



Arizona Department of Education
John Huppenthal, Superintendent of Public Instruction

Arizona Adult Education

College & Career Ready Standards

English Language Arts (ELA)

Revised 2012

www.azed.gov/adult-ed

English Language Arts (ELA) Introduction

The Arizona Adult Education Standards for English Language Arts (“the Standards”) are the culmination of an extended, broad-based effort to ensure that all adult education students in Arizona are college and career ready in literacy.

The present work builds on the existing adult education standards. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular 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. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines such as history/social studies, science, and technical subjects.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, and language that are the foundation for any creative and purposeful expression in language.

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Key Design Considerations

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for instructors, curriculum developers, and professional developers to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Instructors are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading and Writing strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. Often, several standards can be addressed by a single rich task. For example, when drawing evidence from literary and informational texts per Writing standard 6, students are also demonstrating their comprehension skill in relation to specific standards in Reading. Writing standard 5 follows by setting the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Interdisciplinary approach to literacy

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in adult education programs and comparatively little scaffolding.

What is not covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

- 1) The Standards define what all students are expected to know and be able to do, not how instructors should teach. For instance, while the Standards make references to some particular forms of content, including foundational U.S. documents, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
- 2) While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
- 3) The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of adult secondary education. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
- 4) The Standards set level-specific standards but no set of level-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
- 5) It is also beyond the scope of the Standards to define the full range of supports appropriate for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-secondary lives.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, should be interpreted broadly to include sign language.

- 6) While the ELA components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation.

Students Who are College and Career Ready in Reading, Writing, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the levels and master the standards in reading, writing, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when writing and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization

The Standards comprise two main strands: Reading and Writing. Each *strand is divided into 6 adult education levels: ABE BL Reading to ASE II*. The Reading and Writing standards include a series of indicators that are brief, crisp, and written to the point. They use jargon-free English so instructors and adult learners can understand them easily. Each indicator includes a series of sub-indicators that contain all the knowledge and skills a learner needs to master the more broadly stated indicator. In essence, the sub-indicators detail the indicator.

ELA Standards Key
English Language Arts Strands
RI: Reading Informational Text
RL: Reading Literature
RF: Foundational Skills in Reading for Beginning Literacy
W: Writing
G: Grammar
C: Conventions

Levels	Grade Equivalency
Beginning ABE	0-1.9
ABE I	2.0-3.9
ABE II	4.0-5.9
ABE III	6.0-8.9
ASE I	9.0-10.9
ASE II	11.0-12.9

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. The Standards call for students to read a high proportion of informational text. But whether they are reading informational text or literature, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas 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: arguments, informative/explanatory texts, and narratives. Standard 6 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 the document.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

AZ – ABE through ASE Reading – Before and After

Overall there is an excellent match between the new AZ ABE-ASE College and career ready standards and the existing standards in both Reading and Writing. There are a few priority standards that have been added, however, to further strengthen the Reading and Writing standards that start in the earliest levels and run through the ASE levels.

Based on the Common Core State Standards (CCSS), the strongest-known ELA predictor of postsecondary success is the ability of students to read, comprehend, and write about a range of complex texts. Thus the new AZ Adult Education standards now include:

- a) An expectation that students are expected to read appropriately complex texts, and by the ASE levels, able to read at the college and career readiness level.
- b) A much greater emphasis on informational text vs. literature (75 percent informational text: 25 percent literature) as informational text structures are tougher for students and 80 percent of postsecondary student reading is informational in nature.

- c) An emphasis on students supporting their inferences with evidence to ensure they can demonstrate their comprehension and build knowledge.
- d) A focus on general academic vocabulary – a key to reading comprehension.
- e) Attention to the US Founding Documents which are particularly complex documents that are required in the CCSS.
- f) Attention to new media and information that comes in diverse formats so students are prepared for 21st Century learning.
- g) A focus on the structure of texts as a key to unlocking its meaning.
- h) More detail regarding reading acquisition standards so students who do not know how to read are able to build a strong foundation.

In several reading areas, more detail was added compared with the existing AZ standards, including the areas of critiquing arguments (claims, reasoning, evidence), comprehending information in diverse formats, supporting inferences with evidence, and studying the foundational documents of the US. At the same time, in keeping with the CCSS, the load was reduced in the literary area. Existing standards are strong yet the reading priority on informational text comes clear.

