

**NEVADA'S  
CONTENT STANDARDS  
FOR  
ADULT SECONDARY EDUCATION**

**WRITING**

**For Computer Assisted Literacy in Libraries**

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## Introduction

The purpose of the development of the Nevada State Low and High Adult Secondary Education (ASE) Content Standards is to provide integrated educational experiences that will prepare students for success by providing essential academic skills required for life and required to pass the official GED tests. These content standards cover the major areas of academic instruction in reading, writing, mathematics, social studies, and science.

The ASE Writing Content Standards address the critical need of adult learners to be able to write articulate, cohesive texts with a clear focus and logical development for various purposes.

The sequence of these writing standards includes both the low and high adult secondary education levels to accommodate instructors who may have combined levels in one class. Both levels of reading are similarly organized: standards, indicators for each standard, suggested CASAS competencies that provide context for the standards and indicators, and customized program resources that have been aligned to the suggested CASAS competencies. CASAS competencies with an asterisk in front of the number indicate that the competency is tested in the CASAS assessments. Program resources in blue indicate that the program has resources. Program resources in red indicate that CASAS competency aligned resources were not found and, therefore, alternate resources were suggested.

## **NRS Low Adult Secondary Education Level 5    CASAS Advanced Adult Secondary Level D**

**CASAS scale scores: Reading: 236-245**  
**Writing: 261-270**  
**Math: 236-245**

**CASAS Assessments: LW 187, 188; ECS 17, 18; Functional Writing Assessment Picture Task, Forms 420 and 421**

**Secondary Assessments:** D 505 & 506 Math; D 507 & 508 Economics; D 509 & 510 American Government; D 511 & 512 United States History; D 513 & 514 English/Language Arts; D 515 & 516 World History; D 529 & 530 Biological Science; D 531 & 532 Physical Science

### **CASAS Skill Level Descriptors:**

**Reading:** Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting literary materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts, and graphs; evaluating and organizing information. They can also organize information and perform tasks that involve workplace communication skills.

**Writing:** Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages; describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals. Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).

**Math:** Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts; comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations.

NOTE: GED Writing tests for sentence structure, organization, usage, and mechanics (business communications, how-to texts, informational documents). The essay portion assesses response to prompt, organization, development and details, conventions of edited American English, and word choice.

## WRITING STANDARD: Grammar and Structure

The student will write articulate, cohesive paragraphs cognizant of the conventions of writing. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Use capital letters, commas, quotation marks, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets correctly</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use capital letters, commas, quotation marks, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets correctly</b></p>	<p><b>Employment</b>  *4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p> <p><b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Employment</b>  *4.1.2 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 83, 91, 96-109.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 5-6, 7-11, 12-14, 15-18, 19-21, 83-84.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 181, 185.</p> <p><b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use capital letters, commas, quotation marks, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets correctly</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Exhibit effective strategies for correcting/preventing misspellings (including homonyms)</b></p>	<p><b>Learning to Learn</b>  <b>7.4.1</b> Identify or utilize effective study strategies</p>	<p><b>Learning to Learn</b>  <b>7.4.1</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 18-19, 24-25, 30-31, 36-37, 40-43, 48-49, 54-55, 59, 61, 63, 65, 72, 73, 78-79, 84-85, 90-91, 96-97, 102-103, 108-109, 114-115, 120-121, 123, 125, 127, 129, 131, 138-139, 144-145, 150-151, 156-157, 159, 161, 163, 165, 172-175, 177, 184, 185, 190-191, 196-197, 202-203, 208-209, 211-215, 217-227.</p>



Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write paragraphs with a stated or implied topic sentence and develop adequate details in support of topic sentences</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p>



Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Demonstrate correct understanding and use of parts of speech, verb forms and tenses, subject/verb agreement, pronoun/antecedent agreement, parallel structure, comparative and superlative degrees of adjectives, modifier placement, and homonyms</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p>



Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Demonstrate correct understanding and use of parts of speech, verb forms and tenses, subject/verb agreement, pronoun/antecedent agreement, parallel structure, comparative and superlative degrees of adjectives, modifier placement, and homonyms</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Exhibit use of transitional words and phrases which clarify meaning or enhance the writing style</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p>

