

Second Draft
TABLE OF TEACHING AND LEARNING OBJECTIVES (TLOs)
taken from Washington Curriculum Framework for Convey Ideas in Writing

The second draft of the complete Washington state curriculum framework (CF) in writing will be available to the field soon. This Table of Teaching and Learning Objectives (TLOs) will both be embedded in that document, and exist as a stand-alone resource, as it does here. The TLO Table is a document of teaching and learning ideas for writing described at the most concrete classroom level. The particular value of the table lies in being able to compare skills, strategies, and knowledge vital to writing competence, across levels. Such comparisons can assist in planning for multi-level classes, creating I-BEST curriculum, and in clarifying student performance expectations across any program, thus enhancing professional communication between teachers, and making educational pathways transparent to students.

IMPORTANT NOTE: please remember that the STANDARD itself is the most global definition of successful writing, and that the INDICATORS are the most useful descriptors for developing assessments. Our goal in making this table available *before* the entire CF is to be responsive to demand from the field for a toolbox of concrete teaching and learning ideas. This table is most appropriately used WITH the standards and indicators.

The WA Writing Learning Standards Cadre, representing many of your colleagues from the field, worked tirelessly to adapt the EFF TLOs into a Washington State document. In particular, the lower two levels of TLOs were written from scratch by this team. Until we can acknowledge them more formally in the CF, we would like to thank: Amy Allen-Metcalf, Jennifer Barber, Jamila Barton, Nina Benedetti, Jennifer Dressler, Lee Jewett, Jon Kerr, Ben Munsey, Jacqueline Allen-Bond, Jill Bauer, Mary Alice Berndt, Diane Bruckner, Isabel Childs, Katie Culbertson, Tram Dang, Katherine Davidow-Lucas, Catherine Duva, Julia Epperly, Andrew Gebhart, Sean Gomez, Lynn Knapp, Jean Pauley, Lee Sledd, Rosalie Robinson, Raquel Villasenor, and Heather Williams.

Please use and distribute this document widely. Also, please pay attention to and collect your own reactions to its validity. We look forward to a shared dialog around the Washington State Adult Learning Standards' curriculum frameworks.

NOTES on TLOs and the TLO Table, excerpted from the Writing CF

Teaching & Learning Objectives give explicit guidance for teaching and learning by 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 letter set indicating ESL or ABE, a number indicating the level, an uppercase letter indicating the strand, and a number of the objective (e.g., **ESL 1A1**, **ESL 1A2**, **ABE 1A3**, **ABE 2A1**). 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.

The Table of Teaching and Learning Objectives combines the Teaching and Learning Objectives for all levels, both ESL and ABE, 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.

“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.

“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 students to evaluate their own learning and decision making.

WRITING TLO “THEMES”

PLANNING

- A1 Purposes & audiences
- A2 Prior knowledge to support planning
- A3 Generate ideas (pre-writing & brainstorm)
- A4 Identify & organize ideas and information

TEXT GENERATION

- B1 Prior knowledge to convey ideas
- B2 Vocabulary (word choice)
- B3 Sentence structure
- B4 Organization of complete text

WRITING CONVENTIONS

- C1 Prior knowledge to produce comprehensible text
- C2 Use tools & resources
- C3 Spelling
- C4 Sentence construction & transitions
- C5 Word forms
- C6 Capitalization
- C7 Punctuation

REVISION

- D1 Look at own writing
- D2 Getting & giving feedback
- D3 Proof-reading & mechanics

WA Convey Ideas in Writing Table of Teaching and Learning Objectives

Relationship of ABE & ESL Levels within this document:

