

WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST

**ABE WRITING/COMPOSITION**

**Federal Functioning Level 1 – Beginning Literacy (0-1.9)**

Student:	Program:
Instructor:	Date Enrolled:

<b>WC.1 READABILITY/ACCURACY</b>	Date & Initial
1.1.1 Recognize and copy manuscript letters of the alphabet and numerals to 100.	
1.1.2 Write numerals (0 – 20) from memory.	
1.1.3 Write uppercase and lowercase letters from memory.	
1.1.4 Recognize and write common symbols (+, -, \$, #, @).	
1.1.5 Write words identifying objects in the classroom, home, or workplace.	
1.1.6 Write personal information (name, age, address, phone number, date of birth, Social Security number) and dates (words, abbreviations, and numbers) accurately on a simple form and from dictation.	
1.1.7 Space words to form sentences.	
1.1.8 Accurately copy at least one paragraph of written material.	

<b>WC.2 COMPOSITION</b>	Date & Initial
2.1.1 Use the freewrite strategy (without regard to punctuation and capitalization) to compose simple, original sentences.	
2.1.2 Revise simple sentences for completeness, punctuation, and capitalization.	

<b>WC.3 CAPITALIZATION</b>	Date & Initial
3.1.1 Correctly capitalize simple sentences including sentence beginnings and the pronoun "I".	
3.1.2 Capitalize proper nouns which include names, titles, places, and abbreviations.	

<b>WC.4 PUNCTUATION</b>	Date & Initial
4.1.1 Distinguish among declarative, imperative, interrogative, and exclamatory sentences when presented orally by the instructor.	
4.1.2 Correctly punctuate simple sentences with commas and end punctuation including periods, question marks, and exclamation marks.	
4.1.3 Correctly punctuate abbreviations of common titles such as Mr., Mrs., Ms., etc.	

<b>WC.5 GRAMMATICAL CONCEPTS/SENTENCE STRUCTURE</b>	Date & Initial
5.1.1 Identify nouns and verbs in a sentence.	
5.1.2 Identify the subject and predicate in a sentence.	
5.1.3 Make subjects and verbs agree in sentences.	
5.1.4 Write three related sentences which are correctly capitalized, punctuated, and grammatically correct (i.e., simple story, phone message, etc.).	

<b>WC.6 VERB TENSE</b>	Date & Initial
6.1.1 Compose simple sentences (about self, family, country, work, etc.) in both present and past tense.	

## Performance Descriptors

### WRITING/COMPOSITION – BEGINNING LITERACY – LEVEL 1 Each IGO must be mastered with a minimum score of 80%.

#### **Readability**

- WC.1.1.1 Using a reference model (for either standard or D'Nealian manuscript), copy the twenty-six uppercase and twenty-six lowercase letters of the manuscript alphabet. Using a reference model, copy at least ten missing numerals in a chart of numbers from 1-100.  
(See also R.1.1.2)
- WC.1.1.2 From memory, write the numerals from zero to twenty in sequence without prompts.  
(See also R.2.1.3)
- WC.1.1.3 From memory, write the twenty-six uppercase and twenty-six lowercase letters of the manuscript alphabet in sequence.  
(See also R.1.1.2, R.3.2.2)
- WC.1.1.4 Identify and write ten common symbols (+, -, \$, #, @, %, &, \*, =, ¢).  
(See also R.2.1.4)
- WC.1.1.5 Copy two or more sentences of written material using correct spacing between letters, word, and sentences to make them clear, neat, and readable.  
(See also WC.1.1.8)
- WC.1.1.8 Accurately copy one paragraph of five sentences or more of written material using correct spacing, spelling, and clear, neat, and readable handwriting.  
(See also WC.1.1.7)

#### **Composition**

- WC.2.1.1 Use the freewrite strategy (without regard to punctuation and capitalization) to compose five or more simple, original sentences.  
(See also WC.2.1.2)
- WC.2.1.2 Revise five or more simple sentences of the writer's composition for completeness, punctuation, and capitalization. Use the freewrite composition in WC.2.1.1 or the provided sentences.  
(See also WC.2.1.1)

#### **Capitalization**

- WC.3.1.1 Edit the beginnings of sentences and the pronoun "I" for capitalization in five or more sentences.  
(See also WC.3.1.2)
- WC.3.1.2 Edit twenty proper nouns including names, titles, places, and abbreviations for capitalization.  
(See also WC.3.1.1)

