
- Write a short narrative about a community concern in order to identify and think about one’s own community issues
- Write messages in greeting cards for friends
- Write simple summaries of job benefits to share with a co-worker
- Write a “While You Were Out” message
- Write directions for a favorite recipe

## Teaching and Learning Objectives for ESL Level 4

Instruction and learning activities should be based on real-life purposes, texts, and activities.

### A. Planning Strand

- 4A1 Convey Ideas in Writing for real-life purposes and audiences
- 4A2 Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/writing conventions to support planning for written communication
- 4A3 Generate ideas and information drawn from prior knowledge that may address writing purpose
- 4A4 Identify and organize a few ideas to support a writing purpose

### B. Text Generation Strand

- 4B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text
- 4B2 Write everyday and commonly used work, life, and community vocabulary from personal experience and recent learning
- 4B3 Write simple and compound (i.e. 2 connected simple) sentences
- 4B4 Using a model, organize a short paragraph of a few sentences to convey information on familiar topics

**C. Writing Conventions Strand**

- 4C1 Draw on and apply prior knowledge of English language structure and usage to produce written text
- 4C2 Use tools/resources to apply writing conventions
- 4C3 Spell a variety of everyday, familiar words
- 4C4 Construct simple and compound sentences
- 4C5 Develop and apply learned knowledge of word forms, and frequently associated words (collocation) to produce written text
- 4C6 Attend to capitalization of first words of sentences and proper nouns
- 4C7 Use terminal and internal punctuation correctly

**D. Revision Strand**

- 4D1 Understand that revision is a process undertaken by good writers
- 4D2 Consider and apply feedback from an external reader/reviewer to make content changes
- 4D3 Proofread and apply a few rules of mechanics to make simple changes with support, to enhance reader's understanding

# Convey Ideas in Writing

Low Intermediate ESL

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

## ESL Level 4 Teaching and Learning Objectives

Teaching and Learning Objective		Examples
<b>A. PLANNING STRAND</b>		
4A1	Convey Ideas in Writing for real-life purposes and audiences	<ul style="list-style-type: none"> <li>a. Determine general purposes (e.g., to describe, inform) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing</li> <li>b. State intended audience and degree of written precision needed to communicate to that audience</li> <li>c. Identify audience purpose for reading written communication</li> <li>d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)</li> </ul>
4A2	Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/writing conventions to support planning for written communication	<ul style="list-style-type: none"> <li>a. Determine relevant content for addressing writing purpose</li> <li>b. Apply models and begin to choose from strategies to overcome barriers related to writing (e.g., free-writing)</li> <li>c. Determine appropriate word choice and organization to address intended audience</li> <li>d. Determine appropriate tone and level of formality to suit purpose, context and audience</li> </ul>
4A3	Generate ideas and information drawn from prior knowledge that may address writing purpose	<ul style="list-style-type: none"> <li>a. Brainstorm and freewrite</li> <li>b. Write very simple notes while listening to spoken words</li> <li>c. Ask and answer questions and interview others to get ideas</li> <li>d. Develop simple graphic organizers (such as mind maps) with guidance</li> </ul>
4A4	Identify and organize a few ideas to support a writing purpose	<ul style="list-style-type: none"> <li>a. Follow a structured, externally developed plan to organize ideas (a very short letter template, a simple form or application)</li> <li>b. Follow a text model (such as a sample paragraph, brief note, memo, simplified narrative or announcement) with adaptation</li> <li>c. Use simple graphic organizers, such as lists, mind map templates, index cards</li> <li>d. Respond to requests for communication, prompts and questions posed by self and others, for school, work and life (e.g., inventories, job applications, summary of skills)</li> <li>e. Recognize that writing takes planning and begin to demonstrate understanding of planning process by using externally developed models</li> </ul>
<b>B. TEXT GENERATION STRAND</b>		
4B1	Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	

4B2	Write everyday and commonly used work, life, and community vocabulary from personal experience and recent learning	<ul style="list-style-type: none"> <li>a. Write personal, community, workplace and learned vocabulary words, including modifying descriptors</li> <li>b. Choose words within a limited vocabulary set with the assistance of external tools (glossary, dictionary)</li> <li>c. Write numbers and symbols (e.g., create text for simple graphs or charts)</li> <li>d. Use common idioms, homonyms, phrasal verbs in writing</li> </ul>
4B3	Write simple and compound (i.e. 2 connected simple) sentences and questions	<ul style="list-style-type: none"> <li>a. Construct simple and compound sentences as statements, commands and questions</li> <li>b. Write simple and compound sentences related to a prompt</li> <li>c. Use models to construct compound sentences</li> <li>d. Begin to use a variety of coordinating conjunctions to create compound sentences (and, or, but, for instance)</li> </ul>
4B4	Using a model, organize a short paragraph of a few sentences to convey information on familiar topics	<ul style="list-style-type: none"> <li>a. Write for personal use (emails, letters, questionnaires)</li> <li>b. Write for vocational use (simple memos, summaries, reports)</li> <li>c. Write for academic use (summaries, narratives, responses) following a model</li> <li>d. Use appropriate paragraph structure (e.g., indentation, word wrapping, spacing, margins)</li> <li>e. Organize paragraphs for meaning through topic sentence, supporting details, conclusion</li> <li>f. Write simple transition and signal words to help organize written communication (first, next, finally, once upon a time, etc.)</li> </ul>

### C. WRITING CONVENTIONS STRAND

4C1	Draw on and apply prior knowledge of English language structure and usage to produce written text	
4C2	Use tools/resources to apply writing conventions	<ul style="list-style-type: none"> <li>a. Use tools (e.g., dictionary, word list) to check word choice (including word form) and spelling</li> <li>b. Use tools (e.g., class handouts, verb charts) to check language structures (e.g., irregular past tense verbs)</li> <li>c. Use a selection of word processing/editing tools</li> </ul>
4C3	Spell a variety of everyday, familiar words	<ul style="list-style-type: none"> <li>a. Spell a variety of high-frequency, multi-syllabic words (such as words recognized from simple signs, labels and forms)</li> <li>b. Spell most common abbreviations</li> <li>c. Employ/apply spelling patterns and rules to words containing common consonant/vowel patterns (e.g., -Cle, vCCv, vCv) and high-frequency affixes (e.g., -ed, -ing, -s, un-, re-, dis-)</li> <li>d. Develop an inventory of common sight words – irregular spelling</li> </ul>
4C4	Construct simple and compound sentences	<ul style="list-style-type: none"> <li>a. Combine simple sentences connected with For, And, Nor, But, Or, Yet and So (FANBOYS – coordinating conjunctions)</li> <li>b. Identify run-on sentences and repair meaning by breaking into multiple sentences to achieve writing purpose</li> <li>c. Identify and repair fragments</li> </ul>
4C5	Develop and apply learned knowledge of word forms, and frequently associated words (collocation) to produce written text	<ul style="list-style-type: none"> <li>a. Use common articles, non-count and count nouns, verbs, adjectives, prepositions and adverbs appropriately</li> <li>b. Use common phrasal verbs, idioms, prepositions and colloquial language correctly in phrases</li> <li>c. Use familiar, everyday prefixes (pre, post, bi, uni) and suffixes (-ly, -ment, -tion, -ize) to produce correct word forms</li> </ul>
4C6	Attend to capitalization of first words of sentences and proper nouns	

4C7	Use terminal and internal punctuation correctly	<ul style="list-style-type: none"> <li>a. Use punctuation to end sentences</li> <li>b. Use commas correctly to link independent clauses to make compound sentences</li> <li>c. Use quotation marks in direct quotations and dialog</li> </ul>
<b>D. Revision Strand</b>		
4D1	Understand that revision is a process undertaken by good writers	<ul style="list-style-type: none"> <li>a. Students practice revision process with teacher support</li> <li>b. Read aloud to hear how text sounds (complete thoughts represented, no meaningful omissions) and make revisions</li> <li>c. Look at own writing and make simple changes</li> </ul>
4D2	Consider and apply feedback from an external reader/reviewer to make content changes	<ul style="list-style-type: none"> <li>a. Use a few simple strategies to give and receive revision feedback from peers</li> <li>b. Make content changes in drafts incorporating feedback from others</li> <li>c. Add detail and/or delete unnecessary information incorporating feedback from others</li> <li>d. Rewrite for clarity, incorporating feedback from others</li> </ul>
4D3	Proofread and apply a few rules of mechanics to make simple changes with support, to enhance reader's understanding	<ul style="list-style-type: none"> <li>a. Correct misspellings</li> <li>b. Correct capitalization</li> <li>c. Correct punctuation to end sentences and link compounds</li> <li>d. Correct simple present and past, past progressive, and future tenses of verbs, subject-verb agreement</li> <li>e. Correct noun/pronoun agreement, plurals and articles</li> <li>f. Correct word choice (e.g., synonyms, homonyms, easily confused words) and word order</li> <li>g. Use tools such as word lists, dictionaries, or simple editing checklists</li> </ul>

## **Illustration of Conveying Ideas in Writing at WA ESL Level 4:**

### ***Taking a “While You Were Out” Message***

Mario works in a small office supply company. He usually works on the floor checking inventory, stocking shelves, assisting customers who are looking for particular items, and occasionally running the cash register if extra help is needed. But today he is asked to do a different job. Marta, the Store Manager, usually answers phones, but today she needs to attend a sales meeting across town. She is expecting a couple important calls, so she asks Mario specifically to cover the phones while she is gone, and to take good messages so that she will be prepared to respond when she returns.

Mario wants to do a good job of communicating the information he gets from phone calls. He remembers practicing taking phone messages in a work readiness class he took before getting this job, but he is still a little nervous. So he decides to come in a few minutes early and review what he will need to do. He knows that calls will most likely come from either potential customers or vendors, and he knows that the manager asked him to be sure to write down who called, when they called, a brief note about why they were calling, and how to reach them. He knows that whatever he writes in a message will need to sound “business-like”, and it would not be appropriate to add any further unnecessary or personal information – just the facts!

Mario remembers seeing a “While you Were Out” message pad by the phone in the manager’s office, so he finds it and studies it carefully to see what kind of information he will need to write down, and where. He notes that there are spaces on the page to fill in the date and time, 3 lines for writing the caller’s name, company (he remembers from that work readiness class he took that when it says “of”, that means where someone is calling from, or the company the caller represents), and phone number, and several lines below that he assumes are meant for the actual message. Then as he looks around he is pleased to notice a couple filled-out message sheets from the pad tacked up on the board near the phone. He decides to study them as “models” for what he needs to do. And then he figures he better have a clock and a calendar close by so he can be sure to write the correct date and time on each memo. Finally, he decides that when he answers the phone and is trying to take a message, he will jot notes on scrap paper first, and then transfer the information onto the message pad. Since he’s still feeling a little nervous, that way he won’t be so focused on filling out the form correctly that he misses any important information.

The first call that Mario takes is from a customer who is concerned that she has not yet received a box of business cards that she had ordered over a week ago. She wants the manager to check the status of her order and then call her. Mario understands what he is hearing and makes notes on the scrap paper as he listens. He is not sure how to spell the customer’s name so he politely asks her to spell her name for him, and he writes the letters as he hears them. He also wants to be sure he wrote her phone number correctly, so he repeats what he wrote to her and asks if that is correct. When he hangs up, Mario checks

the clock and writes down the time on the message pad. He also looks at the calendar and copies the name of the month and the number for today. Next he copies the customer's name and phone number onto the pad at the appropriate spaces. And lastly he reads over his notes, and from them composes a few short sentences containing the message: "She order cards last week. She did not get them. Please check and call her." He reads over his sentences and they sound right. But just to be sure, he asks his coworker to read them over. The coworker says they look mostly fine but he forgot the "-ed" on the end of the word "order". Mario adds the "-ed"; he also looks at his "models" to check the spelling of the words "ordered" and "please".

The first experience was the toughest, and Mario goes on to take a few more messages with increasing ease. His manager is pleased!

## **Illustration of CIW Teaching and Learning at WA ESL Level 4:**

### ***Filling Out Work-Related Forms***

Joe teaches at the local Community College in a basic work skills class. The curriculum for the class generally focuses on effective job search activities, but Joe knows that his students need to work on some of the basic skills that they must apply in order to engage in those activities, as well as to succeed and advance in the jobs they eventually get. So Joe decides to facilitate a discussion and brainstorm with his students in which they look at common job search activities and think about what kinds of skills they need to accomplish them. Joe writes on the board a list of activities currently covered on the curriculum, and the students use the EFF Skills Wheel as a guide to create mind maps for each activity. Then they study their maps to see what skills “stick out”; among other things, they notice that “Convey Ideas in Writing” comes up a lot – in developing a resume, writing a cover letter, filling out an application, etc. So the class decides to spend some time working on that standard.

Joe takes this planning activity one step further: he asks the students to make another mind map, this one with “writing” at the center, and to brainstorm times that a worker will need to convey ideas in writing ON the job. They come up with such things as filling in order forms, taking messages, writing notes to coworkers or supervisors for various reasons, etc. Joe asks students to study and explain the definition of the EFF standard; if the students don’t bring it up, he is sure to point out how it describes writing as a purposeful, thoughtful process. Also, Joe talks explicitly about transfer between applying skills for the job search and applying skills on the job, and says that by learning to “Convey Ideas in Writing” in work-related activities they will be addressing both. Joe says that they will return to the standard after they have done some work-related activities to see how well they are conveying ideas in writing.

Joe brings to class some examples of fairly simple employment applications and telephone message forms (some completed, some not). The class studies these documents in order to identify what kinds of writing are common to both. They see that both forms require a person to write personal and company names, dates, and brief narratives.

Class members practice writing each other’s names as others spell them. They do a similar activity with names of companies that students know or have worked for. Joe teaches them strategies for making sure the spelling is correct, like asking the speaker to spell her/his name, spelling the name back to the speaker, and checking names (especially for companies) in a phone book or other printed sources like signs and ads. And the students look at calendars and a clock to practice writing various dates and times. These tasks and the words they generate give Joe the opportunity to review some spelling rules involving common consonant-vowel combinations, and to teach common abbreviations for the titles that often go with names.

Now Joe turns his students' attention back to the documents and they focus on 2 similar kinds of very brief narratives: a description of a prior job on the application, and the body of a phone message. Joe helps students understand what "narrative" means in these contexts, and that such a narrative requires multiple sentences about a topic in some sort of logical order. Joe also points out that this concept is the beginning of writing paragraphs. The students have already done some work on construction of simple sentences using present and future tenses of verbs, so they use their prior learning as they practice orally putting more than one sentence about a topic (a prior work experience, a message one might need to pass on to a supervisor) into logical sequence in order to form a very brief narrative. They exchange papers to see if what their peers have written is clear. Joe picks out a couple of examples of problems he sees in grammar or wording and conducts a "mini-lesson" for everyone on these skills. He uses these examples to teach compound sentence structure and the related use of commas and common conjunctions. The class also looks at their own sentences, as well as once again at the model documents, to identify any words that they have not yet practiced but might need to write frequently in these kinds of documents. They practice writing these words.

Now they feel ready to try writing their own narratives. Each student chooses to work on one type or the other, writes a draft, and tries to use what she/he has learned to check it over for any mistakes. Then a student pairs up with another student who did the same task. They read each others' drafts and make checks on a very simple rubric ("ok" or "needs more work and why") to review them (if they choose "needs more work" they also try to write a little explanation), looking specifically for 1) clear purpose and message; 2) logical sequence of sentences; 3) correct sentence structure; and 4) correct spelling. Then they talk to each other about their findings. If the writer agrees with the comments of the reviewer, the writer uses that information to make changes to the draft.