ABE 1	ABE 1	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 ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Purpose and Audience							
ESL 1/ABE 1A1 Convey Ideas in Writing for real-life purposes & audiences 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	ESL 2/ABE 1A1 Convey Ideas in Writing for real-life purposes and audiences 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	ESL 3/ABE 1A1 Convey Ideas in Writing for real-life purposes and audiences 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	ESL 4/ABE 2A1 Convey Ideas in Writing for real-life purposes and audiences 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	ESL 5/ABE 3A1 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	ESL 6/ABE 4A1 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	ABE 5A1 Convey Ideas in Writing for real-life purposes and audiences 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	ABE 6A1 Convey Ideas in Writing for real-life purposes and audiences 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> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Prior knowledge to support planning							
ESL 1/ABE 1A2 Draw upon prior knowledge (schema) about everyday life, personal experience and interests, cultural understandings, and vocabulary to support planning for written communication	ESL 2/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	ESL 3/ABE 1 A2 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	ESL 4/ABE 2 A2 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	ESL 5/ABE 3 A2 Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary, and English grammar/ writing conventions to support planning for written communication	ESL 6/ABE 4 A2 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	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	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
a. Determine relevant content for addressing writing purpose, i.e. name, address, phone number	a. Determine relevant content for addressing writing purpose, i.e. 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

<i>Planning Strand, cont'd</i> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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. 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>

<i>Planning Strand, cont'd</i> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Generate ideas (pre-writing & brainstorm)							
ESL 1/ABE 1A3 Generate ideas (pre-writing) and information drawn from prior knowledge that may address writing purpose 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	ESL 2/ABE 1A3 Generate ideas and information drawn from prior knowledge that may address writing purpose 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	ESL 3/ABE 1A3 Generate ideas and information drawn from prior knowledge that may address writing purpose 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	ESL 4/ABE 2A3 Generate ideas and information drawn from prior knowledge that may address writing purpose 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	ESL 5/ABE 3A3 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	ESL 6/ABE 4A3 Generate ideas and information drawn from prior knowledge that may address writing purpose 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	ABE 5A3 Generate ideas and information drawn from prior knowledge that may address writing purpose 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)	ABE 6A3 Generate ideas and information drawn from prior knowledge that may address writing purpose 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 ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Identify & organize ideas and information							
ESL 1/ABE 1A4 Identify and organize very simple, familiar ideas and information to meet writing purpose a. Follow a highly structured externally developed plan such as a simple cloze exercise or a simplified form b. Copy a very simple text model (such as simple signs, letters, words) and a few simple sentences that have been dictated	ESL 2/ABE 1A4 Identify and organize simple, familiar ideas and information to meet writing purpose a. Follow a highly structured, externally developed plan such as a cloze exercise, a simplified form 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	ESL 3/ABE 1A4 Identify and organize a few ideas and small amounts of information around a familiar topic to meet writing purpose a. Follow a highly structured, externally developed plan such as a cloze exercise, a simplified form 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	ESL 4/ABE 2A4 Identify and organize a few ideas to support a writing purpose a. Follow a structured, externally developed plan to organize ideas (a very short letter template, a simple form or application) b. Follow a text model (such as a sample paragraph, brief note, memo, simplified narrative or announcement) with adaptation	ESL 5/ABE 3A4 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	ESL 6/ABE 4A4 Identify and organize ideas to support a writing purpose a. Use templates for common business, legal, and community documents (e.g. resumes, business letters) to plan and organize ideas 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)	ABE 5A4 Identify and organize ideas to support a writing purpose a. Anticipate and use templates for common business, legal, and community documents (e.g., training manuals, simple wills, resumes, business letters) b. Understand and select increasingly complex or specialized models to meet writing purpose	ABE 6A4 Identify and organize ideas to support a writing purpose 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 b. Analyze and select increasingly complex or specialized models to meet writing purpose

