

Washington State ESL Reading and Writing Basic Competencies (September 29, 2000)

	ESL Reading Level Completion	ESL Writing Level Completion
Level 1 Exit Criteria:	Individual can recognize and read numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading;	Individual can print numbers, letters, a limited number of basic sight words and familiar words and phrases, and simple sentences and phrases, including very simple messages; can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent spelling errors.
1.1	Recognize personal information words in print (e.g. first and last name, address, telephone number, etc.).	Write upper and lower case letters and numbers legibly from memory and dictation.
1.2	Identify the letters of the English alphabet and numbers 1-100.	Demonstrate knowledge of the sound/symbol relationship of consonants by writing letters that represent these sounds in English in very familiar words from useful work and life skills contexts.
1.3	Read dates and analog and digital clock time.	Fill in and/or copy necessary words and personal information (e.g. telephone number, first and last name, address, etc.) onto a simplified form.
1.4	Identify U.S. coins, currency and their value and read money amounts (e.g. \$1.28, etc.)	Write simple personal statements (affirmative and negative) using the present tense BE-verb and subject pronouns (e.g. I am from Mexico.)
1.5	Recognize common forms of environmental print found in the home, on community facilities and for basic services (e.g. labels and product names, simple warnings, danger, poison, bank, post office, etc.)	Write letters, numbers, familiar words and learned phrases and sentences using appropriate size, capitalization, punctuation and spacing (e.g. English, \$1.57, 7:00, 360-243-9076, name, My city is...).
1.6	Read familiar sight words and phrases in simple sentences related to personal information.	
Level 2 Exit Criteria:	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary;	Individual can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tenses), and consistent use of punctuation (e.g., periods, capitalization).
2.1	Recognize useful sight words and phrases relating to a person's life and basic words on a personal information form (name, address, telephone number current date, date of birth, social security number and gender).	Fill out personal information and other ESL-adapted forms neatly and accurately.
2.2	Sort items according to alphabetical and numerical order.	Write from dictation useful and familiar one-syllable words that use the regular spellings of English consonant and short vowel sounds (shop, bank) and frequently used sight words (name of city and state, classroom items, family members, etc.)
2.3	Apply sound/symbol relationships to decode familiar and useful words that frequently occur in class, employment, or some community situations.	Write three or four related sentences (with picture or another simple prompt) using simple familiar vocabulary on a single topic (e.g. descriptions of people, places, things, and activities).
2.4	Interpret schedules, signs (housing, destinations, stores) and maps.	Write simple statements (affirmative and negative) and questions using the present tense BE-verb and the present continuous tense.
2.5	Follow simple written instructions (e.g. simplified prescription and care labels, <i>Class meets in room 202, Call Tom at 2:00, etc.</i>).	Use appropriate end punctuation.
2.6	Recognize common weights and measures and their	

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	abbreviations.	
2.7	Identify important information on a simple monthly bill (amount and date due) and net earnings on a pay stub.	
2.8	Read a short simplified paragraph on a single familiar topic (descriptions of people, places, things and activities).	
Level 3 Exit Criteria:	Individual can read text 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,	Individual 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.
3.1	Recognize most standard words on a personal information form (e.g. employment history, education and references).	Write simple notes and messages (e.g. note to teacher about sick child, explanation about class absence, or note to boss or co-worker).
3.2	Locate a word, number, or item in alphabetical or numeric order (e.g. telephone book, building directories, etc.)	Use common English spelling rules in writing (e.g. doubling consonants, changing <i>y</i> to <i>i</i> and adding <i>-es</i>).
3.3	Apply sound/symbol relationship to decode useful, common words occurring in related sentences and questions.	Write 4-6 sentences on a related topic using high frequency vocabulary (e.g. description, daily routines, habits, customs, personal or employment history).
3.4	Apply simple context clues to decode the meaning of new words occurring in related sentences and questions (e.g. punctuation or signal words).	Write statements (affirmative and negative) and questions using simple present, simple past and future tenses.
3.5	Identify the units in the U.S. measurement system and their abbreviations (e.g. area, volume, temperature and distance).	Edit (after guided practice) subject-verb agreement, verb tense and form and punctuation with difficulty.
3.6	Locate places and determine distance and routes using maps and schedules.	Complete simplified medical history form and job application.
3.7	Extract time and date information from documents (e.g. schedules, calendars, and correspondence) to meet basic survival and social needs.	
3.8	Recognize and interpret words on signs and warning labels in home, job and environment (e.g. storage directions, emergency instructions, etc.).	
3.9	Read short text on familiar topics with clear structure (e.g. clear main idea, sequential, etc.).	
Level 4 Exit Criteria:	Individual 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 compare and contrast information from such texts, but not consistently.	The individual 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.
4.1	Identify the main idea and supporting details in a paragraph or several related paragraphs.	Write a personal letter (friend or relative).
4.2	Identify the source of information in a paragraph or several related paragraphs to answer a question.	Fill out forms, questionnaires and surveys.
4.3	Follow specific written directions to perform an activity (e.g. use a cash machine, assemble furniture, do a repair, etc.).	Write a paragraph of 6-8 sentences with a topic sentence and supporting details using vocabulary that is adequate for the purpose.
4.4	Extract the meaning of new vocabulary in context by reading simple descriptions and narratives on familiar subjects (e.g. parts of speech and general sense of passage).	Write statements (affirmative and negative) and questions using past continuous and present perfect tenses.

