

Washington ESL 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 | Low Beginning | High Beginning | Low Intermediate | High Intermediate | Advanced |
|--|---|---|--|---|--|
| The following indicators are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level. | | | | | |
| By the end of Level 1, every WA ESL student will know and be able to: W 1.1 Determine the purpose and audience for communicating in writing. 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. | By the end of Level 2, every WA ESL student will know and be able to: 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. | By the end of Level 3, every WA ESL student will know and be able to: 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. | By the end of Level 4, every WA ESL student will know and be able to: 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 a single familiar topic. | By the end of Level 5, every WA ESL student will know and be able to: 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. | By the end of Level 6, every WA ESL student will know and be able to: 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. |

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|---|--|--|---|--|---|
| <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 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.</p> | <p>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 a several sentences on a topic with minimal attention to audience.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>W 1.4 Recognize the need for revision with support from others to make appropriate changes.</p> | <p>W 2.4 Make a few simple content changes with intensive support from others.</p> | <p>W 3.4 Make a few simple content changes based on review and feedback from others.</p> | <p>W 4.4 Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others.</p> | <p>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</p> | <p>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.</p> |

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|--|---|--|--|---|---|
| W 1.5 Make a few simple edits of handwriting, spelling, punctuation and capitalization based on review and feedback from others. | W 2.5 Make simple edits of grammar, capitalization, spelling, and punctuation based on review and feedback from others. | W 3.5 Make a few simple edits of handwriting, spelling, grammar, punctuation and capitalization. | 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). | 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. | 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. |

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| <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</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>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>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.</i></p> | <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>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.</i></p> | <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>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.</i></p> | <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>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.</i></p> | <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>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.</i></p> |