Joe brings the group together and asks them to talk about the experience of planning, writing and revising that they have just participated in. He also asks them how that experience might affect the way they approach the writing they need to do in real-life job applications and work memos. And finally he asks students to look again at the EFF Standard and assess how well they have accomplished the goal of conveying ideas in writing during this activity. They talk about what comes next – do they need more practice with this kind of activity, or are they ready to move on?

## WA ESL Level 5: Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

### ESL Level 5 Indicators

W 5.1 Determine the purpose and audience for communicating in writing

W 5.2 Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft

W 5.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a few short, well-linked paragraphs to convey ideas with several supporting details/examples reflecting some attention to audience

W 5.4 Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process and making revisions to a first and final draft based on review and feedback from others. Demonstrate beginning attention to clarity, descriptiveness, personal voice, and appropriateness of text for the intended audience

W 5.5 Make several simple edits of grammar (such as simple tense agreement), spelling and punctuation (such as periods, capital letters, and some commas), sentence structure (such as compound and some complex sentences), language usage, and text structure using tools such as spelling word lists and simple editing checklists

**Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings:** *Adults performing at Level 5 can* write simple narrative, informative, or expressive texts of a few short paragraphs and steps/instructions/commands with some effort but with few errors. They can independently accomplish well-defined and structured writing activities for varied audiences (self, family, workplace, teacher) in a range of comfortable and familiar settings.

### ESL Level 5 Examples of Proficient Performance

*Adults performing at Level 5 can Convey Ideas in Writing to accomplish a variety of goals, such as:*

- Write a brief conversational e-mail or letter to a friend
- Write an easy-to-read information booklet for young children
- Write simple step-by-step instructions for everyday activities
- Write a simple poem
- Write about a personal work experience to prepare for resume development
- Write an entry in the “Problem Book” at work to alert your supervisor to a safety issue

### Teaching and Learning Objectives for ESL Level 5

Instruction and learning activities should be based on real-life purposes, texts, and activities.

#### A. Planning Strand

- 5A1 Convey Ideas in Writing for real-life purposes and audiences
- 5A2 Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary and English grammar/writing conventions to support planning for written communication
- 5A3 Generate ideas and information drawn from prior knowledge that may address writing purpose
- 5A4 Identify and organize a few ideas to support a writing purpose

**B. Text Generation Strand**

- 5B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text
- 5B2 Write using a variety of familiar vocabulary used in work, life, academic/vocational and community settings, as well as some words specific to specialized areas of interest
- 5B3 Write simple, compound and some complex sentences to communicate
- 5B4 Identify and choose an appropriate model to logically organize ideas into a few short paragraphs on a selected topic

**C. Writing Conventions Strand**

- 5C1 Draw on and apply relevant prior knowledge of English language structure and usage to produce written text
- 5C2 Use tools/resources to apply writing conventions
- 5C3 Spell common single- and multi-syllabic words and some specialized words
- 5C4 Construct and combine simple sentences into compound and some complex sentences
- 5C5 Develop and apply general and some content-specific knowledge of word forms, and frequently associated words (collocation) to produce written text
- 5C6 Attend to capitalization
- 5C7 Use terminal and internal punctuation correctly

**D. Revision Strand**

- 5D1 Reread own written text and make simple content revisions
- 5D2 Consider and apply feedback from an external reader/reviewer to make revisions
- 5D3 Proofread and apply rules of mechanics to make simple changes as needed to enhance reader's understanding

# Convey Ideas in Writing

High Intermediate ESL

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

## ESL Level 5 Teaching and Learning Objectives

Teaching and Learning Objective		Examples
<b>A. PLANNING STRAND</b>		
5A1	Convey Ideas in Writing for real-life purposes and audiences	a. Determine general purposes (e.g., to inform, describe, entertain, persuade) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing b. State intended audience and explain degree of written precision needed to communicate to that audience c. Identify audience purpose for reading written communication d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)
5A2	Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/writing conventions to support planning for written communication	a. Determine relevant content for addressing writing purpose b. Choose from strategies to overcome barriers related to writing (e.g., free-writing, dialog journals) c. Determine appropriate word choice and organization to address intended audience d. Determine appropriate tone and level of formality to suit purpose, context and audience
5A3	Generate ideas and information drawn from prior knowledge that may address writing purpose	a. Brainstorm and freewrite b. Write notes while listening to spoken words c. Ask and answer questions and interview others to get ideas d. Develop simple graphic organizers to generate ideas e. Identify key words and vocabulary from reading
5A4	Identify and organize a few ideas to support a writing purpose	a. Follow an externally developed plan to organize ideas (e.g., a template, form or application) b. Use a text model as a guide for different kinds of writing (e.g., narrative, report, letter) and exercise some personal choices in implementing the model c. Use graphic organizers to plan the draft, such as mind map templates, outlines, timelines d. Respond to requests for written communication such as prompts and questions for school, work and life, posed by self and others (e.g., accident reports, cover letters) e. Choose appropriate model and share writing plan and ask for feedback from others
<b>B. TEXT GENERATION STRAND</b>		
5B1	Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings to convey ideas in written text	

5B2	Write using a variety of familiar vocabulary used in work, life, academic/vocational and community settings, as well as some words specific to specialized areas of interest	<ul style="list-style-type: none"> <li>a. Write personal, community, workplace and learned vocabulary words and use some abstract nouns and vocabulary</li> <li>b. Make choices of effective word use, including register, within a limited vocabulary set with the assistance of external tools (glossary, dictionary)</li> <li>c. Write numbers and symbols (e.g., create text for graphs and charts)</li> <li>d. Use idioms, homonyms, phrasal verbs in writing</li> </ul>
5B3	Write simple, compound and some complex sentences to communicate	<ul style="list-style-type: none"> <li>a. Use a variety of sentence types appropriate to the purpose</li> <li>b. Write simple complex and compound sentences related to a prompt</li> <li>c. Write several simple, compound and complex sentences using a model to create a coherent text</li> <li>d. Use a variety of coordinating conjunctions to create compound sentences</li> <li>e. Begin to use subordinating conjunctions, conjunctive adverbs and transition words to create complex sentences (for instance, while, after, however)</li> </ul>
5B4	Identify and choose an appropriate model to logically organize ideas into a few short paragraphs on a selected topic	<ul style="list-style-type: none"> <li>a. Write for personal use (blogs, social networking)</li> <li>b. Write for vocational use (resumes, business letters)</li> <li>c. Write for academic use (narratives, lab reports, observations)</li> <li>d. With or without a model, logically order and link a few short paragraphs to support a writing purpose</li> <li>e. Organize one – three paragraphs which state, elaborate and/or summarize, using some supporting details/examples/illustrations/reasons, on a single topic</li> <li>f. Write simple transition and signal words to help organize written communication (first, next, finally, once upon a time, etc.)</li> </ul>

### C. WRITING CONVENTIONS STRAND

5C1	Draw on and apply relevant prior knowledge of English language structure and usage to produce written text	
5C2	Use tools/resources to apply writing conventions	<ul style="list-style-type: none"> <li>a. Use tools (e.g., dictionary, word list, thesaurus) to check word choice (including word form and register) and spelling</li> <li>b. Use tools (e.g., class handouts and notes, verb charts) to check language structures (e.g., conditionals, noun clauses, etc.)</li> <li>c. Select from and use word processing/editing tools</li> </ul>
5C3	Spell common single- and multi-syllabic words and some specialized words	<ul style="list-style-type: none"> <li>a. Write words containing common roots (e.g., cycl, form, ped) and common prefixes and affixes (e.g., anti-, inter-, intra-, post-, -able, -ible, -tion)</li> <li>b. Spell most common and some specialized abbreviations</li> <li>c. Employ/apply a personal inventory of spelling patterns and rules to spell both familiar and new words</li> <li>d. Learn and use more complex vocabulary related to one's own environment</li> </ul>
5C4	Construct and combine simple sentences into compound and some complex sentences	<ul style="list-style-type: none"> <li>a. <ul style="list-style-type: none"> <li>1. Construct compound sentences using a full range of coordinating conjunctions</li> <li>2. Construct complex sentences by combining independent and dependent clauses using subordinating conjunctions (e.g., when, after, before, while, because, if)</li> </ul> </li> <li>b. Attend to run-on sentences and repair meaning by breaking into multiple sentences</li> <li>c. Identify and repair fragments</li> </ul>
5C5	Develop and apply general and some content-specific knowledge of word forms, and frequently associated	<ul style="list-style-type: none"> <li>a. Use parts of speech appropriately</li> <li>b. Use idiomatic and colloquial language correctly in phrases</li> <li>c. Use prefixes, roots (bio, ject, mono) and suffixes to produce</li> </ul>

	words (collocation) to produce written text	correct word forms
5C6	Attend to capitalization	
5C7	Use terminal and internal punctuation correctly	<ul style="list-style-type: none"> <li>a. Use punctuation to end sentences</li> <li>b. Use commas correctly between independent and dependent clauses in complex sentences</li> <li>c. Use quotation marks in direct quotations and dialog</li> <li>d. Use parentheses and dashes to separate or subordinate ideas</li> </ul>
<b>D. REVISIONS STRAND</b>		
5D1	Reread own written text and make simple content revisions	<ul style="list-style-type: none"> <li>a. Students revise own writing using tools and strategies such as guiding questions, revision checklists or outlines to review own written text</li> <li>b. Read aloud to hear how text sounds (flow, tone, word choice, etc.) and make revisions</li> <li>c. Look at own writing and decide on changes before getting external feedback</li> </ul>
5D2	Consider and apply feedback from an external reader/reviewer to make revisions	<ul style="list-style-type: none"> <li>a. Practice using a few more complex peer revision strategies</li> <li>b. Make content changes in drafts incorporating feedback from others</li> <li>c. Add appropriate detail and/or delete unnecessary information incorporating feedback from others</li> <li>d. Rewrite for clarity incorporating feedback from others</li> </ul>
5D3	Proofread and apply rules of mechanics to make simple changes as needed to enhance reader's understanding	<ul style="list-style-type: none"> <li>a. Correct misspellings</li> <li>b. Correct capitalization</li> <li>c. Correct punctuation to end sentences, to link series, and to denote independent and (some) dependent clauses</li> <li>d. Correct present, past and future tenses of verbs, including present and past perfect, subject-verb agreement</li> <li>e. Correct pronoun use and plurals</li> <li>f. Correct word choice for description, accuracy, lack of repetition, and correct word order</li> <li>g. Use tools such as word lists, dictionaries, or simple editing checklists</li> </ul>

## Illustration of Conveying Ideas in Writing at WA ESL Level 5:

### *Writing a “Guide to Recycling” for the neighborhood*

Gail and her neighborhood action group have a problem. After several years of neighborhood groups activating their members and negotiating with city officials, they have finally won city-wide curbside recycling service. But after a few months of this service being available, the authorities are complaining that not enough households are using the service to make it profitable for the city. There are rumors that curbside recycling may be cut from the city’s budget next year.

Gail’s neighborhood group gets together to figure out what to do. They know that the demand for the recycling service is there – they have done door-to-door surveys and held well-attended community-wide meetings, and the positive response was overwhelming. But as they talk it becomes apparent that there are a lot of folks who aren’t sure how to use the service in accordance with the city’s guidelines. What is recyclable, and what isn’t? How do you prepare recyclables to be taken away? When and how often do recyclables get picked up? The group notes that the city authority had published information in the local paper and someone had cut out and posted the article on the bulletin board of their meeting room. They decide that folks need simpler and more easily available information to help them take better advantage of the recycling service. After brainstorming about how to accomplish this, they decide to write a short and easy-to-read guide that lays out the “how-to” of curbside recycling. It will be in the form of a flyer, and group members will put one in every door of the neighborhood. They can also leave copies at the grocery store, the laundromat and the post office. Gail volunteers to draft the text for the guide and bring it back to their next meeting for comments.

Gail takes the newspaper article with her, and sits down with it and a piece of paper to think about what the guide needs to say. She remembers a strategy for planning what to write that she learned in an adult ed class she took last year, so she draws a circle in the middle of her paper and writes in it “what we need to know about recycling” (she’s not sure she spelled “recycling” correctly but that’s ok for now). Then she draws lines coming out from the center for each kind of information she thinks of: When? How often? What kind of trash? Where do I put it? Where do I get a recycling can? Now she takes another piece of paper, looks over the newspaper article, and writes down all the important things she can think of to address each kind of information she identified: When? Early Monday morning. How often? Every other week. Where? Same place I put trash. What kind of trash? Glass bottles, large plastic bottles, newspapers. Recycling can? Call 985-2222 and ask for one. Gail looks at the article again and notices some bolded print that she figures she better copy exactly, so she writes it down too: **“Newspapers must be placed in brown paper bags or tied together with string.”** She reads over what she wrote down, and as she does she thinks about some things to add that weren’t in the article but that she remembers from her own experience. For instance, under “when” she wants to suggest that her neighbors put out their recycling the night before, because they really do come EARLY! And for “how often”, it might really help to keep a calendar with every other Monday marked – that certainly helped her!

Now that Gail has a lot of information to work with, she thinks about the best format to use so that it will be easy to read. She decides that, because this is supposed to be a “guide”, she is going to list and number steps for a person to follow to recycle. On a clean sheet of paper she starts by writing in large letters “HOW TO RECYCLE”. Then she studies her information again, and decides what should come first, and next, etc. She remembers from her class that, when you are telling someone how to do something, you can use a verb to begin each sentence and don’t have to worry about a subject. So she writes her first step, “Call 985-2222 and ask for a recycle can”, and a second step “Put glass and plastic bottles in the can”, and a third step, “put newspapers in a brown paper bag or tie them up with string.” In this way she creates a written list of steps that instruct her neighbors how to successfully recycle.

Gail double-checks the article to be sure she got details like the phone number right. If she is not sure how to spell a word, she either looks at the article to check the spelling (recycle), or sounds out (plastic) or thinks about some long words as more than one short word (news+paper) that she can spell. She also looks over each step to be sure she put a capital letter at the beginning and a period at the end of each. She makes some changes as a result of this review. Then she reads each step to herself to be sure it sounds right. Finally, before she takes her draft back to the group, she reads it out loud to her husband and asks him if he would be able to follow the directions as she has written them. He thinks the directions are pretty clear but reminds her that she wanted to suggest that folks put out their recycling on Sunday nights. So she adds that piece in, and now she is ready to show the text to the group to get their ideas for final revisions and approval!

## Illustration of CIW Teaching and Learning at WA ESL Level 5:

### *Writing a “How-To” Piece To Get Something Done*

Kat teaches an ABE class in her school district’s adult education program. She has noticed that her students don’t seem to like to write very much and avoid doing it whenever possible. That worries her because she knows that most of the students have the goal of eventually passing the GED exam, and they need to be able to write in order to do so. She wants them to WANT to write but knows that they will need to identify their own reasons why writing is important to them before they can really learn. So Kat decides to have a brainstorming session with them about when they need to write in their everyday lives, and in which situations they would like to be able to write well. After some initial negative comments they start to warm up to the task and talk about several examples: notes to teachers when the kids are sick, a favorite recipe, directions to the house for a birthday party, a list of chores for the kids to do on Saturday while I’m at work, etc. Kat listens for a common theme, and notices that several of the ideas involve telling someone how to do something. She points this out to the students, and decides to focus on simple “process analysis” as a way to build some basic writing skills while dealing with purposes and content that her students will be interested in. First, she adds, they need to come up with ideas to write about, so they are going to try out some planning strategies to do that.