As with reading, there is an excellent match between the new AZ ABE-ASE College and career ready writing standards and the existing Arizona standards. In the new standards, additional detail regarding the qualities of writing has been added throughout. Three areas that are important for success in college, on the job (and on the GED) that have been included:

- a) The ability of students to marshal an argument with many more details such as making connections, developing the topic with relevant facts and evidence, and using appropriate transitions, etc.
- b) The ability of students to write informative/explanatory texts with details about what proficient writing looks like.
- c) A new focus on students conducting short focused research projects.
- d) An emphasis on writing tasks that will require students to analyze a given source text or texts, using evidence drawn solely from the text(s). The restriction to drawing evidence solely from the text applies to both informational sources as well as literary sources. This will be a central focus of the PARCC and New GED tests.

What is New

Common Scale for Band Level Text Complexity Ranges

The notion of text complexity is central for understanding and implementing the changes called for in the Common Core State Standards (CCSS). Choosing rich text worthy of reading and rereading is an important first step in CCSS-aligned instruction. The process of determining text complexity is illuminating for instructors, as it replaces intuition with concrete data and a systematic investigation of the text.

The CCSS defines a three-part model—embraced by the panel—for determining how easy or difficult a particular text is to read, as well as specifications for increasing text complexity as students move up the levels:

1. **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 typically measured by computer software.

2. **Qualitative dimensions of text complexity.** The terms *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.

3. **Reader and task considerations.** While the quantitative and qualitative measures focus on the inherent complexity of the text, the CCSS model expects educators to use professional judgment to identify texts that are well-matched to specific tasks or students, such as skilled readers or those with high interest in the content of the text.

Each tool described above—quantitative and qualitative—has its limitations, and none is completely accurate. However, in the following instances of selecting texts at specific grade levels, qualitative and quantitative measures can be used together, complementing one another:

- It is recommended that educators first use *quantitative measures* to locate a text within a band level because they measure dimensions of text complexity that are challenging for individuals to evaluate when reviewing a text.
- Once a text is located within a band by using quantitative measures, educators should use *qualitative measures* to determine other important aspects of texts and position a text at the high, middle, or low end of a grade band.

Certain measures are less valid or not applicable for specific 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 grade or grade band necessarily will be a matter of professional judgment using only the qualitative characteristics of texts.

Level	ATOS (Renaissance Learning)	DRP (Degrees of Reading Power)	FK (Flesch-Kincaid)	Lexile (MetaMetrics)	SR (SourceRater)	RM (Pearson Reading Maturity Metric)
ABE I	2.75-5.14	42-54	1.98-5.34	420-820	.05-2.48	3.53-6.13
ABE II	4.97-7.03	52-60	4.51-7.73	740-1010	.84-5.75	5.42-7.92
ABE III	7.00-9.98	57-67	6.51-10.34	925-1185	4.11-10.66	7.04-9.57
ASE I	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02-13.93	8.41-10.81
ASE II	11.20-14.10	67-74	10.34-14.2	1185-1385	12.30-14.50	9.57-12.0

Foundational Skills in Reading for Beginning Literacy [RF]

<p>1. Demonstrates understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognizes and produces rhyming words. b. Counts, pronounces, blends, and segments syllables in spoken words. c. Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words d. Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. e. Distinguishes long from short vowel sounds in spoken single-syllable words. f. Orally produces single-syllable words by blending sounds (phonemes), including consonant blends. g. Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Blends and segments onsets and rhymes of single-syllable spoken words. i. Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<p>2. Knows and applies grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Recognizes and names all upper and lower case letters of the alphabet. b. Alphabetizes a series of words to the second letter. c. Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. d. Associates the long and short sounds with common spellings (graphemes) for the five major vowels. e. Distinguishes long and short vowels when reading regularly spelled one-syllable words. f. Decodes regularly spelled one-syllable words and two-syllable words following basic patterns and two-syllable words with long vowels. g. Decodes words with common prefixes and suffixes. h. Identifies the words that comprise contractions, abbreviations, and compound words. i. Knows final <i>-e</i> and common vowel team conventions for representing long vowel sounds. j. Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. k. Reads words with inflectional endings, including irregular plurals (<i>wife/wives</i>). l. Reads common regular and irregular high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). m. Distinguishes between similarly spelled words by identifying the sounds of the letters that differ. n. Knows the spelling-sound correspondences for common consonant digraphs. o. Knows spelling-sound correspondences for additional common vowel teams. p. Recognizes and reads common irregularly spelled words. 	<p>3. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Reads beginning level text with purpose and understanding. b. Reads beginning level text orally with accuracy, appropriate rate, and expression on successive readings. c. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Strand: Reading Informational Texts [RI]¹