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<p><b>Continued: Exhibit use of transitional words and phrases which clarify meaning or enhance the writing style</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.1</b> Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p> <p><b>*4.6.4</b> Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><b>Employment</b>  <b>*4.6.1</b> <i>Workforce: Building Success, Communication, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 1, 2, 4-11, 12-19, 20-27, 52-59, 85.</i></p> <p><i>Connections: Basic Skills in Reading, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 158-159, 206-207.</i></p> <p><i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 146-147, 202-203.</i></p> <p><b>*4.6.4</b> <i>Workforce Building Success: Writing, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 52-55, 84.</i></p> <p><i>Workforce: Building Success, Communication, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 68-75, 84.</i></p>

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<p><b>Continued: Exhibit use of transitional words and phrases which clarify meaning or enhance the writing style</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Vary sentence structure (e.g., simple, compound, complex), sentence beginnings, and sentence length to enhance overall readability/flow of the piece</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p>

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<p><b>Continued: Vary sentence structure (e.g., simple, compound, complex), sentence beginnings, and sentence length to enhance overall readability/flow of the piece</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.1</b> Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p> <p><b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><b>Employment</b>  <b>*4.6.1</b> <i>Workforce: Building Success, Communication, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 1, 2, 4-11, 12-19, 20-27, 52-59, 85.</i></p> <p><i>Connections: Basic Skills in Reading, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 158-159, 206-207.</i></p> <p><i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 146-147, 202-203.</i></p> <p><b>*4.6.2</b> <i>Writer's Manual, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</i></p> <p><i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</i></p>

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<p><b>Continued: Vary sentence structure (e.g., simple, compound, complex), sentence beginnings, and sentence length to enhance overall readability/flow of the piece</b></p>	<p><b>Employment</b> *4.6.2 (continued)</p> <p><b>Government and Law</b> *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Employment</b> *4.6.2 (continued) <i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p> <p><b>Government and Law</b> *5.1.6 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>

**WRITING STANDARD: Communication**

The student will write text that encompasses all phases and rules of writing (pre-writing activities, drafts, revisions, edits, bibliography, plagiarism issues) in the development of multi-paragraph, more complex writings. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Generate ideas using a variety of methods (brainstorming, graphic organizers, notes and logs, interview, discussion, etc.)</b></p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Writer’s Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p>

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<p><b>Determine the purpose (to entertain, to inform, to communicate, to persuade, to explain, etc.) and the audience of a planned writing piece</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</p> <p><i>Connections: Basic Skills in Science</i>, Steck-Vaughn, 2000, 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-2, 106-9.</p>
<p><b>Establish an appropriate controlling idea to guide planning and organizing in the prewriting phase</b></p>	<p><b>Learning to Learn</b>  7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  7.2.6 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p>



Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use time management strategies as appropriate to produce writing products to meet assigned deadlines</b></p>	<p><b>Learning to Learn</b>  <b>7.1.2</b> Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule</p>	<p><b>Learning to Learn</b>  <b>7.1.2</b> <i>Workforce: Building Success, Time Management</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6518-X, P 4-19, 20-27, 28-35, 44-51, 52-59, 85.</p> <p><i>Workforce: Building Success, Personal Development</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6519-8, P 4-19, 20-27, 28-35, 44-51, 52-59, 85.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 99.</p>
<p><b>Create a first draft based on the controlling idea and supporting details developed during pre-writing</b></p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Create a first draft based on the controlling idea and supporting details developed during pre-writing</b></p>	<p><b>Learning to Learn 7.2.6 (continued)</b></p> <p><b>*7.4.2</b> Take notes or write a summary or an outline</p>	<p><b>Learning to Learn 7.2.6 (continued)</b></p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p> <p><b>*7.4.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-135, 136, 137.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 12-14, 52-55</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Order details in a logical, meaningful way to support the main idea of a piece of writing.</b></p>	<p><b>Learning to Learn</b>  *7.4.2 Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  *7.4.2 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P14-135, 136, 137.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 12-14, 52-55.</p>
<p><b>Evaluate a draft for use of ideas, content, organization, voice, word choice, and sentence fluency</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>