Kat uses one suggestion from the brainstorm, the list of chores. She shows them on the whiteboard how to do a simple mind map with “chores” in a circle in the middle and examples radiating out from the circle. She notes that this is a good planning strategy for people who learn best when making or looking at pictures, models etc. She then models a “question/answer” planning strategy for people who learn best by talking and listening. She asks for a volunteer to have a conversation with her, and she asks this person to describe the chores that her kids might do while she is away. She writes a list of answers down on the whiteboard; she also adds some ideas herself, speaking them and writing them down. She explains that with this strategy you can also ask yourself questions and jot down the answers. The goal, with both strategies, is to get as much information as possible out on the paper. Once the ideas are “out”, we can start organizing them to meet the writing purpose.

Now Kat can teach what “process analysis” is (she also calls it “how-to” writing) and how to use it. In the context of writing even a brief list of chores to do on Saturday that is based on the earlier planning, Kat teaches and students practice some basic logical sequencing, correct verb usage, capitalization and punctuation in imperative sentences, and use of bullets and numbering for lists, i.e.,

1. Pick up dirty clothes and put them in the hamper.
2. Put the hamper by the washing machine.

Kat also asks students to brainstorm a list of vocabulary words that they might be using with this particular topic. As she looks over the words, she discovers some opportunities to teach and review some spelling rules that they should know, especially related to multisyllabic words that have common roots, prefixes, and suffixes (“put out the *recycling*”, “iron dad’s *uniform* shirts”, etc.).

Kat now asks students to find a “writing buddy”. Together, the pair will decide on a topic for their “how-to” writing, decide which planning strategy to use, and eventually, do some peer editing for each other. The pairs work together on the planning stages but then each individual writes a “how-to” paper on the chosen topic. Kat has made a simple rubric that covers the new rules that she has taught for process analysis writing, as well as addressing spelling, capitalization, and punctuation. She asks each individual to use the rubric to review her/his own writing and make changes if necessary. Then the writing buddies switch papers and use the same rubric to talk about the content of their work and then to edit each others’ work. They talk to each other about the results, and then each student writes a final draft of the “how-to” paper.

## WA ESL Level 6: Convey Ideas in Writing

Advanced ESL

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

### ESL Level 6 Indicators

W 6.1 Determine the purpose and audience for communicating in writing

W 6.2 Use multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose (such as writing to inform, to get things done, to express feelings and ideas or to persuade others) and produce a legible and comprehensible draft

W 6.3 Appropriately use both everyday and specialized vocabulary and a limited variety of simple and complex sentence structures in multiple coherent steps or a few well-constructed and linked paragraphs to convey ideas, with several supporting facts/details/examples reflecting judgment regarding appropriate language and level of formality for the intended audience

W 6.4 Use several simple revision strategies to monitor one's own writing, make revisions based on review and feedback from others, and produce rough and final drafts. Demonstrate some attention to clarity, descriptiveness, personal voice and appropriateness of text for the intended audience

W 6.5 Make many edits of grammar (verb tense forms), spelling, sentence structure (simple/compound/complex with appropriate capitalization and punctuation), language usage and text structure, often with the help of tools such as simplified dictionaries, grammar checklists, and graphic organizers

**Show Fluency, Independence, and Ability to Perform in a Range of Settings:** *Adults performing at Level 6 can write coherent steps or a few well-constructed paragraphs easily and with few errors to independently accomplish well defined and structured writing activities for varied purposes (such as for personal expression, to inform, to persuade or to complete a task) and audiences in a range of comfortable and familiar settings.*

### ESL Level 6 Examples of Proficient Performance

*Adults performing at Level 6 can Convey Ideas in Writing to accomplish a variety of goals, such as:*

- Write a summary of a book or article
- Write a brief letter to the editor, to clarify one's own opinion on a subject
- Write a letter of appreciation or congratulations to a friend or relative
- Generate and continue a discussion on social media and e-learning platforms
- Write a practice GED essay
- Write a response to a newspaper advice column
- Write a brief story about a personal event for the company newsletter
- Write an incident or accident report at work
- Write an agenda for an upcoming staff or community meeting

## Teaching and Learning Objectives for ESL Level 6

Instruction and learning activities should be based on real-life purposes, texts, and activities.

### **A. Planning Strand**

- 6A1 Convey Ideas in Writing for real-life purposes and audiences
- 6A2 Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, some specialized content, general and some specialized vocabulary, and English grammar/writing conventions to support planning for written communication
- 6A3 Generate ideas and information drawn from prior knowledge that may address writing purpose
- 6A4 Identify and organize ideas to support a writing purpose

### **B. Text Generation Strand**

- 6B1 Apply prior knowledge about everyday life, personal experience and interests, and cultural understandings to convey ideas in written text
- 6B2 Write using a variety of vocabulary used in work, life, academic/vocational and community settings, as well as words specific to specialized areas of interest or focus to improve the comprehensibility of writing
- 6B3 Write complex sentences, containing long phrases and clauses if appropriate, to communicate
- 6B4 Identify and choose an appropriate model to logically organize ideas into a few well-constructed paragraphs on a variety of topics

### **C. Writing Conventions Strand**

- 6C1 Choose and apply relevant prior knowledge of English language structure and usage to produce written text
- 6C2 Use tools/resources to apply writing conventions
- 6C3 Spell single- and multi- syllabic and specialized words
- 6C4 Construct a variety of sentence types, including appropriately long complex sentences for academic or professional purposes
- 6C5 Develop, choose and apply general and some content-specific knowledge of word forms, and frequently associated words (collocation) to produce written text
- 6C6 Attend to capitalization, including dialog sentence structures
- 6C7 Use appropriate punctuation

### **D. Revision Strand**

- 6D1 Perform multiple re-readings of own written text and make content revisions for fidelity to purpose, clarity, a sense of voice, and consideration of audience
- 6D2 Evaluate and apply feedback from an external reader/reviewer to make revisions to drafts
- 6D3 Proofread and apply rules of mechanics to make changes as needed to enhance reader's understanding

# Convey Ideas in Writing

Advanced ESL

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

## ESL Level 6 Teaching and Learning Objectives

Teaching and Learning Objective		Examples
<b>A. PLANNING STRAND</b>		
6A1	Convey Ideas in Writing for real-life purposes and audiences	<ul style="list-style-type: none"> <li>a. Determine general purposes (e.g., to inform, describe, entertain, persuade) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing</li> <li>b. State intended audience and explain degree of written precision needed to communicate to that audience</li> <li>c. Identify audience purpose for reading written communication</li> <li>d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)</li> </ul>
6A2	Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, some specialized content, general and some specialized vocabulary, and English grammar/writing conventions to support planning for written communication	<ul style="list-style-type: none"> <li>a. Determine relevant content for addressing writing purpose</li> <li>b. Choose and develop strategies to overcome barriers related to writing</li> <li>c. Determine appropriate word choice, organization and structure to address intended audience</li> <li>d. Determine appropriate tone, level of formality and style to suit purpose, context and audience</li> <li>e. Determine appropriate rhetorical form for addressing purpose (e.g., narrative, description, persuasion)</li> </ul>
6A3	Generate ideas and information drawn from prior knowledge that may address writing purpose	<ul style="list-style-type: none"> <li>a. Brainstorm and freewrite</li> <li>b. Write extensive notes while listening to spoken words</li> <li>c. Through reflection and/or discussion prior to writing, pose and answer questions that require critical thinking</li> <li>d. Choose from several pre-writing strategies and tools such as mind-maps to generate ideas</li> <li>e. Take brief notes from reading</li> </ul>
6A4	Identify and organize a few ideas to support a writing purpose	<ul style="list-style-type: none"> <li>a. Use templates for common business, legal, and community documents (e.g., resumes, business letters) to plan and organize ideas</li> <li>b. Understand and analyze simple models for developing ideas within a particular genre (e.g., models for persuasive or narrative writing, templates for forms, reports, applications)</li> <li>c. Use a variety of graphic organizers (e.g., extended outlines, text maps and diagrams, timelines)</li> <li>d. Respond to requests for written communication such as prompts and questions posed by self and others (e.g., cover letters)</li> <li>e. Develop and share a basic writing plan and ask for feedback from others</li> <li>f. Restate and summarize a number of simple ideas or items of information for the purpose of planning</li> <li>g. Categorize a limited number of ideas or items of information by themes or strands to support a goal</li> <li>h. Develop a thesis to explore during writing</li> </ul>

<b>B. TEXT GENERATION STRAND</b>		
6B1	Apply prior knowledge about everyday life, personal experience and interests, and cultural understandings to convey ideas in written text	
6B2	Write using a variety of vocabulary used in work, life, academic/vocational and community settings, as well as words specific to specialized areas of interest or focus to improve the comprehensibility of writing	<ul style="list-style-type: none"> <li>a. Deliberately increase vocabulary capacity, including vocabulary for career and academic settings</li> <li>b. Make choices of effective word use, including register, with the assistance of external tools (glossary, dictionary)</li> <li>c. Write numbers and symbols (e.g., create text for complex graphs and charts)</li> <li>d. Use idioms, homonyms, phrasal verbs to convey appropriate meaning</li> </ul>
6B3	Write complex sentences, containing long phrases and clauses if appropriate to communicate	<ul style="list-style-type: none"> <li>a. Select from a variety of sentence formats to meet the writing purpose</li> <li>b. Write short, coherent text using a variety of sentence types to respond to workplace and academic responsibilities</li> <li>c. Write several simple, compound and complex sentences to create a coherent text</li> <li>d. Use a variety of conjunctions, conjunctive adverbs and transition words effectively</li> </ul>
6B4	Identify and choose an appropriate model to logically organize ideas into a few well-constructed paragraphs on a variety of topics	<ul style="list-style-type: none"> <li>a. Write for personal use (citizenship forms, family histories)</li> <li>b. Write for vocational use (proposals, incident reports)</li> <li>c. Write using rhetorical types (compare/contrast, argument, narrative, process, cause/effect)</li> <li>d. Write multiple paragraphs in simple essay format (introduction, development of ideas, conclusion)</li> <li>e. Organize paragraphs using explicit or implicit main ideas and supporting details to elaborate a topic, describe or persuade</li> <li>f. Use signal words in writing to clarify transitions and relationships among ideas from sentence to sentence and paragraph to paragraph (whereas, while, on the one hand, therefore)</li> </ul>
<b>C. WRITING CONVENTIONS STRAND</b>		
6C1	Choose and apply relevant prior knowledge of English language structure and usage to produce written text	
6C2	Use tools/resources to apply writing conventions	<ul style="list-style-type: none"> <li>a. Use tools (e.g., dictionary, word list, thesaurus, collocations dictionary and online tools) to check word choice including word form, register and spelling</li> <li>b. Use tools, (e.g., class handouts and notes, verb charts) to check language structures (e.g., conditionals, noun clauses, etc.)</li> <li>c. Select from and use a wide variety of word processing/editing tools, including spell-check</li> </ul>
6C3	Spell single- and multi-syllabic and specialized words	<ul style="list-style-type: none"> <li>a. Use knowledge of a range of syllable patterns, roots (e.g., spec, flect, dic) and prefixes and suffixes (e.g., semi-, quad-, milli-, logist, -ician) to construct words</li> <li>b. Write words and abbreviations common to one's career, interest, or academic area</li> </ul>
6C4	Construct a variety of sentence types, including appropriately long complex sentences for academic or	<ul style="list-style-type: none"> <li>a. <ul style="list-style-type: none"> <li>1. Combine simple sentences into longer (compound and complex) ones to achieve writing purpose</li> <li>2. Construct complex sentences, using a full range of subordinating conjunctions</li> </ul> </li> </ul>

	professional purposes	<ul style="list-style-type: none"> <li>b. Attend to run-on sentences and determine whether sentence contains too many ideas and should be broken into multiple sentences</li> <li>c. Identify and repair fragments</li> <li>d. Employ construction strategies such as colons, dashes, semi-colons when appropriate</li> </ul>
6C5	Develop, choose and apply general and some content-specific knowledge of word forms, and frequently associated words (collocation) to produce written text	<ul style="list-style-type: none"> <li>a. Use all parts of speech appropriately</li> <li>b. Use some specialized, idiomatic and colloquial language correctly in phrases</li> <li>c. Use prefixes, roots and suffixes to produce correct word forms</li> </ul>
6C6	Attend to capitalization, including dialog sentence structures	
6C7	Use appropriate punctuation	<ul style="list-style-type: none"> <li>a. Be able to justify punctuation choices to end sentences and to denote independent and dependent clauses</li> <li>b. Use semicolons and colons correctly</li> <li>c. Use quotation marks to identify citations</li> <li>d. Use specialized discipline-specific punctuation (e.g., CNA)</li> </ul>
<b>D. REVISION STRAND</b>		
6D1	Perform multiple re-readings of own written text and make content revisions for fidelity to purpose, clarity, a sense of voice, and consideration of audience	<ul style="list-style-type: none"> <li>a. Students revise own writing using tools and strategies such as guiding questions or outlines to review own written text</li> <li>b. Read aloud to hear how text sounds (flow, tone, word choice, etc.) and make revisions</li> <li>c. Re-read own writing and make sure purpose is addressed</li> </ul>
6D2	Evaluate and apply feedback from an external reader/reviewer to make revisions to drafts	<ul style="list-style-type: none"> <li>a. Practice and use a variety of peer feedback strategies</li> <li>b. Make content changes in drafts incorporating feedback from others</li> <li>c. Add detail needed to support logical argument and delete unnecessary information incorporating feedback from others</li> <li>d. Rewrite for clarity incorporating feedback from others</li> <li>e. Recognize the effect of voice, tone, and formality, and revise through incorporating feedback from others</li> </ul>
6D3	Proofread and apply rules of mechanics to make changes as needed to enhance reader's understanding	<ul style="list-style-type: none"> <li>a. Correct misspellings</li> <li>b. Correct capitalization</li> <li>c. Correct punctuation</li> <li>d. Correct present, past and future tenses of verbs, subject-verb agreement</li> <li>e. Correct pronoun use and plurals</li> <li>f. Correct word choice for description, accuracy, lack of repetition, and correct word order</li> <li>g. Use application of rules and tools such as dictionaries, editing checklists or simple rubrics</li> </ul>

## **Illustration of Conveying Ideas in Writing at WA ESL Level 6:**

### ***Writing an annual “Family News” Letter***

Robert, Beth, and their kids recently attended a family reunion for the first time. It was a great day – they had a big picnic and lots of people attended, including several relatives that Robert and his family had never met before. On the way home the family talked about how much fun they had, and how they wished they could stay in touch with a lot of those family members more consistently. It was a shame to wait for the next reunion, which might not happen for a few years. As they talked, Beth said she had once heard someone talking about sending out a kind of “form letter” to all her relatives each year in order to say “hello” and keep them all up to date on her family’s activities. With that, Robert suddenly remembered that he had an aunt who used to send his family letters like that when he was growing up. That sounded like something nice that they could do too, and a lot easier than trying to send individual letters or make individual phone calls to all those relatives! Plus, they could send the letter around the holidays so that it could be a kind of “holiday card” from the family. The family thought this sounded like a great idea, so after they got home they put the plan into motion.

