

CASAS Writing Content Standards (with NRS levels)

Categories

- W1 Beginning Literacy
- W2 Spelling and Mechanics
- W3 Grammar and Sentence Structure
- W4 Vocabulary/Word Choice
- W5 Organization
- W6 Content
- W7 Writing for Varied Purposes
- W8 Academic-oriented Skills

CS#	Content Standard	NRS ABE/ASE Levels							
		1	1	1	2	3	4	5	6
CASAS Level		A	A	A	B	B	C	D	D
W1	Beginning Literacy								
W1.1	Write the letters of the English alphabet (upper and lower case)	•							
W1.2	Combine letters to make words and words to make sentences	•							
W1.3	Write from left to right, top to bottom, front to back	•							
W1.4	Use letters to represent sounds	•	•						
W1.5	Spell common sound blends (diphthongs, triphthongs and simple consonant blends, e.g. <pl>, <tr> etc.)	•	•						
W1.6	Spell words in the same phonics-related word families (e.g., man/can/tan)	•	•	•					
W1.7	Write name and other personal and very familiar words	•	•	•					
W1.8	Write numbers in numerals and words	•	•	•					
W1.9	Complete simple forms (e.g., appointment sign-in sheet, class registration)	•	•	•	•				
W2	Spelling and Mechanics								
W2.1	Demonstrate legible handwriting	•	•						
W2.2	Write clock times in different formats	•	•						
W2.3	Write money amounts	•	•						
W2.4	Use capitalization and end punctuation to mark the beginning and end of sentences	•	•						
W2.5	Use capitalization to write proper nouns (e.g., names, place names, other proper nouns)	•	•	•					
W2.6	Write dates in different formats	•	•	•					
W2.7	Use spacing or indentation to show paragraph divisions	•	•	•					
W2.8	Write common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	•	•	•				
W2.9	Produce text using a word processor		•	•	•				

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W2.10	Spell regular morphemes including plural –s, third person singular –s, possessive –'s, past –ed, gerund-ing		•	•	•				
W2.11	Use commas in a series		•	•	•				
W2.12	Use commas with relative and dependent clauses, as well as other types of punctuation (e.g., semi-colons, colons, quotation marks)				•	•	•		
W2.13	Write basic abbreviations (e.g., Mr., apt., lb.)		•	•	•				
W2.14	Write abbreviations in specialized contexts (e.g., tsp., bnfts.)				•	•			
W2.15	Write using the appropriate prefixes and suffixes (e.g., un-happy, work-er, employ-ee, anti-war)			•	•	•			
W2.16	Spell homonyms in context (e.g., <i>There's a hole in the bag.</i> / <i>Get a whole bag.</i>)			•	•	•			
W2.17	Format written material (e.g., headings, captions, bullets, print features such as bold)			•	•	•	•		
W2.18	Write information for charts and tables (e.g., bus schedules)			•	•	•	•	•	•
W2.19	Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)		•	•	•	•	•	•	•
W3	Grammar and Sentence Structure								
W3.1	Demonstrate knowledge of grammar (rules governing use of language)	•	•	•					
W3.2	Demonstrate knowledge of syntax (grammatical arrangement of words in sentences)	•	•	•					
W3.3	Use basic grammar and structures with present tense verbs and modals in high-frequency usage (e.g., <i>to be, to do, to need, to have, can</i>)	•	•	•					
W3.4	Use contracted forms	•	•	•					
W3.5	Produce simple questions (e.g., <i>WH- & yes/no</i>) and statements	•	•	•					
W3.6	Use noun plurals	•	•	•					
W3.7	Use the possessive form of nouns and pronouns	•	•	•					
W3.8	Write in complete sentences (e.g., avoiding fragments and comma splices)	•	•	•	•				
W3.9	Use imperative constructions	•	•	•	•				
W3.10	Use pronouns and follow pronouns across a statement or passage (e.g., <i>John lives with his mother.</i>)	•	•	•	•	•			
W3.11	Use intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)			•	•	•	•		