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<p><b>Add detail to a draft in support of the writing’s purpose</b></p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Writer’s Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p>
<p><b>Use resources and reference materials (dictionary, thesaurus) to find more precise and effective language</b></p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet</p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> <i>Writer’s Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 168-173, 175-179, 180-185, 186-191.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 16-22, 23-25, 52.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use resources and reference materials (dictionary, thesaurus) to find more precise and effective language</b></p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 27, 52.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 53, 55.</p>
<p><b>Apply and interpret proofreading marks indicating errors in conventions</b></p>	<p><b>Learning to Learn</b>  <b>*7.4.8</b> Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics</p>	<p><b>Learning to Learn</b>  <b>*7.4.8</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 192-197, 198-205</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 16, 34, 46, 58, 70, 92, 122, 152, 212.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Apply and interpret proofreading marks indicating errors in conventions</b></p>	<p><b>Learning to Learn</b> *7.4.8 (continued)</p>	<p><b>Learning to Learn</b> *7.4.8 (continued) <i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 1, 6, 8, 10, 15, 16, 21, 22, 28, 33, 38, 39, 41, 43, 44, 49, 51, 62, 63, 69, 73, 78, 81, 82, 84, 90, 103, 142, 148, 166, 167, 170, 173, 175, 176, 182, 183, 187, 200, 206, 213, 217, 219, 221, 223, 225, 227.</p>
<p><b>In a final draft, maintain a clear and appropriately narrow focus and provide sufficient, appropriate, and thoughtfully chosen details for support</b></p>	<p><b>Basic Communication</b> 0.2.3 Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b> 0.2.3 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.  <i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.  <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: In a final draft, maintain a clear and appropriately narrow focus and provide sufficient, appropriate, and thoughtfully chosen details for support</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><i>Workplace Essential Skills 2, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer’s Manual, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</i></p> <p><i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</i></p> <p><i>Workforce Building Success: Writing, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</i></p>

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<p><b>Continued: In a final draft, maintain a clear and appropriately narrow focus and provide sufficient, appropriate, and thoughtfully chosen details for support</b></p>	<p><b>Employment</b>  *4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p> <p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Employment</b>  *4.6.4 <i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 52-55, 84.</p> <p><i>Workforce: Building Success, Communication</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 68-75, 84.</p> <p><b>Government and Law</b>  *5.1.6 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-09903, P 89, 107, 120.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>In a final draft, develop a strong introduction to draw the reader in and establish the purpose of the writing piece</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1</i>, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</p>

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<p><b>Continued: In a final draft, develop a strong introduction to draw the reader in and establish the purpose of the writing piece</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>*4.6.4</b> Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p><b>Employment</b>  *4.6.2 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p> <p><b>*4.6.4</b> <i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 52-55, 84.</p> <p><i>Workforce: Building Success, Communication</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 68-75, 84.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: In a final draft, develop a strong introduction to draw the reader in and establish the purpose of the writing piece</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>In a final draft, use effective transitions between sentences, paragraphs, and ideas</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 78-79, 80, 82, 84, 85, 152-153.</p>

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<p><b>Continued: In a final draft, use effective transitions between sentences, paragraphs, and ideas</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><i>Workplace Essential Skills 2, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</i></p> <p><i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</i></p> <p><i>Workforce Building Success: Writing, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</i></p>

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<p><b>Continued: In a final draft, use effective transitions between sentences, paragraphs, and ideas</b></p>	<p><b>Employment</b>  *4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p> <p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Employment</b>  *4.6.4 <i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 52-55, 84.</p> <p><i>Workforce: Building Success, Communication</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 68-75, 84.</p> <p><b>Government and Law</b>  *5.1.6 <i>Connections: Basic Skills in Reading</i> Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>

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<p><b>In a final draft, provide a sense of closure and resolution via the conclusion</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1</i>, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</p>

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<p><b>Continued: In a final draft, provide a sense of closure and resolution via the conclusion</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p>*4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p><b>Employment</b>  *4.6.2 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p> <p>*4.6.4 <i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 52-55, 84.</p> <p><i>Workforce: Building Success, Communication</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 68-75, 84.</p>