They know that the person who organized the reunion had a list of names, addresses and telephone numbers of the folks who attended, so Robert agrees to call the organizer and get the list. When they get it, they notice that some people included email addresses; their family computer has internet access so they decide that they will send their family letter both as an email and in the U. S. mail.

Beth doesn’t feel comfortable volunteering to write a long, involved letter but she thinks she can manage a page or so. She does remember from a basic writing class she took how to put together a short letter with an introduction, the body, and a conclusion, so she says that she will write the letter as long as everyone helps her come up with ideas about what to say. She takes a piece of paper and asks them to help her come up with the most interesting and fun things they want the relatives to know about them. As they brainstorm, she writes down ideas. They come up with lots of things to write about. Since this is not going to be a long letter, though, they review their ideas and decide to narrow them down to 2 main things: how the kids are doing in school, and about the dog they recently adopted from the local animal shelter.

Now Beth remembers her teacher in that basic writing class showing them some tricks for getting their ideas out on paper. So she takes another piece of paper and starts writing everything she can think of on these two topics. She doesn’t worry about how it looks – she’ll deal with things like spelling and punctuation later. She really warms up as she writes about her kids, what subjects they like and hate, what sports and clubs they are involved in.

And the dog is so cute and funny...she finds lots to say when she just lets the ideas come. After she has done this freewriting for a while, she stops, reads what she has, and starts trying to make a paragraph for each of her topics. She drops some ideas and expands further on some. Now she pays attention to writing full sentences, using the right punctuation and spelling words correctly. She stops now and then to read what she has written and decide if it sounds right. While doing this she realizes that she forgot to include a couple of things, like the name and age of the dog and how many games her son's soccer team won this year, so she adds that information.

Now she needs to write an introduction and a conclusion for the letter. She struggles with how to begin, since this letter is going to a lot of people and not just one. If she writes "Dear...", then what will she write next? Relatives? That doesn't sound right. Instead she decides to write "Hello everyone!" Now she wants the first paragraph to explain who is writing and why, so in one sentence she introduces herself, husband and kids, and in a couple more she writes about wanting to stay a little closer to her extended family by sending this letter from and about her family. Then, for the last paragraph, she writes a couple of sentences about how much fun they had at the reunion getting to know their relatives, and how she hopes they will all find ways to stay in touch more often.

Now Beth puts the letter all together and reads it over. She also gives it to her husband so he can give her a second opinion. He thinks it's mostly great, but it sounds a little "choppy" between the paragraphs, like they jump from one thing to another. Beth sees his point, and remembers that there are ways you can help paragraphs flow together more smoothly. Since she is writing about two main things, she decides to start the second paragraph, after the introduction, with "First,..." the third paragraph with "Next, . . ." and the last paragraph with "Finally,..." to signal that she is finishing up. She reads it over and likes the difference. She also checks and makes a couple of changes in punctuation, and looks up a few words in the dictionary to be sure they are spelled correctly. Finally she reads the whole letter to the family, and they are so impressed they break out in applause! Just before the holidays everyone pitches in to use the list of relative names and contact information to send out the letters.

## **Illustration of CIW Teaching and Learning at WA ESL Level 6:**

### ***Writing a Formal Letter to a Child's Teacher***

Mel teaches a Pre-GED class in a community-based adult education program. He knows that most of his students are pretty focused on passing the GED exam but that they still have a lot of preparation ahead of them. He also knows that they worry particularly about the writing portion of the test, and he wants to help them get over some of their anxiety, but they are not yet ready to practice writing full-length GED-type essays. He can get them started toward that kind of writing, though, by building on what they already know and can do. So he decides to have a conversation with them about what kinds of writing they already do, and what kind of writing they feel like they need to do in their everyday lives. As they respond, Mel listens particularly for mention of writing activities that might be something like the beginning of essay-writing; he hears about letters to teachers about children's schoolwork, an "incident report" to a supervisor at work, and a story for a local newsletter about a new community garden project.

Mel points out that each of these activities involves writing that needs to be organized so that it communicates ideas and information with a clear beginning, middle and end. That's actually what essay writing does too. He suggests that they choose one of these activities as a way to start working with the basics of essay writing. The students agree and choose the letter to a teacher. Mel asks the students to listen carefully as the one student who brought up this letter talks more about her experience, and to write down anything they hear that sounds like important information. He urges them not to worry about their writing being "correct" – this is a strategy they can use in which they write just for themselves in order to generate ideas for more formal writing later. The student says that she has learned by viewing one teacher's website that her child has received several failing grades for homework assignments that were not turned in. She is very frustrated because she asks her child every evening what his assignments are and checks to be sure that work is completed and in his book bag before he leaves for school. It appears that he is not remembering everything he needs to do, but the only way she learns this is when it is already too late and the failing grades have been posted. She feels like she needs help from this teacher to be able to help her child.

Mel now talks about the importance at the beginning of any writing, and in fact during all stages of the writing process, to really be clear about whom you are writing to – that's what we call "audience" -- and why you are writing – that's what we mean by "purpose". That awareness helps a writer make decisions about things like how formal the writing needs to be, what tone of voice to take, what words to use, what information is most important to include, etc. Mel asks students to name the particular audience and purpose for this writing activity, and notes their responses on newsprint. Then he asks them to reflect on what the audience and purpose might mean for the tone and word choice they use in the letter, and again records their responses.

Mel now says they will practice another strategy for generating information and ideas that they may want to include in the letter. It is called “freewriting”, and here the students are asked to remember the purpose they just discussed and to write for several minutes about all the things they can think of that they might say to or ask of this teacher. Once they start writing, they must continue without stopping or worrying about correctness. Even if they can’t come up with a particular word, they can make a placeholder mark and move on – the idea is to keep the pencil moving on the paper until the ideas start coming. After a few minutes of this Mel pairs up the students and asks them to read the results to each other and decide on their best ideas. Then the pairs report out to the whole group. Mel asks if, given what they have heard, the group can agree on 2 main things they want to say to the teacher. They discuss this and finally come up with 1) asking the teacher for suggestions on how to help the child remember homework assignments and bring home the necessary books and materials; and 2) asking the teacher for some way for parents to know what these assignments are before they are due.

Now that they know what they want to say, Mel thinks the students are ready to deal with basic essay format. He starts by asking them to recall the basics of paragraphing, and makes sure they understand the concepts of main idea, topic sentence and supporting detail. Then he says that in a short, simple essay – like the letter they are planning to write – they will need to use 3 kinds of paragraphs. The first, at the beginning, is called the “introduction”, and that is where we write about the purpose of the essay. Why am I writing this to you? What do I want to accomplish? What’s the main point of this piece of writing? The second type of paragraph, at the end, is called the “conclusion”, and that is where we briefly sum up what we said earlier, refer back to why we were writing in the first place, and – especially in a letter – thank the audience for their attention. The third type of paragraph is used for everything in the middle – taking one point we want to make at a time and using a paragraph to make it.

Another matter Mel wants to touch on just briefly is about transitions between paragraphs. He tells the students about some strategies a writer can use to link paragraphs together so that they sound like one flows logically and smoothly into another. A very common strategy is “sequencing” and certain words and phrases signal it (for instance, if you say you are going to make 2 main requests in your letter, you can start one body paragraph with “first” and the next paragraph with “second”, or “next”, thereby “sequencing” your main points; also, writers often signal their conclusion paragraph with terms such as “finally” or “in conclusion”).

Mel now asks students to draft a letter using all the ideas they have generated and the information about paragraph and basic essay format they have just reviewed. He suggests that they stop now and then during the writing process to read what they have written so far and be sure that it says what they want it to say. He also suggests that they try to pay more attention to “correctness” now, writing good sentences with proper punctuation and capitalization, but that this is only a first draft and they will have an opportunity to review it and make corrections after they have the draft to work with.

Mel collects the first drafts as students complete them, assuring them that he is not going to “correct” or “grade” them now; rather he is going to look them over to see if there are any issues with grammar, sentence structure, punctuation or capitalization that they should go over together. As he reads the drafts, he notices that several students are having trouble with using semicolons correctly to link independent clauses. He also notices that sometimes they get confused about subject-verb agreement, especially when writing longer sentences. And everyone needs to check some spellings. So the next time he sees them, he does some focused mini-lessons and practice to address these problems.

Mel now asks students to find a “writing buddy” for peer editing. He distributes a simple rubric that covers basic essay content and structure, as well as addressing sentence structure, spelling, capitalization, and punctuation. He asks each individual to use the rubric to review her/his own writing and make changes if necessary. Then the writing buddies switch papers and use the same rubric to edit each other’s work. They talk to each other about the results, and then each student writes a final draft of the letter.

## WA Convey Ideas in Writing Table of Teaching and Learning Objectives

Relationship of ABE & ESL Levels within this document:

		ABE 1	ABE 2	ABE 3	ABE 4	ABE 5	ABE 6
ESL 1	ESL 2	ESL 3	ESL 4	ESL 5	ESL 6		

### A. PLANNING STRAND

WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Purpose and Audience</b>							
<b>ESL 1A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine specific purposes (e.g., topic to be addressed, task to be accomplished) for writing based on modeling  b. Recognize intended audience and degree of written precision needed to communicate to that audience  c. Based on modeling, identify audience purpose for reading written communication	<b>ESL 2A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine specific purposes (e.g., topic to be addressed, task to be accomplished) for writing based on modeling  b. Recognize intended audience and degree of written precision needed to communicate to that audience  c. Based on modeling, identify audience purpose for reading written communication	<b>ESL 3A1/ABE 1A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine general purposes (e.g., to describe, inform) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing  b. State intended audience and degree of written precision needed to communicate to that audience  c. Identify audience purpose for reading written communication	<b>ESL 4A1/ABE 2A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine general purposes (e.g., to describe, inform) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing  b. State intended audience and degree of written precision needed to communicate to that audience  c. Identify audience purpose for reading written communication	<b>ESL 5A1/ABE 3A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine general purposes (e.g., to inform, describe, entertain, persuade) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing  b. State intended audience and explain degree of written precision needed to communicate to that audience  c. Identify audience purpose for reading written communication	<b>ESL 6A1/ABE 4A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine general purposes (e.g., to inform, describe, entertain, persuade) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing  b. State intended audience and explain degree of written precision needed to communicate to that audience  c. Identify audience purpose for reading written communication	<b>ABE 5A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine general purposes (e.g., to inform, entertain, persuade) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing  b. State intended audience and explain degree of written precision needed to communicate to that audience  c. Identify audience purpose for reading written communication	<b>ABE 6A1 Convey Ideas in Writing for real-life purposes and audiences</b>  a. Determine general purposes (e.g., to inform, entertain, persuade) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing  b. State intended audience and explain degree of written precision needed to communicate to that audience  c. Identify audience purpose for reading written communication

d. Begin to identify how the needs of the intended audience relate to own purposes for writing (including writing for oneself)	d. Begin to identify how the needs of the intended audience relate to own purposes for writing (including writing for oneself)	d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)	d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)	d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)	d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)	d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)	d. Identify how the needs of the intended audience relate to own purpose for writing (including writing for oneself)
<i>Planning Strand, cont'd</i> <b>WA ESL Level 1</b>	<b>WA ESL Level 2</b>	<b>WA ESL Level 3</b> <b>WA ABE Level 1</b>	<b>WA ESL Level 4</b> <b>WA ABE Level 2</b>	<b>WA ESL Level 5</b> <b>WA ABE Level 3</b>	<b>WA ESL Level 6</b> <b>WA ABE Level 4</b>	<b>WA ABE Level 5</b>	<b>WA ABE Level 6</b>

<b>Prior knowledge to support planning</b>							
<b>ESL 1A2 Draw upon prior knowledge (schema) about everyday life, personal experience and interests, cultural understandings, and vocabulary to support planning for written communication</b>	<b>ESL 2A2 Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/ writing conventions to support planning for written communication</b>	<b>ESL 3A2/ABE 1A2 Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/ writing conventions to support planning for written communication</b>	<b>ESL 4A2/ABE 2A2 Draw upon prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/ writing conventions to support planning for written communication</b>	<b>ESL 5A2/ABE 3A2 Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/ writing conventions to support planning for written communication</b>	<b>ESL 6A2/ABE 4A2 Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, some specialized content, general and some specialized vocabulary, and English grammar/ writing conventions to support planning for written communication</b>	<b>ABE 5A2 Evaluate, choose and apply relevant prior knowledge about everyday life, personal experience and interests, cultural understandings, a variety of specialized content and vocabulary, and English grammar/ writing conventions to support planning for written communication</b>	<b>ABE 6A2 Evaluate, choose and apply relevant prior knowledge about everyday life, personal experience and interests, cultural understandings, a wide range of specialized content and vocabulary, and English grammar/ writing conventions to support planning for written communication</b>
a. Determine relevant content for addressing writing purpose (e.g., name, address, phone number)	a. Determine relevant content for addressing writing purpose (e.g., personal information required for filling out forms)	a. Determine relevant content for addressing writing purpose	a. Determine relevant content for addressing writing purpose	a. Determine relevant content for addressing writing purpose	a. Determine relevant content for addressing writing purpose	a. Determine relevant content for addressing writing purpose	a. Determine relevant content for addressing writing purpose
b. Follow highly structured models to overcome barriers related to writing (e.g., guided conversation, copying, dictation)	b. Follow highly structured models to overcome barriers related to writing (e.g., guided conversation, copying, dictation, LEA)	b. Follow structured models to overcome barriers related to writing (e.g., walk-and-talk, copying, dictation, LEA)	b. Apply models and begin to choose from strategies to overcome barriers related to writing (e.g., free-writing)	b. Choose from strategies to overcome barriers related to writing (e.g., free-writing, dialog journals)	b. Choose and develop strategies to overcome barriers related to writing	b. Develop strategies to overcome barriers related to writing	b. Develop strategies to overcome barriers related to writing

