Arizona
Adult Education Standards
for
English Language Arts

College and Career Readiness Standards

ARIZONA ADULT EDUCATION
PROFESSIONAL LEARNING SYSTEM

Dear Colleagues,

The Arizona Department of Education – Adult Education Services has a long history of developing and implementing adult education content standards. The first standards were developed in 1999 by multiple content teams comprised of Arizona adult educators, subject matter experts, and State staff. This is the third revision of the Arizona Adult Education Standards, and these standards were intentionally designed to provide an integrated literacy framework by connecting the standards in English Language Arts (ELA), Mathematics, Science, and History and Social Science.

Additionally, Title II: Workforce Innovation and Opportunity Act states, "…agencies who receive Federal adult education funds must align content standards for adult education with State-adopted challenging academic content standards…" Furthermore, "…they must identify curriculum frameworks and align rigorous content standards that specify what adult learners should know and be able to do in the areas of: reading and English Language Arts, mathematics, and English Language Acquisition."

The adult education standards revision process has been a two-year state leadership initiative led by the State office, in collaboration with select adult educators and subject matter experts from around the state. Four content work groups were responsible for revising the content standards in each of their respective disciplines: ELA, mathematics, science, and history and social science. The Adult Education Standards Task Force was responsible for reviewing the standards and draft products developed by the four content work groups and assisting State staff in the standards revision process.

The adult education content standards have been developed and revised to ensure adult students are learning at a high level to prepare them for post-secondary education and training, the workplace, and civic participation. These standards are college and career readiness standards and are intended to be used by adult educators to guide standards-based instruction.

Thank you for all you do for Arizona's adult education students!

Sincerely,
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Tips for Navigating the Electronic Standards Document

The standards documents were designed to be used electronically; this is the most efficient use of the document. Please see the points below for more information. For users who prefer hard copies, it might be helpful to print specific sections of the standards that would be referred to frequently, such as the standards charts. The document is set up in landscape and fits 8½" x 11" paper.

- Hyperlinks
  - Use the hyperlinks embedded throughout the document to easily navigate to different sections.
    - If you are not seeing hyperlinks, follow the steps below in Word to correct this
      1. **File** menu → **Options** → **Advanced**
      2. Uncheck the box that says **Use CTRL + Click to select hyperlinks**
      3. Click **OK**
  - Each section in the Table of Contents contains a link to that section of the document.
  - Other links to
    - Supporting documents, such as the Glossary or Appendices
    - outside resources
- To return to your original location after navigation
  - Press **Alt** + ←
  - This process may be repeated if several navigations have occurred.
- Search for a specific term
  1. Press **Ctrl** + **F**
  2. Enter a word or phrase in the window
  3. Click **Enter**

General Introduction to Arizona Adult Education Content Standards

Purpose of the Standards

The purpose of the Arizona Adult Education College and Career Readiness Content Standards is to assist adult educators to better meet the needs of students by providing a framework of what students need to know and be able to do in order to progress through the educational functioning levels (EFLs). Skills barriers, such as in literacy, problem-solving, technology, or workplace employability, often prevent students from reaching their long-term education and career goals. It is essential that adult educators provide students with the opportunity to acquire these skills. The standards are intended to define the knowledge, understanding, and skills needed for adult students to be ready to succeed in post-secondary education and training, without the need for remediation, as well as in the workplace and civic participation.

Background

Based upon requirements in Title II: Workforce Innovation and Opportunity Act (WIOA), Arizona is required to have content standards for adult education that align with high-quality, state-adopted content standards for grades K-12. The content standards in this document accomplish that, having been developed and vetted through the process detailed below. They also reflect academic requirements for success in college-entry, credit-bearing courses, the workplace, and civic participation.

Process for Developing the Standards

In September 2016, the Arizona Department of Education-Adult Education Services opened the standards revision application process to all practicing adult educators and subject matter experts in the state. Applications were vetted and applicants selected, based on their experience and skill sets, to serve on the Standards Task Force and/or Content Work Groups (CWGs). These groups were charged with reviewing, revising, and integrating Arizona's Adult Education College and Career Ready Standards for the following content areas: English Language Arts, Mathematics, History and Social Sciences, and Science. CWGs reviewed research and recommendations from subject matter and standards experts to revise and hone the Arizona adult education standards, ensuring alignment with current Arizona K-12 standards as required by WIOA.

In revising the Arizona adult education standards, the teams were compelled to retain the character of world-class standards (not minimal competencies) customized for adult learners. The revised standards reflect sensible criteria and have been intentionally designed to be useful, intelligible, rigorous, and measurable. The standards focus on academics, contain a balance of skills and content, and represent a reasonable pattern of cumulative learning that is manageable given the time constraints of adult students.

The standards, refined through successive drafts and numerous rounds of feedback, build upon the best elements of standards-related work to date. These standards are intended to be living documents; as new research is validated, they will be revised accordingly.

What the Standards Are

Standards are adopted at the state level and guide what students need to know, understand, and be able to do. They define the knowledge and skills in each content area and across domains through a range of cognitive demand levels.

- The Standards are
  - focused in a coherent progression from ABE 1 – ABE 6. (see explanations of these levels in Appendix A)
  - research- and evidence-based.
  - rigorous, requiring application of knowledge and demands of higher-level thinking.
  - consistent with post-secondary education and workplace expectations.
  - aligned to the Arizona K-12 standards as required by WIOA.

A standard was included in the document only when the best available evidence indicated that its mastery was essential for college- and career-readiness in a twenty-first-century, globally-competitive society.

What the Standards Are Not

The standards are not ***curriculum***. Unlike the standards, curriculum is adopted at the local program level. While the Arizona adult education standards should be used as the basis for selecting and/or developing a curriculum, they are not a curriculum in and of themselves.

The Arizona Department of Education defines curriculum as:

- the sequence of key concepts, skills, strategies, processes, and assessments that align and support student learning of the standards.
- resources used for teaching and learning the standards.

The standards are not ***instruction***. The standards do not dictate the methods and practices used to effectively teach adult learners (andragogy). Instead, identifying the appropriate method(s) and sequence of instruction at each Educational Functioning Level (EFL)– what will be taught and for how long – requires concerted effort and attention at the program level.

The Arizona Department of Education defines instruction as:

- the methods or methodologies used by teachers to teach their students.
- the techniques or strategies that teachers use in response to the needs of their students.

Standards Implementation

It is essential that adult educators understand that standards are not to be taught in isolation. New learning is about extending knowledge from prior learning to new situations, especially for adult students. For this reason, teachers must understand the progressions in the standards to help students progress from one level to another. Teachers need to understand what individual students already know and where they are heading.

It should be noted that no set of level-specific standards can fully reflect the wide range of abilities, learning goals, learning rates, or achievement levels of students in any given classroom. The Arizona adult education content standards do not define the intervention methods necessary to guide and support students. However, for the standards to be implemented fully, teachers should provide differentiation for students by providing curriculum and instruction at students' appropriate educational levels.

The standards should be implemented so that all students are able to fully participate in their educational programs, including students with disabilities and learning differences. At the same time, all students must have the opportunity to learn and to meet the highest educational functioning levels in the standards to gain access to the knowledge and skills necessary to reach their education, training, and career goals.

Standards-Based Instruction

The Arizona Adult Education Teacher Standards in English Language Arts (ELA), Mathematics, and English Language Acquisition for Adults (ELAA) provide the structure for what *teachers* need to know and be able to do. The ELA teacher standards should be referenced for teachers of History and Social Sciences and Science. The teacher standards address standards-based instructional practices, foundational knowledge and skills to effectively teach adult learners, proficiency standards in specific content areas, and professional practices for all adult education teachers. It is imperative that the Arizona teacher standards be used as the foundation to guide teaching and learning at the local program level for Arizona adult educators.

As previously noted, content standards are neither instruction nor curriculum. However, standards must be used to determine which curricular resources, both print and digital, that teachers will use for instruction. In addition, standards guide the scope and sequence of the curriculum to be delivered to students. Diagnostic data is required to determine students' educational levels and their mastery of standards, both upon initial enrollment, as well as throughout their educational programs.

While teachers often use standardized tests to make these determinations, this is not the only student data that teachers should be collecting. In addition, formative assessments (used to make ongoing instructional decisions) such as pretests, reading diagnostic assessments, and student work, should also be used to determine levels of mastery. Because these can be done easily within the classroom on a frequent basis, these formative assessments provide the instructor with much more information about student learning to plan for meaningful and appropriate instruction.

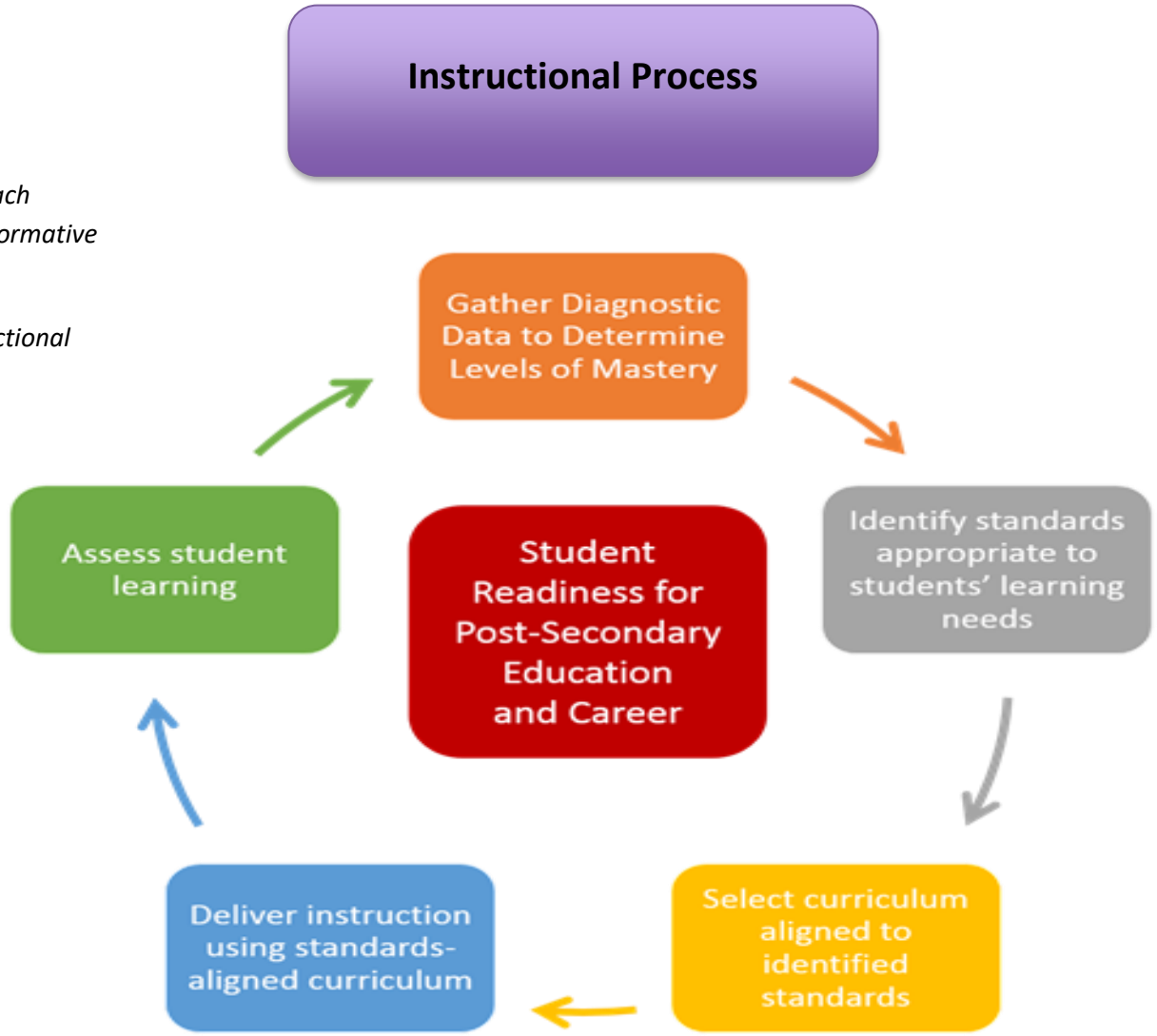
It should be noted that, while the process begins with collecting initial data to plan for instruction, there should be continual monitoring and adjusting of this process. It is often necessary to back up or repeat steps throughout the learning cycle process.

Figure 1

The Instructional Process begins

with gathering diagnostic data for each student and is an iterative process. Formative assessments

are to be used throughout the instructional



Introduction to the Arizona Adult Education Standards for English Language Arts

Purpose of the Standards for English Language Arts

The Arizona Adult Education Standards for English Language Arts (hereafter referred to as ELA standards) address the knowledge, understanding, and skills in reading, writing, speaking and listening for students to be ready to succeed in credit-bearing, college-entry courses, in the workplace, and in civic participation. The standards present a vision of what it means to be a literate person in the twenty-first century.

As students advance through the ELA standards and reach mastery at the higher ABE levels, they will be able to:

- Demonstrate academic independence;
- Build strong content knowledge;
- Respond to the varying demands of task, purpose, and audience;
- Comprehend as well as critique;
- Use technology and digital media strategically and capably; and
- Understand other perspectives and cultures.

Major Shifts from 2012 Standards

The revised standards reflect three key advances in teaching and learning ELA. They include text complexity and vocabulary, textual evidence, and building background knowledge and are major shifts in the ELA Standards.

Text Complexity and Vocabulary

The ELA standards now include reading, writing, listening, and speaking and highlight the growing complexity of the texts students must read to be ready for the demands of post-secondary education, career, civic participation, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading by the end of ABE 6. The standards also outline a progression of development of reading comprehension, so that students advancing through the levels build knowledge from what they read.

Closely related to text complexity, and inextricably connected to reading comprehension, is a focus on academic vocabulary. This includes general academic and domain-specific vocabulary (see Glossary). The standards call for students to grow their vocabularies through a mix of conversation and reading. They call for determining word meanings, analyzing the nuances of words, and steadily expanding their ranges of words and phrases. Vocabulary and conventions are treated in a Language Strand, not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Textual Evidence

The ELA standards emphasize using evidence from texts to present careful analyses, well-defended claims, and clear information. The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require making inferences after paying careful attention to the text.

Building Background Knowledge

Adult learners bring with them a great deal of information about the world around them. This must be acknowledged and the relevance to new learning must be explicit to maximize their potential to build strong general knowledge and vocabulary necessary to become successful readers, and be prepared for post-secondary education, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

Educational Functioning Levels (EFLs) – Quick Look

In program year 2016-2017, the National Reporting System changed the labels for the EFLs, switching from ABE/ASE to ABE 1 – 6. Please see the table below for correlations to previous level names. *See* Appendix A *for a complete explanation of each of the six EFLs.*

Current	Previous	K-12 Grade Equivalencies
ABE 1: Beginning Literacy	Beginning ABE: Beginning Literacy	K – 1.9
ABE 2: Beginning Basic	ABE I: Beginning Basic	2 – 3.9
ABE 3: Low Intermediate	ABE II: Low Intermediate	4 – 5.9
ABE 4: High Intermediate	ABE III: High Intermediate	6 – 8.9
ABE 5: Low Adult Secondary	ASE I: Low Adult Secondary	9 – 10.9
ABE 6: High Adult Secondary	ASE II: High Adult Secondary	11 – 12.9

Overview of the English Language Arts Standards

Educators familiar with the Arizona English Language Arts Standards for K-12 will note that this document has borrowed heavily from the high-quality, well-researched work done in the K-12 standards and supporting documents. As required by Title II of WIOA, the standards are highly aligned with the Arizona K-12 standards, adapted to meet the needs of adult learners. Further, where supporting documents were deemed potentially helpful to adult educators, that work has been included, with suitable adaptations for adult education.

Further, the Arizona Adult Education College & Career Ready Standards – English Language Arts (2012) were compared to the current K-12 standards as part of the effort to ensure appropriate alignment to the unique learning needs of students in adult basic education programs.