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<p><b>Continued: In a final draft, provide a sense of closure and resolution via the conclusion</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Choose an appropriate voice (formal, informal, academic, humorous, etc.) for the audience and purpose of a piece of writing</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p>

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<p><b>Continued: Choose an appropriate voice (formal, informal, academic, humorous, etc.) for the audience and purpose of a piece of writing</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.1.2</b> Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><i>Workplace Essential Skills 2, Workplace Essential Skills Series, Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><b>Employment</b>  <b>*4.1.2</b> <i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 83, 91, 96-109.</i></p> <p><i>Workforce Building Success: Writing, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 5-6, 7-11, 12-14, 15-18, 19-21, 83-84.</i></p> <p><i>Connections: Basic Skills in Reading, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 181, 185.</i></p>

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<p><b>Continued: Choose an appropriate voice (formal, informal, academic, humorous, etc.) for the audience and purpose of a piece of writing</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Employment</b>  *4.6.2 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p> <p><b>Government and Law</b>  *5.1.6 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>

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<p><b>Attribute sources of information as appropriate and differentiate between plagiarism and student-created text</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p> <p><b>Learning to Learn</b>  7.4.4 Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p> <p><b>Learning to Learn</b>  7.4.4 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 168-173, 175-179, 180-185, 186-191.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 16-22, 23-25, 52.</p>

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<p><b>Use an appropriate format to cite sources used in a piece of writing (e.g., APA, MLA, or other recognized style manual) according to the type of writing</b></p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)</p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 168-173, 175-179, 180-185, 186-191.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 16-22, 23-25, 52.</p>
<p><b>Choose an appropriate format to write career and workplace communications (e.g., business letters, resumes, memos, email, proposals, etc.)</b></p>	<p><b>Employment</b>  <b>*4.1.2</b> Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p>	<p><b>Employment</b>  <b>*4.1.2</b> <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 83, 91, 96-109.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 5-6, 7-11, 12-14, 15-18, 19-21, 83-84.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 181, 185.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Choose an appropriate format to write career and workplace communications (e.g., business letters, resumes, memos, email, proposals, etc.)</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Employment</b>  *4.6.2 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

## **NRS High Adult Secondary Education Level 6    CASAS Advanced Adult Secondary Level E**

**CASAS scale scores: Reading: 246 and above**  
**Writing: 271 and above**  
**Math: 246 and above**

**\*CASAS Assessments: LW 187, 188; ECS 17, 18; Functional Writing Assessment Picture Task, Forms 420 and 421**

**Secondary Assessments: D 505 & 506 Math; D 507 & 508 Economics; D 509 & 510 American Government; D 511 & 512 United States History; D 513 & 514 English/Language Arts; D 515 & 516 World History; D 529 & 530 Biological Science; D 531 & 532 Physical Science**

\*Passing the GED Test or High School Diploma are the only measures of level completion for High ASE Level 6.

### **CASAS Skill Level Descriptors:**

**Reading: Individuals functioning at this skill level are able to read most written material encountered in the workplace, including forms, work procedures, and personal manuals. They can interpret technical information, training materials, and some technical manuals. They can interpret computer-generated materials in the form of databases and spreadsheets. They can read articles on unfamiliar topics written in more complex language. They can comprehend some college textbooks and apprenticeship manuals.**

**Writing: Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include taking notes from meetings and recorded messages, describing work or training procedures including basic safety directives, job aids, and maintenance instructions, and stating personal and employment goals. Persons at this level generally are able to successfully complete the writing section of the tests of General Educational Development (GED).**

**Mathematics: Individuals functioning at skill level E are able to apply multi-step operations involving percents; apply proportion and ratio; use decimal time; apply formulas to determine volume; devise formulas. They can apply these skills to: compare quantities such as changes in sales and production totals; compare relative quantities of material resources used; interpret and record time in decimal format (e.g. 1.4 hours); calculate volume of material required or used in manufacturing or construction; devise algebraic formulas to facilitate calculations.**

NOTE: GED Writing tests for sentence structure, organization, usage, and mechanics (business communications, how-to texts, informational documents). The essay portion assesses response to prompt, organization, development and details, conventions of edited American English, and word choice.