			<p>c. Determine appropriate word choice and organization to address intended audience</p> <p>d. Determine appropriate tone and level of formality to suit purpose, context and audience</p>	<p>c. Determine appropriate word choice and organization to address intended audience</p> <p>d. Determine appropriate tone and level of formality to suit purpose, context and audience</p>	<p>c. Determine appropriate word choice, organization and structure to address intended audience</p> <p>d. Determine appropriate tone, level of formality, and style to suit purpose, context and audience</p> <p>e. Determine appropriate rhetorical form for addressing purpose (e.g., narrative, description, persuasion)</p>	<p>c. Determine appropriate word choice, organizational structure, length and format to address intended audience</p> <p>d. Determine appropriate tone, level of formality, and style to suit purpose, context and audience</p> <p>e. Examine varied genres of writing to determine appropriate rhetorical form for addressing purpose (e.g., narrative, persuasive essay, compare/contrast essay, report)</p>	<p>c. Examine appropriate word choice, organizational structure, length and format to address intended audience</p> <p>d. Determine appropriate tone, level of formality, and style to suit purpose, context and audience</p> <p>e. Examine varied genres of writing to determine appropriate rhetorical form for addressing purpose (e.g., narrative, persuasive essay, compare/contrast essay, report)</p>
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<i>Planning Strand, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Generate ideas (pre-writing &amp; brainstorm)</b>							
<b>ESL 1A3 Generate ideas (pre-writing) and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm in response to visuals (picture dictionaries) b. Dictate ideas and information to be recorded by others (teacher models note-taking; then students copy words) c. Use question and answer patterns  d. Use simple mind maps or other simple graphic organizers with guidance	<b>ESL 2A3 Generate ideas and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm in response to direct questions b. Dictate ideas and information to be recorded by others (then students copy) c. Use guided questions d. Use simple mind maps or other simple graphic organizers	<b>ESL 3A3/ABE 1A3 Generate ideas and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm b. Dictate ideas and information to be recorded in writing c. Ask and answer questions and interview others to get ideas d. Develop simple graphic organizers (such as mind maps) with guidance	<b>ESL 4A3/ABE 2A3 Generate ideas and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm and freewrite b. Write very simple notes while listening to spoken words c. Ask and answer questions and interview others to get ideas d. Develop simple graphic organizers (such as mind maps) with guidance	<b>ESL 5A3/ABE 3A3 Generate ideas and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm and freewrite b. Write notes while listening to spoken words c. Ask and answer questions and interview others to get ideas d. Develop simple graphic organizers to generate ideas  e. Identify key words and vocabulary from reading	<b>ESL 6A3/ABE 4A3 Generate ideas and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm and freewrite b. Write extensive notes while listening to spoken words c. Through reflection and/or discussion prior to writing, pose and answer questions that require critical thinking d. Choose from several pre-writing strategies and tools such as mind-maps to generate ideas  e. Take brief notes from reading	<b>ABE 5A3 Generate ideas and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm and freewrite b. Write extensive notes while listening to spoken words c. Through reflection and/or discussion prior to writing, pose and answer questions that require a high level of critical thinking d. Choose from a range of prewriting strategies (such as more complex mind maps) to generate ideas  e. Take written notes from reading (relatively short passages)	<b>ABE 6A3 Generate ideas and information drawn from prior knowledge that may address writing purpose</b>  a. Brainstorm and freewrite b. Write extensive notes while listening to complex oral communication c. Through reflection and/or discussion prior to writing, pose and answer questions that require advanced critical thinking d. Choose from a wide range of prewriting strategies (such as outlining, writing note cards, conducting Internet search) to generate ideas  e. Take written notes from extended reading and sustained observations
<i>Planning Strand, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6

Identify & organize ideas and information							
<p><b>ESL 1A4 Identify and organize very simple, familiar ideas and information to meet writing purpose</b></p> <p>a. Follow a highly structured, externally developed plan such as a simple cloze exercise or a simplified form</p> <p>b. Copy a very simple text model (such as simple signs, letters, words) and a few simple sentences that have been dictated</p>	<p><b>ESL 2A4 Identify and organize simple, familiar ideas and information to meet writing purpose</b></p> <p>a. Follow a highly structured, externally developed plan such as a cloze exercise, a simplified form</p> <p>b. Copy a simple text model (such as a sign, a sentence pattern, self-dictated ideas/information that have been recorded by others) with minimal adaptation</p>	<p><b>ESL 3A4/ABE 1A4 Identify and organize a few ideas and small amounts of information around a familiar topic to meet writing purpose</b></p> <p>a. Follow a highly structured, externally developed plan such as a cloze exercise, a simplified form</p> <p>b. Copy a simple text model (such as a sign, a sentence pattern, self-dictated ideas/information that have been recorded by others) with adaptation</p>	<p><b>ESL 4A4/ABE 2A4 Identify and organize a few ideas to support a writing purpose</b></p> <p>a. Follow a structured, externally developed plan to organize ideas (a very short letter template, a simple form or application)</p> <p>b. Follow a text model (such as a sample paragraph, brief note, memo, simplified narrative or announcement) with adaptation</p>	<p><b>ESL 5A4/ABE 3A4 Identify and organize a few ideas to support a writing purpose</b></p> <p>a. Follow an externally developed plan to organize ideas (e.g., a template, form or application)</p> <p>b. Use a text model as a guide for different kinds of writing (e.g., narrative, report, letter) and exercise some personal choices in implementing the model</p>	<p><b>ESL 6A4/ABE 4A4 Identify and organize ideas to support a writing purpose</b></p> <p>a. Use templates for common business, legal, and community documents (e.g., résumés, business letters) to plan and organize ideas</p> <p>b. Understand and analyze simple models for developing ideas within a particular genre (e.g., models for persuasive or narrative writing, templates for forms, reports, applications)</p>	<p><b>ABE 5A4 Identify and organize ideas to support a writing purpose</b></p> <p>a. Anticipate and use templates for common business, legal, and community documents (e.g., training manuals, simple wills, résumés, business letters)</p> <p>b. Understand and select increasingly complex or specialized models to meet writing purpose</p>	<p><b>ABE 6A4 Identify and organize ideas to support a writing purpose</b></p> <p>a. Anticipate and use templates for complex business, legal, and community documents (e.g., extensive applications such as for financial aid), forms (such as for taxes or insurance), guides, business letters</p> <p>b. Analyze and select increasingly complex or specialized models to meet writing purpose</p>

<i>Planning Strand, cont'd</i> <b>WA ESL Level 1</b>	<b>WA ESL Level 2</b>	<b>WA ESL Level 3 WA ABE Level 1</b>	<b>WA ESL Level 4 WA ABE Level 2</b>	<b>WA ESL Level 5 WA ABE Level 3</b>	<b>WA ESL Level 6 WA ABE Level 4</b>	<b>WA ABE Level 5</b>	<b>WA ABE Level 6</b>
<p>c. Make a short list related to ideas/information for self and immediate needs (e.g., alphabetized lists and shopping lists)</p> <p>d. Respond to requests for communication, prompts and questions for simple information (e.g., complete simple forms, complete words, respond to picture prompts, picture/word matching)</p> <p>e. Teacher models writing plan through think-aloud</p>	<p>c. Make short lists of ideas and information about self and/or related to immediate needs</p> <p>d. Respond to requests for communication about everyday ideas and information, prompts and questions posed by self and others, for school, work and life</p> <p>e. Teacher models writing plan through think-aloud</p>	<p>c. Make short lists of ideas and information about self and/or related to immediate needs</p> <p>d. Respond to requests for communication about everyday ideas and information, prompts and questions posed by self and others, for school, work and life</p> <p>e. Recognize that writing takes planning (teacher models writing plan through think-aloud)</p>	<p>c. Use simple graphic organizers, such as lists, mind map templates, index cards</p> <p>d. Respond to requests for communication, prompts and questions posed by self and others, for school, work and life (e.g., inventories, job applications, summary of skills)</p> <p>e. Recognize that writing takes planning and begin to demonstrate understanding of planning process by using externally developed models</p>	<p>c. Use graphic organizers to plan the draft such as mind map templates, outlines, timelines</p> <p>d. Respond to requests for written communication such as prompts and questions for school, work and life, posed by self and others (e.g., accident reports, cover letters)</p> <p>e. Choose appropriate model and share writing plan and ask for feedback from others</p>	<p>c. Use a variety of graphic organizers (e.g., extended outlines, text maps and diagrams, timelines)</p> <p>d. Respond to requests for written communication such as prompts and questions posed by self and others (e.g., cover letters)</p> <p>e. Develop and share a basic writing plan and ask for feedback from others</p> <p>f. Restate and summarize a number of simple ideas or items of information for the purpose of planning</p> <p>g. Categorize a limited number of ideas or items of information by themes or strands to support a goal</p>	<p>c. Select from a wide variety of graphic organizers suited to specific academic and work purposes</p> <p>d. Respond to requests for written communication such as prompts and questions posed by self and others (e.g., opinion pieces, reports, reviews)</p> <p>e. Develop a brief, detailed writing plan – reflect on how effectively the plan addresses purpose</p> <p>f. Restate, summarize and compare/contrast a number of ideas or items of information for the purpose of planning</p> <p>g. Categorize a number of ideas or items of information by themes or “strands” to support goals and sub-goals for writing</p>	<p>c. Select from a wide variety of graphic organizers suited to specific academic and work purposes</p> <p>d. Respond to requests for written communication such as prompts and questions posed by self and others (e.g., GED essay, work reports, Dev. Ed., college academic writing)</p> <p>e. Develop a detailed writing plan - reflect on how effectively the plan addresses purpose</p> <p>f. Synthesize, make judgments about, and draw sound conclusions from complex ideas and information</p> <p>g. Categorize a range of ideas/information by themes or “strands” to support goals and sub-goals for writing</p>

					h. Develop a thesis to explore during writing	h. Develop a hypothesis or thesis to explore during writing	h. Develop a hypothesis or thesis to explore during writing
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**B: TEXT GENERATION STRAND**

WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Prior knowledge to convey ideas</b>							
ESL 1B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 2B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 3B1/ABE 1B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 4B1/ABE 2B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 5B1/ABE 3B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 6B1/ABE 4B1 Apply prior knowledge about everyday life, personal experience and interests, and cultural understandings to convey ideas in written text	ABE 5B1 Choose and apply relevant prior knowledge about everyday life, personal experience and interests, cultural understandings and a particular topic area to convey ideas in written text	ABE 6B1 Evaluate, choose and apply relevant prior knowledge about everyday life, personal experience and interests, cultural understandings, and particular topic area to convey ideas in written text
<b>Vocabulary (word choice)</b>							
ESL 1B2 Write personally meaningful work life and community vocabulary	ESL 2B2 Write personally significant and familiar work, life and community vocabulary	ESL 3B2/ABE 1B2 Write everyday and commonly used work, life and community vocabulary from personal experience and recent learning	ESL 4B2/ABE 2B2 Write using a variety of familiar vocabulary used in work, life, academic/vocational and community settings, as well as some words specific to specialized areas of interest	ESL 5B2/ABE 3B2 Write using a variety of familiar vocabulary used in work, life, academic/vocational and community settings, as well as some words specific to specialized areas of interest	ESL 6B2/ABE 4B2 Write using a variety of vocabulary used in work, life, academic/vocational and community settings, as well as words specific to specialized areas of interest or focus to improve the comprehensibility of writing	ABE 5B2 Write using a store of career, academic/vocational, community words and abbreviations, as well as a store of words specific to a variety of specialized areas to improve the comprehensibility of writing	ABE 6B2 Write using a large store of common and specialized words, phrases and abbreviations to improve the coherence, flow, and comprehensibility of the writing

<i>Text Generation, cont'd</i> <b>WA ESL Level 1</b>	<b>WA ESL Level 2</b>	<b>WA ESL Level 3 WA ABE Level 1</b>	<b>WA ESL Level 4 WA ABE Level 2</b>	<b>WA ESL Level 5 WA ABE Level 3</b>	<b>WA ESL Level 6 WA ABE Level 4</b>	<b>WA ABE Level 5</b>	<b>WA ABE Level 6</b>
<p>a. Write personally meaningful vocabulary (names, addresses, common objects and actions)</p> <p>b. Use external tools such as picture dictionaries and flash cards to gain vocabulary</p> <p>c. Write personally meaningful numbers and symbols (dates, phone numbers, social security numbers, time, prices)</p> <p>d. Write a few, very simple idioms and phrasal verbs (e.g., stand up, sit down) based on TPR, flashcards, role play</p>	<p>a. Write personal/ community vocabulary words (occupations, body, clothes, food, action words, and prepositions of place)</p> <p>b. Use external tools such as picture dictionary to expand and categorize vocabulary, especially nouns</p> <p>c. Write personally meaningful numbers and symbols (e.g., dates, phone numbers, addresses, prices)</p> <p>d. Write a few, commonly heard idioms and phrasal verbs</p>	<p>a. Write personal, community, workplace and learned vocabulary words, including synonyms</p> <p>b. Use external tools such as picture dictionary to expand and categorize vocabulary, including verbs and adjectives</p> <p>c. Write numbers and symbols (e.g., dates, phone numbers, addresses, prices)</p> <p>d. Use a few common idioms, homonyms, phrasal verbs in writing</p>	<p>a. Write personal, community, workplace and learned vocabulary words, including modifying descriptors</p> <p>b. Choose words within a limited vocabulary set with the assistance of external tools (glossary, dictionary)</p> <p>c. Write numbers and symbols (e.g., create text for simple graphs or charts)</p> <p>d. Use common idioms, homonyms, phrasal verbs in writing</p>	<p>a. Write personal, community, workplace and learned vocabulary words and use some abstract nouns and vocabulary</p> <p>b. Make choices of effective word use, including register, within a limited vocabulary set with the assistance of external tools (glossary, dictionary)</p> <p>c. Write numbers and symbols (e.g., create text for graphs &amp; charts)</p> <p>d. Use idioms, homonyms, phrasal verbs in writing</p>	<p>a. Deliberately increase vocabulary capacity, including vocabulary for career and academic settings</p> <p>b. Make choices of effective word use, including register, with the assistance of external tools (glossary, dictionary)</p> <p>c. Write numbers and symbols (e.g., create text for complex graphs &amp; charts)</p> <p>d. Use idioms, homonyms, phrasal verbs to convey appropriate meaning</p>	<p>a. Deliberately increase vocabulary capacity, including vocabulary for career and academic settings</p> <p>b. Make choices of effective word use, including register, with the assistance of external tools (glossary, dictionary)</p> <p>c. Write numbers and symbols (e.g., create text for complex graphs &amp; charts)</p> <p>d. Use idioms, homonyms, phrasal verbs to convey appropriate meaning</p>	<p>a. Diversify and deepen vocabulary for career and academic settings to enhance meaning, increase effectiveness of communication</p> <p>b. Make choices of effective word use, including register, with the assistance of external tools (glossary, dictionary)</p> <p>c. Write numbers and symbols (e.g., create text for complex graphs &amp; charts)</p> <p>d. Use idioms, homonyms, and phrasal verbs to convey appropriate meaning</p>