An Integrated Model of Literacy

The ELA standards provide an integrated approach to literacy to help guide instruction throughout the content areas of history and social sciences, science, and mathematics. The standards are divided into Reading, Writing, Speaking and Listening strands for conceptual clarity; the modalities of communication are closely connected, as is reflected throughout this document. For example, *Writing Standard 9* requires that students be able to write about what they read. Likewise, *Speaking and Listening Standard 4* sets the expectation that students will share findings from their research. The standards should always be approached with this integration in mind; they *cannot* and *should not* be taught in isolation.

Digital literacy is an essential skill in English Language Arts; it influences the skills that are taught and enhances students' learning experiences. Today, students must be prepared to thrive in a technologically changing landscape *(*ISTE Student Standards, 2017*).* Digital literacy skills can support student access to textual and graphic information, primary and secondary source documents, as well as improve proficiency in basic skills such as keyboarding, spreadsheets, databases, and word processing. Digital literacy can also include the use of digital media tools and environments for students to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Overview of Anchor Standards

Anchor standards provide the larger concepts of what an adult basic education student should know and be able to do to obtain a high school equivalency (HSE) diploma, as well as being prepared for post-secondary education and career pathways that provide living wages. They are the overarching skills with which the individual standards in reading, writing, speaking and listening, and language align. Anchor standards in each of these strands fall into different clusters as can be seen in the tables beginning on page 8.

Reading Anchor Standards: Text complexity and the growth of comprehension

The Arizona adult education reading standards place equal emphasis on the sophistication of what students read as well as the skills with which they read. *Anchor Standard 10 (RL.10/RI.10)*, for instance, defines a level-by-level "staircase" of increasing text complexity that rises from beginning reading to the post-secondary education and career level. Students must also show a steadily growing ability to discern more from text, as well as make fuller use of the text they read. This includes making an increasing number of connections among multiple ideas and texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. *See* **Appendix B** *for additional information on text complexity*.

Please note: Because the Reading Anchor Standards for Literature and Informational Texts are identical, they have been combined in the table below. However, these anchor standards are listed separately in the standards charts.

Clusters	Reading Anchor Standards for Literature *and* Reading Anchor Standards for Informational Texts
Key Ideas and Details	1. Read closely to determine the meaning of a text and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3. Analyze how and why individuals, events, and ideas develop and relate to one another over the course of a text.
Craft and Structure	4. Interpret words and phrases as they are used in a text, including determining denotative, connotative, and figurative meanings; analyze how specific word choices shape meaning or tone.
	5. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	6. Assess how point of view or purpose impacts the content and style of a text.

Clusters	Reading Anchor Standards for Literature *and* Reading Anchor Standards for Informational Texts *(continued)*
Integration of Knowledge and Ideas	7. Evaluate content presented in diverse media and formats (e.g., graphics, tables, or charts), as well as in written text.
	8. Delineate and evaluate arguments and specific claims in a text, including the validity of the reasoning, and the relevance and sufficiency of the evidence.
	9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches of the authors.
Range of Reading and Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing Anchor Standards: Text types, responding to reading, and research

The Arizona Adult Education Writing Standards acknowledge the fact that, while some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: argument, informational/explanatory, and narrative *(see Appendix E for more information on writing types). Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts.* Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout all strands.

Clusters	Writing Anchor Standards
Text Types and Purposes	1. Write ***arguments*** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2. Write ***informational/explanatory*** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3. Write ***narratives*** to develop *real* or *imagined* experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Clusters	Writing Anchor Standards *(continued)*
Research to Build and Present Knowledge	7. Conduct research that answers specific questions and demonstrates understanding of the topic under investigation.
	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Anchor Standards: Flexible communication and collaboration

The Arizona Adult Education Speaking and Listening standards require students to develop a broad range of oral communication and interpersonal skills, including the skills necessary for formal presentations. Students must learn to work together; express and listen carefully to others' ideas; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.

Clusters	Speaking and Listening Anchor Standards
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, expressing ideas clearly and persuasively while also building on others' ideas.
	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence so that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation.
	6. Adapt speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate.

Language Anchor Standards: Conventions, effective use, and vocabulary

The Arizona Adult Education Language standards include the essential "rules" of standard written and spoken English, approaching language as a matter of craft and informed choice. The vocabulary cluster focuses on understanding words and phrases, their relationships and nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking and listening. In fact, they are dependent on each other.

Clusters	Language Anchor Standards
Conventions and Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
	6. Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level across content areas; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading the ELA Standards

Standards describe what students should know, understand, and be able to do. They are organized under their strands, clusters, and anchor standards. Standards are numbered. The code for each standard begins with the Educational Functioning Level (ABE 1 – 6), followed by the strand abbreviation, and then the number of the standard.

Figure 2

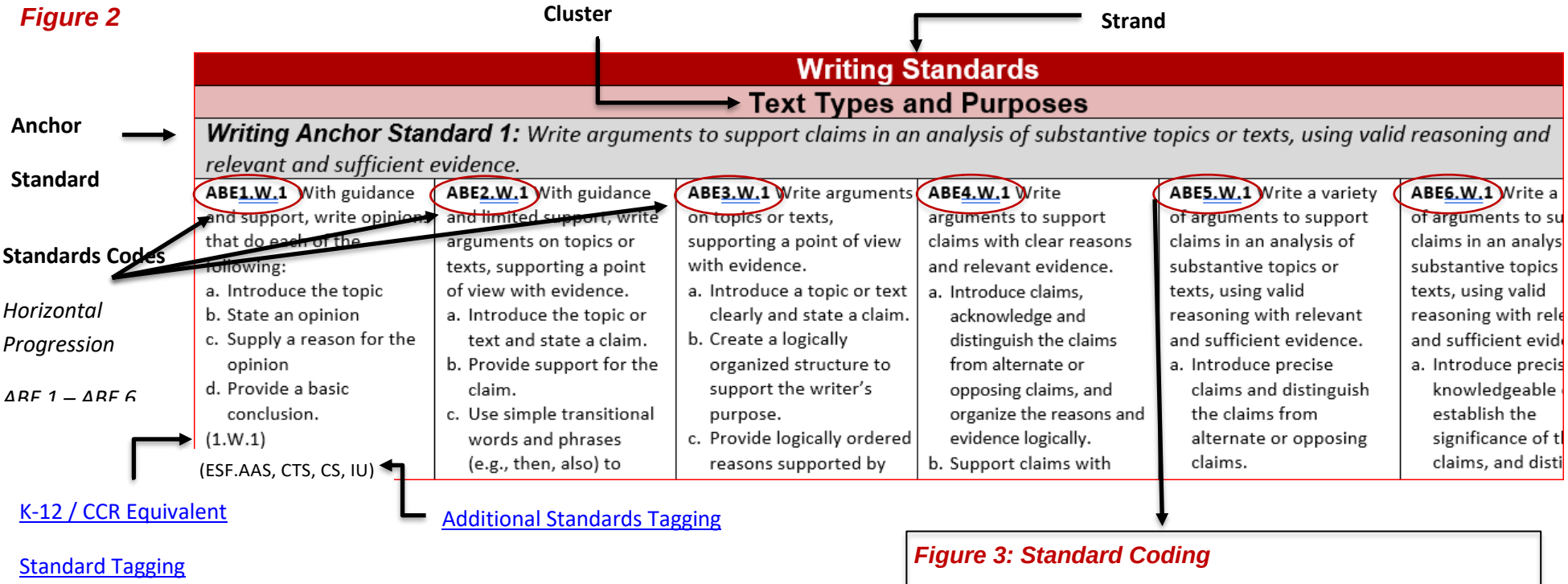
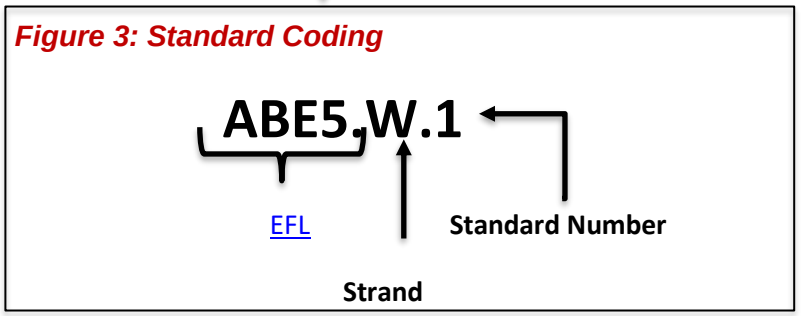


Figure 3: Standard Coding



Individual Standards Correspond to Anchor Standards

While the skills in the ELA Anchor Standards "anchor" the document and define general, cross-disciplinary literacy expectations, the individual standards under each anchor standard for each EFL provide discreet skills that students should master at each level (see Figure 2, noting the similarity in language between the anchor standard and the individual standards). For example, a class of students at ABE 3, 4, and 5 levels, might all be receiving instruction on the same anchor standard; however, the teacher would be able to provide differentiated instruction for students at each level using leveled curricular resources and assignments.

Progression of the Standards through the Levels

As seen in Figure 2, the standards are laid out horizontally from ABE 1 through ABE 6. The standards increase in rigor from one level to the next higher level in a vertical progression or vertical alignment. The decision to format the standards in this way was based on the need for facilitating differentiation in multi-level classrooms, as noted above in the discussion on anchor standards. A teacher will be able to use the anchor standard as the basis for instructional and curricular decisions, while using the individual levels to differentiate for the needs of individual learners.

Tagging for Standards Integration

- **K-12/College and Career Readiness Equivalency**
  - The purpose of providing this alignment is to facilitate web-based searches of aligned curricular resources
    - Many K-12 resources will need to be adapted to adult learners.
  - The standard ABE1.W.1, for example, would be tagged **1.W.1**
    - A teacher might search "1.W.1," and several potential resources would be identified.
- **International Society for Technology in Education (ISTE) Standards**
  - These standards that easily integrate digital literacy have been tagged with the appropriate ISTE Standard.
  - Please click **HERE** to view and/or download the ISTE Standards.
- **Employability Skills Framework (ESF)**
  - Many of the standards align with the Employability Skills Framework.
  - Please click **HERE** to view/download the ESF.

Foundational ELA Skills

These foundational skills are necessary and important components of an effective and comprehensive reading and writing program designed to develop literate adults with the capacity to comprehend texts across a range of types and disciplines. Because adults who lack foundational literacy skills regularly enter adult basic education programs, the ELA standards include Foundational Skills in both reading and writing to address the literacy needs of this special population. These skills are directed toward fostering students' understanding and working knowledge of the following concepts:

- Reading
    - Print Concepts
    - Phonological Awareness
    - Phonics and Word Recognition
    - Fluency
- Writing
    - Sound-Letter Basics and Handwriting
    - Spelling

Explicit instruction in the foundational skills must be provided to adult students using appropriate instructional strategies and curricular resources. Evidence-based reading instruction (EBRI) integrates findings from the best available reading research. Within EBRI, teachers must use diagnostic assessment procedures to gauge the strengths and weaknesses of each adult student and target reading instruction accordingly. Teachers that use EBRI help learners improve their skills in each of the four essential components of reading—Alphabetics, vocabulary, fluency, and comprehension—by explaining new concepts, modeling strategies, and by providing feedback when learners practice. Please refer to the additional resources in Appendix C for teachers to use to plan for instruction on foundational skills.

Foundational Skills in Reading

Print Concepts

RF1: Demonstrate understanding of the organization and basic features of print.

ABE 1

a. Recognize and name all upper and lowercase letters of the alphabet.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. Recognize the difference between a letter and a printed word.
d. Follow words from left to right, top to bottom, and page by page.
e. Understand that words are separated by spaces in print.
f. Identify that a sentence is made up of a group of words.
g. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).

(K-1.RF.1)

Phonological Awareness

RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ABE 1

a. Identify and produce sounds (phonemes) in spoken words.
b. Recognize and produce rhyming words.
c. Count, pronounce, blend, and segment syllables in spoken words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
e. Blend and segment onsets and rhymes of single-syllable spoken words.
f. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/ = man).
g. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
i. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
j. Distinguish long from short vowel sounds in spoken single-syllable words.
k. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
l. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/ /p/ /l/ /a/ /t/ = splat).
m. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, -ain) and consonant blends (e.g., /bl/, /st/, /tr/,).
n. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.

(K-1.RF.2)

Phonics and Word Recognition

RF3: Know and apply appropriate-level phonics and work analysis skills in decoding works.

ABE 1

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant and the five major vowels.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
c. Distinguish long and short vowels when reading regularly spelled one-syllable words.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
e. Know the spelling-sound correspondences for common consonant digraphs.
f. Decode regularly spelled one-syllable words and two-syllable words following basic patterns and two-syllable words with long vowels.
g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
h. Recognize and apply all six syllable types when decoding level-appropriate texts.
i. Decode words with common prefixes and suffixes.
j. Identify the words that comprise contractions, abbreviations, and compound words.
k. Know final -e and common vowel team conventions for representing long vowel sounds.
l. Read words with inflectional endings, including irregular plurals (wife/wives).
m. Read common regular and irregular high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
n. Know spelling-sound correspondences for additional common vowel teams.
o. Recognize and read common irregularly spelled words.

(1.RF.3)

ABE 2

a. Distinguish long and short vowel sounds when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondence for additional common vowel teams.
c. Identify and apply all six syllable types to decode level-appropriate texts.
d. Identify and know the meanings of the most common prefixes and derivational suffixes.
e. Decode words with common prefixes and suffixes.
f. Identify words with inconsistent but common spelling-sound correspondences.
g. Recognize and read level-appropriate irregularly spelled words.
h. Identify and know the meanings of the most common prefixes and derivational suffixes.
i. Decode words with common Latin suffixes.

(3.RF.3)

ABE 3

a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words accurately.
b. Apply knowledge of the six syllable types to read appropriate level words accurately.
c. Know and apply common, level- appropriate affixes and roots to accurately read and comprehend unfamiliar words.

(5.RF.3)

Fluency
RF4: Read with sufficient accuracy and fluency to support comprehension.
ABE 1 a. Read level-appropriate texts with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.RF.4)
ABE 2 d. Read level-appropriate texts with purpose and understanding. e. Read level-appropriate texts orally with accuracy, appropriate rate, and expression on successive readings. f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3.RF.4)
ABE 3 a. Read level-appropriate texts with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (5.RF.4)

Foundational Skills in Writing

See Appendix C *for additional information.*

Sound-Letter Basics and Handwriting
WF1: Demonstrate and apply handwriting skills.
ABE 1 a. Write upper and lower-case letters of the alphabet legibly. b. Write the common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters, words, and sentences. d. Organize writing from left to right and top to bottom, leaving spaces between letters and words. e. Produce legible writing. (1.WF.1)
ABE 2 a. Write upper and lower-case letters of the alphabet legibly. b. Write the common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters, words, and sentences. d. Transcribe ideas legibly with appropriate spacing and indentation. (3.WF.1)
ABE 3 a. Write legibly and fluently with appropriate spacing and indentation. (5.WF.1)
WF2: Demonstrate and apply sound-letter concepts when writing.
ABE1 a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound. c. Segment all the phonemes in two- and three-phoneme syllables and represent those phonemes with letters. d. Write the letters used to represent both vowel and consonant phonemes, knowing that every syllable has a vowel. (1.WF.2)
ABE2 a. Write the most common graphemes (letters or letter groups) for each phoneme. See Appendix C for additional information. (2.WF.2)

Spelling

WF3: Know and apply phonics and word analysis skills when encoding words.