<i>Planning Strand, cont'd</i> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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. Make short list related to ideas/information for self and immediate needs (for example alphabetized lists and shopping lists)</p> <p>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)</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 (example: 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 (example: 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 (example: 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 (examples: 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 (examples: 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 ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Prior knowledge to convey ideas							
ESL 1/ABE 1B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 2/ABE 1B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 3/ABE 1B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 4/ABE 2B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 5/ABE 3B1 Draw on prior knowledge about everyday life, personal experience and interests, and cultural understandings, to convey ideas in written text	ESL 6/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
THEME: Vocabulary (word choice)							
ESL 1/ABE 1B2 Write personally meaningful work life and community vocabulary	ESL 2/ABE 1B2 Write personally significant and familiar work, life and community vocabulary	ESL 3/ABE 1B2 Write everyday and commonly used work, life and community vocabulary from personal experience and recent learning	ESL 4/ABE 2B2 Write everyday and commonly used work, life, and community vocabulary from personal experience and recent learning	ESL 5/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 6/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> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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>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, soc sec, 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 & 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 & 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 & 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 & 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 ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Sentence structure							
<p>ESL 1/ABE 1B3 Write or copy a few short phrases and very simple statements using high-frequency, personally relevant words</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>ESL 2/ABE 1B3 Write some phrases and simple sentences using high-frequency, personally relevant and familiar words</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>ESL 3/ABE 1B3 Write several simple related sentences using high-frequency, personally relevant and familiar words</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>ESL 4/ABE 2B3 Write simple and compound (i.e., 2 connected simple) sentences</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>ESL 5/ABE 3B3 Write simple, compound and some complex sentences to communicate</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>ESL 6/ABE 4B3 Write complex sentences, containing long phrases and clauses if appropriate to communicate</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>ABE 5B3 Write a variety of sentences, including complex sentences containing long phrases and clauses, to communicate subtopics, details and brief parenthetical statements</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>ABE 6B3 Write a variety of sentences, including complex sentences containing long phrases and clauses, to communicate subtopics, details and brief parenthetical statements</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> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Organization of complete text							
ESL 1/ABE 1B4 Using a familiar, highly-structured model, organize personally meaningful words, very simple phrases and very simple sentences a. Write words and phrases for personal use (lists, names, addresses, phone numbers)	ESL 2/ABE 1B4 Using a highly-structured model, organize text and/or simple sentences to convey information on a single familiar topic a. Write for personal use (lists, forms, notes, invitations) b. Write for vocational use (signs, applications)	ESL 3/ABE 1B4 Using a structured model, organize several simple sentences to convey information a. Write for personal use (a note to the teacher, medical history form) b. Write for vocational use (schedules, job application)	ESL 4/ABE 2B4 Using a model, organize a short paragraph of a few sentences to convey information on familiar topics a. Write for personal use (emails, letters, questionnaires) b. Write for vocational use (simple memos, summaries, reports)	ESL 5/ABE 3B4 Identify and choose an appropriate model to logically organize ideas into a few short paragraphs on a selected topic a. Write for personal use (blogs, social networking) b. Write for vocational use (resumes, business letters)	ESL 6/ABE 4B4 Identify and choose an appropriate model to logically organize ideas into a few well-constructed paragraphs on a variety of topics a. Write for personal use (citizenship forms, family histories) b. Write for vocational use (proposals, incident reports)	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 a. Write for relevant personal and legal reasons b. Write for technical and specialized reasons in a field of interest, study or focus	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 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 ABE Level 1	WA ESL Level 2 WA ABE Level 1	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, i.e. 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 (<i>first, next, finally; once upon a time, etc.</i>)	f. Write simple transition and signal words to help organize written communication (<i>first, next, finally; once upon a time, etc.</i>)	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 – BODY OF KNOWLEDGE (can be taught during writing or editing)

WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Prior knowledge to produce comprehensible text							
ESL 1/ABE 1C1 Build on prior knowledge of basic language structure and usage from first language or oral English to produce written text	ESL 2/ ABE 1C1 Draw on limited prior knowledge of basic English language structure and usage to produce written text	ESL 3/ABE 1C1 Draw on prior knowledge of basic English language structure and usage to produce written text	ESL 4/ABE 2C1 Draw on and apply prior knowledge of English language structure and usage to produce written text	ESL 5/ABE 3C1 Draw on and apply relevant prior knowledge of English language structure and usage to produce written text	ESL 6/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
THEME: Use tools & resources							
ESL 1/ABE 1C2 Use tools/resources to apply writing conventions a. Use tools (e.g. picture dictionary, word list) to guide word choice and spelling	ESL 2/ABE 1C2 - Use tools/resources to apply writing conventions a. Use tools (e.g. picture dictionary, word list) to check word choice and spelling	ESL 3/ABE 1C2 - Use tools/resources to apply writing conventions a. Use tools (e.g. dictionary, word list) to check word choice (including word form) and spelling	ESL 4/ABE 2C2 - Use tools/resources to apply writing conventions a. Use tools (e.g. dictionary, word list) to check word choice (including word form) and spelling	ESL 5/ABE 3C2 - Use tools/resources to apply writing conventions a. Use tools (e.g. dictionary, word list, thesaurus) to check word choice (including word form and register) and spelling	ESL 6/ABE 4C2 - Use tools/resources to apply writing conventions a. Use tools (e.g. dictionary, word list, thesaurus, collocations dictionary and online tools) to check word choice, including word form, register, and spelling	ABE 5C2 - Use tools/resources to apply writing conventions a. Select from and use multiple tools/resources, e.g. collocations, dictionary, online tools	ABE 6C2 - Use tools/resources to apply writing conventions 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 & 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 & 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 & 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 & 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> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Spelling							
ESL 1/ABE 1C3 Copy letters of the alphabet legibly and spell a few high frequency, personally relevant words a. Clearly form letters and numbers and copy words legibly	ESL 2/ABE 1C3 Write letters of the alphabet and spell some high frequency, personally relevant words a. Write words and simple sentences that are legible to a reader	ESL 3/ABE 1C3 Write letters of the alphabet and Spell everyday, personally significant and familiar words a. Spell one-syllable words with short or long vowel patterns	ESL 4/ABE 2C3 Spell a variety of everyday, familiar words a. Spell a variety of high frequency multi-syllabic words (such as words recognized from simple signs, labels and forms)	ESL 5A/BE 3C3 Spell common single- and multi-syllabic words and some specialized words a. Write words containing common roots (e.g., <i>cycl, form, ped</i>) and common prefixes and affixes (e.g., <i>anti-, inter-, intra-, post-, -able, -ible, -tion</i>)	ESL 6/ABE 4C3 Spell single- and multisyllabic and specialized words a. Use knowledge of a range of syllable patterns, roots (e.g., <i>spec, flect, dic</i>), and prefixes and suffixes (e.g., <i>semi-, quad-, milli-, logist, -ician</i>) to construct words	ABE 5C3 Correctly spell most words, including a store of specialized words a. Write words containing a range of syllable patterns, roots (e.g., <i>morph, ortho, path, rad, homo</i>) and prefixes and suffixes (e.g., <i>bio-, hydro-, -cracy, -ectomy</i>)	ABE 6C3 Correctly spell common and specialized words 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></p> <p>WA ESL Level 1 WA ABE Level 1</p>	<p>WA ESL Level 2 WA ABE Level 1</p>	<p>WA ESL Level 3 WA ABE Level 1</p>	<p>WA ESL Level 4 WA ABE Level 2</p>	<p>WA ESL Level 5 WA ABE Level 3</p>	<p>WA ESL Level 6 WA ABE Level 4</p>	<p>WA ABE Level 5</p>	<p>WA ABE Level 6</p>
<p>THEME: Sentence construction & transitions</p>							
<p>ESL 1/ABE 1C4 Follow highly structured model to construct short simple sentences using learned subject verb patterns</p>	<p>ESL 2/ABE 1C4 Follow a structured model to construct simple sentences using learned subject/verb patterns</p>	<p>ESL 3/ABE 1C4 Construct simple sentences using subject/verb patterns</p>	<p>ESL 4/ABE 2C4 Construct simple and compound sentences</p>	<p>ESL 5/ABE 3C4 Construct and combine simple sentences into compound and some complex sentences</p>	<p>ESL 6/ABE 4C4 Construct a variety of sentence types including appropriately long complex sentences for academic or professional purposes</p>	<p>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</p>	<p>ABE 6C4 Construct a variety of sentence types including appropriately long complex sentences and use effective advanced construction strategies for academic or professional purposes</p>