<i>Text Generation, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Sentence structure</b>							
<p><b>ESL 1B3 Write or copy a few short phrases and very simple statements using high-frequency, personally relevant words</b></p> <p>a. Write a few very simple sentences modeled on given patterns and using personally meaningful words (e.g., names of self and family members, signatures, addresses)</p> <p>b. Write personal information words and phrases to complete forms and gap-fills</p> <p>c. Copy simple statements, commands and questions from a model</p>	<p><b>ESL 2B3 Write some phrases and simple sentences using high-frequency, personally relevant and familiar words</b></p> <p>a. Write simple statements and questions using personally meaningful words and phrases (e.g., names of self and family members, signatures, personal contacts, common grocery items, signs or labels)</p> <p>b. Use simple personal information questions as prompts to generate simple text</p> <p>c. Write simple statements, commands and questions from a model</p>	<p><b>ESL 3B3/ABE 1B3 Write several simple related sentences using high-frequency, personally relevant and familiar words</b></p> <p>a. Construct several simple statements and questions containing subjects, verbs and objects on familiar topics</p> <p>b. Use simple personal information questions as prompts to generate simple narrative</p> <p>c. Write statements, commands and questions on a topic from models</p>	<p><b>ESL 4B3/ABE 2B3 Write simple and compound (i.e. 2 connected simple) sentences</b></p> <p>a. Construct simple and compound sentences as statements, commands and questions</p> <p>b. Write simple and compound sentences related to a prompt</p> <p>c. Use models to construct compound sentences</p>	<p><b>ESL 5B3/ABE 3B3 Write simple, compound and some complex sentences to communicate</b></p> <p>a. Use a variety of sentence types appropriate to the purpose</p> <p>b. Write simple, complex and compound sentences related to a prompt</p> <p>c. Write several simple, compound and complex sentences using a model to create a coherent text</p>	<p><b>ESL 6B3/ABE 4B3 Write complex sentences, containing long phrases and clauses if appropriate to communicate</b></p> <p>a. Select from a variety of sentence formats to meet the writing purpose</p> <p>b. Write short, coherent text using a variety of sentence types to respond to workplace and academic responsibilities</p> <p>c. Write several simple, compound and complex sentences to create a coherent text</p>	<p><b>ABE 5B3 Write a variety of sentences, including complex sentences containing long phrases and clauses, to communicate subtopics, details and brief parenthetical statements</b></p> <p>a. Select from a variety of sentence formats to meet the writing purpose</p> <p>b. Write coherent text using a variety of sentence types to respond to workplace and academic responsibilities</p> <p>c. Select and combine a variety of sentence types to create a coherent text</p>	<p><b>ABE 6B3 Write a variety of sentences, including complex sentences containing long phrases and clauses, to communicate subtopics, details and brief parenthetical statements</b></p> <p>a. Select from a variety of sentence formats to meet a range of purposes for multiple audiences</p> <p>b. Write extensive coherent text using a wide variety of sentence types to respond to workplace and academic responsibilities</p> <p>c. Select and combine a variety of sentence types to create a coherent text that fluently supports writer's voice</p>

			d. Begin to use a variety of coordinating conjunctions to create compound sentences (and, or, but, for instance)	d. Use a variety of coordinating conjunctions to create compound sentences  e. Begin to use subordinating conjunctions, conjunctive adverbs and transition words to create complex sentences (for instance, while, after, however)	d. Use a variety of conjunctions, conjunctive adverbs and transition words effectively	d. Sequence phrases and clauses for clarity	d. Sequence phrases and clauses for clarity
<i>Text Generation, cont'd</i> <b>WA ESL Level 1</b>	<b>WA ESL Level 2</b>	<b>WA ESL Level 3</b> <b>WA ABE Level 1</b>	<b>WA ESL Level 4</b> <b>WA ABE Level 2</b>	<b>WA ESL Level 5</b> <b>WA ABE Level 3</b>	<b>WA ESL Level 6</b> <b>WA ABE Level 4</b>	<b>WA ABE Level 5</b>	<b>WA ABE Level 6</b>
<b>Organization of complete text</b>							
<b>ESL 1B4 Using a familiar, highly-structured model, organize personally meaningful words, very simple phrases and very simple sentences</b>  a. Write words and phrases for personal use (lists, names, addresses, phone numbers)	<b>ESL B42 Using a highly-structured model, organize text and/or simple sentences to convey information on a single familiar topic</b>  a. Write for personal use (lists, forms, notes, invitations)  b. Write for vocational use (signs, applications)	<b>ESL 3B4/ABE 1B4 Using a structured model, organize several simple sentences to convey information</b>  a. Write for personal use (a note to the teacher, medical history form)  b. Write for vocational use (schedules, job application)	<b>ESL 4B4/ABE 2B4 Using a model, organize a short paragraph of a few sentences to convey information on familiar topics</b>  a. Write for personal use (emails, letters, questionnaires)  b. Write for vocational use (simple memos, summaries, reports)	<b>ESL 5B4/ABE 3B4 Identify and choose an appropriate model to logically organize ideas into a few short paragraphs on a selected topic</b>  a. Write for personal use (blogs, social networking)  b. Write for vocational use (résumés, business letters)	<b>ESL 6B4/ABE 4B4 Identify and choose an appropriate model to logically organize ideas into a few well-constructed paragraphs on a variety of topics</b>  a. Write for personal use (citizenship forms, family histories)  b. Write for vocational use (proposals, incident reports)	<b>ABE 5B4 Identify and choose an appropriate model to organize a variety of text and multiple paragraphs for a variety of genres, rhetorical types and purposes to convey ideas or information</b>  a. Write for relevant personal and legal reasons  b. Write for technical and specialized reasons in a field of interest, study or focus	<b>ABE 6B4 Identify and choose an appropriate model to organize a wide variety of detailed text and multiple paragraphs for a wide variety of genres, rhetorical types and purposes to convey ideas or information</b>  a. Write for relevant personal and legal reasons  b. Write for technical and specialized reasons in a field of interest, study or focus

<i>Text Generation, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
			<p>c. Write for academic use (summaries, narratives, responses) following a model</p> <p>d. Use appropriate paragraph structure, (e.g., indentation, word wrapping, spacing, margins)</p> <p>e. Organize paragraphs for meaning through topic sentence, supporting details conclusion</p>	<p>c. Write for academic use (narratives, lab reports, observations)</p> <p>d. With or without a model, logically order and link a few short paragraphs to support a writing purpose</p> <p>e. Organize one - three paragraphs which state, elaborate and/or summarize, using some supporting details/examples/illustrations/reasons, on a single topic</p>	<p>c. Write using rhetorical types (compare/contrast, argument, narrative, process, cause/effect)</p> <p>d. Write multiple paragraphs in simple essay format (introduction, development of ideas, conclusion)</p> <p>e. Organize paragraphs using explicit or implicit main ideas and supporting details to elaborate a topic, describe or persuade</p>	<p>c. Write using rhetorical types (compare/contrast, argument, narrative, process, cause/effect)</p> <p>d. Create succinct and well organized 3-5 paragraph essays with an introduction, development of ideas in logical sequence, and a conclusion</p> <p>e. Use a limited variety of formats to write well-organized, logical paragraphs with explicit or implicit main ideas and supporting detail to cover the topic area, with reasoned explanations, rationales and arguments</p>	<p>c. Write using rhetorical types (compare/contrast, argument, narrative, process, cause/effect)</p> <p>d. Logically link multiple paragraphs in medium-length essay format in order to provide a clear and effective description of the topic in the beginning, demonstrate coherence throughout the text, and summarize the key points in the conclusion</p> <p>e. Choose from among a variety of formats to write well-organized, logical, lengthy paragraphs, each of which uses explicit or implicit main ideas and extensive supporting detail to thoroughly cover the topic area and make reasoned explanations, rationales and arguments</p>

			f. Write simple transition and signal words to help organize written communication (first, next, finally, once upon a time, etc.)	f. Write simple transition and signal words to help organize written communication (first, next, finally, once upon a time, etc.)	f. Use signal words in writing to clarify transitions and relationships among ideas from sentence to sentence and paragraph to paragraph (whereas, while, on the one hand, therefore)	f. Use a range of signal words in writing to clarify transitions and relationships among ideas from sentence to sentence and paragraph to paragraph (whereas, while, on the one hand, therefore)	f. Use a wide range of signal words in writing to clarify transitions and relationships among ideas from sentence to sentence and paragraph to paragraph (whereas, while, on the one hand, therefore)
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**C. WRITING CONVENTIONS STRAND**

WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Prior knowledge to produce comprehensible text</b>							
ESL 1C1 Build on prior knowledge of basic language structure and usage from first language or oral English to produce written text	ESL 2C1 Draw on limited prior knowledge of basic English language structure and usage to produce written text	ESL 3C1/ABE 1C1 Draw on prior knowledge of basic English language structure and usage to produce written text	ESL 4C1/ABE 2C1 Draw on and apply prior knowledge of English language structure and usage to produce written text	ESL 5C1/ABE 3C1 Draw on and apply relevant prior knowledge of English language structure and usage to produce written text	ESL 6C1/ABE 4C1 Choose and apply relevant prior knowledge of English language structure and usage to produce written text	ABE 5C1 Evaluate, choose and apply relevant prior knowledge of English language structure and usage to produce written text	ABE 6C1 Evaluate, choose and apply relevant prior knowledge of English language structure and usage to produce written text
<b>Use tools &amp; resources</b>							
<b>ESL 1C2 Use tools/resources to apply writing conventions</b>  a. Use tools (e.g., picture dictionary, word list) to guide word choice and spelling	<b>ESL 2C2 Use tools/resources to apply writing conventions</b>  a. Use tools (e.g., picture dictionary, word list) to check word choice and spelling	<b>ESL 3C2/ABE 1C2 Use tools/resources to apply writing conventions</b>  a. Use tools (e.g., dictionary, word list) to check word choice (including word form) and spelling	<b>ESL 4C2/ABE 2C2 Use tools/resources to apply writing conventions</b>  a. Use tools (e.g., dictionary, word list) to check word choice (including word form) and spelling	<b>ESL 5C2/ABE 3C2 Use tools/resources to apply writing conventions</b>  a. Use tools (e.g., dictionary, word list, thesaurus) to check word choice (including word form and register) and spelling	<b>ESL 6C2/ABE 4C2 Use tools/resources to apply writing conventions</b>  a. Use tools (e.g., dictionary, word list, thesaurus, collocations dictionary and online tools) to check word choice, including word form, register, and spelling	<b>ABE 5C2 Use tools/resources to apply writing conventions</b>  a. Select from and use multiple tools/resources (e.g., collocations dictionary, online tools)	<b>ABE 6C2 Use tools/resources to apply writing conventions</b>  a. Select from and use multiple tools/resources (e.g., collocations dictionary, online tools)

b. Use tools (e.g., class handouts, classroom visuals) to check language structures (e.g., to BE verb, subject pronouns, plural nouns, etc.)	b. Use tools (e.g., class handouts, classroom visuals) to check language structures (e.g., to BE verb, subject pronouns, -ed, -ing, endings, etc.) c. Use basic word processing/editing tools (e.g., shift key, space bar, delete/backspace)	b. Use tools (e.g., class handouts, verb charts) to check language structures (e.g., irregular past tense verbs, comparative-superlative spellings) c. Use basic word processing/editing tools (e.g., punctuation keys, cut-and-paste)	b. Use tools (e.g., class handouts, verb charts) to check language structures (e.g., irregular past tense verbs) c. Use a selection of word processing/editing tools	b. Use tools (e.g., class handouts and notes, verb charts) to check language structures (e.g., conditionals, noun clauses, etc.) c. Select from and use word processing/editing tools	b. Use tools (e.g., class handouts and notes, verb charts) to check language structures (e.g., conditionals, noun clauses, etc.) c. Select from and use a wide variety of word processing/editing tools, including spell-check	b. Use tools (e.g., class handouts and notes, search engines) to check language structures (e.g., conditionals, clauses, foreign phrases, abbreviations, etc.) c. Select from and use a wide variety of word processing/editing tools, including spell-check and grammar check	b. Use tools (e.g., class handouts and notes, search engines) to check language structures (e.g., conditionals, clauses, foreign phrases, abbreviations, etc.) c. Select from and use a wide variety of word processing/editing tools, including spell-check and grammar check
<i>Writing Conventions, cont'd</i> <b>WA ESL Level 1</b>	<b>WA ESL Level 2</b>	<b>WA ESL Level 3</b> <b>WA ABE Level 1</b>	<b>WA ESL Level 4</b> <b>WA ABE Level 2</b>	<b>WA ESL Level 5</b> <b>WA ABE Level 3</b>	<b>WA ESL Level 6</b> <b>WA ABE Level 4</b>	<b>WA ABE Level 5</b>	<b>WA ABE Level 6</b>
<b>Spelling</b>							
<b>ESL 1C3 Copy letters of the alphabet legibly and spell a few high frequency, personally relevant words</b> a. Clearly form letters and numbers and copy words legibly	<b>ESL 2C3 Write letters of the alphabet and spell some high-frequency, personally relevant words</b> a. Write words and simple sentences that are legible to a reader	<b>ESL 3C3/ABE 1C3 Write letters of the alphabet and spell everyday, personally significant and familiar words</b> a. Spell one-syllable words with short or long vowel patterns	<b>ESL 4C3/ABE 2C3 Spell a variety of everyday, familiar words</b> a. Spell a variety of high-frequency multi-syllabic words (such as words recognized from simple signs, labels and forms)	<b>ESL 5AC3/BE 3C3 Spell common single- and multi-syllabic words and some specialized words</b> a. Write words containing common roots (e.g., cycl, form, ped) and common prefixes and affixes (e.g., anti-, inter-, intra-, post-, -able, -ible, -tion)	<b>ESL 6C3/ABE 4C3 Spell single- and multi-syllabic and specialized words</b> a. Use knowledge of a range of syllable patterns, roots (e.g., spec, flect, dic), and prefixes and suffixes (e.g., semi-, quad-, milli-, logist, -ician) to construct words	<b>ABE 5C3 Correctly spell most words, including a store of specialized words</b> a. Write words containing a range of syllable patterns, roots (e.g., morph, ortho, path, rad, homo) and prefixes and suffixes (e.g., bio-, hydro-, -cracy, -ectomy)	<b>ABE 6C3 Correctly spell common and specialized words</b> a. Write words regularly used in a variety of specialized areas that contain a wide range of syllable patterns, roots and prefixes and suffixes

<p>b. Spell a few common abbreviations such as Mr., St.</p> <p>c. Employ sound/symbol relationships to assist basic spelling</p> <p>d. Write most familiar names of people</p>	<p>b. Spell common abbreviations such as Mr., Mrs./ Ms./Miss, ESL, Dr. taken from environmental print sources</p> <p>c. Notice common, high-frequency simple spelling patterns and rules</p> <p>d. Memorize a few sight words – irregular spelling</p>	<p>b. Write abbreviations common to familiar documents (such as calendars, classified ads, cookbooks, maps, etc.)</p> <p>c. Notice a few simple spelling patterns and rules</p> <p>d. Memorize a few sight words – irregular spelling</p>	<p>b. Spell most common abbreviations</p> <p>c. Employ/apply spelling patterns and rules to words containing common consonant/vowel patterns (e.g., -Cle, vCCv, vCv) and high-frequency affixes (e.g., -ed, -ing, -s, un-, re-, dis-)</p> <p>d. Develop an inventory of common sight words – irregular spelling</p>	<p>b. Spell most common and some specialized abbreviations</p> <p>c. Employ/apply a personal inventory of spelling patterns and rules to spell both familiar and new words</p> <p>d. Learn and use more complex vocabulary related to one's own environment</p>	<p>b. Write words and abbreviations common to one's career, interest, or academic area</p>	<p>b. Write words and abbreviations common to one's career, interest, or academic area</p>	<p>b. Write words and abbreviations for common careers, interests, and academic areas</p>
<p><i>Writing Conventions, cont'd</i> <b>WA ESL Level 1</b></p>	<p><b>WA ESL Level 2</b></p>	<p><b>WA ESL Level 3 WA ABE Level 1</b></p>	<p><b>WA ESL Level 4 WA ABE Level 2</b></p>	<p><b>WA ESL Level 5 WA ABE Level 3</b></p>	<p><b>WA ESL Level 6 WA ABE Level 4</b></p>	<p><b>WA ABE Level 5</b></p>	<p><b>WA ABE Level 6</b></p>
<b>Sentence construction &amp; transitions</b>							
<p><b>ESL 1C4 Follow a highly structured model to construct short simple sentences using learned subject/verb patterns</b></p>	<p><b>ESL 2C4 Follow a structured model to construct simple sentences using learned subject/verb patterns</b></p>	<p><b>ESL 3C4/ABE 1C4 Construct simple sentences using subject/verb patterns</b></p>	<p><b>ESL 4C4/ABE 2C4 Construct simple and compound sentences</b></p>	<p><b>ESL 5C4/ABE 3C4 Construct and combine simple sentences into compound and some complex sentences</b></p>	<p><b>ESL 6C4/ABE 4C4 Construct a variety of sentence types, including appropriately long complex sentences for academic or professional purposes</b></p>	<p><b>ABE 5C4 Construct a variety of sentence types, including appropriately long complex sentences and begin to use advanced construction strategies for academic or professional purposes</b></p>	<p><b>ABE 6C4 Construct a variety of sentence types, including appropriately long complex sentences and use effective advanced construction strategies for academic or professional purposes</b></p>