ABE 1

a. Spell common, regular, single-syllable words using:
- Short vowels and single consonants.
- Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
- Initial and final consonant blends (e.g., must, slab, plump).
- Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).
- Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).

b. With prompting and support, spell on-level words with inflectional endings:
- Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).
- Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).
- Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).

c. With prompting and support, spell on-level two-syllable words, including:
- Words that end in -y or -ly (e.g., smelly, gladly).
- Common compound words (e.g., hotdog, mailbox).
- Words with two closed syllables (e.g., rabbit, wagon).

d. Spell level-appropriate words in English as found in a research-based list, including:
- Irregular words (e.g., said, what, are, they, was).
- Pattern-based words (e.g., he, him, for, in, by, like).

e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.
(1.WF.3)

ABE 2

a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).
b. Identify language of origin for words, as noted in dictionaries.
c. Spell singular and plural possessives (e.g., teacher's, teachers').
d. Spell regular two-and three-syllable words, including those with prefixes and suffixes. Spell level-appropriate sight words in English.
(3.WF.3)

The English Language Arts Standards

Reading Standards for Literature					
Key Ideas and Details					
Reading Anchor Standard 1: *Read closely to determine the meaning of a text and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*					
ABE1.RL.1 Ask and answer questions such as who, what, when, where, why, and how about key details in a text. (1.RL.1) (ESF.AAS, CS)	**ABE2.RL.1** Demonstrate understanding of a text by asking and answering questions, referring explicitly to the text. (3.RL.1) (ESF.AAS, CS)	**ABE3.RL.1** Demonstrate understanding of a text by accurately citing textual evidence when explaining explicit and implicit meanings of the text. (5.RL.1) (ESF.AAS, CS)	**ABE4.RL.1** Cite strong textual evidence that supports an analysis of explicit and implicit meanings of the text. (8.RL.1) (ESF.AAS, CS)	**ABE5.RL.1** Cite strong and thorough textual evidence to support an analysis of explicit and implicit meanings of the text. (9-10.RL.1) (ESF.AAS, CS)	**ABE6.RL.1** Cite strong and thorough textual evidence to support analysis of explicit and implicit meanings of the text, including a determination of where the author leaves matters uncertain. (11-12.RL.1) (ESF.AAS, CS)
Reading Anchor Standard 2: *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*					
ABE1.RL.2 Retell narrative or other literary text, including key details, and demonstrate understanding of the main idea, central message or lesson. (1.RL.2) (ESF.AAS)	**ABE2.RL.2** Paraphrase narrative or other literary text; determine the central message, lesson, or moral and explain how it is conveyed through key details. (3.RL.2) (ESF.AAS)	**ABE3.RL.2** Determine a theme of a literary text from details in the text, including how the characters respond to challenges or how the narrator reflects upon a topic; summarize the text. (5.RL.2) (ESF.AAS)	**ABE4.RL.2** Determine a theme and analyze its development over the course of a literary text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (8.RL.2) (ESF.AAS)	**ABE5.RL.2** Determine a theme of a literary text, and analyze how it emerges and is shaped by specific details; provide an objective summary of the text. (9-10.RL.2) (ESF.AAS)	**ABE6.RL.2** Identify theme(s) of a literary text and analyze its development and interaction over the course of the text; distinguish between an objective summary and a subjective personal response to the text. (11-12.RL.2) (ESF.AAS)

Reading Anchor Standard 3: *Analyze how and why individuals, events, and ideas develop and relate to one another over the course of a text.*					
ABE1.RL.3 Describe characters, setting and major events in a narrative or other literary text, using key details. (1.RL.3) (ESF.AAS, CTS)	**ABE2.RL.3** Describe characters in a narrative or other literary text (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.3) (ESF.AAS, CTS)	**ABE3.RL.3** Describe characters, settings, or events in a literary text, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (5.RL.3) (ESF.AAS, CTS)	**ABE4.RL.3** Analyze elements of characterization in a literary text (e.g., traits, motives, actions, relationships). (8.RL.3) (ESF.AAS, CTS)	**ABE5.RL.3** Analyze elements of characterization in a literary text (e.g., traits, motives, actions, relationships) and how characters advance the plot or develop the theme(s). (9-10.RL.3) (ESF.AAS, CTS)	**ABE6.RL.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (11-12.RL.3) (ESF.AAS, CTS)
Craft and Structure					
Reading Anchor Standard 4: *Interpret words and phrases as they are used in a text, including determining denotative, connotative, and figurative meanings; analyze how specific word choices shape meaning or tone.*					
ABE1.RL.4 Identify words and phrases in a literary text that suggest feelings or appeal to the senses, including simple figurative language. (1.RL.4) (ESF.AAS, CTS)	**ABE2.RL.4** Determine the meanings of words and phrases as they are used in a literary text, distinguishing literal from figurative language. (3.RL.4) (ESF.AAS, CTS)	**ABE3.RL.4** Determine the meanings of words and phrases as they are used in a literary text, including figurative language, such as metaphors, similes, and allusions. (5.RL.4) (ESF.AAS, CTS)	**ABE4.RL.4** Determine the meanings of words and phrases as they are used in a literary text; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other texts. (8.RL.4) (ESF.AAS, CTS)	**ABE5.RL.4** Determine the meanings of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. (9-10.RL.4) (ESF.AAS, CTS)	**ABE6.RL.4** Determine the meanings of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone in increasingly complex texts. (See "Text Complexity" in **Appendix B**). (11-12.RL.4) (ESF.AAS, CTS)

Reading Anchor Standard 5: *Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*					
ABE1.RL.5 Identify the main parts of narrative or literary text (e.g., chapter, scene, or stanza.) (1.RL.5) (ESF.AAS, CTS)	**ABE2.RL.5** Describe the overall narrative structure of a literary text (e.g., chapter, scene, or stanza) and how each part relates to the work as a whole. (3.RL.5) (ESF.AAS, CTS)	**ABE3.RL.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of prose, drama, or poetry. (5.RL.5) (ESF.AAS, CTS)	**ABE4.RL.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (8.RL.5) (ESF.AAS, CTS)	**ABE5.RL.5** Analyze how an author's structural choices, such as ordering of events or manipulating time, create such effects as mystery, tension, irony, satire, or suspense. (9-10.RL.5) (ESF.AAS, CTS)	**ABE6.RL.5** Analyze how an author's structural choices, such as ordering of events or manipulating time, create such effects as mystery, tension, irony, satire, or suspense in increasingly complex texts. (See "Text Complexity" in **Appendix B**). (11-12.RL.5) (ESF.AAS, CTS)
Reading Anchor Standard 6: *Assess how point of view or purpose impacts the content and style of a text.*					
ABE1.RL.6 Identify the narrator at various points in a text. (1.RL.6) (ESF.AAS, CTS)	**ABE2.RL.6** Distinguish personal point of view from narrator's and/or characters' perspectives. (3.RL.6) (ESF.AAS, CTS)	**ABE3.RL.6** Compare and contrast different points of view (e.g., first- and third-person narrations); describe how points of view influence how events are recounted. (5.RL.6) (ESF.AAS, CTS)	**ABE4.RL.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. (8.RL.6) (ESF.AAS, CTS)	**ABE5.RL.6** Analyze how points of view and/or cultural experiences are represented in works of literature, drawing from a variety of literary texts, including works of world literature. (9-10.RL.6) (ESF.AAS, CTS)	**ABE6.RL.6** Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text. (11-12.RL.6) (ESF.AAS, CTS)

Integration of Knowledge and Ideas					
Reading Anchor Standard 7: *Evaluate content presented in diverse media and formats (e.g., graphics, tables, or charts), as well as in written text.*					
ABE1.RL.7 Use the illustrations and details in a text to describe its characters, setting, or events. (1.RL.7) (ESF.CTS, IU)	**ABE2.RL.7** Explain how a text's illustrations or graphics, if present, contribute to the meaning (e.g., create mood or emphasize aspects of a character or setting). (3.RL.7) (ESF.CTS, IU)	**ABE3.RL.7** Make connections between a written text or play and a visual/oral presentation of the text to analyze how visual and multimedia elements contribute to the purpose, meaning, or tone. (5.RL.7) (ISTE 6a) (ESF.CTS, IU)	**ABE4.RL.7** Make connections between a written text or drama and a visual/oral presentation of the text to analyze how visual and multimedia elements contribute to the purpose, meaning, or tone in increasingly complex texts (see "Text Complexity" in **Appendix B**). (8.RL.7) (ESF.CTS, IU)	**ABE5.RL.7** Analyze the graphic and visual choices an author makes to create meaning and dramatic effect in a text (e.g. punctuation, text breaks, capital letters, line breaks). (9-10.RL.7) (ESF.CTS, IU)	**ABE6.RL.7** Evaluate advantages and disadvantages of graphic and visual choices an author makes to create meaning and dramatic effect in a text (e.g., punctuation, text breaks, capital letters, line breaks). (11-12.RL.7) (ESF.CTS, IU)
Reading Anchor Standard 8: *Delineate and evaluate arguments and specific claims in a text, including the validity of the reasoning, and the relevance and sufficiency of the evidence.*					
ABE1.RL.8 *Not applicable to literary texts; this Anchor Standard is addressed in Reading Information standards.*	**ABE2.RL.8** *Not applicable to literary texts; this Anchor Standard is addressed in Reading Information standards.*	**ABE3.RL.8** *Not applicable to literary texts; this Anchor Standard is addressed in Reading Information standards.*	**ABE4.RL.8** *Not applicable to literary texts; this Anchor Standard is addressed in Reading Information standards.*	**ABE5.RL.8** *Not applicable to literary texts; this Anchor Standard is addressed in Reading Information standards.*	**ABE6.RL.8** *Not applicable to literary texts; this Anchor Standard is addressed in Reading Information standards.*
Reading Anchor Standard 9: *Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.*					
ABE1.RL.9 Compare and contrast experiences of characters in narratives or other texts (1.RL.9) (ESF.AAS, CTS)	**ABE2.RL.9** Compare and contrast similar characters, themes, settings, and/or plots from two or more texts. (3.RL.9) (ESF.AAS, CTS)	**ABE3.RL.9** Compare and contrast literary texts in the same genre on their approaches to similar themes and topics. (5.RL.9) (ESF.AAS, CTS)	**ABE4.RL.9** Analyze a fictional portrayal and a historical account of a time, place, or character as a means of understanding how authors alter or draw from history. (8.RL.9) (ESF.AAS, CTS)	**ABE5.RL.9** Analyze how two or more texts address similar themes/topics to build knowledge or to compare authors' approaches. (9-10.RL.9) (ESF.AAS, CTS)	**ABE6.RL.9** Analyze how two or more texts address similar themes/topics to build knowledge or to compare authors' approaches in increasingly complex texts. (See **Appendix B**) (11- 12.RL.9) (ESF.AAS, CTS)

Range of Reading and Level of Text Complexity					
Reading Anchor Standard 10: *Read and comprehend complex literary and informational texts independently and proficiently.*					
ABE1.RL.10 With prompting and support, read literary selections in a text complexity range determined by qualitative and quantitative measures appropriate for the level. See **Appendix B** for clarification. (1.RL.10) (ESF.AAS, CS)	**ABE2.RL.10** With prompting and limited support, read and comprehend literary selections in a text complexity range determined by qualitative and quantitative text complexity appropriate for the level. See **Appendix B** for clarification. (3.RL.10) (ESF.AAS, CS)	**ABE3.RL.10** Independently read and comprehend literary selections in a text complexity range determined by qualitative and quantitative measures appropriate for the level. See **Appendix B** for clarification. (5.RL.10) (ESF.AAS, CS)	**ABE4.RL.10** Proficiently and independently read and comprehend literary selections in a text complexity range determined by qualitative and quantitative measures appropriate for the level. See **Appendix B** for clarification. (8.RL.10) (ESF.AAS, CS)	**ABE5.RL.10** With increasing fluency, proficiently and independently read and comprehend literary selections in a text complexity range determined by qualitative and quantitative text complexity appropriate for the level. See **Appendix B** for clarification. (9-10.RL.10) (ESF.AAS, CS)	**ABE6.RL.10** With increasing fluency, proficiently and independently read and comprehend literary selections in a text complexity range determined by qualitative and quantitative measures appropriate for the level. See **Appendix B** for clarification. (11-12.RL.10) (ESF.AAS, CS)

Reading Standards for Informational Text					
Key Ideas and Details					
Reading Anchor Standard 1: *Read closely to determine the meaning of a text and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*					
ABE1.RI.1 Ask and answer questions such as *who, what, when, where, why*, and *how* about key details in a text. (1.RI.1) (ESF.AAS, CS)	**ABE2.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RI.1) (ESF.AAS, CS)	**ABE3.RI.1** Demonstrate understanding by accurately citing textual evidence when explaining explicit and implicit meanings of the text. (5.RI.1) (ESF.AAS, CS)	**ABE4.RI.1** Cite strong textual evidence that supports an analysis of explicit and implicit meanings of the text. (8.RI.1) (ESF.AAS, CS)	**ABE5.RI.1** Cite strong and thorough textual evidence to support an analysis of explicit and implicit meanings of the text. (9-10.RI.1) (ESF.AAS, CS)	**ABE6.RI.1** Cite strong and thorough textual evidence to support analysis of explicit and implicit meanings of the text, including a determination of where the author leaves matters uncertain. (11-12.RI.1) (ESF.AAS, CS)
Reading Anchor Standard 2: *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*					
ABE1.RI.2 Identify the central idea and retell key details of a text. (1.RI.2) (ESF.AAS)	**ABE2.RI.2** Determine the central idea of a text; recount and paraphrase the key details and explain how they support the central idea. (3.RI.2) (ESF.AAS)	**ABE3.RI.2** Determine the central idea of a text and explain how it is supported by key details; summarize the text. (5.RI.2) (ESF.AAS)	**ABE4.RI.2** Determine a text's central idea and analyze its development, including its relationship to supporting ideas; provide an objective summary of the text. (8.RI.2) (ESF.AAS)	**ABE5.RI.2** Identify a text's central idea and analyze its development, including how it emerges and how it is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2) (ESF.AAS)	**ABE6.RI.2** Identify two or more central ideas of a text and analyze their development, including how they interact and build to a conclusion; provide a complex analysis of the text; distinguish between a summary and a personal response to the text. (11-12.RI.2) (ESF.AAS)

Reading Anchor Standard 3: *Analyze how and why individuals, events, and ideas develop and relate to one another over the course of a text.*					
ABE1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text, using key details. (1.RI.3) (ESF.AAS, CTS)	**ABE2.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and/or cause/effect. (3.RI.3) (ESF.AAS, CTS)	**ABE3.RI.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5.RI.3) (ESF.AAS, CTS)	**ABE4.RI.3** Analyze how a text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (8.RI.3) (ESF.AAS, CTS)	**ABE5.RI.3** Explain how the author presents an analysis of ideas or events, including the order in which the points are made, how they are introduced and developed as well as the connections or logical links between them. (9-10.RI.3) (ESF.AAS, CTS)	**ABE6.RI.3** Analyze a complex set of ideas or events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.3) (ESF.AAS, CTS)
Craft and Structure					
Reading Anchor Standard 4: *Interpret words and phrases as they are used in a text, including determining denotative, connotative, and figurative meanings; analyze how specific word choices shape meaning or tone.*					
ABE1.RI.4 Ask and answer questions to determine or clarify the meanings of words and phrases appropriate for the level. (1.RI.4) (ESF.AAS, CTS)	**ABE2.RI.4** Determine the meanings of general academic and domain-specific words and phrases appropriate for the level (i.e., decoding). (3.RI.4) (ESF.AAS, CTS)	**ABE3.RI.4** Determine the meanings of general academic and domain-specific words and phrases, including similes and metaphors, appropriate for the level. (5.RI.4) (ESF.AAS, CTS)	**ABE4.RI.4** Determine the denotative and connotative meanings of general academic and domain-specific words and phrases as they are used in context; analyze the cumulative impact of specific word choices on meaning and tone. (8.RI.4) (ESF.AAS, CTS)	**ABE5.RI.4** Determine meanings of general academic and domain-specific words and phrases as they are used in texts, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (9-10.RI.4) (ESF.AAS, CTS)	**ABE6.RI.4** Determine the denotative and connotative meanings of general academic and domain- specific words and phrases as they are used in context; analyze how an author refines the meanings of key terms over the course of a text. (11-12.RI.4) (ESF.AAS, CTS)

