

# Washington ABE Adult Learning Standards

## Standard: To 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.

Beginning Literacy	Beginning	Low Intermediate	High Intermediate	Low Adult Secondary	High Adult Secondary
The following indicators are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.					
<p><b>By the end of Level 1, every WA ABE student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• W 1.1 Determine the purpose and audience for communicating in writing.</li> <li>• W 1.2 Follow a highly structured, externally developed 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.</li> </ul>	<p><b>By the end of Level 2, every WA ABE student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• W 2.1 Determine the purpose and audience for communicating in writing.</li> <li>• W 2.2 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.</li> </ul>	<p><b>By the end of Level 3, every WA ABE student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• W 3.1 Determine the purpose and audience for communicating in writing.</li> <li>• W 3.2 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.</li> </ul>	<p><b>By the end of Level 4, every WA ABE student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• W 4.1 Determine the purpose and audience for communicating in writing.</li> <li>• W 4.2 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.</li> </ul>	<p><b>By the end of Level 5, every WA ABE student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• W 5.1 Determine the purpose and audience for communicating in writing.</li> <li>• W 5.2 Select from and use a good store of tools and strategies for overall planning and organization; outline, restate, summarize and categorize ideas and produce a legible and comprehensible draft.</li> </ul>	<p><b>By the end of Level 6, every WA ABE student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• W 6.1 Determine the purpose and audience for communicating in writing.</li> <li>• W 6.2 Select from and use a wide range of tools and strategies for overall planning and organization; reproduce, synthesize and draw sound conclusions from complex or extensive ideas; and produce a legible and comprehensible draft.</li> </ul>

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<ul style="list-style-type: none"> <li>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. Appropriately use everyday, familiar vocabulary to produce several sentences on a familiar topic.</li> <li>W 1.4 Make a few simple content changes based on review and feedback from others.</li> </ul>	<ul style="list-style-type: none"> <li>W 2.3 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.</li> <li>W 2.4 Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others.</li> </ul>	<ul style="list-style-type: none"> <li>W 3.3 Appropriately use mostly familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a paragraph to convey ideas with several supporting details/examples reflecting some attention to audience.</li> <li>W 3.4 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</li> </ul>	<ul style="list-style-type: none"> <li>W 4.3 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.</li> <li>W 4.4 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.</li> </ul>	<ul style="list-style-type: none"> <li>W 5.3 Appropriately use both everyday and specialized vocabulary including abstract nouns and idioms, and a variety of sentence structures, in medium-length, coherently-linked, and detailed text with appropriate tone, language, and level of formality and in modes of organization suitable for a variety of audiences.</li> <li>W 5.4 Use a variety of strategies to analyze and make simple revisions (such as for clarity, organization, and descriptiveness) and to solve a few more global problems posed by the writing text (such as changes in voice or tone to take into account the needs of the audience or re-sequencing of larger pieces of text based on</li> </ul>	<ul style="list-style-type: none"> <li>W 6.3 Appropriately use extensive everyday and specialized vocabulary (including idiom, colloquialisms and cultural references as appropriate) and a variety of sentence structures (including those reflecting logical relations), in medium-length, well-sequenced, and detailed text with appropriate voice, tone, rhetorical forms, and style and in modes of organization suitable for a variety of audiences.</li> <li>W 6.4 Choose from a variety of strategies to make multiple simple and global revisions during the writing process. Effectively seek out, describe, and work through more global problems posed by the writing task (such as the need to re-sequence text for clarity, to add more details to make a logical argument, or to change</li> </ul>

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<ul style="list-style-type: none"> <li>W 1.5 Make a few simple edits of handwriting, spelling, punctuation and capitalization.</li> </ul>	<ul style="list-style-type: none"> <li>W 2.5 Make basic edits of grammar (verb tenses, subject/verb agreement), simple and compound sentences, capitalization, spelling and punctuation (end periods, some commas).</li> </ul>	<p>for the intended audience.</p> <ul style="list-style-type: none"> <li>W 3.5 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.</li> </ul>	<ul style="list-style-type: none"> <li>W 4.5 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.</li> </ul>	<p>feedback from others).</p> <ul style="list-style-type: none"> <li>W 5.5 Undertake multiple re-readings of text in order to edit for grammar, spelling, sentence structure, language usage, and text structure and use appropriate tools such as dictionaries and grammar guides.</li> </ul>	<p>the tone or style to accommodate the audience).</p> <ul style="list-style-type: none"> <li>W 6.5 Undertake multiple re-readings of text in order to make comprehensive edits for grammar, spelling, sentence structure, language usage, and text structure. Use appropriate editing tools as necessary.</li> </ul>

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<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><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><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 2 can write simple and a few compound sentences, sometimes in short paragraphs with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 3 can write simple narrative, informative, or expressive texts of a paragraph 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.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 4 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.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 5 can write a variety of texts that include more complex sentence structures and multiple paragraphs easily and with few errors for a wide variety of purposes (such as different kinds of expressive, persuasive and informative purposes). They can independently accomplish structured and fairly complex writing in a variety of familiar and some novel settings.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 6 can write a variety of sentences in medium-length, detailed text and in a variety of rhetorical forms, easily and with few errors, to independently accomplish structured or unstructured complex writing activities in a variety of familiar and novel settings.</i></p>