<i>Writing Conventions, cont'd</i> <b>WA ESL Level 1</b>	<b>WA ESL Level 2</b>	<b>WA ESL Level 3 WA ABE Level 1</b>	<b>WA ESL Level 4 WA ABE Level 2</b>	<b>WA ESL Level 5 WA ABE Level 3</b>	<b>WA ESL Level 6 WA ABE Level 4</b>	<b>WA ABE Level 5</b>	<b>WA ABE Level 6</b>
a. Copy simple statements, questions, and imperatives	a. Construct simple statements, questions and imperatives	a. 1. Construct a variety of statements, questions and imperatives using auxiliaries appropriately 2. Begin to construct compound sentences, using and/or	a. Combine simple sentences connected with For, And, Nor, But, Or, Yet and So (FANBOYS – coordinating conjunctions)  b. Identify run-on sentences and repair meaning by breaking into multiple sentences to achieve writing purpose  c. Identify and repair fragments	a. 1. Construct compound sentences using a full range of coordinating conjunctions 2. Construct complex sentences by combining independent and dependent clauses using subordinating conjunctions (e.g., when, after, before, while, because, if)  b. Attend to run-on sentences and repair meaning by breaking into multiple sentences  c. Identify and repair fragments	b. 1. Combine simple sentences into longer (compound and complex) ones to achieve writing purpose 2. Construct complex sentences, using a full range of subordinating conjunctions  c. Attend to run-on sentences and to determine whether sentence contains too many ideas and should be broken into multiple sentences  d. Identify and repair fragments  e. Employ construction strategies such as colons, dashes, semi-colons when appropriate	a. Use a variety of sentence types to achieve writing purpose  b. Attend to run-on sentences and determine whether sentence contains too many ideas and should be broken into multiple sentences  c. Identify and repair fragments  d. Employ construction strategies such as colons, dashes, semi-colons and citations when appropriate	a. Use a variety of sentence types to achieve writing purpose  b. Attend to run-on sentences and determine whether sentence contains too many ideas and should be broken into multiple sentences  c. Identify and repair fragments  d. Employ advanced construction strategies such as semi-colons, colons, dashes, italics, citations and footnote markers when appropriate

<i>Writing Conventions, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Word forms</b>							
<p><b>ESL 1C5 Develop very basic knowledge of word forms, and frequently associated words (collocation) to produce written text</b></p> <p>a. Use familiar, everyday nouns, verbs, and adjectives appropriately</p> <p>b. Copy a few familiar, everyday phrasal verbs and prepositions of time and place (in, at, on, next to) correctly in phrases</p>	<p><b>ESL 2C5 Develop basic knowledge of word forms and frequently associated words (collocation) to produce written text</b></p> <p>a. Use everyday nouns, verbs, adjectives and adverbs of frequency (always, sometimes, never) appropriately</p> <p>b. Use a few common phrasal verbs and prepositions correctly in phrases</p> <p>c. Use familiar, everyday suffixes (-s, -ed, -ing) to produce correct word forms</p>	<p><b>ESL 3C5/ABE 1C5 Develop and apply basic learned knowledge of word forms, and frequently associated words (collocation) to produce written text</b></p> <p>a. Use common non-count and count nouns, verbs, adjectives and adverbs appropriately</p> <p>b. Use common phrasal verbs and prepositions correctly in phrases</p> <p>c. Use familiar, everyday prefixes (un, im, non) and suffixes (-er, -ed, -ing) to produce correct word forms</p>	<p><b>ESL 4C5/ABE 2C5 Develop and apply learned knowledge of word forms, and frequently associated words (collocation) to produce written text</b></p> <p>a. Use common articles, non-count and count nouns, verbs, adjectives, prepositions and adverbs appropriately</p> <p>b. Use common phrasal verbs, idioms, prepositions and colloquial language correctly in phrases</p> <p>c. Use familiar, everyday prefixes (pre, post, bi, uni) and suffixes (-ly, -ment, -tion, -ize) to produce correct word forms</p>	<p><b>ESL 5C5/ABE 3C5 Develop and apply general and some content-specific knowledge of word forms, and frequently associated words (collocation) to produce written text</b></p> <p>a. Use parts of speech appropriately</p> <p>b. Use idiomatic and colloquial language correctly in phrases</p> <p>c. Use prefixes, roots (bio, ject, mono) and suffixes to produce correct word forms</p>	<p><b>ESL 6C5/ABE 4C5 Develop, choose and apply general and some content-specific knowledge of word forms, and frequently associated words (collocation) to produce written text</b></p> <p>a. Use all parts of speech appropriately</p> <p>b. Use some specialized, idiomatic and colloquial language correctly in phrases</p> <p>c. Use prefixes, roots and suffixes to produce correct word forms</p>	<p><b>ABE 5C5 Choose and apply general and content-specific knowledge of word forms, and frequently associated words (collocation) to produce written text</b></p> <p>a. Use all parts of speech appropriately</p> <p>b. Use a variety of specialized, idiomatic and colloquial language correctly in phrases</p> <p>c. Use prefixes, roots and suffixes to produce correct word forms</p>	<p><b>ABE 6C5 Evaluate, choose and apply general and content-specific knowledge of word forms, and frequently associated words (collocation) to produce written text</b></p> <p>a. Use all parts of speech appropriately</p> <p>b. Use a wide variety of specialized, idiomatic and colloquial language correctly in phrases</p> <p>c. Use prefixes, roots and suffixes to produce correct word forms</p>

<i>Writing Conventions, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Capitalization</b>							
<b>ESL 1C6 Differentiate capital and lower case letters; capitalize proper nouns and the pronoun "I", and to begin sentences</b>	<b>ESL 2C6 Attend to capitalization of proper nouns and the pronoun "I", use capitalization to begin sentences, capitalize address abbreviations, countries, languages, months, and days of the week</b>	<b>ESL 3C6/ABE 1C6 Attend to capitalization of first words of sentences and proper nouns</b>	<b>ESL 4C6/ABE 2C6 Attend to capitalization of first words of sentences and proper nouns</b>	<b>ESL 5C6/ABE 3C6 Attend to capitalization</b>	<b>ESL 6C6/ABE 4C6 Attend to capitalization, including dialog sentence structures</b>	<b>ABE 5C6 Attend to capitalization</b>	<b>ABE 6C6 Attend to capitalization</b>
<b>Punctuation</b>							
<b>ESL 1C7 Use basic punctuation with guidance</b>	<b>ESL 2C7 Use basic punctuation</b>	<b>ESL 3C7/ABE 1C7 Use punctuation appropriately in a variety of simple sentences</b>	<b>ESL 4C7/ABE 2C7 Use terminal and internal punctuation correctly</b>	<b>ESL 5C7/ABE 3C7 Use terminal and internal punctuation correctly</b>	<b>ESL 6C7/ABE 4C7 Use appropriate punctuation</b>	<b>ABE 5C7 Use appropriate punctuation</b>	<b>ABE 6C7 Use appropriate punctuation</b>
a. Use periods and questions marks to end sentences	a. Use periods and question marks to end sentences	a. Use periods, question marks and exclamation marks to punctuate simple sentences	a. Use punctuation to end sentences	a. Use punctuation to end sentences	a. Be able to justify punctuation choices to end sentences and to denote independent and dependent clauses	a. Be able to justify punctuation choices	a. Be able to justify punctuation choices
b. Use punctuation to mark personal information such as addresses, phone numbers and social security numbers	b. Use commas to create lists and in names, addresses and numbers	b. Use commas to create lists and separate phrases within a simple sentence	b. Use commas correctly to link independent clauses to make compound sentences	b. Use commas correctly between independent and dependent clauses in complex sentences	b. Use semicolons and colons correctly	b. Use quotation marks to identify citations	b. Use quotation marks to identify citations
c. Use punctuation to mark dates, phone numbers, money, time, and ID numbers	c. Use punctuation to mark dates, phone numbers, money, time, and ID numbers		c. Use quotation marks in direct quotations and dialog	c. Use quotation marks in direct quotations and dialog	c. Use quotation marks to identify citations	c. Use specialized discipline-specific punctuation	c. Use specialized discipline-specific punctuation

				d. Use parentheses and dashes to separate or subordinate ideas	d. Use specialized discipline-specific punctuation (e.g., CNA)		
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**D. REVISION STRAND**

WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Look at own writing</b>							
<b>ESL 1D1 Look at own writing with intensive teacher support</b>  a. Teacher models revision process  b. Read aloud to hear how text sounds	<b>ESL 2D1 Look at own writing with teacher support</b>  a. Teacher models and students begin to practice revision process  b. Make simple revisions based upon reading text aloud	<b>ESL 3D1/ABE 1D1 Begin to internalize and understand that revision is a process undertaken by good writers</b>  a. Teacher models and students practice revision process  b. Make revisions based upon reading text aloud  c. Look at own writing, with minimal external support to decide need for changes	<b>ESL 4D1/ABE 2D1 Understand that revision is a process undertaken by good writers</b>  a. Students practice revision process with teacher support  b. Read aloud to hear how text sounds (complete thoughts represented, no meaningful omissions) and make revisions  c. Look at own writing and make simple changes	<b>ESL 5D1/ABE 3D1 Reread own written text and make simple content revisions</b>  a. Students revise own writing using tools and strategies such as guiding questions, revision checklists or outlines to review own written text  b. Read aloud to hear how text sounds (flow, tone, word choice, etc.) and make revisions  c. Look at own writing and decide on changes before getting external feedback	<b>ESL 6D1/ABE 4D1 Perform multiple re-readings of own written text and make content revisions for fidelity to purpose, clarity, a sense of voice, and consideration of audience</b>  a. Students revise own writing using tools and strategies such as guiding questions or outlines to review own written text  b. Read aloud to hear how text sounds (flow, tone, word choice, etc.) and make revisions  c. Re-read own writing and make sure purpose is addressed	<b>ABE 5D1 Perform multiple re-readings of own written text and make content revisions during writing process for fidelity to purpose, clarity, a sense of voice, and consideration of audience</b>  a. Choose from a selection of specific tools such as content rubrics or questions to revise own writing  b. Read aloud to make global revisions to improve the precision, reasoning, thoroughness, fluency and overall quality and effectiveness of the writing  c. Re-read drafts and review ideas and organizers generated during planning phase to make sure purpose is addressed	<b>ABE 6D1 Perform multiple re-readings of own written text and make content revisions during writing process for fidelity to purpose, clarity, a sense of voice, and consideration of audience</b>  a. Choose from a selection of specific tools such as content rubrics or questions to revise own writing  b. Read aloud to make global revisions to improve the precision, reasoning, thoroughness, fluency and overall quality and effectiveness of the writing  c. Re-read drafts and review ideas and organizers generated during planning phase to make sure purpose is addressed

<i>Revision Strand, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Getting and giving feedback</b>							
<b>ESL 1D2 Use feedback from an external reviewer to expand content</b>  a. Teacher demonstrates revision feedback through think aloud  b. Make content changes in drafts incorporating feedback from others with extensive teacher guidance	<b>ESL 2D2 Apply feedback from an external reader/ reviewer to make a few simple content changes</b>  a. Practice using teacher guided feedback strategies for revision, such as checklists  b. Make content changes in drafts incorporating feedback from others with extensive teacher guidance	<b>ESL 3D2/ABE 1D2 Understand and apply feedback from an external reader/ reviewer to make simple content changes</b>  a. Practice learned collaboration strategies with peers, such as question prompts  b. Make content changes in drafts incorporating feedback from others	<b>ESL 4D2/ ABE 2D2 Consider and apply feedback from an external reader/reviewer to make content changes</b>  a. Use a few simple strategies to give to and receive revision feedback from peers  b. Make content changes in drafts incorporating feedback from others	<b>ESL 5D2/ABE 3D2 Consider and apply feedback from an external reader/ reviewer to make revisions</b>  a. Practice using a few more complex peer revision strategies  b. Make content changes in drafts incorporating feedback from others	<b>ESL 6D2/ABE 4D2 Evaluate and apply feedback from an external reader/ reviewer to make revisions to drafts</b>  a. Practice and use a variety of peer feedback strategies  b. Make content changes in drafts incorporating feedback from others	<b>ABE 5D2 Evaluate and apply feedback from an external reader/ reviewer to make revisions to drafts</b>  a. Choose from a wide repertoire of strategies to give and receive feedback related to revision  b. Make content changes in drafts incorporating feedback from others	<b>ABE 6D2 Evaluate and apply feedback from an external reader/ reviewer to make revisions to drafts</b>  a. Choose from a wide repertoire of strategies to give and receive feedback related to revision, including the use of a variety of revision rubrics appropriate for the genre  b. Make content changes in drafts incorporating feedback from others

<i>Revision Strand, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
		<p>c. Add detail and/or delete unnecessary information incorporating feedback from others</p>	<p>c. Add detail and/or delete unnecessary information incorporating feedback from others</p> <p>d. Rewrite for clarity, incorporating feedback from others</p>	<p>c. Add appropriate detail and/or delete unnecessary information incorporating feedback from others</p> <p>d. Rewrite for clarity incorporating feedback from others</p>	<p>c. Add detail needed to support logical argument and delete unnecessary information incorporating feedback from others</p> <p>d. Rewrite for clarity incorporating feedback from others</p> <p>e. Recognize the effect of voice, tone, and formality, and revise through incorporating feedback from others</p>	<p>c. Add detail needed to support logical argument and delete unnecessary information to meet academic and workplace standards through incorporating feedback from others</p> <p>d. Rewrite for clarity to strengthen argument, elaborate points, improve word choice or examples, etc. through incorporating feedback from others</p> <p>e. Change voice/tone as needed to better address needs of audience through incorporating feedback from others</p> <p>f. Combine and/or rearrange some sentences to add coherence incorporating feedback from others</p> <p>g. Re-sequence some larger blocks of text to aid overall organization, incorporating feedback from others</p>	<p>c. Add detail needed to support logical argument and delete unnecessary information to meet academic and workplace standards through incorporating feedback from others</p> <p>d. Rewrite for clarity to strengthen argument, elaborate points, improve word choice or examples, etc. incorporating feedback from others</p> <p>e. Change voice/tone as needed to better address needs of audience through incorporating feedback from others</p> <p>f. Combine and/or rearrange sentences as needed to add coherence incorporating feedback from others</p> <p>g. Re-sequence larger blocks of text to aid overall organization and clarity, incorporating feedback from others</p>