Reading Standard 5: *Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*					
ABE1.RI.5 Identify and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (1.RI.5) (ESF.AAS, CTS)	**ABE2.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks, glossaries, index, table of contents) to locate information relevant to a given topic. (3.RI.5) (ISTE 3C) (ESF.AAS, CTS)	**ABE3.RI.5** Describe the overall structure (e.g., chronology, sequence, comparison, cause/effect, problem/solution) of events, concepts, or other information in texts. (5.RI.5) (ESF.AAS, CTS)	**ABE4.RI.5** Analyze organizational structures and development of ideas in texts, including the roles of particular sentences and paragraphs in developing and refining a key concept. (8.RI.5) (ESF.AAS, CTS)	**ABE5.RI.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.RI.5) (ESF.AAS, CTS)	**ABE6.RI.5** Analyze and evaluate the effectiveness of the structure of an author's argument, including how claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (11-12.RI.5) (ESF.AAS, CTS)
Reading Anchor Standard 6: *Assess how point of view or purpose impacts the content and style of a text.*					
ABE1.RI.6 Identify an author's point of view using illustrations/graphics (e.g., political cartoons, photos, infographics) and information provided in a written text. (1.RI.6) (ESF.AAS, CTS)	**ABE2.RI.6** Distinguish personal point of view from that of the author of a text. (3.RI.6) (ESF.AAS, CTS)	**ABE3.RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in their points of view. (5.RI.6) (ESF.AAS, CTS)	**ABE4.RI.6** Determine an author's point of view/perspective and/or purpose in a text. Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (8.RI.6) (ESF.AAS, CTS)	**ABE5.RI.6** Make defensible inferences about an author's purpose, perspective, argument, and unstated assumptions; analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.6) (ESF.AAS, CTS)	**ABE6.RI.6** Make defensible inferences about an author's purpose, perspective, argument, and unstated assumptions; analyze how an author uses rhetoric to advance that point of view or purpose in increasingly complex texts. (See **Appendix B** for clarification). (11-12.RI.6) (ESF.AAS, CTS)

Integration of Knowledge and Ideas					
Reading Anchor Standard 7: *Evaluate content presented in diverse media and formats (e.g., graphics, tables, or charts), as well as in written text.*					
ABE1.RI.7 Use the illustrations (e.g., drawings or photographs) and details in a text to describe its key ideas. (1.RI.7) (ISTE 3b) (ESF.CTS, IU)	**ABE2.RI.7** Use information gained from illustrations and/or graphics (e.g., maps or photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3.RI.7) (ISTE 3b) (ESF.CTS, IU)	**ABE3.RI.7** Demonstrate the ability to locate an answer to a question or to solve a problem by drawing information from multiple print or digital sources. (5.RI.7) (ISTE 3b) (ESF.CTS, IU)	**ABE4.RI.7** Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (8.RI.7) (ISTE 3b) (ESF.CTS, IU)	**ABE5.RI.7** Analyze various accounts of a subject presented in different mediums (e.g., texts, charts, and graphs) to draw conclusions. (9- 10.RI.7) (ISTE 3b) (ESF.CTS, IU)	**ABE6.RI.7** Analyze various accounts of a subject presented in different mediums (e.g., texts, charts, and graphs) to address a question or solve a problem. (11-12.RI.7) (ISTE 3b) (ESF.CTS, IU)
Reading Anchor Standard 8: *Delineate and evaluate arguments and specific claims in a text, including the validity of the reasoning, and the relevance and sufficiency of the evidence.*					
ABE1.RI.8 Identify the evidence an author uses to support claims in a text. (1.RI.8) (ESF.CTS, IU,CS)	**ABE2.RI.8** Identify the logical connections in particular sentences or paragraphs in a text. (3.RI.8) (ESF.CTS, IU,CS)	**ABE3.RI.8** Explain how an author uses evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5.RI.8) (ESF.CTS, IU,CS)	**ABE4.RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; recognize when irrelevant evidence is introduced. (8.RI.8) (ESF.CTS, IU,CS)	**ABE5.RI.8** Delineate and evaluate the argument and claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify and confirm false statements and fallacious reasoning in texts. (9-10.RI.8) (ESF.CTS, IU,CS)	**ABE6.RI.8** Delineate and evaluate the rhetorical effectiveness of the author's reasoning, premise(s), purpose, and argument in a text. (11-12.RI.8) (ESF.CTS, IU,CS)

Reading Anchor Standard 9: *Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.*					
ABE1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1.RI.9) (ESF.AAS, CTS)	**ABE2.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. (3.RI.9) (ESF.AAS, CTS)	**ABE3.RI.9** Integrate information from several texts on the same topic to write or speak about the subject knowledgeably. (5.RI.9) (ESF.AAS, CTS)	**ABE4.RI.9** Analyze how two or more authors emphasize different evidence or advance different interpretations of facts when writing about the same topic. (8.RI.9) (ESF.AAS, CTS)	**ABE5.RI.9** Analyze and interpret seminal/primary source documents of historical and literary significance, including how they address related themes and concepts. (9-10.RI.9) (ESF.AAS, CTS)	**ABE6.RI.9** Synthesize information from multiple sources to make connections and draw subtle inferences, conclusions, and generalizations. (11-12.RI.9) (ESF.AAS, CTS)
Range of Reading and Level of Text Complexity					
Reading Anchor Standard 10: *Read and comprehend complex literary and informational texts independently and proficiently.*					
ABE1.RI.10 With prompting and support, read and comprehend informational texts, including history and social sciences, science, functional, and technical texts in a range determined by qualitative and quantitative measures appropriate for the level. (1.RI.10) (ESF.AAS, CS)	**ABE2.RI.10** With prompting and limited support, read and comprehend informational texts, including history and social sciences, science, functional, and technical texts in a range determined by qualitative and quantitative measures appropriate for the level. (3.RI.10) (ESF.AAS, CS)	**ABE3.RI.10** Independently read and comprehend informational texts, including history and social sciences, science, functional, and technical texts in a range determined by qualitative and quantitative measures appropriate for the level. (5.RI.10) (ESF.AAS, CS)	**ABE4.RI.10** Proficiently and independently read and comprehend informational texts, including history and social sciences, science, functional, and technical texts in a range determined by qualitative and quantitative measures appropriate for the level. (8.RI.10) (ESF.AAS, CS)	**ABE5.RI.10** With increasing fluency, proficiently and independently read and comprehend informational selections in a range determined by qualitative and quantitative measures appropriate for the level. (9-10.RI.10)(ESF.AAS, CS))	**ABE6.RI.10** With increasing fluency, proficiently and independently read and comprehend informational selections in a range determined by qualitative and quantitative measures appropriate for the level. (11-12.RI.10) (ESF.AAS, CS)

Writing Standards

Text Types and Purposes

Writing Anchor Standard 1: *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

ABE1.W.1 With guidance and support, write opinions that do the following: a. Introduce the topic b. State an opinion c. Supply a reason for the opinion d. Provide a basic conclusion. (1.W.1) (ESF.AAS, CTS, CS, IU)	**ABE2.W.1** With guidance and limited support, write arguments on topics or texts, supporting a point of view with evidence. a. Introduce the topic or text and state a claim. b. Provide support for the claim. c. Use simple transitional words and phrases (e.g., then, also) to connect claim and evidence. d. Provide a concluding statement or section. (3.W.1) (ESF.AAS, CTS, CS, IU)	**ABE3.W.1** Write arguments on topics or texts, supporting a point of view with evidence. a. Introduce a topic or text clearly and state a claim. b. Create a logically organized structure to support the writer's purpose. c. Provide logically ordered reasons supported by facts and details. d. Provide a concluding statement or section related to the claim presented. (5.W.1) (ESF.AAS, CTS, CS, IU)	**ABE4.W.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Create cohesion and clarify the relationships among claims, reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. (8.W.1) (ESF.AAS, CTS, CS, IU)	**ABE5.W.1** Write a variety of arguments to support claims in an analysis of substantive topics or texts, using valid reasoning with relevant and sufficient evidence. a. Introduce precise claims and distinguish the claims from alternate or opposing claims. b. Create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. c. Develop claims and counterclaims fairly, supplying evidence for each while identifying strengths and limitations in anticipation of the audience's knowledge and concerns. *(cont. on next page)*	**ABE6.W.1** Write a variety of arguments to support claims in an analysis of substantive topics or texts, using valid reasoning with relevant and sufficient evidence. a. Introduce precise, knowledgeable claims, establish the significance of the claims, and distinguish the claims from alternate or opposing counterclaims when present. b. Create a logical organization for the argument. *(cont. on next page)*

				d. Provide a logical conclusion to support the argument presented. (9-10.W.1) (ESF.AAS, CTS, CS, IU)	*c.* Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while identifying the strengths and limitations and anticipating the audience's knowledge, concerns, values, and biases. d. Use transitional words and phrases to link the major sections of the text and to create cohesion. e. Establish and maintain a formal style and objective tone adhering to the conventions of a specific discipline appropriate to a specific task, purpose, and audience. f. Provide a logical conclusion to support the argument(s) presented. (11-12.W.1) (ESF.AAS, CTS, CS, IU)

Writing Anchor Standard 2: *Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*					
ABE1.W.2 With guidance and support, write informational / explanatory texts that name topics, supply facts about the topics, and provide basic conclusions. (1.W.2) (ESF.AAS, CTS, CS, IU)	**ABE2.W.2** With guidance and limited support, write informational / explanatory texts to examine topics and convey ideas and information clearly. a. Introduce a topic; group related information together. b. Develop the topic with facts, definitions, and details. c. Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas. d. Provide a concluding statement or section. (3.W.2.) (ESF.AAS, CTS, CS, IU)	**ABE3.W.2** Write informational / explanatory texts to examine topics and convey ideas and information clearly. a. Introduce a topic clearly, providing a general observation and focus, and grouping related information logically. Include appropriate formatting and multimedia elements, and/or graphics when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Use precise language and domain-specific vocabulary to explain the topic. *(cont. on next page)*	**ABE4.W.2** Write informational / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, giving a preview of what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarifications among ideas and concepts. *(cont. on next page)*	**ABE5.W.2** Write informational / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension. *b.* Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic. *(cont. on next page)*	**ABE6.W.2** Write informational /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. *(cont. on next page)*

		d. Provide a concluding statement or section related to the information or explanation presented. (5.W.2) (ISTE 3b) (ESF.AAS, CTS, CS, IU)	d. Use precise language and domain-specific vocabulary to explain the topic. e. Choose a style appropriate to the task, purpose, and audience. f. Provide a logical concluding statement or section that supports the information or explanation presented. (8.W.2) (ESF.AAS, CTS, CS, IU)	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2) (ESF.AAS, CTS, CS, IU)	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic. e. Establish and maintain a style and tone appropriate to a specific task, purpose, and audience. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11-12.W.2) (ESF.AAS, CTS, CS, IU)

Writing Anchor Standard 3: *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*					
ABE1.W.3 Write narratives that recount two or more appropriately sequenced events; include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (1.W.3) (ESF.AAS, CTS, CS, IU)	**ABE2.W.3** Write narratives to develop real or imagined experiences or events, using descriptive details and clear event sequences. a. Establish a situation and introduce a narrator or speaker and/or characters or individuals; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters/ individuals to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. (3.W.3) (ESF.AAS, CTS, CS, IU)	**ABE3.W.3** Write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters /individuals to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. *(cont. on next page)*	**ABE4.W.3** Write narratives to develop or strengthen arguments by using effective technique, relevant descriptive details, and well- structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. *(cont. on next page)*	**ABE5.W.3** Write narratives to develop or strengthen arguments by using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events that build on one another to create a coherent whole. *(cont. on next page)*	**ABE6.W.3** Write narratives to develop or strengthen arguments, explanations, or descriptions according to task, purpose, and audience by using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and establishing one or more points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, and multiple plot lines, to develop experiences, events, and/or arguments. *(cont. on next page)*

		d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. (5.W.3) (ESF.AAS, CTS, CS, IU)	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (8.W.3) (ESF.AAS, CTS, CS, IU)	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3) (ESF.AAS, CTS, CS, IU)	c. Use a variety of techniques to sequence events that build on one another to create a coherent whole and particular tone and outcome. d. Use precise words and phrases, relevant descriptive details, and sensory details to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3) (ESF.AAS, CTS, CS, IU)

Production and Distribution of Writing					
Writing Anchor Standard 4: *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*					
ABE1.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task, purpose, and audience. *(Level-specific expectations for writing types are defined in standards 1–3 above.)* (1.W.4) (ESF.AAS, CTS, CS, IU)	**ABE2.W.4** With guidance and limited support, produce writing in which the development and organization are appropriate to task, purpose, and audience. *(Level-specific expectations for writing types are defined in standards 1–3 above.)* (3.W.4) (ESF.AAS, CTS, CS, IU)	**ABE3.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *(Level-specific expectations for writing types are defined in standards 1–3 above.)* (5.W.4) (ESF.AAS, CTS, CS, IU)	**ABE4.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Level-specific expectations for writing types are defined in standards 1–3 above.)* (8.W.4) (ESF.AAS, CTS, CS, IU)	**ABE5.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Level-specific expectations for writing types are defined in standards 1–3 above.)* (9-10.W.4) (ESF.AAS, CTS, CS, IU)	**ABE6.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Level-specific expectations for writing types are defined in standards 1–3 above.)* (11-12.W.4) (AZWES.4.A,4.F)
Writing Anchor Standard 5: *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*					
ABE1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. (1.W.5) (ESF.AAS, CTS, CS, ST)	**ABE2.W.5** With guidance and limited support, plan, revise, edit, and rewrite as needed for a specific purpose and audience. Apply appropriate grammar and usage rules. *(Editing for conventions should demonstrate command of ABE2.L. 1-3.)* (3.W.5) (ESF.AAS, CTS, CS, ST)	**ABE3.W.5** Plan, revise, edit, and rewrite as needed for a specific purpose and audience. Apply appropriate grammar and usage rules. *(Editing for conventions should demonstrate command of ABE3.L 1-3)* (5.W.5) (ESF.AAS, CTS, CS, ST)	**ABE4.W.5** Plan, revise, edit, and rewrite as needed for a specific purpose and audience. Apply appropriate grammar and usage rules. *(Editing for conventions should demonstrate command of ABE4.L 1-3)* (8.W.5) (ESF.AAS, CTS, CS, ST)	**ABE5.W.5** Plan, revise, edit, and rewrite as needed for a specific purpose and audience. Apply appropriate grammar and usage rules. *(Editing for conventions should demonstrate command of ABE5.L 1-3)* (9-10.W.5) (ESF.AAS, CTS, CS, ST)	**ABE6.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; focus on addressing what is most significant for a specific purpose and audience. *(Editing for conventions should demonstrate command of ABE6.L 1-3)* (11-12.W.5) (ESF.AAS, CTS, CS, ST)