#### **Punctuation**

- WC.4.1.1 When a minimum of ten sentences are read by the instructor, identify each sentence as either "telling" (for declarative), "commanding" (for imperative), "questioning" (for interrogative), or "exclaiming" (for exclamatory).
- WC.4.1.2 Correctly punctuate ten or more simple, written sentences with commas for dates, and the correct end punctuation for declarative, interrogative, exclamatory, and imperative sentences.  
(See also WC.4.1.3)
- WC.4.1.3 In ten or more sentences, correctly punctuate abbreviations of titles such as Mr., Mrs., Ms., Dr., Jr., Sr., and any other titles that are used commonly when writing to people or when addressing them.

#### **Grammatical Concepts/Sentence Structure**

- WC.5.1.1 Identify the nouns (common and proper) in ten sentences and the verbs in ten sentences.
- WC.5.1.2 Identify the simple subject and the simple predicate in ten or more written sentences.
- WC.5.1.3 Make simple subjects and simple verbs agree in ten or more written sentences.
- WC.5.1.4 Choose an idea and compose three related sentences that are correctly capitalized, punctuated, and grammatically correct (i.e., short story, phone message, etc.) or edit three sentences composed for WC.6.1.1.  
(See also WC.6.1.1)

#### **Verb Tense**

- WC.6.1.1 Compose three simple, original sentences in the present tense and three in the past tense about self, family, country, work, etc.

WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST

**ABE WRITING/COMPOSITION**  
**Federal Functioning Level 2 – Beginning Basic Education (Level 2.0–3.9)**

Student:	Program:
Instructor:	Date Enrolled:

<b>WC.1 READABILITY/ACCURACY</b>	Date & Initial
1.2.1 Write short sentences from dictation.	
1.2.2 Recognize and copy both capital and lowercase cursive letters of the alphabet.	

<b>WC.2 COMPOSITION</b>	Date & Initial
2.2.1 Compose topic sentences on five selected topics.	
2.2.2 Generate at least two supporting sentences for five topic sentences.	
2.2.3 Use the brainstorming, clustering, and freewriting steps of the writing process to create three original paragraphs that include topic sentences and at least two supporting details each.	
2.2.4 Use the proofreading step of the writing process to edit original paragraphs for spelling and capitalization.	
2.2.5 Compose a simple set of instructions for common tasks sequencing at least four steps.	

<b>WC.3 CAPITALIZATION</b>	Date & Initial
3.2.1 Capitalize the inside address, salutation, and closing of a letter.	

<b>WC.4 PUNCTUATION</b>	Date & Initial
4.2.1 Use commas to correctly punctuate items in a series, dates, and addresses.	
4.2.2 Use commas to correctly punctuate the salutation and the closing of a personal letter.	
4.2.3 Use apostrophes to form contractions.	

<b>WC.5 GRAMMATICAL CONCEPTS/SENTENCE STRUCTURE</b>	Date & Initial
5.2.1 Change fragments and run-ons to complete sentences.	
5.2.2 Combine simple sentences to form compound sentences using commas and conjunctions.	

<b>WC.6 VERB TENSE AND USAGE</b>	Date & Initial
6.2.1 Write the appropriate forms of common regular and irregular verbs (am/is, was/were, has/have, go/went).	
6.2.2 Make pronouns and antecedents agree in number and gender.	

## Performance Descriptors

### WRITING/COMPOSITION – BEGINNING BASIC EDUCATION – LEVEL 2 Each IGO must be mastered with a minimum score of 80%.

#### **Readability**

- WC.1.2.1 Correctly write from dictation five or more simple sentences which use phonetically regular words or words from high frequency word lists for Levels 1 and 2. (The 300 most frequently used words are available on the Internet.)
- WC.1.2.2 Using a reference model (for either standard or D'Nealian cursive), copy both the twenty-six capital and twenty-six lowercase cursive letters of the alphabet.

