

Community Adult Literacy Benchmarks: Writing - Attend

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Attend	<p>-understand the difference between oral and written language</p> <p>-print/ write individual words legibly and consistently</p> <p>-show awareness that grammar, punctuation, and spelling affect readers' understanding</p>	<p>→</p> <p>-use correct spacing between words and sentences</p> <p>-use capital letters and end punctuation (e.g., periods, questions marks and exclamation marks)</p> <p>-spell functional and high frequency sight words correctly</p> <p>-use correct subject/verb agreement</p>	<p>→</p> <p>-print/write legibly and consistently</p> <p>-use commas, quotations marks, and apostrophes</p> <p>-identify root words and add suffixes and prefixes correctly</p> <p>-use personal dictionary and structural analysis for spelling</p> <p>-use consistent verb tense</p>	<p>→</p> <p>→</p> <p>-use more complex punctuation conventions (e.g., parentheses, colons)</p> <p>- use personal dictionary, structural analysis and phonics to assist with spelling</p> <p>-use appropriate pronouns, prepositions, adjective and adverbs</p>

Community Adult Literacy Benchmarks: Writing - Compose

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Compose	<p>-show awareness that writing serves different purposes and audiences (e.g., difference between fiction and non-fiction, a flyer and an essay)</p> <p>-show awareness that people use their own knowledge and outside sources of information to compose text</p> <p>-complete with assistance, simple forms that require personal information (e.g., order and subscription forms)</p> <p>-copy words from printed material</p> <p>-complete frame sentences</p> <p>-create language experience stories</p>	<p>-understand how purpose and audience affect choice of topic</p> <p>-discuss and use own knowledge about a topic for writing purposes</p> <p>-use simple planning strategies to organize ideas on a familiar topic (e.g., brainstorming, mapping, webbing), with assistance</p> <p>-complete personal forms (e.g., cheques)</p> <p>-write simple and complete sentences (statement and question)</p> <p>-create lists, notes, short personal letters, e-mails, stories, and/or journal entries, with assistance</p>	<p>-understand how purpose and audience affect choice of format, language, and tone</p> <p>-gather information on a specific topic from library and/or internet</p> <p>-use imagination to develop writing topic</p> <p>-use simple planning strategies to organize ideas on a familiar topic (e.g., brainstorming, mapping, webbing)</p> <p>-complete complex forms with assistance (e.g., job application)</p> <p>-write compound sentences that use descriptive words</p> <p>-understand and use common formats such as personal letters, emails, journal entries, memos, short reports, stories</p> <p>- use basic paragraph structure.</p>	<p>-choose and use appropriate writing style for intended audience</p> <p>-gather information on a specific topic from a variety of sources</p> <p>-use imagination to develop a writing topic</p> <p>-choose and use an appropriate strategy to organize information (e.g., brainstorming, mapping, outlining)</p> <p>- understand and use conventional formats to write (e.g., resume, business letter)</p> <p>-write sentences that use figures of speech and specialized vocabulary</p> <p>-choose and use a range of formats to communicate message (e.g., memo, chart, graph, 3-4 paragraph composition, short report)</p> <p>-use appropriate transitions, conversation, variation in sentence length in composition</p> <p>-summarize a piece of text or document</p>

Community Adult Literacy Benchmarks: Writing - Monitor

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Monitor	-understand that, even for experienced writers, writing is a process that involves revision and editing	-evaluate writing to determine if the writing achieves purpose and reaches audience -proof-read for basic punctuation (e.g., capitalization and end punctuation) -identify spelling errors and correct familiar words -proof-read for subject/verb agreement	-revise, paying attention to clarity, organization, and voice -proof read for more complex punctuation (e.g., commas, quotation marks, and apostrophes) -identify and correct non-standard spelling using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis) -proof-read for consistent verb tense and subject/verb agreement	-revise, paying attention to development of ideas, clarity, organization, and voice -pay attention to spelling and punctuation, to minimize barriers to readers' comprehension → -proof-read for appropriate pronouns, prepositions, verb tense agreement