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

<i>Writing Conventions, cont'd</i> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Capitalization							
ESL 1/ABE 1C6 Differentiate capital and lower case letters; capitalize proper nouns and the pronoun "I," and to begin sentences	ESL 2/ABE 1C6 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	ESL 3/ABE 1C6 Attend to capitalization of first words of sentences and proper nouns	ESL 4/ABE 2C6 Attend to capitalization of first words of sentences and proper nouns	ESL 5/ABE 3C6 Attend to capitalization	ESL 6/ABE 4C6Attend to capitalization, including dialog sentence structures	ABE 5C6 Attend to capitalization	ABE 6C6 Attend to capitalization
THEME: Punctuation							
ESL 1/ABE 1C7 Use basic punctuation with guidance a. Use periods and questions marks to end sentences b. Use punctuation to mark personal information such as addresses, phone numbers and social security numbers c. Use punctuation to mark dates, phone numbers, money, time, and ID numbers	ESL 2/ABE 1C7 Use basic punctuation a. Use periods and question marks to end sentences b. Use commas to create lists and in names, addresses and numbers c. Use punctuation to mark dates, phone numbers, money, time, and ID numbers	ESL 3/ABE 1C7 Use punctuation appropriately in a variety of simple sentences a. Use periods, question marks and exclamation marks to punctuate simple sentences b. Use commas to create lists and separate phrases within a simple sentence	ESL 4/ABE 2C7 Use terminal and internal punctuation correctly a. Use punctuation to end sentences b. Use commas correctly to link independent clauses to make compound sentences c. Use quotation marks in direct quotations and dialog	ESL 5/ABE 3C7 Use terminal and internal punctuation correctly a. Use punctuation to end sentences b. Use commas correctly between independent and dependent clauses in complex sentences c. Use quotation marks in direct quotations and dialog	ESL 6/ABE 4C7 Use appropriate punctuation a. Be able to justify punctuation choices to end sentences and to denote independent and dependent clauses b. Use semicolons and colons correctly c. Use quotation marks to identify citations	ABE 5C7 Use appropriate punctuation a. Be able to justify punctuation choices b. Use quotation marks to identify citations c. Use specialized discipline-specific punctuation	ABE 6C7 Use appropriate punctuation a. Be able to justify punctuation choices b. Use quotation marks to identify citations 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 AND EDITING STRAND

WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Look at own writing							
ESL 1/ABE 1D1 Look at own writing with intensive teacher support a. Teacher models revision process b. Read aloud to hear how text sounds	ESL 2/ABE 1D1 Look at own writing with teacher support a. Teacher models and students begin to practice revision process b. Make simple revisions based upon reading text aloud	ESL 3/ABE 1D1 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	ESL 4/ABE 2D1 Understand that revision is a process undertaken by good writers 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	ESL 5/ABE 3D1 Reread own written text and make simple content revisions 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	ESL 6/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 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	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 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	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 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. Look at own writing, with minimal external support to decide need for changes	c. Look at own writing and make simple changes	c. Look at own writing and decide on changes before getting external feedback	c. Re-read own writing and make sure purpose is addressed	c. Re-read drafts and review ideas and organizers generated during planning phase to make sure purpose is addressed	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 ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Getting and giving feedback							
ESL 1/ABE 1D2 Use feedback from an external reviewer to expand content	ESL 2/ABE 1D2 Apply feedback from an external reader/ reviewer to make a few simple content changes	ESL 3/ABE 1D2 Understand and apply feedback from an external reader/ reviewer to make simple content changes	ESL 4/ ABE 2D2 Consider and apply feedback from an external reader/reviewer to make content changes	ESL 5/ABE 3D2 Consider and apply feedback from an external reader/ reviewer to make revisions	ESL 6/ABE 4D2 Evaluate and apply feedback from an external reader/ reviewer to make revisions to drafts	ABE 5D2 Evaluate and apply feedback from an external reader/ reviewer to make revisions to drafts	ABE 6D2 Evaluate and apply feedback from an external reader/ reviewer to make revisions to drafts
a. Teacher demonstrates revision feedback through think alouds	a. Practice using teacher guided feedback strategies for revision, such as checklists	a. Practice learned collaboration strategies with peers, such as question prompts	a. Use a few simple strategies to give to and receive revision feedback from peers	a. Practice using a few more complex peer revision strategies	a. Practice and use a variety of peer feedback strategies	a. Choose from a wide repertoire of strategies to give and receive feedback related to revision	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 with extensive teacher guidance	b. Make content changes in drafts incorporating feedback from others with extensive teacher guidance	b. Make content changes in drafts incorporating feedback from others	b. Make content changes in drafts incorporating feedback from others	b. Make content changes in drafts incorporating feedback from others	b. Make content changes in drafts incorporating feedback from others	b. Make content changes in drafts incorporating feedback from others	b. Make content changes in drafts incorporating feedback from others