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W3.12	Use comparative forms of adjectives (e.g., <i>faster, fastest</i>)			•	•	•			
W3.13	Use comparative forms of adverbs (e.g., <i>more quickly, the most quickly</i>)				•	•			
W3.14	Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., <i>first, then, however, it's important that, well, anyway, that being said, etc.</i>)			•	•	•	•	•	•
W3.15	Use advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)						•	•	•
W4	Vocabulary/Word Choice								
W4.1	Use common basic vocabulary (e.g., <i>the, is, here</i>)	•	•	•					
W4.2	Use simple words and phrases from familiar contexts (e.g., <i>boy, girl, man, woman, at home, at work</i>)	•	•	•					
W4.3	Use common high-frequency words and phrases in everyday contexts (e.g., <i>signs, ads, labels, simple descriptions</i>)	•	•	•	•				
W4.4	Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., <i>shopping, housing, health, transportation, employment</i>)	•	•	•	•	•			
W4.5	Use specialized vocabulary (e.g., <i>consumer, work, field of interest</i>)				•	•	•	•	•
W4.6	Use common prefixes and suffixes to add meaning to words (e.g., <i>un-happy, work-er</i>)		•	•	•				
W4.7	Use words that are appropriate for informal (colloquial, slang) written discourse vs. formal written discourse				•	•	•	•	•
W4.8	Use precise and appropriate vocabulary to convey intended meaning				•	•	•	•	•
W4.9	Use idioms and collocations appropriately				•	•	•	•	•
W4.10	Use a wide range of vocabulary such as synonyms (e.g., <i>doctor vs. physician</i>), antonyms (e.g., <i>concern vs. indifference</i>), precise terminology (e.g., <i>home vs. condominium</i>), phrasal verbs and idioms (e.g., <i>to be late vs. running behind schedule</i>) on a variety of topics					•	•	•	•
W5	Organization								
W5.1	Plan writing by brainstorming and/or using graphic organizers		•	•	•	•			
W5.2	Present information in a logical sequence		•	•	•	•			
W5.3	Write related sentences to form a cohesive paragraph			•	•	•			

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W5.4	Write and make connections between related information across different sections of a text			•	•	•	•		
W5.5	Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)			•	•	•	•	•	•
W5.6	Organize text in paragraphs with clear beginning, middle and end				•	•	•		
W5.7	Use an appropriate organizational structure which unifies relevant main ideas				•	•	•		
W5.8	Organize and summarize information using a variety of organizational patterns: list, sequence, comparison, contrast, classification, cause and effect				•	•	•	•	•
W5.9	Synthesize information using a variety of organizational patterns: sequence, comparison, contrast, classification, cause and effect, chronology, hierarchy, topic				•	•	•	•	•
W6	Content								
W6.1	Write simple sentences that contain familiar vocabulary	•	•	•					
W6.2	Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).			•	•	•	•	•	•
W6.3	Write the main idea of a simple paragraph			•					
W6.4	Write the main idea of a multi-paragraph text				•	•	•		
W6.5	Write the sequence of events in a simple narrative		•	•	•				
W6.6	Write the sequence of events in a complex narrative					•	•	•	•
W6.7	Write simple texts on familiar topics (e.g., short narratives, basic consumer materials)			•	•	•			
W6.8	Use details that elaborate on main ideas: examples, descriptions, personal experiences			•	•	•	•	•	•
W6.9	Use a range of different styles of writing for different purposes			•	•	•	•	•	•
W6.10	Use appropriate terms of address				•	•	•	•	
W6.11	Draft, review and revise a text				•	•	•	•	
W6.12	Proof-read, revise for accuracy and meaning				•	•	•	•	
W6.13	Write supporting points or details for a statement, position or argument on a familiar topic					•	•	•	•
W6.14	Present information and ideas concisely, logically and persuasively					•	•	•	•
W6.15	Use appropriate tone					•	•	•	•
W6.16	Convey humor, jokes, irony					•	•	•	•
W6.17	Identify and apply strategies used to influence audiences (e.g. pathos, logos, ethos)					•	•	•	•

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W7	Writing for Varied Purposes								
W7.1	Complete simple forms	•	•	•					
W7.2	Complete complex forms (e.g., rental, insurance, pay statements)			•	•	•	•	•	•
W7.3	Write simple instructions		•	•	•				
W7.4	Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)					•	•	•	•
W7.5	Write moderately complex texts (e.g., general informational materials, common workplace materials)				•	•	•		
W7.6	Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports)							•	•
W7.7	Write explanations (e.g., reference information)			•	•	•	•		
W7.8	Write short functional texts (e.g., formal / informal letters, postcards, e-mail, notices)		•	•	•	•	•		
W7.9	Write factual recounts (e.g., news reports, eye-witness accounts)					•	•	•	•
W7.10	Write informational materials (e.g., brochures, advertisements)			•	•	•			
W7.11	Write lists (e.g. to-do, action plans)	•	•	•	•				
W7.12	Write personal recounts (e.g., oral anecdotes, diary entries)	•	•	•	•				
W7.13	Create media messages with visual support (e.g., blogs, web pages)				•	•	•	•	•
W7.14	Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., powerpoint slides, video presentations)				•	•	•	•	•
W8	Academic-oriented Skills								
W8.1	Paraphrase information				•	•	•	•	•
W8.2	Summarize a text				•	•	•	•	•
W8.3	Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)							•	•
W8.4	Generate relevant research questions							•	•
W8.5	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents							•	•
W8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration							•	•

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W8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations							•	•
W8.8	Position the argument using appropriate structure and tone based on the intention (e.g. professional journals, editorials, political speeches, primary source materials)							•	•
W8.9	Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics							•	•