#### **Composition**

- WC.2.2.1 Compose a minimum of five complete, original topic sentences.  
(See also R.3.3.1)
- WC.2.2.2 Compose a minimum of two supporting sentences for each of the five topic sentences composed in WC.2.2.1.  
(See also R.3.2.1)
- WC.2.2.3 Use the brainstorm process to list ideas for the development of a minimum of three different paragraph topics. Follow with clusters (idea maps) and the freewriting technique to compose three paragraphs. Include a minimum of two supporting details in each paragraph.  
(See also R.3.2.11)
- WC.2.2.4 Use the proofreading step of the writing process to edit for completeness, spelling, and capitalization the three original paragraphs composed in WC.2.2.3 or edit another set of three paragraphs composed by the student.
- WC.2.2.5 Compose a simple set of instructions for one or more common tasks by sequencing at least four steps.  
(See also R.3.1.3, R.3.1.5, R.3.2.8, R.3.2.9, R.3.3.3)

#### **Capitalization**

- WC.3.2.1 Capitalize the inside address, greeting (salutation), and closing of one personal and one business letter.  
(See also WC.4.2.2)

#### **Punctuation**

- WC.4.2.1 Use commas to correctly punctuate seven or more sentences with items in a series, in dates, and in addresses.
- WC.4.2.2 Use commas to correctly punctuate the salutation and closing of four different types of personal letters.  
(See also WC.3.2.1)
- WC.4.2.3 Use apostrophes to form common contractions in twenty-five or more sentences.  
(See also WC.4.2.1, WC.4.2.2 – may be put into a combined exercise)

#### **Grammatical Concepts/Sentence Structure**

- WC.5.2.1 Change the fragments and run-ons in a paragraph to make ten complete sentences.
- WC.5.2.2 Combine a minimum of ten simple sentences to form five compound sentences using commas and conjunctions as needed.

#### **Verb Tense and Usage**

- WC.6.2.1 Write the correct form of regular verbs (walk, want, etc.) and irregular verbs (swim, bring, dive, take, etc.) in at least twenty sentences.  
(See also WC.2.2.3)
- WC.6.2.2 Make pronouns and their antecedents agree in number and gender when used in at least ten or more sentences.

WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST  
**ABE WRITING/COMPOSITION**  
**Federal Functioning Level 3 – Low Intermediate Basic Education (Level 4.0–5.9)**

Student:	Program:
Instructor:	Date Enrolled:

<b>WC.1 READABILITY/ACCURACY</b>	Date & Initial
<b>Not at this level</b>	

<b>WC.2 COMPOSITION</b>	Date & Initial
2.3.1 Write a short summary for each of three separate paragraphs on topics of interest to the student.	
2.3.2 Write correctly punctuated and constructed (with topic sentence, at least two supporting sentences, and a conclusion sentences) narrative paragraphs from personal stories using chronological order.	
2.3.3 Write correctly punctuated and constructed (with topic sentence, at least two supporting details, and a conclusion sentence) descriptive paragraphs on places visited or other familiar topics.	
2.3.4 Compare and contrast three sets of objects using correctly punctuated and complete sentences.	
2.3.5 Define and identify the elements of an essay (introductory paragraph, supporting body paragraphs, and a conclusion paragraph).	
2.3.6 Develop an introductory paragraph on a familiar topic.	
2.3.7 Develop three support paragraphs for the topic in 2.3.6.	
2.3.8 Write a conclusion paragraph for the topic and support paragraphs in 2.3.6 and 2.3.7.	
2.3.9 Compose a business letter (i.e., thank you letter, letter of application, etc.).	

<b>WC.3 CAPITALIZATION</b>	Date & Initial
3.3.1 Capitalize proper nouns as in the days of weeks, months, holidays, book titles, television shows, and continents.	

<b>WC.4 PUNCTUATION</b>	Date & Initial
4.3.1 Correctly punctuate a series of sentences using apostrophes for both possessives and contractions.	
4.3.2 Use commas to correctly punctuate complex sentences.	

<b>WC.5 GRAMMATICAL CONCEPTS/SENTENCE STRUCTURE</b>	Date & Initial
5.3.1 Combine simple sentences to form complex sentences.	

<b>WC.6 VERB TENSE AND USAGE</b>	Date & Initial
6.3.1 Identify phrases and clauses.	
6.3.2 Make pronouns and antecedents agree in number and gender, as well as with the verb.	

## Performance Descriptors

### WRITING/COMPOSITION – LOW INTERMEDIATE – LEVEL 3 Each IGO must be mastered with a minimum score of 80%.

#### **Readability**

Not at this level.