Writing Anchor Standard 6: *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*					
ABE1.W.6 With guidance and support, explore a variety of digital tools to produce writing; including collaboration with peers. (1.W.6) (ISTE 3c, 7) (ESF.AAS, CTS, TU)	**ABE2.W.6** With guidance and limited support, use technology to produce writing (using word processing skills) and to interact and collaborate with others. (3.W.6) (ISTE 3c, 7) (ESF.AAS, CTS, TU)	**ABE3.W.6** Use technology, including keyboarding skills and the Internet, to produce and update individual or shared writing products. (5.W.6) (ISTE 3c, 7) (ESF.AAS, CTS, TU)	**ABE4.W.6** Use technology, including the Internet, to produce and update individual or shared writing products, and to interact and collaborate with others. (8.W.6) (ISTE 3c, 7) (ESF.AAS, CTS, TU)	**ABE5.W.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, and to interact and collaborate with others. (9-10.W.6) (ISTE 3c, 6c-d, 7) (ESF.AAS, CTS, TU)	**ABE6.W.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.6) (ISTE 3c, 6c-d, 7) (ESF.AAS, CTS, TU)
Researching to Build and Present Knowledge					
Writing Anchor Standard 7: *Conduct research that answers specific questions and demonstrates understanding of the topic under investigation.*					
ABE1.W.7 With guidance and support, participate in shared research and writing projects (i.e., explore a process and use information gathered to write a sequence of instructions). (1.W.7) (ISTE 3b,d) (ESF.AAS, IU)	**ABE2.W.7** With guidance and limited support, conduct short, focused research projects: a. Recall information from experiences or gather information from print and digital sources. b. Take brief notes on sources and sort evidence into provided categories. (3.W.7) (ISTE 3b, d) (ESF.AAS, IU)	**ABE3.W.7** Conduct short, focused research projects that investigate various aspects of a topic: a. Gather relevant information from several print and digital sources. b. Summarize or paraphrase information in notes and finished work. c. Provide a list of sources in a consistent format. (5.W.7) (ISTE 3b-c) (ESF.AAS, IU)	**ABE4.W.7** Conduct short, focused research projects to answer questions or to solve problems: a. Generate additional related, focused questions for further research and investigation. b. Gather relevant information, drawing on multiple print and digital sources, using search terms effectively. c. Assess the credibility and accuracy of each source. *(cont. on next page)*	**ABE5.W.7** Conduct short as well as more sustained research to answer a question or to solve a problem: a. Narrow or broaden the inquiry when appropriate. b. Gather relevant information and integrate that information selectively and cohesively. c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. *(cont. on next page)*	**ABE6.W.7** Conduct short as well as more sustained research to answer a question (may be self-generated) or solve a problem: a. Narrow or broaden the inquiry when appropriate. b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. *(cont. on next page)*

			d. Write up the findings by quoting or paraphrasing the data and conclusions. e. Avoid plagiarism and follow a consistent formal format for citation, such as APA or MLA. (8.W.7) (ISTE 2c, 3b-c) (ESF.AAS, IU)	d. Report on the findings by synthesizing multiple sources on the subject or topic. e. Avoid plagiarism and follow a consistent formal format for citation, such as APA or MLA. (9-10.W.7) (ISTE 2c, 3b-c) (ESF.AAS, IU)	c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. *d.* Synthesize findings from multiple sources on the subject or topic. e. Integrate information into the text selectively to maintain the flow of ideas. f. Avoid plagiarism, using a variety of appropriate sources, and follows a standard formal format for citation, such as APA or MLA. (11-12.W.7) (ISTE 2c, 3b-c) (ESF.AAS, IU)
Writing Anchor Standard 8: *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*					
ABE1.W.8 *This standard has been included in ABE1.W.7.*	**ABE2.W.8** *This standard has been included in ABE2.W.7.*	**ABE3.W.8** *This standard has been included in ABE3.W.7.*	**ABE4.W.8** *This standard has been included in ABE4.W.7.*	**ABE5.W.8** *This standard has been included in ABE5.W.7.*	**ABE6.W.8** *This standard has been included in ABE6.W.7.*

Writing Anchor Standard 9: *Draw evidence from literary or informational texts to support analysis, reflection, and research.*					
ABE1.W.9 With guidance and support, use the RL and RI skills to draw material from texts to support writing (see RL and RI standards). (1.W.9) (ESF.AAS, IU, CTS)	**ABE2.W.9** With guidance and limited support, use the RL and RI skills to draw material from texts to support writing (see RL and RI standards). (3.W.9) (ESF.AAS, IU, CTS)	**ABE3.W.9** Use the RL and RI skills to draw evidence from texts to support writing (see RL and RI standards). (5.W.9) (ESF.AAS, IU, CTS)	**ABE4.W.9** Use RL and RI skills to draw evidence from and evaluate texts to support analysis, reflection, and synthesis in writing. (8.W.9) (ESF.AAS, IU, CTS)	**ABE5.W.9** Use RL and RI skills to draw evidence from and evaluate texts to support analysis, reflection, and synthesis in writing. (9-10.W.9) (ESF.AAS, IU, CTS)	**ABE6.W.9** Use RL and RI skills to draw evidence from and evaluate texts to support analysis, reflection, and synthesis in writing. (11-12.W.9) (ESF.AAS, IU, CTS)
Range of Writing					
Writing Anchor Standard 10: *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*					
ABE1.W.10 *Begins in ABE2.*	**ABE2.W.10** With guidance and limited support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (3.W.10) (ESF.AAS, CS)	**ABE3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (5.W.10) (ESF.AAS, CS)	**ABE4.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (8.W.10) (ESF.AAS, CS)	**ABE5.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.2) (ESF.AAS, CS)	**ABE6.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (11-12.W.2) (ESF.AAS, CS)

Speaking and Listening Standards

Comprehension and Collaboration

Speaking and Listening Anchor Standard 1: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, expressing ideas clearly and persuasively while also building on others' ideas.*

ABE1.SL.1 Participate in collaborative conversations in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' ideas in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clarify the topics and texts under discussion when there is confusion. (1.SL.1) (ISTE 3b, 7b) (ESF.IS, CS)	**ABE2.SL.1** Engage effectively in a range of collaborative discussions (e.g., pairs, small groups, and teacher-led) on level- appropriate topics and texts, expressing ideas clearly while also building on the others' ideas. a. Prepare for discussion by reading or researching; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Generate and follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	**ABE3.SL.1** Engage effectively in a range of collaborative discussions (e.g., pairs, small groups, and teacher-led) on level-appropriate topics and texts, expressing ideas clearly while also building on the others' ideas. a. Prepare for discussion by reading or researching required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Generate and follow agreed-upon rules for discussions. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *(cont. on next page)*	**ABE4.SL.1** Engage effectively in a range of collaborative discussions (e.g., pairs, small group and teacher-led) on level- appropriate topics, texts, and issues, expressing ideas clearly while also building on others' ideas. a. Prepare for discussion by reading or researching material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Generate and follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. *(cont. on next page)*	**ABE5.SL.1** Initiate and participate effectively in a range of collaborative discussions (e.g., pairs, small group, teacher-led) on level-appropriate topics, texts, and issues, expressing ideas clearly while also building on others' ideas. a. Prepare for discussion by reading and researching material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. *(cont. on next page)*	**ABE6.SL.1** Initiate and participate effectively in a range of collaborative discussions (e.g., pairs, small group, teacher-led) on level-appropriate topics, texts, and issues, expressing ideas clearly while also building on others' ideas. a. Prepare for discussion by reading and researching material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence;

	d. Explain ideas and understanding based on the discussion. (3.SL.1) (ISTE 3b, 7b) (ESF.IS, CS)	d. Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions. (5.SL.1) (ISTE 3b, 7b) (ESF.IS, CS)	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views based on the evidence presented. (8.SL.1) (ISTE 3b, 7b) (ESF.IS, CS)	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections based on the evidence and reasoning presented. (9-10.SL.1) (ISTE 3b, 7b) (ESF.IS, CS)	ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.SL.1) (ISTE 3b, 7b) (ESF.IS, CS)

Speaking and Listening Anchor Standard 2: *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*					
ABE1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2) (ISTE 6d, 7a) (ESF.AAS, IU, CS)	**ABE2.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (tables, graphs, charts, etc.), and orally. (3.SL.2) (ISTE 6d, 7a) (ESF.AAS, IU, CS)	**ABE3.SL.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (5.SL.2) (ISTE 6d, 7a) (ESF.AAS, IU, CS)	**ABE4.SL.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively (tables, graphs, charts, etc.), orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (8.SL.2) (ISTE 6d, 7a) (ESF.AAS, IU, CS)	**ABE5.SL.2** Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source. (9-10.SL.2) (ISTE 6d, 7a) (ESF.AAS, IU, CS)	**ABE6.SL.2** Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies. (11-12.SL.2) (ISTE 6d, 7a) (ESF.AAS, IU, CS)
Speaking and Listening Anchor Standard 3: *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*					
ABE1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3) (ESF.CTS, IU, CS)	**ABE2.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3.SL.3) (ESF.CTS, IU, CS)	**ABE3.SL.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (5.SL.3) (ESF.CTS, IU, CS)	**ABE4.SL.3** Delineate a speaker's argument and specific claims; evaluate the soundness of the reasoning, relevance, and sufficiency of the evidence; identify when irrelevant evidence is introduced. (8.SL.3) (ESF.CTS, IU, CS)	**ABE5.SL.3** Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9-10.SL.3) (ESF.CTS, IU, CS)	**ABE6.SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3) (ESF.CTS, IU, CS)

Presentation of Knowledge and Ideas					
Speaking and Listening Anchor Standard 4: *Present information, findings, and supporting evidence so listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.*					
ABE1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas clearly. (1.SL.4) (ESF.AAS, CS)	**ABE2.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3.SL.4) (ESF.AAS, CS)	**ABE3.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (5.SL.4) (ESF.AAS, CS)	**ABE4.SL.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (8.SL.4) (ESF.AAS, CS)	**ABE5.SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and that the organization, development, substance, and style are appropriate to task, purpose, and audience; use appropriate eye contact, adequate volume, and clear pronunciation. (9-10.SL.4) (ESF.AAS, CS)	**ABE6.SL.4** Present information, findings, and supporting evidence in an organized, developed style appropriate to task, purpose, and audience, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives that might be presented. (11-12.SL.4) (ESF.AAS, CS)
Speaking and Listening Anchor Standard 5: *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation.*					
ABE1.SL.5 Use illustrations or other visual displays when appropriate to clarify and/or support ideas presented. (1.SL.5) (ISTE 6c) (ESF.AAS, CS, TU)	**ABE2.SL.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3.SL.5) (ISTE 6d) (ESF.AAS, CS, TU)	**ABE3.SL.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5.SL.5) (ISTE 3b, 6d) (ESF.AAS, CS, TU)	**ABE4.SL.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8.SL.5) (ISTE 3b) (ESF.AAS, CS, TU)	**ABE5.SL.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.SL.5) (ISTE 3b) (ESF.AAS, CS, TU)	**ABE6.SL.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged. (11-12.SL.5)(ISTE 3b) (ESF.AAS, CS, TU)

Speaking and Listening Anchor Standard 6: *Adapt speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate.*					
ABE1.SL.6 Produce complete sentences when appropriate to task and situation. (1.SL.6) (ESF.CS, IS)	**ABE2.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See ABE2 Language Standards 1 and 3 for specific expectations.) (3.SL.6) (ESF.CS, IS)	**ABE3.SL.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See ABE3 Language Standards 1 and 3 for specific expectations.) (5.SL.6) (ESF.CS, IS)	**ABE4.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See ABE4 Language Standards 1 and 3 for specific expectations.) (8.SL.6) (ESF.CS, IS)	**ABE5.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See ABE5 Language Standards 1 and 3 for specific expectations.) (9-10.SL.6) (ESF.CS, IS)	**ABE6.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See ABE6 Language Standards 1 and 3 for specific expectations.) (11-12.SL.6) (ESF.CS, IS)

Language Standards

Conventions of Standard English

Language Anchor Standard 1: *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

ABE1.L.1	ABE2.L.1	ABE3.L.1	ABE4.L.1	ABE5.L.1	ABE6.L.1
ABE1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.) c. Use the following pronouns: • personal ○ (e.g., I, me, they, them) • possessive ○ (e.g., my, their) • indefinite ○ (e.g., anyone, everything) *(cont. on next page)*	**ABE2.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Form and use regular and irregular plural nouns. b. Form and use regular and irregular verbs in the appropriate tense. c. Ensure subject-verb and pronoun-antecedent agreement. d. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. e. Use coordinating and subordinating conjunctions to produce simple, compound, and complex sentences using appropriate punctuation. (3.L.1) (ESF.AAS, CS)	**ABE3.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use conjunctions, prepositions, and interjections appropriately. b. Form and use the perfect verb tenses (e.g., I had walked. I have walked. I will have walked.). c. Use verb tense appropriately to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). (5.L.1) (ESF.AAS, CS)	**ABE4.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Form and use verbals (i.e. gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in both active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. d. Recognize and correct inappropriate shifts in verbals, voice, and mood. (8.L.1) (ESF.AAS, CS)	**ABE5.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use several types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (9-10.L.1) (ESF.AAS, CS)	**ABE6.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed. (11-12.L.1) (ESF.AAS, CS)

d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home.). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles: a, an, the, demonstratives: this, that). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound sentences. j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. k. Write multiple sentences in an order that supports a main idea or story. (1.L.1) (ESF.AAS, CS)					

Language Anchor Standard 2: *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*					
ABE1.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize first word in a sentence and the pronoun I; capitalize dates and proper nouns. b. Recognize, name, and properly use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. (1.L.2) (ESF.AAS, CS)	**ABE2.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Apply apostrophes to show possession or form contractions. (3.L.2) (ESF.AAS, CS)	**ABE3.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a direct quote. b. Use quotation marks with direct quotations. c. Apply apostrophes appropriately. d. Use basic rules of commas correctly. e. Appropriately apply spelling exceptions. (5.L.2) (ESF.AAS, CS)	**ABE4.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (e.g., comma, colon, semicolon, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Use correct spelling. (8.L.2) (ESF.AAS, CS)	**ABE5.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling. (9-10.L.2) (ESF.AAS, CS)	**ABE6.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Use correct spelling. (11-12.L.3) (ESF.AAS, CS)

Knowledge of Language					
Language Anchor Standard 3: *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*					
ABE1.L.3 *This standard begins in ABE2*.	**ABE2.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. (3.L.3) (ESF.AAS, CS, CTS)	**ABE3.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/audience interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (5.L.3) (ESF.AAS, CS, CTS)	**ABE4.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in active and passive voice • Active emphasizes the actor: John drove the bus. • Passive emphasizes the action: The bus was driven. b. Use verbs in specific moods to achieve particular effects. • Conditional: "I would love to go with you if you had an extra ticket." • Subjunctive: "If I were a bird, I'd fly over mountain tops." (8.SL.3) (ESF.AAS, CS, CTS)	**ABE5.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual, such as APA or MLA. (9-10.L.3) (ESF.AAS, CS, CTS)	**ABE6.L.3** Apply knowledge of language to vary syntax for effect appropriate to a variety of contexts, consulting references for guidance as needed. Apply understanding of syntax to the study of complex texts when reading. (11-12.L.3) (ESF.AAS, CS, CTS)

Vocabulary Acquisition and Use					
Language Anchor Standard 4: *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.*					
ABE1.L.4 With guidance and support, determine or clarify the meanings of unknown and/or multiple-meaning words and phrases based on appropriate reading and content, choosing flexibly from an array of strategies. a. Use frequently occurring affixes as clues to the meanings of words. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to the meaning of a word or phrase. (1.L.4) (ESF.AAS, CS, CTS)	**ABE2.L.4** With guidance and limited support, determine or clarify the meanings of unknown and/or multiple-meaning words and phrases based on level-appropriate reading and content, choosing flexibly from a range of strategies. a. Determine the meanings of the new words formed when a known affix is added to a known word (e.g., **agree** + **able** = **agreeable**; **dis** + **agreeable** = **disagreeable**. b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). c. Use sentence-level context as a clue to the meaning of a word or phrase. *cont. on next page)*	**ABE3.L.4** Determine or clarify the meanings of unknown and/or multiple-meaning words and phrases based on level-appropriate reading and content, choosing flexibly from a range of strategies. a. Use common, level-appropriate affixes and roots as clues to the meanings of words (e.g., photograph, photosynthesis). b. Use context clues to determine the meanings of words or phrases. c. Use reference materials (print and/or digital) to find the pronunciation and determine or clarify the precise meanings of key words and phrases. (5.L.4) (ISTE 3b) (ESF.AAS, CS, CTS)	**ABE4.L.4** Determine or clarify the meanings of unknown and/or multiple-meaning words and phrases based on level-appropriate reading and content, choosing flexibly from a range of strategies. a. Use common, level-appropriate affixes and roots as clues to the meanings of words (e.g., precede, recede, and secede). b. Use context clues to determine the meanings of words or phrases. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify/verify its precise meaning or its part of speech. *(cont. on next page)*	**ABE5.L.4** Determine or clarify the meanings of unknown and/or multiple-meaning words and phrases based on level-appropriate reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). b. Use context clues to determine the meanings of words or phrases. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. *(cont. on next page)*	**ABE6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level-appropriate reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable). b. Use context clues to determine the meanings of words or phrases. *c.* Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. *(cont. on next page)*

