

## Community Adult Literacy Benchmarks: Writing - Compilation

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Attend</b>	<ul style="list-style-type: none"> <li>-understand the difference between oral and written language</li> <li>-print/ write individual words legibly and consistently</li> <li>-show awareness that grammar, punctuation, and spelling affect readers' understanding</li> </ul>	<p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> <li>-use correct spacing between words and sentences</li> <li>-use capital letters and end punctuation (e.g., periods, questions marks and exclamation marks)</li> <li>-spell functional and high frequency sight words correctly</li> <li>-use correct subject/verb agreement</li> </ul>	<p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> <li>-print/write legibly and consistently</li> <li>-use commas, quotations marks, and apostrophes</li> <li>-identify root words and add suffixes and prefixes correctly</li> <li>-use personal dictionary and structural analysis for spelling</li> <li>-use consistent verb tense</li> </ul>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> <li>-use more complex punctuation conventions (e.g., parentheses, colons)</li> <li>- use personal dictionary, structural analysis and phonics to assist with spelling</li> <li>-use appropriate pronouns, prepositions, adjective and adverbs</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>-show awareness that writing serves different purposes and audiences (e.g., difference between fiction and non-fiction, a flyer and an essay)</li> <li>-show awareness that people use their own knowledge and outside sources of information to compose text</li> <li>-complete with assistance, simple forms that require personal information (e.g., order and subscription forms)</li> <li>-copy words from printed material</li> <li>-complete frame sentences</li> <li>-create language experience stories</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of topic</li> <li>-discuss and use own knowledge about a topic for writing purposes</li> <li>-use simple planning strategies to organize ideas on a familiar topic (e.g., brainstorming, mapping, webbing), with assistance</li> <li>-complete personal forms (e.g., cheques)</li> <li>-write simple and complete sentences (statement and question)</li> <li>-create lists, notes, short personal letters, e-mails, stories, and/or journal entries, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of format, language, and tone</li> <li>-gather information on a specific topic from library and/or internet</li> <li>-use imagination to develop writing topic</li> <li>-use simple planning strategies to organize ideas on a familiar topic (e.g., brainstorming, mapping, webbing)</li> <li>-complete complex forms with assistance (e.g., job application)</li> <li>-write compound sentences that use descriptive words</li> <li>-understand and use common formats such as personal letters, emails, journal entries, memos, short reports, stories</li> <li>- use basic paragraph structure</li> </ul>	<ul style="list-style-type: none"> <li>-choose and use appropriate writing style for intended audience</li> <li>-gather information on a specific topic from a variety of sources</li> <li>-use imagination to develop a writing topic</li> <li>-choose and use an appropriate strategy to organize information (e.g., brainstorming, mapping, outlining)</li> <li>- understand and use conventional formats to write (e.g., resume, business letter)</li> <li>-write sentences that use figures of speech and specialized vocabulary</li> <li>-choose and use a range of formats to communicate message (e.g., memo, chart, graph, 3-4 paragraph composition, short report)</li> <li>-use appropriate transitions, conversation, variation in sentence length in composition</li> <li>-summarize a piece of text or document</li> </ul>
<b>Monitor</b>	<ul style="list-style-type: none"> <li>-understand that, even for experienced writers, writing is a process that involves revision and editing</li> </ul>	<ul style="list-style-type: none"> <li>-evaluate writing to determine if the writing achieves purpose and reaches audience</li> <li>-proof-read for basic punctuation (e.g., capitalization and end punctuation)</li> <li>-identify spelling errors and correct familiar words</li> <li>-proof-read for subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>-revise, paying attention to clarity, organization, and voice</li> <li>-proof read for more complex punctuation (e.g., commas, quotation marks, and apostrophes)</li> <li>-identify and correct non-standard spelling using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis)</li> <li>-proof-read for consistent verb tense and subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>-revise, paying attention to development of ideas, clarity, organization, and voice</li> <li>-pay attention to spelling and punctuation, to minimize barriers to readers' comprehension</li> </ul> <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> <li>-proof-read for appropriate pronouns, prepositions, verb tense agreement</li> </ul>