#### **Composition**

- WC.2.3.1 Write three short summaries on three individual paragraphs that are on topics of interest to the student.  
(See also R.3.2.7, R.3.3.10, R.2.5.1)
- WC.2.3.2 Using the writing process of brainstorming, clustering (mapping), freewriting, proofreading, and revising, write two or more correctly punctuated and constructed narrative paragraphs (with topic sentence, at least two supporting sentences, and a conclusion sentence) from personal stories using chronological order.  
(See also R.3.2.9)
- WC.2.3.3 Using the writing process of brainstorming, clustering (mapping), freewriting, proofreading, and revising, write three or more correctly punctuated and constructed descriptive paragraphs (with topic sentence, at least two supporting details, and a conclusion sentence) on familiar topics.
- WC.2.3.4 Using the writing process, compare and contrast three sets of objects. Write four sentences for each set, which include two contrast sentences and two comparison sentences, and at least one compound and one complex sentence in each set.  
(See also R.3.1.2, R.3.37, R.3.3.12, Advanced R.3.5.9)
- WC.2.3.5 Define and label the elements of one essay including the introductory paragraph, the supporting paragraphs body, and a conclusion paragraph.
- WC.2.3.6 Using the writing process, develop one well-constructed introductory paragraph (a topic sentence, two supporting sentences, and a transition sentence [carries the reader into the essay]) on a familiar topic.  
(See also R.3.3.1)
- WC.2.3.7 Following the writing process, develop three well-constructed supporting paragraphs (topic sentence, two supporting sentences, and a transition/conclusion sentence) for the topic in WC.2.3.6.  
(See also R.3.3.4)
- WC.2.3.8 Following the writing process, write a well-constructed conclusion paragraph (a topic sentence, re-statement of the three supporting details, and a conclusion sentence) for the topic and support paragraphs in WC.2.3.6 and WC.2.3.7.
- WC.2.3.9 Write a business letter with real-life content (i.e., thank you letter, letter of application, etc.) containing the date, inside address, salutation, body, complimentary close, and signature.  
(See also R.3.3.10)

#### **Capitalization**

- WC.3.3.1 Capitalize proper nouns as in the days of weeks, months, holidays, book titles, television shows, and continents in fifty or more examples.

#### **Punctuation**

- WC.4.3.1 Correctly punctuate a minimum of twenty examples of using apostrophes for both possessives and contractions in sentences.  
(See also WC.4.2.3)
- WC.4.3.2 Use commas to correctly punctuate at least five complex sentences.  
(See also WC.5.3.1)

#### **Grammatical Concepts/Sentence Structure**

- WC.5.3.1 Combine simple sentences to form at least five complex sentences.  
(See also WC.4.3.2)

#### **Verb Tense and Usage**

- WC.6.3.1 Identify prepositional phrases, independent clauses, and dependent clauses in ten or more sentences.
- WC.6.3.2 Make singular and plural pronouns agree with their antecedents in number and gender, as well as with the verb in ten or more sentences.  
(See also WC.6.2.2)

WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST  
**ABE WRITING/COMPOSITION**  
**Federal Functioning Level 4 – High Intermediate Basic Education (Level 6.0–8.9)**

Student:	Program:
Instructor:	Date Enrolled:

**NOTE: Essential IGOs related to the GED Tests are underlined.**

<b>WC.1 READABILITY/ACCURACY</b>	Date & Initial
<b>Not at this level.</b>	

<u>2.4.8</u>	Following the writing process, proofread and re-write expository essays to assure correct punctuation, spelling, grammar, cohesiveness (remaining on topic), clarity, and logical organization.	
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<b>WC.2 COMPOSITION</b>	Date & Initial
<u>2.4.1</u> Compose sentences including simple, compound, complex, compound-complex using commas, semicolons, and colons.	
2.4.2 Synthesize (process and condense) and write oral instructions.	
<u>2.4.3</u> Write correctly punctuated and constructed (topic sentence, at least two supporting sentences, and a conclusion sentence) expository paragraphs detailing recipes, how to do a project, etc. Write for different audiences (children, utility company, lawyer).	
<u>2.4.4</u> Using the writing process, brainstorm and cluster ideas to develop a topic for an expository essay.	
2.4.5 Compose a personal opinion letter to the editor of a newspaper which consists of at least three paragraphs.	
<u>2.4.6</u> Using the writing process, freewrite an expository essay (using an introduction paragraph, at least two supporting paragraphs, and a conclusion paragraph).	
<u>2.4.7</u> Using correct essay structure, write a persuasive piece based upon a personal opinion.	