**WRITING STANDARD: Grammar and Structure**

The student will write articulate, cohesive paragraphs and multi-paragraph texts cognizant of correct grammar and sentence structure. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use all forms of punctuation and capitalization correctly</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer’s Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use all forms of punctuation and capitalization correctly</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Employment</b>  *4.6.2 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p> <p><b>Government and Law</b>  *5.1.6 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Demonstrate conventional spelling</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Demonstrate conventional spelling</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p> <p><b>Learning to Learn</b>  7.4.5 Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Government and Law</b>  *5.1.6 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p> <p><b>Learning to Learn</b>  7.4.5 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 27, 52.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 53, 55.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Apply standard grammar and usage to parallel structure, modifiers, and compound verbs and past participles</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Transitions and Life Skills: Life and Career Transitions</i>. Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile</i>. Linguaphile. Web Site. <a href="http://www.GrammarAndMore.com">www.GrammarAndMore.com</a>. 2005. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Apply standard grammar and usage to parallel structure, modifiers, and compound verbs and past participles</b></p>	<p><b>Employment</b>  *4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p> <p>*4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Employment</b>  *4.1.2 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 83, 91, 96-109.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 5-6, 7-11, 12-14, 15-18, 19-21, 83-84.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 181, 185.</p> <p>*4.6.2 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Apply standard grammar and usage to parallel structure, modifiers, and compound verbs and past participles</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Create possessive forms of nouns and pronouns with gerunds</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Create possessive forms of nouns and pronouns with gerunds</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Transitions and Life Skills: Life and Career Transitions</i>. Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2</i>.  KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile</i>. Linguaphile. Web Site. <a href="http://www.GrammarAndMore.com">www.GrammarAndMore.com</a>. 2005. All.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Create possessive forms of nouns and pronouns with gerunds</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Identify and use conjunctive adverbs</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Identify and use conjunctive adverbs</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Transitions and Life Skills: Life and Career Transitions</i>. Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2</i>.  KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile</i>. Linguaphile. Web Site.  <a href="http://www.GrammarAndMore.com">www.GrammarAndMore.com</a>. 2005. All.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use subordination correctly</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use subordination correctly</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Write a variety of sentence types</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write a variety of sentence types</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Transitions and Life Skills: Life and Career Transitions.</i> Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2.</i>  KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile.</i> Linguaphile. Web Site. <a href="http://www.GrammarAndMore.com">www.GrammarAndMore.com</a>. 2005. All.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual,</i> McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing,</i> Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing,</i> Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write paragraphs with transition sentences</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, I SBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write paragraphs with transition sentences</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Sustain a consistent point of view throughout a multiple paragraph text</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Sustain a consistent point of view throughout a multiple paragraph text</b></p>	<p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Transitions and Life Skills: Life and Career Transitions.</i> Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2.</i>  KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile.</i> Linguaphile. Web Site. <a href="http://www.GrammarAndMore.com">www.GrammarAndMore.com</a>. 2005. All.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual,</i> McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing,</i> Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing,</i> Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Sustain a consistent point of view throughout a multiple paragraph text</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  *5.1.6 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>