	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (3.L.4) (ESF.AAS, CS, CTS)		d. Verify the preliminary determination of the meaning of a word or phrase. (8.L.4)(ISTE 3b) (ESF.AAS, CS, CTS)	d. Verify the preliminary determination of the meaning of a word or phrase. (9-10.L.4) (ISTE 3b) (ESF.AAS, CS, CTS)	d. Verify the preliminary determination of the meaning of a word or phrase. (11-12.L.4) (ISTE 3b) (ESF.AAS, CS, CTS)
Language Anchor Standard 5: *Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.*					
ABE1.L.5 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. a. Identify synonyms and antonyms. b. Distinguish among different verb meanings (e.g., look, peek, glance, stare, glare, scowl). c. Distinguish adjectives differing in intensity (e.g., large, gigantic). (1.L.5) (ESF.AAS, CS, CTS)	**ABE2.L.5** With guidance and limited support, demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context (e.g., take steps). b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). (3.L.5) (ESF.AAS, CS, CTS)	**ABE3.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meanings of common idioms, adages, and proverbs. (5.L.5) (ESF.AAS, CS, CTS)	**ABE4.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationships between particular words to better understand each of the words. c. Recognize different connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute). (8.L.5) (ESF.AAS, CS, CTS)	**ABE5.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their roles in the text. b. Analyze nuances in the meanings of words with similar denotations (e.g., walk, stroll, pace). (9-10.L.5) (ESF.AAS, CS, CTS)	**ABE6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., irony, paradox) in context and analyze their roles in the text. b. Analyze nuances in the meanings of words with similar denotations (e.g., scream, yell, shout). (11-12.L.5) (ESF.AAS, CS, CTS)

Language Anchor Standard 6: *Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*					
ABE1.L.6 Use words and phrases acquired through conversation, reading, and listening to texts, including using frequently-occurring conjunctions to articulate simple relationships (e.g., and, or, but, so, because, however). (1.L.6) (ESF.AAS, CS, CTS, IU)	**ABE2.L.6** Accurately use level-appropriate academic (e.g., explain, describe, compare, evaluate) and domain-specific words and phrases. (3.L.6) (ESF.AAS, CS, CTS, IU)	**ABE3.L.6** Accurately use level-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (5.L.6) (ESF.AAS, CS, CTS, IU)	**ABE4.L.6** Accurately use level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8.L.6) (ESF.AAS, CS, CTS, IU)	**ABE5.L.6** Accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6) (ESF.AAS, CS, CTS, IU)	**ABE6.L.6** Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11-12.L.6) (ESF.AAS, CS, CTS, IU)

Glossary

Academic Vocabulary	**Tier 2 Words:** (General Academic Vocabulary) words that are traditionally used in academic dialogue and text • Specifically, it refers to words that are not necessarily common or frequently encountered in informal conversation. • General academic vocabulary consists of words that appear frequently within and across academic domains (e.g., analyze, context, cite). **Tier 3 Words:** (Domain-Specific Vocabulary): low-frequency, content-specific words that appear in textbooks and other instructional materials • Examples: apex in math, escarpment in geography, and isobar in science • Tier 3 words also consist of words that may be infrequently used in everyday speech but may appear in literature, such as *torrid*, *hyperbolic*, or *suave*. ***Note:*** **Tier 1** words are those that occur frequently in everyday conversation, and therefore is not considered academic vocabulary.
Affix	an element added to the beginning (prefix) or ending (suffix) of a word • This term refers to **prefixes** and **suffixes** collectively.
Argument Writing	a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid *See* **Appendix D** *for full explanation.*
Automaticity	a general term that refers to any skilled and complex behavior that can be performed easily with little attention, effort, or conscious awareness • Skills become automatic after extended periods of training and practice. With practice and good instruction, students become automatic at word recognition (retrieving words from memory) and can focus attention on constructing meaning from the text, rather than decoding.
Blended Writing	the use of different writing types in one text to meet the needs of a specific task, purpose, or audience *See* **Appendix D** *for full explanation.*
Cite	(verb) to quote or paraphrase a text (a passage, book, or author, image, video, podcast, graphic, chart, etc.) as evidence for or justification of an argument or statement, especially in a scholarly work, providing source information
Citation	(noun) the documentation of a quote from or a paraphrased reference to a passage, book, author, image, video, podcast, graphic, chart, etc., especially in a scholarly work. • Borrowed work is given attribution through internal citations and a works cited, references, or other specific document according to the chosen academic style guide (e.g., MLA, APA, Chicago).

Claim	an assertion in the face of possible contradiction • A debatable claim is an essential element of argument.
Comparative Adjectives and Adverbs	indicating degrees of difference • Adjectives: tall → taller, lovely → lovelier, bright → brighter • Adverbs: well → better, badly → worse, quickly → more quickly

Connotative	(adj.) suggested or associated meaning of a word
	• "There's no place like *home."*
	  ○ "home" suggests comfort and security
	• Examples of positive versus negative connotations
	  ○ frugal vs. miserly
	  ○ youthful vs. childish
	  ○ headstrong vs. determined

Counterclaim	an acknowledgement of an opposing viewpoint; typically followed by a rebuttal.
Declarative Sentence	a sentence type in which a statement is made; punctuated with a period
Decoding	using cues to make meaning from words and phrases *See* **Appendix C** *for more information.*
Denotative	(adj.) indicating literal or "dictionary" definition
Digital Media	digitized content that can be transmitted over the Internet, including computer or cell phone networks • This can include text, audio, video, and graphics. • Information from a TV network, newspaper, magazine, etc. that is presented on a website or blog can fall under this label.
Encoding	in English Language Arts, to identify the letters needed to correctly spell words

Evidence	provides support for thesis statements in informational/explanatory texts; supports debatable claims in texts with an argumentative purpose • The types of evidence used will be decided by the task, purpose, and audience. • Different disciplines use and value different types of evidence. • can include primary research (interviews, surveys, observations, experiments, or personal experience) • can include secondary research (facts, figures, interpretations of experiments or events, library sources, online sources, statistics, and other sources of data and information)
e.g.	The abbreviation "e.g." is short for the Latin phrase "exempli gratia," meaning “for example.”
Figurative Language	words or phrases with meanings other than their literal meanings • figurative language includes metaphor, simile, irony, hyperbole, etc.
Fluency	**Reading Fluency** - the ability to read a text accurately, quickly (automaticity) and with proper expression (prosody) and comprehension • Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means. **Writing Fluency** – the ability to communicate ideas in writing accurately and quickly with relatively little effort • Fluency is an important factor in a writer’s ability to manipulate sentence structures to produce comprehensible text. • Writing fluency also requires automatic or relatively effortless handwriting, typing, and spelling skills.
i.e.	The abbreviation "i.e." is short for the Latin phrase "id est," meaning “that is.” When used in Arizona’s English Language Arts Standards, the examples following i.e. are for further clarification or explanation.
Imperative Sentence	a sentence type that is a command; punctuated with period or exclamation point
Informational Text	A broad category of nonfiction resources, including: Biographies; autobiographies; books about history, civics, science, and the arts; functional texts; technical texts (including how-to books and procedural books); and literary nonfiction. Any text intended to impart information.
Interrogative Sentence	a sentence type in which a question is asked; punctuated with a question mark
Irony	There are three types of irony: • **situational irony** (commonly referred to as simply "irony"): the difference between what is expected and what is • **verbal:** the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect; a form of sarcasm. ○ Example: ‘’’Don't go overboard with the gratitude,’ he rejoined with heavy irony” (Oxford English Dictionary). • **dramatic irony**: a type of irony in which the audience has knowledge or awareness that the characters on the stage or screen do not

Informational/ Explanatory Writing	writing that conveys information accurately *See* **Appendix D** *for full explanation.*

Literary Nonfiction (also referred to as Creative Nonfiction)	a type of prose that employs the literary techniques usually associated with fiction or poetry to report on people, places, things, and events in the real world
	• The genre of literary nonfiction (also known as creative nonfiction) is broad enough to include
	  ○ travel writing
	  ○ nature writing
	  ○ science writing
	  ○ sports writing
	  ○ biography
	  ○ autobiography
	  ○ memoir
	  ○ interview
	• Literary nonfiction can be narrative, informational/explanatory, argumentative, or a blending of all three.

Main Idea	the central purpose or gist of a passage; the primary message expressed by a passage • The main idea of a paragraph may be explicitly stated in a topic sentence. The main idea is the "key concept" being expressed in a part or in the entirety of a text.
Medium	a form or system of communication, such as radio, television, Internet, film, photography, graphic and fine art, music, print, podcasts, etc. (plural*: media* or *mediums)*
Multimedia	content that uses combinations of text, audio, still images, animation, video, or interactive content forms for expressing ideas
Narrative Writing	Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. *See* **Appendix D** *for full explanation.*

Point of View	the position, frames of reference, or perspective(s) conveyed or represented by an author, narrator, speaker, or character
	• In discussing narrator's point of view, the following are the most common:
	  ○ 1st Person: The narrator is a character in the narrative.
	  ○ 3rd Person Objective The narrator can only report on what is seen and heard.
	  ○ 3rd Person Limited: The narrator has access to the thoughts and feelings of the main characters only (fiction texts)

Print or Digital Sources (See Digital Media, Multimedia)	interchangeable terms to express the format in which text or visual information is presented
Quantitative Text	information presented in tables, graphs, and charts (included in the concept of "graphic literacy")
Rebuttal	follows a counterclaim; a new assertion in favor of the main claim in argument or persuasive writing
Recount	the oral presentation of essential elements aligned with the sequence of a story's events
Rhetoric	the art of using language effectively for a particular task, purpose, and audience
Sight Words	words that frequently appear in text and can be recognized by sight rather than through decoding • Sight words may not follow phonetic spelling rules, and as a result are frequently learned through sight memorization. • After words have been decoded and practiced, students learn to recognize them automatically.
Style	adopting or assuming a distinctive manner of expression in written or verbal tasks • Style can depend on the audience and purpose of a particular text.
Summary	a shortened version of a text, stating the main ideas and key details in the same order as original text • A summary is devoid of analysis or opinion.
Superlative Adjectives and Adverbs	indicating the highest degree • Adjectives: tall → tallest, lovely → loveliest, bright → brightest • Adverbs: well → best, badly → worst, quickly → most quickly
Text	a source of information, print or non-print, that provides meaning to the audience • Text may be read, viewed, or heard.
Theme	in literary texts: a universal truth or message that an author conveys in informational texts: a central message or idea that an author explores • Themes are different from topics; A theme is a statement about the topic. ○ **Example:** The convenience of digital technology may not be worth the degradation it can bring to society.

Verbal	a word or phrase functioning as a verb

Appendix A: Educational Functioning Levels (EFLs)

In program year 2016-2017, the National Reporting System changed the labels for the EFLs, switching from ABE/ASE to ABE 1 – 6. Please see the table below for correlations. The descriptions of the EFLs that follow, have been taken from Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, Appendix E (OCTAE, Feb. 2016).

Current	Previous	K-12 Grade Equivalencies
ABE 1: Beginning Literacy	Beginning ABE: Beginning Literacy	K – 1.9
ABE 2: Beginning Basic	ABE I: Beginning Basic	2 – 3.9
ABE 3: Low Intermediate	ABE II: Low Intermediate	4 – 5.9
ABE 4: High Intermediate	ABE III: High Intermediate	6 – 8.9
ABE 5: Low Adult Secondary	ASE I: Low Adult Secondary	9 – 10.9
ABE 6: High Adult Secondary	ASE II: High Adult Secondary	11 – 12.9

Descriptions of the Educational Functioning Levels (EFLs)

ABE 1: Beginning Literacy

Reading:

Individuals ready to exit ABE 1 are able to

- comprehend how print corresponds to spoken language.
- demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends.
    - In particular, students at this level are able to
        - recognize and produce rhyming words,
        - blend and segment onsets and rhymes,
        - isolate and pronounce initial, medial, and final sounds,
        - add or substitute individual sounds, and
        - blend and segment single-syllable words.
- decode two-syllable words following basic patterns.
- recognize common high-frequency words by sight.
- read simple decodable texts with accuracy, appropriate rate, and expression.
- determine the meanings of words and phrases in texts with clear and explicit context.
- determine main ideas.
- retell key details.

- ask and answer questions about key details in simple texts.
- use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons).
- use text features, both print and digital, to locate key facts or information.
- listen to text above their current independent reading level and
    - identify the reasons an author gives to support points in a text,
    - describe the connections between ideas within a text, and
    - examine the basic similarities in and differences between two texts on the same topic.

Writing:

Individuals ready to exit the ABE 1 are able to

- write basic sight words and familiar words and phrases as they compose simple sentences or phrases.
    - includes writing simple informational texts in which they supply some facts about a topic
    - includes narratives that include some details regarding what happened
- use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally).
- with support, are able to gather and use information from provided sources, both print and digital, to answer simple research questions.

Speaking and Listening:

Individuals ready to exit ABE 1 are able to

- participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences.
    - includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges
- describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation.
- discuss what they have heard read aloud, as well as ask and answer questions about it.

Language:

When writing and speaking, individuals ready to exit ABE 1 are able to

- correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions.
- when writing sentences, correctly use capitalization, end punctuation, and commas in dates and to separate single words in a series.
- spell words with common patterns and frequently occurring irregular words.
- spell other words phonetically.
- in response to prompts, produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally.
- determine the meanings of unknown and multiple-meaning words by
    - applying knowledge of frequently-occurring roots and affixes and
    - sentence-level context.

- distinguish shades of meaning among verbs (e.g., look, glance, stare, glare).
- distinguish among adjectives of differing intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

ABE 2: Beginning Basic

Reading:

Individuals ready to exit ABE 2 are able to

- decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words.
- recognize the spelling-sound correspondences for common vowel teams.
- identify and understand the meanings of the most common prefixes and suffixes.
- read common irregular sight words.
- read level-appropriate texts with accuracy, appropriate rate, and expression,
    - (e.g., texts with a Lexile Measure of between 420 – 820 – See **Appendix B** for a discussion of text complexity.).
- determine the meanings of words and phrases in level-appropriate complex texts.
- determine main ideas.
- ask and answer questions about key details in texts and show how those details support the main idea.
- explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text.
- compare and contrast the most important points and key details of two texts on the same topic.
- when listening to text above current independent reading levels, describe the relationships between ideas in a text in terms of
    - time,
    - sequence, and
    - cause/effect.
- use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently.
- describe how reasons support specific points an author makes in a text.
- identify the author's main purpose or what the author wants to answer, explain or describe.
- distinguish personal points of view from those of the author.

Writing:

Individuals ready to exit the ABE 2 are able to

- write opinion pieces on topics or texts, supporting a point of view with reasons.
- write simple informational texts in which they examine topics and convey information clearly.
- write narratives with details that describe actions, thoughts, and feelings.
- use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order.
- use technology to produce and publish writing as well as to interact and collaborate with others.
- conduct short research projects and summarize their learning in print.
    - includes taking brief notes from both print and digital sources
    - includes sorting evidence into provided categories

Speaking and Listening:

Individuals ready to exit ABE 2 are able to

- participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences.
    - includes
        - gaining the floor in respectful ways
        - linking personalized comments to remarks of others
        - expressing personal ideas clearly based on discussions
- report on topics or texts or recount experiences with appropriate facts and relevant, descriptive details.
- speak in complete sentences appropriate to task and situation to provide requested detail or clarification.
- discuss what has been heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language:

When writing and speaking, individuals ready to exit ABE 2 are able to

- correctly use
    - regular and irregular nouns and verbs,
    - comparative and superlative adjectives and adverbs, and
    - coordinating and subordinating conjunctions.
- when writing simple, compound and complex sentences, use correct subject-verb and pronoun-antecedent agreement.
- Use correct
    - capitalization,
    - end punctuation,
    - commas, and
    - apostrophes to form contractions and possessives.

