

Washington State Basic Skills Competencies: ABE Reading and Writing (September 29, 2000)

Reading		Writing
Level 1 Exit Criteria:	The adult learner can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary.	The adult learner can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).
1.1	State kind of materials to be read (i.e., notes from teachers, want ads, phone messages, community flyers, etc.).	Identify letters of the alphabet, know their order, and write upper and lower case letters and numbers legibly from memory.
1.2	Explain expected outcome from reading the material (i.e., enjoyment, information).	Capitalize the word "I".
1.3	Know symbol/sound correspondences for the letters of the alphabet.	Copy information correctly.
1.4	Use a combination of contextual clues and "sounding-out" to read.	Write words that are pronounced and spelled orally.
1.5	With some assistance, make corrections when errors are made during oral reading.	Write own name, address -- using appropriate abbreviations and punctuation -- and telephone number correctly from memory.
1.6	Recognize common survival words by sight (i.e. hospital, police, name).	Complete simple forms.
1.7	Restates story and some details of text orally read (i.e., read by teacher or student).	Write a simple sentence.
1.8	Apply ideas from reading to personal experience or goals.	Write simple phone messages.
1.9	Make comparisons using what was read and personal experience.	
Level 2 Exit Criteria:	The adult learner can read simple material on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions.	The adult learner can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self- and peer-edit for spelling and punctuation errors.
2.1	With some assistance, select books that support a personal reading purpose.	Use capital letters correctly.
2.2	With some assistance, choose reading materials from a familiar set of resources (i.e., school, home, bookstore, library, etc).	Use resources to locate and copy information (i.e., dictionary, phone book, encyclopedia).
2.3	Applies reading strategies when prompted.	Write a variety of complete sentences including statements, questions and commands using correct end punctuation.
2.4	Find information in an efficient amount of time in an alphabetical format (i.e. dictionary, phone book, classified ad, etc.).	Identify, write, and correctly use a comma in addresses and dates.
2.5	Begin to use previewing, scanning, and skimming to find specific information (in short stories, flyers, menus, signs, recipes, medicine labels, job announcements).	Correctly use a period with initials and abbreviations.
2.6	Begin to use decoding strategies by analyzing word parts and using context clues to increase vocabulary for comprehension.	Identify, write, and correctly use an apostrophe in contractions.
2.7	Demonstrate a literal comprehension of a text by retelling it.	Write names, addresses, and phone numbers with correct spacing, spelling, punctuation, and capitalization.
2.8	Read a simple paragraph and identify the main idea.	Address an envelope for work, community, or family needs.
2.9	Apply fix-up strategies when comprehension is lost (i.e., read ahead, reread, apply context clues, ask for vocabulary help).	Use prewriting techniques to generate ideas.

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2.10	Understand and identify cause and effect relationships and chronological sequence in level appropriate material or familiar subjects.	Write three sentences on the same topic.
2.11	Identify author's purpose in level appropriate material.	Write notes and messages in familiar situations.
2.12	Read and interpret simple signs, symbols, and abbreviations (i.e., menus, road signs, recipes, instructions on medicine bottles, etc.).	Use and identify basic grammar correctly, such as present/past tense and subject/verb agreement.
2.13	Compare and contrast new information with prior knowledge.	Accurately complete a variety of forms and applications.
2.14	Articulate reasons why the reading purpose was or was not met.	Write for personal expression.
Level 3 Exit Criteria:	The adult learner is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and begin to compare and contrast information from such texts.	The adult learner can write simple narrative descriptions and short essays on familiar topics such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.
3.1	Independently select reading materials that are appropriate to the reading purpose.	List short and long-term goals for the role as a family member, worker, student and/or community member.
3.2	Independently select appropriate reading strategies for effective comprehension in a variety of situations.	Use commas, apostrophes, and colons appropriately.
3.3	Use such strategies such as previewing, scanning and skimming to find specific information.	Expand simple sentences to reflect more complex ideas using adjectives, adverbs, prepositional phrases, compound subjects, verbs and objects.
3.4	Read independently on a regular basis.	Combine two simple sentences into a compound sentence.
3.5	Use context clues and word parts to determine meaning of complex vocabulary.	Recognize and correct fragments and run-on sentences.
3.6	Understand format (paragraph, introduction, conclusion, chapter, titles, subtitles) as an aid to comprehension.	Use correct subject-verb agreement in sentences with simple and compound subjects.
3.7	Use the dictionary as a tool for pronunciation for oral reading and to find word meanings to assist comprehension.	Use proofreading skills to edit errors in capitalization, punctuation, and spelling.
3.8	Adjust reading rate to suit purpose and increase comprehension.	Compose an informal letter using appropriate format for a specific audience.
3.9	Identify the main idea and supporting details in a multi-paragraph selection.	Use prewriting techniques to generate and organize ideas.
3.10	Distinguish between facts and opinions.	Write a simple paragraph that contains a topic sentence and at least three supporting sentences.
3.11	Understand purpose in writing (i.e., persuasive, narrative, descriptive, or expository)	Write for personal expression, e.g., journal writing, poetry, narratives, or lyrics.
3.12	Demonstrate understanding of different types of reading materials by discussion and answering comprehension questions.	Listen to a telephone message and write down important information.
3.13	Interpret written information found in everyday life situations such as written directions, maps, forms, and schedules.	
3.14	With assistance, plan next direction in reading based on conclusions from current reading.	
3.15	Provide evidence of application of knowledge to life roles as family member, worker and citizen.	

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Level 4 Exit Criteria:	The adult learner can comprehend expository writing and a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials; can identify the main idea in reading selections and use a variety of context issues to determine meaning.	The adult learner can compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; identify spelling, punctuation and grammatical errors. The adult learner's writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.
4.1	Independently use library, Internet, and other information resources to fulfill the reading purpose.	Write and revise short and long term goals for role as a family member, worker, student, and/or community member.
4.2	Select the most appropriate materials to meet the reading purpose.	Combine ideas through the use of complex sentence structure.
4.3	Read materials for multiple purposes: gain skills, pleasure, informational.	Recognize and use parallel structure.
4.4	Persevere to read text of limited personal interest for long-term goals.	Use correct verb tense, adjective/adverb forms, and pronoun references.
4.5	Apply reading strategies to increasingly difficult materials and complex tasks (i.e., adjusting rate, determining purpose, previewing, skimming).	Write an accurate summary of oral instructions and give an oral summary.
4.6	Use context clues and word parts to determine meaning of complex vocabulary in a wide range of reading materials.	Utilize the writing process: Write a first draft, revise, peer and self-edit, and write a final draft.
4.7	Use appropriate approaches (skimming, scanning, transition words) to retrieve information quickly.	Write a short report on material read or observed.
4.8	Understand format, organization, and structure of a text (non-fiction, essays, poetry, paragraphs, chapters) as an aid to the reading purpose.	Organize personal information and compose a resume.
4.9	Provide an in-depth oral or written summary of non-fiction selections, the plot and theme of fiction selections.	Write a variety of formal letters (e.g., cover letter, a letter to an elected official, an editor, business, an agency, or an institution).
4.10	Generalize the main idea when it is unstated.	Use desktop references.
4.11	Identify transition words, sentences, and paragraphs that indicate a new main idea.	Write a multiple paragraph composition in an organized and cohesive format with few mechanical errors.
4.12	Select important details that aid in defining key concepts that further comprehension.	
4.13	Identify inference and apply to reading comprehension	
4.14	Identify the author's point of view.	
4.15	Provide evidence of application of knowledge to life roles as family member, worker, and citizen.	