

# Writing (2011)

Adopted 2011

## Beginning ABE Literacy (0 - 1.9)

### 1. Beginning Writing 1.W.1

1. Recognize and write letters of the alphabet (upper & lower case). 1.1.1
2. Recognize and write numerals to 100. 1.1.2
3. Group letters to form words. 1.1.3
4. Copy/space letters to form words. 1.1.4
5. Copy/space letters to form sentences. 1.1.5
6. Write/copy words identifying objects in the classroom, home or workplace. 1.1.6
7. Copy basic personal information. 1.1.7
8. Accurately copy printed or written material of at least one paragraph. 1.1.8
9. Classify pictures and shapes under appropriate headings. 1.1.9
10. Arrange pictures of three events in a sequential pattern. 1.1.10
11. Group words by similarities in meaning. 1.1.11

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### 2. Composition/Sentence Structure 1.W.2

1. Use the free-write strategy to compose simple, original sentences. 1.2.1
2. Write simple messages. 1.2.2
3. Produce word lists and a personal dictionary. 1.2.3
4. Write statements and questions using appropriate word order. 1.2.4

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## Beginning Basic Education (2.0 - 3.9)

### 1. Beginning Writing 2.W.1

1. Write simple words and sentences on familiar life skill topics. 2.1.1
2. Write lists and personal schedules. 2.1.2
3. Write dates, days of the week, months of the year, and numbers. 2.1.3
4. Use resources to locate and copy information (i.e. dictionary, phone book, Internet). 2.1.4
5. Fill out simple personal information forms. 2.1.5
6. Identify topic and supporting sentences in a paragraph. 2.1.6
7. Generate headings for words grouped together when the words have something in common. 2.1.7

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## 2. Composition/Sentence Structure 2.W.2

1. Compose a topic sentence. 2.2.1
2. Generate at least two supporting sentences for a topic sentence. 2.2.2
3. Use the proofreading step of the writing process to edit a paragraph for spelling and capitalization. 2.2.3
4. Compose a simple set of instructions for common tasks sequencing at least four steps. 2.2.4
5. Compose a short letter and address an envelope. 2.2.5
6. Use prewriting techniques to generate ideas. 2.2.6
7. Identify sentences and non-sentences (fragment vs. complete). 2.2.7

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## 3. Grammatical Concepts 2.W.3

1. Use capital letters and commas appropriately. 2.3.1
2. Distinguish among declarative (statement), imperative (command), interrogative (question), and exclamatory (exclaim) sentences when presented orally. 2.3.2
3. Correctly punctuate simple sentences with end punctuation. 2.3.3
4. Correctly punctuate abbreviations of common titles such as Mr., Mrs., Ms., etc. 2.3.4
5. Identify nouns and verbs in a sentence. 2.3.5
6. Write singular and plural form of nouns. 2.3.6
7. Distinguish uses of "the", "a", and "an". 2.3.7

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### Low Intermediate Basic Education (4.0 - 5.9)

## 2. Composition/Sentence Structure 3.W.2

1. Identify the elements of a paragraph: indentation, topic sentence, supporting sentences, details, and concluding sentence. 3.2.1
2. Use chronological order in a paragraph describing a personal experience. 3.2.2
3. Use editing to improve writing. 3.2.3
4. Create lists comparing and contrasting two objects. 3.2.4
5. Recognize and use transition words and phrases. 3.2.5
6. Spell and use correctly common homophones (there, their, they're). 3.2.6

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**3. Grammatical Concepts** 3.W.3

1. Follow comma rules. 3.3.1
2. Follow apostrophe rules. 3.3.2
3. Follow quotation rules. 3.3.3
4. Use simple verb tenses (past, present, and future) as needed. 3.3.4
5. Write the appropriate forms of common regular and irregular verbs. 3.3.5
6. Use nouns and pronouns appropriately. 3.3.6
7. Use parts of speech appropriately. 3.3.7
8. Use pronouns to replace nouns. 3.3.8
9. Use subject and object pronouns appropriately. 3.3.9

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**High Intermediate Basic Education (6.0 - 8.9)****2. Composition/Sentence Structure** 4.W.2

1. Write and edit a paragraph summarizing an article. 4.2.1
2. Use simple, compound, and complex sentences in writing with correct punctuation. 4.2.2
3. Recognize how to write to a specific audience. 4.2.3
4. Identify the purpose for descriptive, narrative, and expository writing. 4.2.4
5. Write a simple paragraph using cause and effect. 4.2.5
6. Use brainstorming to generate ideas for a paragraph. 4.2.6
7. Identify the elements and purpose of an essay: introduction, body, and conclusion. 4.2.7
8. Use a variety of connector words and phrases to vary sentence structure. 4.2.8
9. Use comparative and superlative adjectives. 4.2.9

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**3. Grammatical Concepts** 4.W.3

1. Use commas and semi-colons in complex sentences. 4.3.1
  2. Use subject/verb agreement in sentences. 4.3.2
  3. Use past, present, and future perfect verb tenses as needed. 4.3.3
  4. Use verb forms (past and present participles) as needed. 4.3.4
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## Low Adult Secondary Education (9.0 - 10.9)

### 2. Composition/Sentence Structure 5.W.2

1. Analyze and understand an essay prompt (brainstorming, clustering, free writing). 5.2.1
  2. Use the writing process (drafting, editing, and re-writing) to compose an essay. 5.2.2
  3. Write a business/technical memo or letter. 5.2.3
  4. Compose an expository essay from a given prompt. 5.2.4
  5. Proofread an essay to assure sentence variety. 5.2.5
  6. Adjust topic, purpose, and audience for a writing situation. 5.2.6
  7. Evaluate and adjust organizational pattern for ideas based on a given prompt (e.g., time order, comparison/contrast, cause/effect). 5.2.7
  8. Develop an essay with an introduction, body, and conclusion, including a clear main idea and theses statement. 5.2.8
  9. Use feedback from a variety of sources to improve writing. 5.2.9
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### 3. Grammatical Concepts 5.W.3

1. Begin to use Standard English. 5.3.1
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## High Adult Secondary Education (11.0 - 12.9)

### 2. Composition/Sentence Structure 6.W.2

1. Write an analysis based on a given prompt. 6.2.1
  2. Develop an up-to-date autobiographical paragraph or resume. 6.2.2
  3. Differentiate between example and reason when given a writing prompt. 6.2.3
  4. Evaluate and adjust use of strategies to generate ideas for each writing situation. 6.2.4
  5. Organize paragraphs to create engaging writing that extends the thesis. 6.2.5
  6. Evaluate writing to clarify main idea and maintain consistent style, tone, and voice. 6.2.6
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### 3. Grammatical Concepts 6.W.3

1. Apply Standard English. 6.3.1