<b>WC.3 CAPITALIZATION</b>	Date & Initial
<u>3.4.1</u> Appropriately use all forms of capitalization.	

<b>WC.4 PUNCTUATION</b>	Date & Initial
<u>4.4.1</u> Appropriately use all forms of punctuation.	

<b>WC.5 GRAMMATICAL CONCEPTS/SENTENCE STRUCTURE</b>	Date & Initial
<u>5.4.1</u> Recognize how parts of a sentence are used to manipulate meaning in sentences (independent clauses, introductory clauses and phrases, etc.).	

<b>WC.6 VERB TENSE AND USAGE</b>	Date & Initial
<u>6.4.1</u> Demonstrate mastery of past and present tense.	
<u>6.4.2</u> Establish and maintain tense in a writing piece.	

## Performance Descriptors

### WRITING/COMPOSITION – HIGH INTERMEDIATE – LEVEL 4 Each IGO must be mastered with a minimum score of 80%.

#### **Readability**

Not at this level.

#### **Composition**

- WC.2.4.1 Correctly identify and compose sentences of various types, including at least two examples of each of the following: simple, compound (using commas and semi-colons), complex (using commas), and compound-complex (using commas and either semi-colons or colons).  
(See also previous activities WC.5.1.4, WC.5.2.2, WC.4.3.2, WC.5.3.1)
- WC.2.4.2 From dictation, write a minimum of two sets of instructions.
- WC.2.4.3 Using the writing process, compose a minimum of two independent, correctly punctuated and constructed expository paragraphs (containing a topic sentence, at least two supporting sentences, and a conclusion sentence) that explain, inform, or instruct (such as a recipe).  
(See also R.3.4.8, R.3.4.2, previous activity WC.3.2.1)
- WC.2.4.4 Using the writing process, brainstorm and cluster ideas to develop at least one topic for an expository essay.  
(See also R.3.4.14)
- WC.2.4.5 Compose at least one personal opinion, three-paragraph letter to the editor of a local newspaper.
- WC.2.4.6 Using the writing process, freewrite at least one expository essay (using an introduction paragraph, at least two supporting paragraphs, and a conclusion paragraph).  
(See also previous activities R.3.2.3, WC.2.4.4)
- WC.2.4.7 Using correct essay structure (an introductory paragraph, at least two supporting paragraphs, and a conclusion paragraph), write one persuasive piece based upon a personal opinion.  
(See also R.3.4.9, previous activities WC.3.2.3)
- WC.2.4.8 Using the writing process, proofread and re-write two expository essays to assure correct punctuation, spelling, grammar, cohesiveness (remaining on topic), clarity, and logical organization. (You may use essays written for WC.2.4.6 and WC.2.4.7).

#### **Capitalization**

- WC.3.4.1 Appropriately use all forms of capitalization in twenty or more sentences that contain level-appropriate vocabulary.  
(See also WC.3.1.2, WC.3.1.1, WC.3.2.1, WC.3.3.1)

#### **Punctuation**

- WC.4.4.1 Appropriately use all forms of punctuation in twenty or more sentences that use level-appropriate vocabulary.  
(See also WC.4.1.1, WC.4.1.2, WC.4.2.3, WC.4.3.1, WC.4.3.2)

#### **Grammatical Concepts/Sentence Structure**

- WC.5.4.1 Use sentence parts to manipulate emphasis or meaning in ten or more sentences (independent clauses, introductory clauses and phrases, etc.)

#### **Verb Tense and Usage**

- WC.6.4.1 Correctly apply past and present tenses for regular and irregular verbs in a minimum of twenty sentences.
- WC.6.4.2 Establish and maintain correct verb tense throughout at least one paragraph.



WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST

**ABE WRITING/COMPOSITION**

**Federal Functioning Level 5 – Low Adult Secondary Education (Level 9.0–10.9)**

Student:	Program:
Instructor:	Date Enrolled:

**NOTE: Essential IGOs related to the GED Tests are underlined.**

<b>WC.1 READABILITY/ACCURACY</b>	Date & Initial
<i>Not at this level.</i>	

<b>WC.3 CAPITALIZATION</b>	Date & Initial
<u>3.5.1</u> Appropriately use all forms of capitalization in all composition pieces within the instructional level (i.e., events, titles of books, etc.).	