- spell words with conventional patterns and suffixes.
- use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words.
- in response to prompts, produce, expand, and rearrange simple and compound sentences.
- determine the meanings of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by
    - applying knowledge of roots and affixes and
    - using sentence-level context
- distinguish literal from non-literal meanings of words.
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected).
- demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

ABE 3: Low Intermediate

Reading:

Individuals ready to exit ABE 3 are able to

- fluently read text of the complexity demanded at this level.
    - e.g., a Lexile Measure of between 740 – 1010
- accurately decode unfamiliar words through knowledge of
    - letter-sound correspondences,
    - syllabication patterns, and
    - roots and affixes.
- determine the meanings of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts.
- make logical inferences.
- summarize central ideas or themes and explain how they are supported by key details.
- explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why.
- describe the overall structure of a text.
- compare and contrast the structures of two texts.
- interpret information presented visually, orally or quantitatively (tables, graphs, charts, etc.) to find an answer to a question or solve a problem.
- explain how authors use reasons and evidence to support particular points in texts.
- explain how authors can integrate information from several texts, whether print, media, or a mix, on the same topic.
- describe how point of view influences the way events are described.
- analyze multiple accounts of the same event or topic, noting similarities and differences.
- produce valid evidence from the text for their findings and assertions.

Writing:

Individuals ready to exit ABE 3 are able to

- write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons.
- produce informational texts in which they develop a topic with concrete facts and details.
- convey information clearly with precise language and well-organized paragraphs.
- link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because).
- use technology (including the Internet) to produce and publish writing.
- use technology to interact and collaborate with others.
- conduct short research projects, making frequent use of on-line and print sources.
    - includes the ability to draw evidence from several texts to support an analysis
- summarize or paraphrase information from and provide lists of those sources.

Speaking and Listening:

Individuals ready to exit ABE 3 are able to

- participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences.
    - includes demonstrating an understanding of teamwork and working well with others by
        - carrying out assigned roles,
        - posing and responding to specific questions, and
        - making comments that contribute to and elaborate on the remarks of others.
- report on topics or texts or present opinions, sequencing ideas logically and providing appropriate facts and relevant details that support the main ideas or themes.
- differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- paraphrase and summarize what they have heard read or presented aloud and explain how each claim is supported by reasons and evidence.

Language:

When writing and speaking, individuals ready to exit ABE 3 are able to

- use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense.
- prepositions, conjunctions, and interjections properly.
- write simple, compound and complex sentences.
- use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing.
- use correct capitalization, commas, underlining, quotation marks, and italics to indicate titles of works.
- correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- spell correctly, consulting references as needed.

- produce complete sentences,
    - recognizing and correcting inappropriate fragments and run-ons and
    - expand, combine and reduce sentences for meaning, reader interest and style.
- determine the meanings of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying knowledge of
    - roots and affixes and
    - sentence-level context
- interpret figurative language, Including similes and metaphors.
- recognize and explain the meanings of common idioms, adages, and proverbs.
- demonstrate understanding of and use general academic words that
    - signal precise actions or emotions (e.g., whined, stammered),
    - signal contrast (e.g., however, nevertheless), and
    - other logical relationships (e.g., furthermore, similarly) that are basic to a particular topic (e.g., "endangered" when discussing animal preservation).

ABE 4: High Intermediate

Reading:

Individuals who are ready to exit ABE 4 are able to

- fluently read text of the complexity demanded at this level (e.g., a Lexile Measure of between 925 – 1185).
- display increasing facility with academic vocabulary.
- analyze the impact of specific word choice on meaning and tone in appropriately complex texts.
- make logical inferences by offering several pieces of textual evidence.
    - includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts
- summarize and analyze central ideas, including the ways they are conveyed through particular details in the text.
- analyze how a text makes connections among and distinctions between ideas or events.
- analyze how major sections of a text contribute to the development of the ideas.
- follow multistep procedures.
- identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts.
- evaluate the validity of specific claims an author makes through the sufficient reasoning and evidence supplied in the text.
    - includes analyzing how an author responds to conflicting evidence or viewpoints
- analyze how multiple texts address similar themes.
    - including how authors acknowledge and respond to conflicting evidence or viewpoints
    - including or avoiding particular facts

- analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources.
    - including quantitative or technical information presented visually and in words
- produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

Writing:

Writing in response to one or more text(s), individuals ready to exit ABE 4 are able to

- compose arguments and informational texts
    - includes the narration of historical events, scientific procedures/experiments, or technical processes.
- when writing arguments, are able to
    - introduce claims,
    - acknowledge alternate or opposing claims,
    - support claims with clear reasoning and relevant evidence, and
    - organize ideas logically in a manner that demonstrates an understanding of the topic.
- when writing informational texts, examine a topic through the selection, organization, and analysis of
    - relevant facts,
    - concrete details,
    - quotations, and
    - other information to aid comprehension.
- create cohesion in their writing by
    - clarifying the relationships among ideas, reasons, and evidence,
    - using appropriate transitions,
    - including logical progression of ideas, and
    - maintaining consistency in style and tone.
- use specific word choices appropriate for the topic, purpose, and audience.
- use technology to produce and publish writing, as well as link to and cite sources.
- conduct short research projects, drawing on several sources.
    - includes the ability to draw evidence from several texts to support an analysis
    - includes the ability to
        - locate and organize information,
        - assess the credibility and accuracy of each source, and
        - communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening:

Individuals ready to exit ABE 4

- collaborate well as members of teams by
    - building on others' ideas,
    - expressing personal ideas clearly,
    - maintaining a positive attitude,
    - following the rules for collegial discussions and decision-making while tracking progress toward specific goals and deadlines,
    - includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas, and
    - during these discussions, qualify, alter, or justify their own views based on the evidence presented by others.
- delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence.
- identify when irrelevant evidence is introduced.
- present their own claims and findings that emphasize salient points in a focused and coherent manner, with
    - relevant evidence,
    - valid reasoning, and
    - well-chosen details.
- adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language:

When writing or speaking, individuals ready to exit ABE 4 are able to

- ensure pronouns are in the proper case.
- recognize and correct inappropriate shifts in pronoun number and person.
- correct vague or unclear pronouns.
- form all verb tenses.
- recognize and correct inappropriate shifts in verb voice (active or passive) and mood.
- recognize and correct misplaced or dangling modifiers.
- adapt their speech to a variety of contexts and tasks.
- choose language that expresses ideas precisely and concisely while
    - recognizing and eliminating redundancy and wordiness and
    - maintaining consistency in style and tone.
- make meaning of written and oral communications clear even in the presence of errors.

ABE 5: Low Adult Secondary

Reading:

Individuals who are ready to exit ABE 5 are able to

- fluently read text of the complexity demanded at this level (e.g., a Lexile Measure of between 1050 – 1335).
    - includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts
    - includes determining the meanings of symbols and key terms used in specific scientific or technical contexts
- analyze the cumulative impact of specific word choices on meaning and tone.
- make logical and well-supported inferences about complex texts.
- analyze the development of central ideas over the course of a text and explain how they are refined by
    - particular sentences,
    - paragraphs, and
    - portions of text.
- provide an objective summary of a text.
- analyze in detail a series of events described in text.
    - (e.g., determine whether earlier events caused later ones or simply preceded them)
- follow complex multistep directions or procedures.
- compare the points of view of two or more authors writing about the same or related topics.
- evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied.
- identify false statements and fallacious reasoning.
- analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal US documents of historical and literary significance.
    - (e.g., Washington's Farewell Address, the Gettysburg Address)
- contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts.
- translate quantitative or technical information expressed in words into visual form (e.g., a table or chart).
- translate information expressed visually or mathematically into words.
- through reading and research, cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

Writing:

Writing in response to one or more text(s), individuals ready to exit ABE 5 are able to

- compose arguments and informational texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes).
- when writing arguments,
    - introduce precise claims,
    - distinguish the claims from alternate or opposing claims, and
    - support claims with clear reasons and relevant and sufficient evidence.
- when writing informational texts, examine topics through effective selection, organization, and analysis of well-chosen, relevant, and sufficient facts appropriate to an audience's knowledge of the topic.
- use appropriate and varied transitions as well as consistency in style and tone to
    - link major sections of the text,
    - create cohesion, and
    - establish clear relationships among claims, reasons, and evidence.
- use precise language and domain-specific vocabulary to manage the complexity of the topic.
- take advantage of technology's capacity to link to other information and display information flexibly and dynamically.
- conduct short research projects as well as more sustained research projects to make informed decisions and solve problems.
    - includes ability to draw evidence from several texts to support an analysis
    - includes the ability to
        - gather and organize information
        - assess the credibility, accuracy, and usefulness of each source
        - communicate the data and conclusions of others while avoiding plagiarism

Speaking and Listening:

Individuals ready to exit ABE 5 are able to

- participate in a thoughtful, respectful, and well-reasoned exchange of ideas as members of teams.
- collaborate with peers,
    - setting rules for collegial discussions and decision-making, clear goals and deadlines and
    - propelling group conversations forward by
        - clarifying, verifying or challenging ideas that are presented,
        - actively incorporating others into the discussion,
        - responding thoughtfully to diverse perspectives, and
        - summarizing points of agreement and disagreement.
- qualify, alter, or justify personal views and understanding based on the evidence and reasoning presented by others.
- evaluate a speaker's point of view, and, assess the links among ideas, word choice, points of emphasis and tone used.

- present own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.
- adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language:

Individuals ready to exit ABE 5 are able to

- demonstrate strong control of English grammar, usage, and mechanics.
    - use these elements to enhance the presentation of ideas both in speech and in writing
        - includes use of parallel structure and the correct use of several types of phrases and clauses to convey specific meanings
- adapt their speech to a variety of contexts and tasks when indicated.
    - meaning of written and oral communications remains clear despite the presence of errors
- Determine the meanings of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through analysis of
    - context clues,
    - knowledge of affixes and roots, and
    - use of reference materials

ABE 6: High Adult Secondary

Reading:

Individuals who are ready to exit ABE 6 are able to

- read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 – 1385).
    - includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level
- analyze the cumulative impact of specific word choices on meaning and tone.
- make logical and well-supported inferences about complex texts.
- summarize the challenging ideas, concepts or processes contained within complex texts.
- paraphrase texts in simpler but still accurate terms.
- able to analyze how the ideas and concepts within complex texts, including technical or domain-specific texts, develop and interact.
- assess how points of view shape style and content in texts with attention to distinguishing what is directly stated in a text from what is really meant
    - (e.g., satire, irony, or understatement)
- analyze how multiple texts address related themes and concepts, including challenging texts such as US founding documents.
    - (e.g., Declaration of Independence, Bill of Rights)
- compare and contrast treatments of the same topic in several primary and secondary sources.
- integrate and evaluate multiple sources of information presented in diverse media to address a question.

- through reading and research at complex levels, cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems

Writing:

Writing in response to one or more text(s), individuals ready to exit ABE 6 are able to

- compose arguments and informational texts.
    - includes the narration of historical events, scientific procedures/experiments, or technical processes
- when writing arguments, organize ideas in such a way that establishes clear relationships among the
    - claim(s),
    - counterclaim(s),
    - reasons and evidence, and
    - fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge, level and concerns.
- when writing informational texts, organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content.
- use appropriate and varied transitions to
    - clarify the relationships among complex ideas,
    - create cohesion, and
    - link major sections of the text.
- maintain a formal style while attending to the norms and conventions of the discipline in which they are writing.
- take advantage of technology's capacity to link to other information and display information flexibly and dynamically.
- conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems.
    - includes the ability to draw evidence from several texts to support an analysis
    - includes the ability to
        - gather and organize information
        - assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected

Speaking and Listening:

Individuals ready to exit ABE 6 are able to

- demonstrate flexibility, integrity, and initiative when collaborating as effective members of teams.
- manage their time and other resources wisely to contribute to the team's overarching goal(s) and meet the agreed upon deadlines.
    - includes the ability to
        - exercise leadership
        - resolve conflicts as they arise
        - pose and respond to questions that relate the current discussion to broader themes or larger ideas
- express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically considering the evidence and reasoning presented.
- evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone.
- present their personal findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media.
- adapt their speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Individuals ready to exit ABE 6 demonstrate

- strong control of English grammar, usage, and mechanics.
- use these elements to enhance the presentation of ideas both in speech and writing.
    - includes use of parallel structure and correct use of several types of phrases and clauses to convey specific meanings.
- ability to adapt their speech to a variety of contexts and tasks when indicated.
- ability to make meaning of written and oral communications clear.
- ability to determine the meanings of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through analysis of
    - context clues,
    - knowledge of affixes and roots, and
    - use of reference materials.

Appendix B: Text Complexity

Being able to read complex text independently and proficiently, with the ability to self-correct and fix comprehension issues as they arise, is essential for high achievement in college, the workplace, and civic participation. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex informational texts to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and social media platforms. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex texts. A turning away from complex texts is likely to lead to a general impoverishment of knowledge, which, because knowledge is intimately linked with reading comprehension ability, will accelerate the decline in the ability to comprehend complex texts and the decline in the richness of text itself.

Three-Part Model of Text Complexity: The Arizona Adult Education English Language Arts Standards use a three-part model for measuring text complexity. Teachers need to use their professional judgement as they draw on information from all three sources when determining the complexity of text.

1. **Qualitative dimensions of text complexity**: In the standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

2. **Quantitative dimensions of text complexity**. The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

3. **Reader and task considerations**. While the prior two elements of the model focus on the inherent complexity of text, variables specific to readers (such as motivation, knowledge, and experiences) and to tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgement, experience, and knowledge of their students and the subject.

Reader and Task considerations require professional judgement based on:

- The teacher's knowledge of students as readers
- The teacher's understanding of text complexity
- The teacher's ability to use instructional supports/scaffolds
- The teacher's consideration of matching the text to the task the students are expected to complete.

Qualitative Dimensions of Text Complexity

Qualitative measures serve as a necessary complement to quantitative measures, which cannot capture all the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text. Below are brief descriptions of the different qualitative dimensions:

1. **Structure:** Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, multiple points of view and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts might if they are conforming to the norms and conventions of a specific discipline or if they contain a variety of structures (as an academic textbook or history book might). Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics that provide an independent source of information and are essential to understanding a text. (Note that many books for emergent readers rely heavily on graphics to convey meaning and are an exception to the above generalization.)

2. **Language Conventionality and Clarity:** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (such as general academic and domain-specific vocabulary).

3. **Knowledge Demands:** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

4. **Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

Quantitative Dimensions of Text Complexity

The quantitative dimension of text complexity refers to those aspects—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. These factors are more efficiently measured by computer programs.

Choosing a valid text-analyzer tool from ABE 2 through ABE 6 will provide a scale by which to rate text complexity, culminating in levels that match college and career readiness.

Reader and Task Considerations, and the Role of Teachers

While the quantitative and qualitative measures focus on the inherent complexity of the text, they are balanced in the Arizona Adult Education English Language Arts standards by the expectation that educators will employ professional judgement to match texts to tasks or classes of students. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, who are often willing to put in the extra effort required to read harder texts that tell a story or contain complex information. Students who have a great deal of interest or motivation in the content are also likely to handle more complex texts.

Key Considerations in Implementing Text Complexity

The tools for measuring text complexity are at once useful and imperfect. Each of the tools described above—quantitative and qualitative—has its limitations, and none is completely accurate. The question remains as to how to best integrate quantitative measures with qualitative measures when locating texts at an appropriate level. The fact that the quantitative measures operate in bands rather than specific levels gives room for both qualitative and quantitative factors to work in concert when situating texts. The following recommendations that play to the strengths of each type of tool—quantitative and qualitative—are offered as guidance in selecting and placing texts:

- It is recommended that quantitative measures be used to locate a text within a level band because they measure dimensions of text complexity—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. In high stakes settings, it is recommended that two or more quantitative measures be used to locate a text within a band for a most reliable indicator that text falls within the complexity range for that band.

- It is further recommended that qualitative measures be used to then locate a text in a specific level. Qualitative measures are not level band specific, nor anchored in college and career readiness levels. Once a text is located within a band with quantitative measures, they can be used to measure other important aspects of texts—such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands—to further locate a text at the high or low end of the band. For example, one of the quantitative measures could be used to determine that a text falls within the ABE 2 band level, and qualitative measures could then be used to determine where the text could be used as a resource or included in the curriculum.