## WRITING STANDARD: Communication

The student will write text with a clear focus and logical development that encompasses all phases and rules of writing (pre-writing activities, drafts, revisions, edits, bibliography, plagiarism issues) to complete a variety of writing tasks. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Generate ideas using a variety of methods (brainstorming, graphic organizers, notes and logs, interview, discussion, etc.)</b></p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p>
<p><b>Develop a thesis and a clear point of view</b></p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Develop a thesis and a clear point of view</b></p>	<p><b>Learning to Learn 7.2.6 (continued)</b></p>	<p><b>Learning to Learn 7.2.6 (continued)</b> <i>Workforce: Building Success, Problem Solving, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</i></p>
<p><b>Paraphrase and summarize information from a variety of sources</b></p>	<p><b>Learning to Learn</b> *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b> *7.2.1 <i>Writer's Manual, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</i></p> <p><i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 9, 55, 56, 59,61, 137, 138, 212, 213.</i></p> <p><i>Connections: Basic Skills in Reading, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 15-19, 21-25, 29-31, 75, 111-115, 141-143, 148, 149, 151, 155, 169, 193.</i></p> <p>*7.2.2 <i>Workforce: Building Success, Problem Solving, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Paraphrase and summarize information from a variety of sources</b></p>	<p><b>Learning to Learn</b> *7.2.2 (continued)</p> <p><b>*7.2.4</b> Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b> *7.2.2 (continued)</p> <p><i>Connections: Basic Skills in Science, Steck-Vaughn, 2000, ISBN: 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</i></p> <p><i>Connections: Basic Skills in Reading, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-82, 106-109.</i></p> <p><b>*7.2.4</b> <i>Connections: Basic Skills in Reading, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 20, 26, 32, 38, 44, 50, 52, 55, 68, 74, 80, 86, 92, 98, 99, 103, 110, 116, 134, 140, 146, 152, 168, 174, 180, 186, 192, 198.</i></p> <p><i>Connections: Basic Skills in Writing, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 29, 33, 37, 41, 51, 56, 60-65, 70, 77, 110, 126, 131, 203.</i></p> <p><i>Workforce Building Success: Writing, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 32, 35, 39, 48, 51, 55, 83-85.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Include credible supporting information (facts, details, and examples) from a variety of cited sources</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p><b>*7.2.5</b> Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</p> <p><i>Connections: Basic Skills in Science</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-82, 106-109.</p> <p>*7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use personal interpretation, analysis, evaluation, or reflection as evidence of comprehensive understanding of the subject</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p><b>*7.2.2</b> Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 9, 55, 56, 59,61, 137, 138, 212, 213.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 15-19, 21-25, 29-31, 75, 111-115, 141-143, 148, 149, 151, 155, 169, 193.</p> <p>*7.2.2 <i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</p> <p><i>Connections: Basic Skills in Science</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-82, 106-109.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use personal interpretation, analysis, evaluation, or reflection as evidence of comprehensive understanding of the subject</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>
<p><b>Use the writing process to generate text about social issues, science, and/or literature (e.g., reports and critiques)</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 9, 55, 56, 59,61, 137, 138, 212, 213.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 15-19, 21-25, 29-31, 75, 111-115, 141-143, 148, 149, 151, 155, 169, 193.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use the writing process to generate text about social issues, science, and/or literature (e.g., reports and critiques)</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p> <p><b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p> <p><b>7.2.6</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write persuasive texts that evaluate, interpret, or speculate to support assertions</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p><b>*7.2.4</b> Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 9, 55, 56, 59, 61, 137, 138, 212, 213.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 15-19, 21-25, 29-31, 75, 111-115, 141-143, 148, 149, 151, 155, 169, 193.</p> <p><b>*7.2.4</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 20, 26, 32, 38, 44, 50, 52, 55, 68, 74, 80, 86, 92, 98, 99, 103, 110, 116, 134, 140, 146, 152, 168, 174, 180, 186, 192, 198.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 29, 33, 37, 41, 51, 56, 60-65, 70, 77, 110, 126, 131, 203.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 32, 35, 39, 48, 51, 55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write persuasive texts that evaluate, interpret, or speculate to support assertions</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>