<b>WC.2 COMPOSITION</b>	Date & Initial
<u>2.5.1</u> Using the writing process (brainstorm, cluster, freewrite, and correct essay structure), compose a persuasive essay.	
<u>2.5.2</u> Following the writing process, proofread and re-write the persuasive essay in 2.5.1. to assure sentence variety, correct punctuation, correct grammar usage, cohesiveness, and relevant supporting details.	
<u>2.5.3</u> Write an analysis of articles from primary sources or professional journals using cause and effect or comparison and contrast.	
<u>2.5.4</u> Analyze and write critiques of business and technical documents.	
<u>2.5.5</u> Compose an expository writing piece from a given prompt.	
2.5.6 Compose a formal business letter.	

<b>WC.4 PUNCTUATION</b>	Date & Initial
4.5.1 Appropriately use all forms of punctuation (including quotations, parentheses, and brackets) in all composition pieces within the instructional level.	

<b>WC.5 GRAMMATICAL CONCEPTS/SENTENCE STRUCTURE</b>	Date & Initial
<u>5.5.1</u> Use the Edited American English rules to edit all documents (in particular, sentence structure and intended meaning) as well as unity in the writing.	

<b>WC.6 VERB TENSE AND USAGE</b>	Date & Initial
<u>6.5.1</u> Use tense change in narrative writing to maintain cohesiveness.	

## Performance Descriptors

### WRITING/COMPOSITION – LOW ADULT SECONDARY EDUCATION – LEVEL 5 Each IGO should be mastered with a minimum score of 80%.

#### **Readability**

Not at this level.

#### **Composition**

- WC.2.5.1 Using the writing process (brainstorm, cluster, freewrite) and correct essay structure (one introduction paragraph, at least two supporting paragraphs, and at least one conclusion paragraph), compose one persuasive essay.  
(See also WC.2.4.7)
- \*WC.2.5.2 Following the writing process, proofread, revise, and re-write the persuasive essay in WC.2.5.1 to assure sentence variety, correct punctuation, correct grammar usage, correct capitalization, cohesiveness, and relevant supporting details.  
(See also WC.2.5.1, WC.2.4.8)
- \*WC.2.5.3 Either use cause and effect to analyze one article from a primary source or use comparison and contrast to analyze two articles from professional journals. Be sure to use the entire writing process (brainstorming, clustering, freewriting, proofreading, revising, and re-writing) in composing the analysis.  
(See also previous activities R.3.2.4, R.3.2.11, R.3.3.12, R.3.4.2, R.3.4.6)
- \*WC.2.5.4 Using the entire writing process (brainstorming, clustering, freewriting, proofreading, revising, and re-writing), analyze and compose one critique of a business document and one critique of a technical document.  
(See also previous activities R.3.2.11, R.3.3.6, R.3.4.1, R.3.4.1, Advanced R.3.5.3)
- \*WC.2.5.5 Using the entire writing process (brainstorming, clustering, freewriting, proofreading, revising, and re-writing), write one expository writing piece from a given prompt.  
(See also previous activities WC.2.4.3, WC.4.5.1)
- WC.2.5.6 Compose at least one formal business letter using block format or modified/semi-block format and correct letter structure.

#### **Capitalization**

- WC.3.5.1 Appropriately use all forms of capitalization (including sentence beginnings, planets, geographic regions, days, months, books, movies, proper adjectives, proper pronouns, quotations, continents, and proper nouns) on an exercise or in an essay with at least 40 examples.  
(See also previous activities WC.3.1.1, WC.3.2.1, WC.3.3.1)

#### **Punctuation**

- WC.4.5.1 Appropriately use all forms of punctuation in an exercise with at least 36 examples (including titles of books, movies, ships, etc.; compound, complex, or compound-complex sentences; contractions and possessives; commas in a series, in dates, and in addresses; quotation marks for quotes and/or references; and parentheses and/or brackets) or in composition settings addressing the same.

#### **Grammatical Concepts/Sentence Structure**

- WC.5.5.1 Edit a minimum of two narrative, expository, persuasive, or general information documents using the Edited American English rules.