<i>Revision Strand, cont'd</i> WA ESL Level 1	WA ESL Level 2	WA ESL Level 3 WA ABE Level 1	WA ESL Level 4 WA ABE Level 2	WA ESL Level 5 WA ABE Level 3	WA ESL Level 6 WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<b>Proof-reading &amp; mechanics</b>							
<b>ESL 1D3 With intensive teacher modeling and guidance, proofread and make a few simple edits of spelling, punctuation, and capitalization to enhance reader's understanding</b> a. Correct letter formation and misspellings of very simple, highly familiar words b. Correct capitalization at beginnings of sentences and for proper names, days, and months, and the pronoun "I" c. Correct simple punctuation, including periods at end of sentences, in titles (Mr. and Mrs.), commas in dates, and periods and commas in money amounts	<b>ESL 2D3 With teacher guidance, proofread and make a few simple edits to spelling, punctuation, capitalization and grammar to enhance reader's understanding</b> a. Correct letter formation and misspellings of simple, familiar words b. Correct capitalization at beginnings of sentences and for proper names, days, and months, countries, languages, nationalities, and the pronoun "I" c. Correct simple punctuation, including periods at end of sentences, in titles (Mr. and Mrs.), commas in dates, addresses between city and state, punctuation for common address abbreviations (e.g., Ave., St., N.W.S.E.) and periods and commas in money amounts	<b>ESL 3D3/ABE 1D3 Proofread and apply a few simple rules of mechanics to make simple changes with support to enhance reader's understanding</b> a. Correct misspellings of familiar words b. Correct capitalization at beginnings of sentences and for proper nouns c. Correct punctuation to end simple sentences, make lists, and to mark addresses, dates, phone numbers and money and time	<b>ESL 4D3/ABE 2D3 Proofread and apply a few rules of mechanics to make simple changes with support, to enhance reader's understanding</b> a. Correct misspellings b. Correct capitalization c. Correct punctuation to end sentences and link compounds	<b>ESL 5D3/ABE 3D3 Proofread and apply rules of mechanics to make simple changes as needed to enhance reader's understanding</b> a. Correct misspellings b. Correct capitalization c. Correct punctuation to end sentences, to link series, and to denote independent and (some) dependent clauses	<b>ESL 6D3/ABE 4D3 Proofread and apply rules of mechanics to make changes as needed to enhance reader's understanding</b> a. Correct misspellings b. Correct capitalization c. Correct punctuation	<b>ABE 5D3 Proofread and apply rules of mechanics to make changes as needed to enhance reader's understanding</b> a. Correct misspellings b. Correct capitalization c. Correct punctuation	<b>ABE 6D3 Proofread and apply rules of mechanics to make comprehensive changes as needed to enhance reader's understanding</b> a. Correct misspellings b. Correct capitalization c. Correct punctuation

<p>d. Correct usage of present tense verb “to be”</p> <p>e. Correct very basic noun/pronoun agreement and plurals</p> <p>f. Correct word choice and word order</p> <p>g. Use tools such as word lists and picture dictionaries</p>	<p>d. Correct usage of present and past tense of the verb “to be”</p> <p>e. Correct simple noun/pronoun agreement and plurals</p> <p>f. Correct word choice and word order</p> <p>g. Use tools such as word lists and picture dictionaries</p>	<p>d. Correct simple present and present continuous tenses of verbs, subject/verb agreement</p> <p>e. Correct noun/pronoun agreement and plurals</p> <p>f. Correct word choice (e.g., synonyms, homonyms, comparatives, superlatives) and word order</p> <p>g. Use tools such as word lists and simple dictionaries</p>	<p>d. Correct simple present and past, past progressive, and future tenses of verbs, subject-verb agreement</p> <p>e. Correct noun/pronoun agreement, plurals and articles</p> <p>f. Correct word choice (e.g., synonyms, homonyms, easily confused words), and word order</p> <p>g. Use tools such as word lists, dictionaries, or simple editing checklists</p>	<p>d. Correct present, past and future tenses of verbs, including present and past perfect, subject-verb agreement</p> <p>e. Correct pronoun use and plurals</p> <p>f. Correct word choice for description, accuracy, lack of repetition, and correct word order</p> <p>g. Use tools such as word lists, dictionaries, or simple editing checklists</p>	<p>d. Correct present, past and future tenses of verbs, subject-verb agreement</p> <p>e. Correct pronoun use and plurals</p> <p>f. Correct word choice for description, accuracy, lack of repetition, and correct word order</p> <p>g. Use application of rules and tools such as dictionaries, editing checklists or simple rubrics</p>	<p>d. Correct present, past and future tenses of verbs, subject-verb agreement</p> <p>e. Correct pronoun use and plurals</p> <p>f. Choose more appropriate words to fit audience and context, as needed, and correct word order</p> <p>g. Use tools such as dictionaries, grammar guides or rubrics application of rules as needed</p>	<p>d. Correct present, past and future tenses of verbs, subject-verb agreement</p> <p>e. Correct pronoun use and plurals</p> <p>f. Choose more appropriate words to fit audience and context, as needed, and correct word order</p> <p>g. Use tools such as dictionaries, thesauruses, grammar guides or rubrics application of rules as needed</p>
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## APPENDIX A: WA, EFF and NRS Levels for WRITING

### Correspondences among WA Levels, EFF Levels and NRS Educational Functioning Levels

EFF Levels	WA ESL Levels	NRS Federal ESL Levels	WA ABE Levels	NRS Federal ABE Levels
	1	Beginning ESL Literacy		
	2	Low Beginning ESL		
1	3	High Beginning ESL	1	Beginning ABE Literacy
2	4	Low Intermediate ESL	2	Beginning Basic Education
3	5	High Intermediate ESL	3	Low Intermediate Basic Education
4	6	Advanced ESL	4	High Intermediate Basic Education
5			5	Low Adult Secondary Education
6			6	High Adult Secondary Education

For information about the NRS Levels, go to: [http://www.nrsweb.org/docs/EFL\\_Descriptors.doc](http://www.nrsweb.org/docs/EFL_Descriptors.doc)

## APPENDIX B: The EFF Convey Ideas in Writing Performance Continuum

The CIW Curriculum Framework was developed with reference to the CIW Performance Continuum. This continuum is a set of descriptions of proficient writer performance across the six levels most often associated with adult literacy, basic education, ESL, and GED preparation classes. The Performance Continuum was created by EFF through field research and expert review and was field-tested with adult learners in five states.

The Performance Indicators of the continuum include:

- A statement of the kinds of real-life texts writers at this level can independently produce, the real-life purposes for which they write them, the range of contexts in which they write them, and the ease with which they write them.
- A list of the knowledge, skills, and strategies which writers at this level draw from in life-based writing activities (identified through the field-based research EFF conducted to build the Performance Continuum for the standard).

Together, these indicators address the key features, or dimensions, of performance at any level:

- Structure and depth of the knowledge base
- Fluency of performance
- Independence of performance
- Range of performance

Much more information about the CIW Performance Continuum is available in the *Guide to Using the Convey Ideas in Writing Performance Continuum*. It can be found at <http://eff.cls.utk.edu/assessment/write1.htm>.

The Performance Continuum describes proficient writer performance at each level, but it does not provide explicit guidance on teaching and learning. The Curriculum Framework is designed to provide this guidance.

For information on this research, please go to <http://eff.cls.utk.edu/assessment/write8.htm>.

## **APPENDIX C: Using the Curriculum Framework Q & A**

This section uses a question/answer format to offer ideas of how you might use the CIW Curriculum Framework.

### **“Where do I begin?”**

Planning teaching and learning activities begins with students’ purposes: What are they concerned about? What do they want to be able to do? What do they want or need to write? As a teacher, you will also take into account the goals of your program when you plan learning activities.

The Standards help you and your students determine what they need to learn – what skills at what level of proficiency – to accomplish their purposes. The continua of Indicators by level help determine students’ current levels of proficiency.

Once you know what students want to accomplish (i.e., their purposes for learning and the skills they need to work on) the curriculum frameworks help you identify the specific skills that underlie performance at each level. You and your students can work on the needed skills in the context of their purposes. The Examples of Teaching & Learning describe this process in action in classrooms.

### **“Which do I use, the Indicators or the Teaching & Learning Objectives?”**

You will use both; which you focus on depends upon your purpose. If you are selecting standardized assessments to be used for reporting purposes, or developing or using informal assessments to determine where instruction needs to begin, the focus should be on the Indicators. They are research-based descriptions of key indicators of proficient performance at a particular level and, as such, are the target points for assessment-related activities.

If you are developing learning activities your focus will be on the Teaching & Learning Objectives. These are aligned with the Indicators and, in some cases, mirror them very closely. However, since the Objectives were designed with teaching and learning in mind—as opposed to formal assessment—they offer more specific and explicit guidance to teachers/tutors and programs to support students in their conveying ideas in writing

### **“How do I begin to locate my students’ performance levels so that I will know where to begin the teaching and learning process?”**

To identify students' performance levels, try the following process, adapted from EFF's ***Guide to Using the Conveying Ideas in Writing Performance Continuum***.

1. Look over the Indicators and the Examples of Proficient Performance at each level to familiarize yourself with what is required for proficient performance at each level.
2. Review what you already know about your students, based on intake assessments you or your program may have conducted, standardized test data, student portfolios, and previous student work. Determine one or two performance levels that seem to reflect your students' proficiency levels. Identify what further information about the student would help you place the student with confidence.
3. Gather the additional information you need by asking students to demonstrate and/or reflect on what they already know. The EFF Teaching/Learning Toolkit has several tools that may be helpful. Tailor the questions you ask to fine-tune your understanding of the performance levels of your students.
4. Revisit the Indicators and Examples of Proficient Performance to identify the performance level that best reflects student performance. NOTE: A student need not demonstrate every aspect of performance mentioned for a particular level. You are looking for a "best fit." You have now "placed" the student.

After determining the current performance level of a student, the teacher will then look at the next level up to design instruction based upon student and program goals. Reading the Indicators and Examples of Proficient Performance at the level above where the student already demonstrates proficient performance lets you know what the next performance targets are. Then turn to the Teaching & Learning Objectives for that level to determine appropriate instructional content for preparing students for those exit behaviors.

### **“Where can I get some more specific ideas for what this looks like in the classroom?”**

The Teaching & Learning Objectives and Examples help teachers determine what to teach to meet the needs of specific students. To help students master the CIW Standard at each level, these should be integrated into purposeful learning based on student goals. How much instructional time is spent on any particular Objective or Example will depend on the needs of particular students.

Each Example of Teaching & Learning in the Curriculum Framework illustrates the kinds of guidance that teachers might provide to students, from simple suggestions to explicit, complex instruction. The examples also provide models for student evaluation of their own learning and decision making.

For more information on using the EFF Teaching/Learning Cycle to plan instruction, see the EFF Teaching/Learning Toolkit found at:

<http://eff.cls.utk.edu/toolkit/default.htm>

The Guide to Using the Convey Ideas in Writing Performance Continuum which can be found at <http://eff.cls.utk.edu/assessment/write1.htm>, also provides information on planning instruction.

## **“How can I use the Curriculum Framework to find out what my students have learned from my instruction?”**

As you plan instruction, you will also be planning how you will collect evidence of what students have learned. The Indicators and the Examples of Proficient Performance found in the Curriculum Framework can help you to evaluate this evidence.

Teachers collect and evaluate evidence of student performance in many ways. One way is by the use of a teacher observation log; another is having students keep a writer’s journal. Student progress can also be monitored in a well-defined portfolio – a systematic collection of work, created over time, which may include entries such as representative products, the best work of the student, or other indicators of progress.

The EFF Teaching/Learning Toolkit and the Guide to Using the CIW Performance Continuum have additional ideas on how to collect evidence of student performance. Once evidence is collected, teachers can then use the Indicators and the Examples of Proficient Performance to evaluate this evidence.

# APPENDIX D: The Development of the EFF CIW Curriculum Framework

A curriculum framework is a guide to teaching and learning that outlines the general content and goals of instruction at different levels of performance for a particular content area. The *EFF Convey Ideas in Writing Curriculum Framework* is based on the EFF Standard Convey Ideas in Writing (CIW) and the CIW Performance Continuum, a set of descriptions of proficient writing performance across the six levels most often associated with adult literacy, basic education, ESL, and GED preparation classes. The Curriculum Framework provides adult educators with a set of tools on which to base the instruction and assessment of writing. This framework is one of many pieces of the Equipped for the Future initiative developed to help adult education providers better meet the needs of adult learners and the wider community.

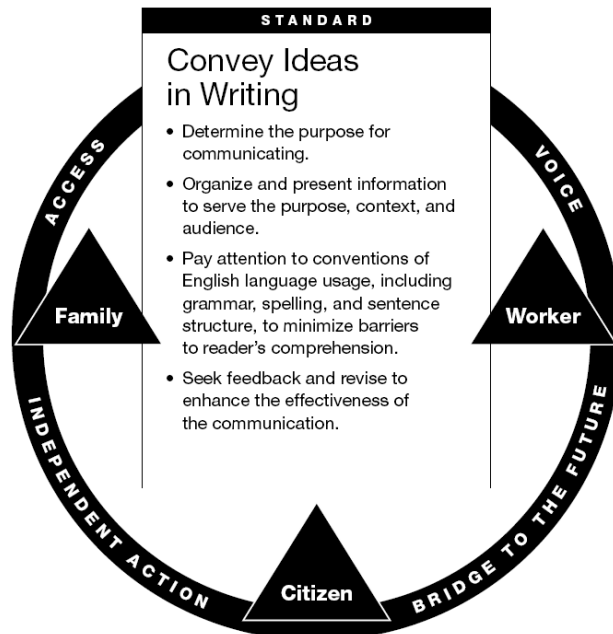
The CIW Curriculum Framework is based on recent writing research as well as on the broadly participatory, long-term empirical research and development process that defined the EFF Convey Ideas in Writing Standard. This framework is not a writing curriculum; however, it provides a basic structure which teachers can use with students to design a curriculum that is relevant to the needs of their particular group.

The core of the CIW Curriculum Framework is the EFF Content Standard Convey Ideas in Writing, which is illustrated below.

**COMMUNICATION SKILL**

**Convey Ideas in Writing**

*In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:*



**COMMON ACTIVITIES**

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

Like the other 15 EFF Standards, CIW describes one of the integrated skill processes used by individuals in carrying out their responsibilities in the areas of family, workplace, and community. Specifically, it describes how adults perform tasks requiring the purposeful communication of information and ideas through writing.

Under the title *Convey Ideas in Writing* are bulleted items, called components of the standard, which describe what happens when adults write for real-life purposes. The CIW standard begins with “determine the purpose for communicating” and ends with “seek feedback and revise to enhance the effectiveness of the communication [in achieving its purpose].” What happens on the way to achieving that purpose is a complex cognitive and behavioral process. For this reason, the components are not viewed as discrete, sequential steps but rather as identifiable aspects of an integrated process.

To fully understand the intent of the standard definition, as articulated in its components, is to understand the differences between the teaching of writing skills (often referred to as language arts) alone and the teaching of writing as a cognitive problem-solving and meaning-making process that includes the teaching of skills within this broader framework. The Convey Ideas in Writing standard describes a developmental pathway that includes key aspects of the writing process shown by research to be important, including three cognitive writing processes: planning (deciding what to say and how to say it), text generation (turning plans into written text), and revision (improving existing text) (Hayes, 1996). In each of these processes a writer employs particular tools.

Adult writers in different developmental stages differ in the tools they possess and in their ability to strategically employ these tools across the many writing-related tasks in their adult lives. The proficient adult writer is able to apply well-developed sets of knowledge, skills, and strategies to convey ideas in writing in various formats, at varying levels of complexity, in a range of socio-cultural settings, and for a variety of purposes. Novice writers, on the other hand, are more limited in the tools currently available to them, both in number and complexity. Thus, the range of writing tasks and contexts they can address independently is restricted, with implications for their ability and/or willingness to use writing as a means of addressing life tasks. This framework supports instruction that will help adult learners in developing their writing tools in ways that will transfer to use in real life.

The definition of writing embodied in the CIW Standard has implications for how teachers go about assessing and providing instruction for developing adult writers. First and foremost, it places the student at the center. The goals of students drive teaching and learning, with the focus of instruction squarely on supporting students in developing the integrated skill process described in the Standard. Learning should transfer to both current and future needs and interests. The CIW Curriculum Framework offers teachers, tutors, and programs the information they need to provide this kind of comprehensive writing instruction.