<p><b>Write responses to literature that analyze and critique the use of imagery, language, themes, and tone</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 9, 55, 56, 59,61, 137, 138, 212, 213.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 15-19, 21-25, 29-31, 75, 111-115, 141-143, 148, 149, 151, 155, 169, 193.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write responses to literature that analyze and critique the use of imagery, language, themes, and tone</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p><b>*7.2.5</b> Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</p> <p><i>Connections: Basic Skills in Science</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-82, 106-109.</p> <p>*7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write reflective texts that draw comparisons between specific ideas and broader themes</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p><b>*7.2.2</b> Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 9, 55, 56, 59,61, 137, 138, 212, 213.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 15-19, 21-25, 29-31, 75, 111-115, 141-143, 148, 149, 151, 155, 169, 193.</p> <p>*7.2.2 <i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</p> <p><i>Connections: Basic Skills in Science</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-82, 106-109.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write reflective texts that draw comparisons between specific ideas and broader themes</b></p>	<p><b>Learning to Learn</b>  <b>7.2.3</b> Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p>	<p><b>Learning to Learn</b>  <b>7.2.3</b> <i>Workforce: Building Success, Time Management</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6518-X, P 9, 16, 17, 24-26, 54-58, 68-75.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 5, 10-27, 48-51, 72-74.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25, 62, 63, 139.</p>
<p><b>Narrate a sequence of events and communicate their significance to the audience</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Narrate a sequence of events and communicate their significance to the audience</b></p>	<p><b>Employment</b>  *4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p> <p><b>4.6.5</b> Select and analyze work-related information for a given purpose and communicate it to others orally or in writing</p>	<p><b>Employment</b>  *4.6.1 <i>Workforce: Building Success, Communication</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 1, 2, 4-11, 12-19, 20-27, 52-59, 85.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 158-159, 206-207.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 146-147, 202-203.</p> <p><b>4.6.5</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 99-101, 107-109.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 76-78, 80.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Narrate a sequence of events and communicate their significance to the audience</b></p>	<p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  <b>*5.1.6</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 97, 103, 109, 129, 173.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 65, 79.</p> <p><i>Connections: Basic Skills in Social Studies</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0990-3, P 89, 107, 120.</p>
<p><b>Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 5-6, 12-14, 33-35, 40-44, 45-48, 49-51, 52-55.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 78-79, 80, 82, 84, 85, 152-153.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 20, 26, 32, 38, 44, 50, 52, 55, 68, 74, 80, 86, 92, 98, 99, 103, 110, 116, 134, 140, 146, 152, 168, 174, 180, 186, 192, 198.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 29, 33, 37, 41, 51, 56, 60-65, 70, 77, 110, 126, 131, 203.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 32, 35, 39, 48, 51, 55, 83-85.</p> <p>*7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Explain the difference between plagiarism and student generated text</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p><b>*7.2.2</b> Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 9, 55, 56, 59,61, 137, 138, 212, 213.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 15-19, 21-25, 29-31, 75, 111-115, 141-143, 148, 149, 151, 155, 169, 193.</p> <p>*7.2.2 <i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</p> <p><i>Connections: Basic Skills in Science</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-82, 106-109.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Explain the difference between plagiarism and student generated text</b></p>	<p><b>Learning to Learn</b>  <b>7.2.3</b> Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p> <p><b>*7.2.5</b> Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  <b>7.2.3</b> <i>Workforce: Building Success, Time Management</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6518-X, P 9, 16, 17, 24-26, 54-58, 68-75.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 5, 10-27, 48-51, 72-74.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25, 62, 63, 139.</p> <p><b>*7.2.5</b> <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Create a bibliography</b></p>	<p><b>Learning to Learn</b>  <b>7.2.3</b> Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p> <p><b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet</p>	<p><b>Learning to Learn</b>  <b>7.2.3</b> <i>Workforce: Building Success, Time Management</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6518-X, P 9, 16, 17, 24-26, 54-58, 68-75.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 5, 10-27, 48-51, 72-74.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25, 62, 63, 139.</p> <p><b>7.4.4</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 168-173, 175-179, 180-185, 186-191.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 16-22, 23-25, 52.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Create a bibliography</b></p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 27, 52.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 53, 55.</p>