  Note: *When using quantitative measures shown in the table below, "grade band" or "grade level" should be translated to "ABE Level" using the Educational Functioning Levels provided in* Appendix A.

  There will be exceptions to using quantitative measures to identify the band; sometimes qualitative considerations will take precedence over quantitative measures in identifying the grade band of a text (), particularly with narrative fiction in later levels. Research showed more disagreement among the quantitative measures when applied to narrative fiction in higher complexity bands than with informational text or texts in lower level bands.

Given this, preference should sometimes be given to qualitative measures when evaluating narrative fiction intended for students in ABE 3 and above. It is critical that in every ELA classroom, students have adequate practice with literary non-fiction that falls within the quantitative band for that grade level. To maintain overall comparability in expectations and exposure for students, most of texts that students read in a given class time frame should fall within the quantitative range for that band.

- Certain measures are less valid or not applicable for certain kinds of texts. Until quantitative tools for capturing the difficulty of poetry and drama are developed, determining whether a poem or play is appropriately complex for a given band will necessarily be a matter of qualitative assessment meshed with reader-task considerations. Furthermore, texts for ABE 1 are still resistant to quantitative analysis, as they often contain difficult-to-assess features designed to aid beginning readers in acquiring written language.

Quantitative Analysis Chart for Determining Text Complexity

Levels	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework*	Reading Maturity
ABE 2	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13
ABE 3	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92
ABE 4	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57
ABE 5	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81
ABE 6	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00

*The Lexile Framework is available online. Click the hyperlink to reach the site.

Appendix C: Foundational Skills

The following material supports both the Reading Foundations (RF) Skills and the Writing Foundations (WF) Skills in the Arizona Adult Education Standards for English Language Arts. The inclusion of this appendix is intended to provide teachers with additional information to facilitate meeting the needs of adult students at the ABE 1 – 3 levels.

Phoneme-Grapheme Correspondences

- ***Phonemes*** are individual speech sounds that are combined to create words in a language system.
- ***Grapheme*** refers to the letter or letter combination that creates the phoneme (sound).

Consonant Phoneme-Grapheme Correspondences Common graphemes (spellings) are listed in the following table for each of the consonant phonemes (sounds). Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given consonant phoneme. Note that most graphemes are made up of more than one letter.		
Phoneme	**Word Examples**	**Common Graphemes (Spellings) for the Phoneme**
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	b
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf
/v/	van, dove	v, ve
/s/	cycle, sit, pass, science, psychic	c, s, ss, sc, ps
/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x
/th/	thin, breath, ether	th

/th/	this, breathe, either	th
/sh/	shoe, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, t, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y, (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	where	wh
/h/	house, whole	h, wh

Vowel Phoneme-Grapheme Correspondences

Common graphemes (spellings) are listed in the following table for each of the vowel phonemes (sounds). Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel phoneme. Most graphemes are more than one letter.

Phoneme	**Word Examples**	**Common Graphemes (Spellings) for the Phoneme**
/ē/	see, these, me, eat, key, happy, chief, either, Patti	ee, e_e, -e, ea, ey, -y, ie, ei, i
/ĭ/	sit, gym	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a_e, ai, ay, ea, -y, eigh, ei, ey
/ĕ/	bed, breath	e, ea
/ă/	cat	a
/ī/	time, pie, cry, right, rifle	i_e, ie, -y, igh, -i
/ŏ/	fox, swap, palm	o, wa, al
/ŭ/	about, cup, cover, flood, tough	a, u, o, oo, ou
/aw/	saw, pause, call, water, bought	aw, au, all, wa, ough
/ō/	vote, boat, toe, snow, open	o_e, oa, oe, ow, o-,
/oo/	took, put, could	oo, u, ou

/ū/ [oo]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou
/y//ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow
/er/	her, fur, sir	er, ur, ir
/ar/	cart	ar
/or/	sport	or

/ə/ Schwa- A schwa sound can be represented by any vowel and can be found in 20% of the English language. The schwa is a *deflated vowel* in an *unaccented syllable* found in words of more than one syllable. The deflated vowel takes on the sound of /ŭ/ or /ĭ/.

Examples:

- banana: \bə-ˈna-nə\
- again: \ə-ˈgen\
- foreign: \ˋfor-ən\

General Progression of Phoneme Awareness Skills

Phoneme awareness requires being able to progressively differentiate sounds in spoken words, along with the ability to think about and manipulate those sounds. The instructional approaches listed below are intended to provide examples of how this might be accomplished.

Suggested Instructional Strategies Activities should lead to the pairing of phonemes with graphemes for the purposes of word recognition and spelling.		
Concept	**Teacher-Led Activity**	**Example**

Phoneme Identity	"Say the sound that begins these words. What is your mouth doing when you make that sound?"	• milk, mouth, monster /m/
		  ○ The lips are together, and the sound goes through the nose.
		• thick, thimble, thank /th/
		  ○ The tongue is between the teeth, and a hissy sound is produced.
		• octopus, otter, opposite /o/
		  ○ The mouth is wide open.

Phoneme Isolation	"What is the first speech sound in this word?"	• ship /sh/ • van /v/ • king /k/ • echo /e/
	"What is the last speech sound in this word?"	• comb /m/ • sink /k/ • rag /g/ • go /o/
Phoneme Blending (Spoken Language)	"Blend the sounds to make a word." (Provide these sounds slowly.)	• /s/ /ay/ say • /ou/ /t/ out • /sh/ /ar/ /k/ shark • /p/ /o/ /s/ /t/ post

Phoneme Segmentation (Spoken Language)	"Say each sound as you move a chip onto a line or sound box."	• no /n/ /o/ • rag /r/ /a/ /g/ • socks /s/ /o/ /k/ /s/ • float /f/ /l/ /oa/ /t/
Phoneme Addition (Spoken Language)	"What word would you have if you added /th/ to the beginning of 'ink'?"	• think
	"What word would you have if you added /d/ to the end of the word 'fine'?"	• find
	"What word would you have if you added /z/ to the end of the word 'frog'?"	• frogs
Phoneme Substitution (Spoken Language)	"Say 'rope.' Change /r/ to /m/. What word would you get?"	• mope
	"Say 'chum.' Change /u/ to /ar/. What word would you get?"	• charm
	"Say 'sing.' Change /ng/ to /t/. What word would you get?"	• sit
Phoneme Deletion (Spoken Language)	"Say 'park.' Now say 'park' without /p/."	• ark
	"Say 'four.' Now say 'four' without /f/."	• or

Categories of Phoneme-Grapheme Correspondences

Consonant Graphemes with Definitions and Examples		
Grapheme Type	**Definition**	**Examples**
Single letters	A single consonant letter can represent a consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
Doublets	A doublet uses two of the same letter to spell one consonant phoneme.	ff, ll, ss, zz
Digraphs	A digraph is a two- (di-) letter combination that stands for one phoneme; neither letter acts alone to represent the sound.	th, sh, ch, wh ph, ng (sing) gh (cough) [ck is a guest in this category]
Trigraphs	A trigraph is a three- (tri-) letter combination that stands for one phoneme; none of the letters acts alone to represent the sound.	-tch -dge
Consonants in blends	A blend contains two or three graphemes because the consonant sounds are separate and identifiable. A blend is not one sound.	s-c-r (scrape) th-r (thrush) c-l (clean) f-t (sift) l-k (milk) s-t (most) and many more
Silent letter combinations	Silent letter combinations use two letters: one represents the phoneme, and the other is silent. Most of these are from Anglo-Saxon or Greek.	kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -mb (crumb), -lk (folk), -mn (hymn), -st (listen)
Combination qu	These two letters, always together, usually stand for two sounds, /k/ /w/.	quickly

Vowel Graphemes with Definitions and Examples		
Grapheme Type	**Definition**	**Examples**
Single letters	A single vowel letter stands for a vowel sound.	(short vowels) cap, hit, gem, clod, muss (long vowels) me, no, music
Vowel teams	A combination of two, three, or four letters stands for a vowel.	(short vowels) head, hook (long vowels) boat, sigh, weigh (diphthongs) toil, bout
Vowel-r combinations	A vowel, followed by r, works in combination with /r/ to make a unique vowel sound.	car, sport, her, burn, first
Vowel-consonant-e (VCe)	The vowel–consonant–silent e pattern is common for spelling a long vowel sound.	gate, eve, rude, hope, five

Six Types of Written Syllable Patterns		
Syllable Type	**Definition**	**Examples**
1. Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants.	• dap-ple • hos-tel • bev-erage
2. Vowel-Consonant-e (VCe) ("Magic e" or "Silent e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e.	• compete • despite
3. Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter.	• program • table • recent
4. Vowel Team	Syllables that use two to four letters to spell the vowel.	• beau-ti-ful • train-er • con-geal • spoil-age
5. Vowel-r (r-controlled)	A syllable with **er**, **ir**, **or**, **ar**, or **ur** Vowel pronunciation often changes before /r/.	• in-jur-ious • con-sort • char-ter

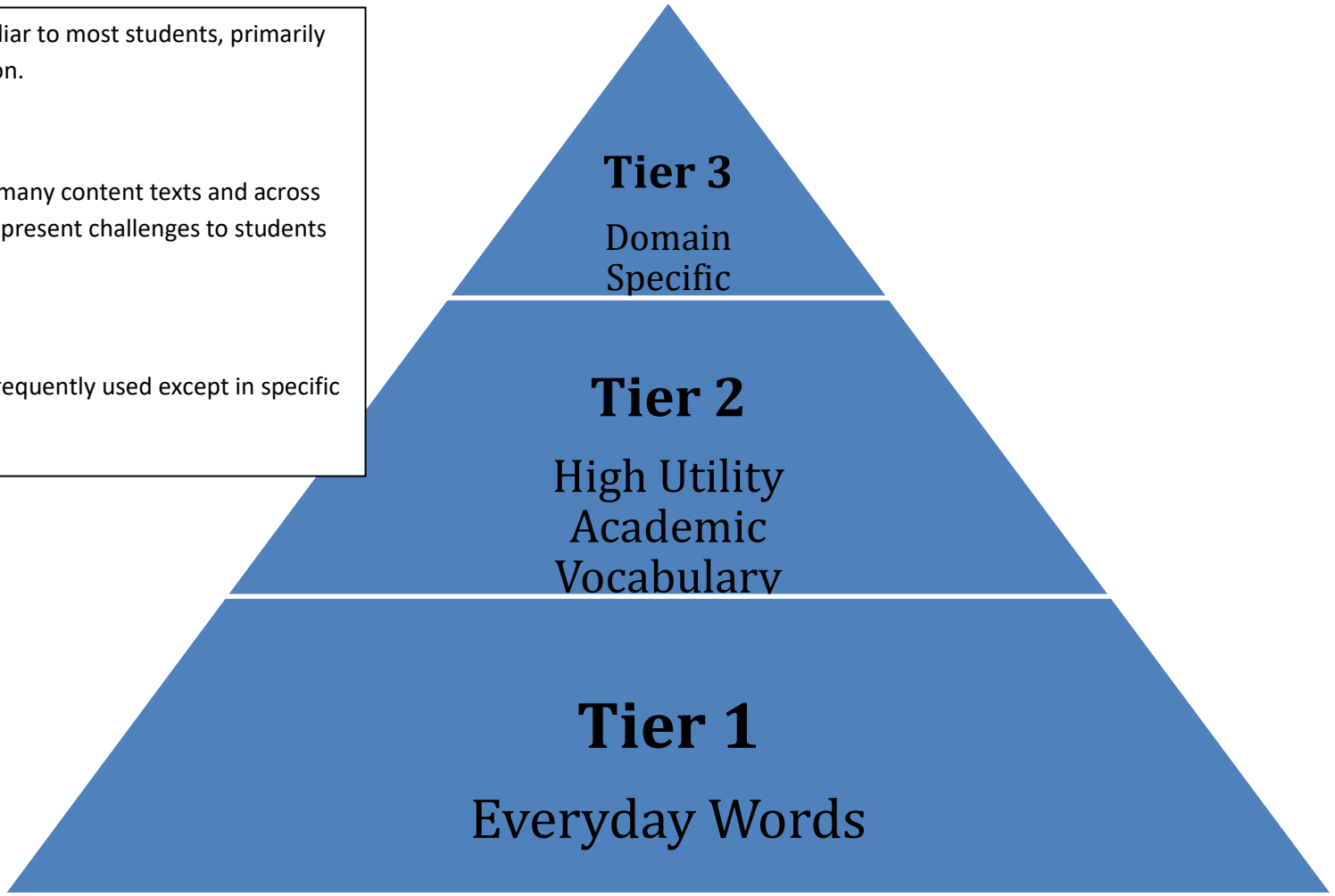
6. Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e.	• dribble • beagle • little
Three Useful Principles for Chunking Longer Words into Syllables		
Principle	**Strategy**	**Examples**
1. VC-CV: Two or more consonants between two vowels.	When syllables have two or more adjacent consonants between them, we divide between the consonants.	• sub-let • nap-kin • pen-ny • emp-ty
2. V-CV and VC-V: One consonant between two vowels.	**a)** First try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.	• e-ven • ra-bies • de-cent • ri-val
	b) If the word is not recognized, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.	• ev-er • rab-id • dec-ade • riv-er
3. Consonant blends usually stick together.	Do not separate digraphs when using the first two principles for decoding.	• e-ther • spec-trum • se-quin

Appendix D: Tiered Vocabulary

Tier 1: Everyday words familiar to most students, primarily learned through conversation.

Tier 2: Vocabulary found in many content texts and across content areas. These words present challenges to students when they appear in print.

Tier 3: Words that are not frequently used except in specific content areas or domains.



Appendix E: Writing Types

Argumentative Writing / Argument Writing

An argument is a well-reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. When writing about a text, writers (or speakers) defend their interpretations, positions, or judgements with evidence from the text(s) about which they are writing/speaking. Arguments are used for many purposes: to change the audience's point of view, to bring about some action on the audience's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. Argumentative (aka argument) writing typically employs logical appeals (logos) rather than emotional appeals (pathos).

Persuasive Writing

As with argument writing, the purpose of persuasive writing is typically to change the audience's point of view or to convince them to take an action. However, argument writing depends on a deep and credible analysis and reasoning to create a logical appeal to the audience, persuasion tends to rely heavily on an emotional appeal (pathos). This is often evident in word choice and tone.

Informational/Explanatory Writing

Informational writing, also known as explanatory (and formerly "expository"), serves one or more closely related purposes: to increase the audience's knowledge of a subject, to help the audience better understand a procedure or process, or to provide the audience with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as those in the following table.

Issue/Matter	Example of Writing Prompt
Types	"What are the different types of governments?"
Components	"What are the parts of a plant cell?"
Size	"How large is North America?"
Function Behavior	"Explain how the United States Congress operates." "How has social media changed the way people interact with one another?"
Why things happen	"What factors have led to the decrease in square mileage at the polar ice caps?"

Narrative Writing

Narrative writing conveys experience – either real* or imaginary– and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives. They also learn to manipulate pace to highlight the significance of events and create tension and suspense. Because narrative writing serves so many purposes, it is frequently used in argument writing and informational/explanatory writing to support the purpose, claim, or thesis.

*Narrative writing is often mistaken for being a fiction genre only – or a creative writing exercise. This is not at all the case. Aside from memoirs, biographies, or creative non-fiction, narrative writing is used with great frequency in the workplace. Examples include writing narrative reports on

- patient care
- steps taken in a diagnosis of a problem (e.g., automotive or healthcare settings)
- incidents (e.g., accident or injury)
- the status of a project
- termination of an employee

Each of these requires the retelling of events in a particular order and time sequence. While none of the workplace examples should be taken as suitable for *creative* writing, they are clearly examples of narrative writing.

Blended Writing

To meet the needs of a specific task, purpose, or audience, the use of different writing types, such as argument, informational/explanatory, and/or narrative in one text is necessary. For instance, one might use a specific event or sequence of events to serve as evidence to support an argument. Providing researched information to support an argument is also highly common. While each writing type has specific characteristics, they do not necessarily exist independent of one another.