#### **Verb Tense and Usage**

- WC.6.5.1 Use correct tense change in one narrative paragraph or essay to maintain cohesiveness.

\*Students must be required to show the entire writing process on only one of these activities.

WEST VIRGINIA ADULT BASIC EDUCATION SKILLS CHECKLIST

**ABE WRITING/COMPOSITION**

**Federal Functioning Level 6 – High Adult Secondary Education (Level 11.0–12.9)**

Student:	Program:
Instructor:	Date Enrolled:

**NOTE: Essential IGOs related to the GED Tests are underlined.**

<b>WC.1 READABILITY/ACCURACY</b>	Date & Initial
<b>Not at this level.</b>	

<b>WC.2 COMPOSITION</b>	Date & Initial
<u>2.6.1</u> Write character analyses including role, impact, personality traits, physical attributes, and symbolic meaning.	
<u>2.6.2</u> Write a parody of a famous speech or short literary work.	
2.6.3 Develop up-to-date personal resume or write an autobiographical sketch.	
2.6.4 Use compare and contrast to write an advertisement marketing a new product.	
<u>2.6.5</u> Identify the parts of a research paper.	
2.6.6 Using electronic resources, complete a research project on a career or a parenting issue which includes a bibliography.	

<b>WC.3 CAPITALIZATION</b>	Date & Initial
<u>3.6.1</u> Appropriately use all forms of capitalization in all composition pieces (especially in references, quotations, and the bibliography).	

<b>WC.4 PUNCTUATION</b>	Date & Initial
<u>4.6.1</u> Appropriately use all forms of punctuation in all composition pieces (including the use of punctuation for sentence variety, the titles of literary works, etc.).	

<b>WC.5 GRAMMATICAL CONCEPTS/SENTENCE STRUCTURE</b>	Date & Initial
<u>5.6.1</u> Use the Edited American English rules to edit all documents.	

<b>WC.6 VERB TENSE AND USAGE</b>	Date & Initial
<u>6.6.1</u> Control verb and language usage to maintain cohesiveness, tone, and unity.	

## Performance Descriptors

### WRITING/COMPOSITION – HIGH ADULT SECONDARY EDUCATION – LEVEL 6

Each IGO should be mastered with a minimum score of 80%.

#### **Readability**

Not at this level.

#### **Composition**

- WC.2.6.1 After reading a short fictional passage with at least two characters, write a character analysis of the characters to include role, impact, personality traits, physical attributes, and symbolic meaning.  
(See also R.3.6.7)
- WC.2.6.2 Write a parody of at least one famous speech or at least one short literary work.
- WC.2.6.3 Develop one up-to-date personal resume that is usable in the workplace for a desired position, or write an autobiographical sketch.
- WC.2.6.4 Use a compare and contrast organizational model such as a Venn diagram or an H-map to develop advertisement marketing for one or more new products.  
(See also Preliminary R.3.3.7, R. 3.6.8)
- WC.2.6.5 Using a prepared paper, identify the parts of a research paper by naming them.
- WC.2.6.6 Using electronic resources such as the Internet, write one 500-word research paper with bibliography on a career of choice or on a parenting issue using the entire writing process.  
(See also Preliminary R.3.3.9, R.3.4.3, R.3.5.2)

#### **Capitalization**

- WC.3.6.1 Appropriately use all forms of capitalization in compositions especially research papers that have references, quotations, and a bibliography. Coordinate with WC.2.6.6.  
(See also WC.2.6.6)

#### **Punctuation**

- WC.4.6.1 Appropriately use all forms of punctuation in one or more composition pieces written for Level 6 IGOs, including WC.2.6.1, WC.2.6.2, WC.2.6.4, WC.2.6.6.  
(See also WC.2.6.1, WC.2.6.2, WC.2.6.4, WC.2.6.6)

#### **Grammatical Concepts/Sentence Structure**

- WC.5.6.1 Use the Edited American English rules to edit one or more documents created for Level 6 IGOs, such as WC.2.6.1, WC.2.6.2, WC.2.6.4, WC.2.6.6 WC.6.61, or a newly created document.  
(See also WC.2.61, WC.2.6.2, WC.2.64, WC.2.6.6, WC.6.6.1)

#### **Verb Tense and Usage**

- WC.6.6.1 Control verb and language usage to maintain cohesiveness in one or more documents or essays.  
(See also WC.6.5.1)