<p><b>Write a business letter using heading, salutation and closing and establish a clear purpose and organizational pattern for a specific audience</b></p>	<p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Employment</b>  <b>*4.6.2</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 73, 83, 84, 86-95, 114-119, 122, 147.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 36-39, 45-48, 49-51, 52-55, 83-85.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write a business letter using heading, salutation and closing and establish a clear purpose and organizational pattern for a specific audience</b></p>	<p><b>Employment</b>  *4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p> <p><b>4.6.5</b> Select and analyze work-related information for a given purpose and communicate it to others orally or in writing</p>	<p><b>Employment</b>  *4.6.4 <i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 52-55, 84.</p> <p><i>Workforce: Building Success, Communication</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 68-75, 84.</p> <p><b>4.6.5</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 99-101, 107-109.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 76-78, 80.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write a business letter using heading, salutation and closing and establish a clear purpose and organizational pattern for a specific audience</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 20, 26, 32, 38, 44, 50, 52, 55, 68, 74, 80, 86, 92, 98, 99, 103, 110, 116, 134, 140, 146, 152, 168, 174, 180, 186, 192, 198.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 29, 33, 37, 41, 51, 56, 60-65, 70, 77, 110, 126, 131, 203.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 32, 35, 39, 48, 51, 55, 83-85.</p>
<p><b>Produce subject-specific technical writing, such as instructions for a project or field reports for science</b></p>	<p><b>Employment</b>  *4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p>	<p><b>Employment</b>  *4.6.1 <i>Workforce: Building Success, Communication</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6517-1, P 1, 2, 4-11, 12-19, 20-27, 52-59, 85.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 158-159, 206-207.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 146-147, 202-203.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Produce subject-specific technical writing, such as instructions for a project or field reports for science</b></p>	<p><b>Employment</b>  <b>4.6.5</b> Select and analyze work-related information for a given purpose and communicate it to others orally or in writing</p> <p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Employment</b>  <b>4.6.5</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 99-101, 107-109.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 33-35, 76-78, 80.</p> <p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Draft and revise all types of writing to so that it:</b></p> <ul style="list-style-type: none"> <li>▪ <b>is focused and purposeful</b></li> <li>▪ <b>conveys a sense of completion &amp; is focused on a central idea</b></li> <li>▪ <b>has an organizational pattern that provides for an effective progression of ideas to include a beginning, middle and end</b></li> <li>▪ <b>demonstrates continuity of purpose, style, voice, and tense</b></li> </ul>	<p><b>Learning to Learn</b></p> <p><b>*7.2.4</b> Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p><b>*7.2.5</b> Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b></p> <p><b>*7.2.4</b> <i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 20, 26, 32, 38, 44, 50, 52, 55, 68, 74, 80, 86, 92, 98, 99, 103, 110, 116, 134, 140, 146, 152, 168, 174, 180, 186, 192, 198.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 29, 33, 37, 41, 51, 56, 60-65, 70, 77, 110, 126, 131, 203.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 1-3, 32, 35, 39, 48, 51, 55, 83-85.</p> <p><b>*7.2.5</b> <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Draft and revise all types of writing to so that it:</b></p> <ul style="list-style-type: none"> <li>▪ <b>is focused and purposeful</b></li> <li>▪ <b>conveys a sense of completion &amp; is focused on a central idea</b></li> <li>▪ <b>has an organizational pattern that provides for an effective progression of ideas to include a beginning, middle and end</b></li> <li>▪ <b>demonstrates continuity of purpose, style, voice, and tense</b></li> </ul>	<p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-29, 33, 37, 41, 50, 60, 61, 70, 77.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 12-19, 20-22, 24-26, 36-43.</p>
<p><b>Edit writing to produce final documents that are grammatically correct</b></p>	<p><b>Learning to Learn</b>  <b>*7.2.2</b> Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  <b>*7.2.2</b> <i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 12-19, 20-22, 24-26.</p> <p><i>Connections: Basic Skills in Science</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0989-X, P 22, 34, 40, 58, 118, 152.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 76, 81-82, 106-109.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Edit writing to produce final documents that are grammatically correct</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p> <p><b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 14-25.</p> <p><i>Workforce: Building Success, Problem Solving</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6520-1, P 1-3, 4-7, 12-19.</p> <p><i>Connections: Basic Skills in Reading</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0988-1, P 33-34, 37, 69-73, 77, 79, 171, 173.</p> <p><b>7.4.5</b> <i>Writer's Manual</i>, McGraw-Hill/Contemporary, 1997, ISBN: 0-892-0878-4, All.</p> <p><i>Connections: Basic Skills in Writing</i>, Steck-Vaughn, 2000, ISBN: 0-7398-0986-5, P 27, 52.</p> <p><i>Workforce Building Success: Writing</i>, Steck-Vaughn, 1997, ISBN: 0-8172-6522-8, P 53, 55.</p>