<i>Revision Strand, cont'd</i> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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 ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
THEME: Proof-reading & mechanics							
ESL 1/ABE 1D3 With intensive teacher modeling and guidance, proofread and make a few simple edits of spelling, punctuation, and capitalization to enhance reader's understanding 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	ESL 2/ABE 1D3 With teacher guidance, proofread and make a few simple edits of spelling, punctuation, capitalization and grammar to enhance reader's understanding 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	ESL 3/ABE 1D3 Proofread and apply a few simple rules of mechanics to make simple changes with support, to enhance reader's understanding 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	ESL 4/ABE 2D3 Proofread and apply a few rules of mechanics to make simple changes with support, to enhance reader's understanding a. Correct misspellings b. Correct capitalization c. Correct punctuation to end sentences and link compounds	ESL 5/ABE 3D3 Proofread and apply rules of mechanics to make simple changes as needed to enhance reader's understanding a. Correct misspellings b. Correct capitalization c. Correct punctuation to end sentences, to link series, and to denote independent and (some) dependent clauses	ESL 6/ABE 4D3 Proofread and apply rules of mechanics to make changes as needed to enhance reader's understanding a. Correct misspellings b. Correct capitalization c. Correct punctuation	ABE 5D3 Proofread and apply rules of mechanics to make changes as needed to enhance reader's understanding a. Correct misspellings b. Correct capitalization c. Correct punctuation	ABE 6D3 Proofread and apply rules of mechanics to make comprehensive changes as needed to enhance reader's understanding a. Correct misspellings b. Correct capitalization c. Correct punctuation

<i>Revision Strand, cont'd</i> WA ESL Level 1 WA ABE Level 1	WA ESL Level 2 WA ABE Level 1	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
d. Correct usage of present tense verb "to be"	d. Correct usage of present and past tense of the verb "to be"	d. Correct simple present and present continuous tenses of verbs, subject/verb agreement	d. Correct simple present and past, past progressive, and future tenses of verbs, subject-verb agreement	d. Correct present, past and future tenses of verbs, including present and past perfect, subject-verb agreement	d. Correct present, past and future tenses of verbs, subject-verb agreement	d. Correct present, past and future tenses of verbs, subject-verb agreement	d. Correct present, past and future tenses of verbs, subject-verb agreement
e. Correct very basic noun/pronoun agreement and plurals	e. Correct simple noun/pronoun agreement and plurals	e. Correct noun/pronoun agreement and plurals	e. Correct noun/pronoun agreement, plurals and articles	e. Correct pronoun use and plurals	e. Correct pronoun use and plurals	e. Correct pronoun use and plurals	e. Correct pronoun use and plurals
f. Correct word choice and word order	f. Correct word choice and word order	f. Correct word choice (e.g. synonyms, homonyms, comparatives, superlatives) and word order	f. Correct word choice (e.g. synonyms, homonyms, easily confused words), and word order	f. Correct word choice for description, accuracy, lack of repetition, and correct word order	f. Correct word choice for description, accuracy, lack of repetition, and correct word order	f. Choose more appropriate words to fit audience and context, as needed, and correct word order	f. Choose more appropriate words to fit audience and context, as needed, and correct word order
g. Use tools such as word lists and picture dictionaries	g. Use tools such as word lists and picture dictionaries	g. Use tools such as word lists and simple dictionaries	g. Use tools such as word lists, dictionaries, or simple editing checklists	g. Use tools such as word lists, dictionaries, or simple editing checklists	g. Use application of rules and tools such as dictionaries, editing checklists or simple rubrics	g. Use tools such as dictionaries, grammar guides or rubrics application of rules as needed	g. Use tools such as dictionaries, thesauruses, grammar guides or rubrics application of rules as needed