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4.5	Determine the meaning of simple announcements and advertisements in their full and abbreviated forms (e.g. work or life skills).	Edit writing with attention to subject-verb agreement, verb tense and form and punctuation.
4.6	Interpret simple charts, graphs, and multi-step diagrams.	Write steps in a short process and sequence sentences appropriately.
4.7	Extract basic information from an authentic bill, receipt, bank statement or pay stub.	Write compound sentences using correct punctuation.
		Use a dictionary to check spelling.
Level 5 Exit Criteria:	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts.	The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.
5.1	Locate information in printed resource material (e.g. telephone book, newspaper, manuals, citizenship handbooks, files, indexes and catalogs, etc.)	Write a business letter.
5.2	Interpret descriptive narratives from authentic materials selected with regard to reader's background and culture on familiar topics (e.g. biographies, fiction, newspaper articles)	Fill out authentic medical history forms and applications.
5.3	Apply appropriate reading strategies to determine the meaning of unfamiliar words in a text (e.g. context clues, knowledge of cognates, basic prefixes, suffixes and roots).	Write 1-3 paragraphs with a clear purpose (e.g. give directions, inform, explain, or describe, etc.) on a single topic incorporating main idea and support using vocabulary that is appropriate for audience and purpose.
5.4	Use detailed information from a bill, receipt, bank statement, or pay stub (e.g. net gross, previous balance, etc.) to create a budget or make personal financial decisions.	Use verb tenses and forms accurately and appropriately, including passive voice and conditional tenses.
5.5	Differentiate fact from opinion in written materials.	Self and/or peer edit for subject/verb agreement, verb tense and form, spelling and mechanics.
5.6	Interpret routine charts, graphs, tables and forms.	Take notes from written and/or oral sources and write a short report.
5.7	Identify transition words that signal a type of written organization (e.g. because, however, first, second, etc.)	Write complex sentences with correct punctuation.
5.8	Skim for main idea and scan for detail.	
Level 6 Exit Criteria:	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material.	Individual's writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.
6.1	Summarize the main ideas in entire articles and chapters of authentic printed text.	Write a resume and cover letter.
6.2	Monitor comprehension and apply appropriate reading strategy in difficult text (e.g. ignore an unfamiliar word, visualize, read ahead to connect information, think of an example, etc.).	Take notes and summarize information from written and/or oral sources.
6.3	Analyze the content text structure (description, sequence, comparison-contrast, cause-effect, and problem-solution) to comprehend unfamiliar written material.	Write multi-paragraph essays in a recognized text structure (description, sequence, comparison-contrast, cause-effect, and problem-solution, etc.) with a thesis and development of ideas using varied vocabulary

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		appropriately to produce effective and clear prose.
6.4	Demonstrate the ability to make inferences, draw conclusions, and predict outcomes in written materials.	Use a variety of sentence types with correct punctuation.
6.5	Locate materials in catalogs, microfiche, files, indexes and electronic sources independently.	Use knowledge of parts of speech to write clearly and edit own writing.
6.6	Synthesize the information (construct parts into a new whole) from a variety of written sources in order to make plans, decisions, and form opinions (e.g. job choice, voting, goal setting, etc.)	Use an English/English dictionary as a reference tool in writing to check for appropriate word usage, definition, and part of speech.