Indicator A: The learner reads and comprehends sufficiently complex functional and informational text selections.²

Beginning Literacy Sub-Indicator	ABE I Sub-Indicator	ABE II Sub-Indicator	ABE III Sub-Indicator	ASE I Sub-Indicator	ASE II Sub-Indicator
1. Asks and answers questions about key details in a text.	1. Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Cites accurately from a text when explaining explicit and implicit meanings of the text.	1. Cites the textual evidence that most strongly supports an analysis of explicit and implicit meanings of the text.	1. Cites strong and thorough textual evidence to support an analysis of explicit and implicit meanings of the text.	1. Cites 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.
2. Identifies the main topic and retells key details of a text.	2. Determines the main idea of a text; recounts the key details and explains how they support the main idea.	2. Determines main ideas of a text and explains how they are supported by key details; summarizes the text.	2. Determines a text’s thesis and analyzes its development, including its relationship to supporting ideas; provides an objective summary of the text.	2. Identifies a text’s thesis and analyzes its development, including how it emerges and how it is shaped and refined by specific details; provides an objective summary of the text	2. Identifies two or more central ideas of a text and analyzes their development, including how they interact and build to a conclusion; provides an objective summary and a complex analysis of the text; distinguishes between a summary and a personal response to the text.
3. Describes the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describes the relationship between a series of historical events, scientific concepts, or steps in technical procedures within a text.	3. Explains the relationships or interactions between two or more individuals, events, or concepts, including what happened and why, based on specific information in the text.	3. Analyzes how a text makes connections and distinctions among individuals, ideas, or events (e.g. through comparisons, analogies, or categories).	3. Explains 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 and as well as the connections or logical links between them.	3. Analyzes a complex set of ideas or events and explains how specific individuals, ideas, or events interact and develop over the course of the text.
4. Asks and answers questions to determine or clarify the meaning of words and phrases in a text.	4. Determines the meaning of general academic and domain-specific words and phrases in a text.	4. Determines the meaning of general academic and domain-specific words and phrases in a text.	4. Determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word	4. Interprets the denotative and connotative meaning of words and phrases as they are used in context; analyzes the cumulative impact of specific word choices on	4. Interprets the denotative and connotative meaning of words and phrases as they are used in context; analyzes how an author refines the meaning of key terms over the course

¹ Seventy-five percent of what students read should be informational texts (including literary nonfiction and a range of texts from workplace contexts); 25% should be literature.

² By the end of each level, learners should read and comprehend informational text at the high end of the level’s text complexity band independently and proficiently. Definitions of levels can be found in the Common Scale Band Level Text Difficulty Ranges.

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			choices on meaning and tone, including analogies or allusions to other texts.	meaning and tone.	of a text.
5. Knows and uses various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or other information in a text.	5. Uses text features and search tools (e.g. key words, sidebars, hyperlinks, glossaries, index, table of contents) to locate information relevant to a given topic.	5. Describes the overall structure (e.g. chronology, comparison, contrast/effect, problem/solution) of events, concepts, or other information in texts.	5. Analyzes the authors' organizational structure and development of ideas.	5. Analyzes the structure and organization of instructions in informational or technical texts to perform specific tasks, answer questions, or solve problems.	5. Analyzes and evaluates 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.
6. Distinguishes between information provided by visual or verbal means within a text.	6. Distinguishes personal point of view from that of the author of a text.	6. Analyzes multiple accounts of the same event or topic, noting important similarities and differences in their points of view.	6. Determines an author's point of view or purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints.	6. Makes defensible inferences about an author's purpose, perspective, argument, and unstated assumptions; analyzes how an author uses rhetoric to advance that point of view or purpose.	6. Analyzes how style and content contribute to the power and persuasiveness of an author's point of view or purpose.
7. Uses the illustrations and details in a text to describe its key ideas.	7. Uses information gained from illustrations (e.g. maps or photographs) and words in a text to demonstrate understanding of it (e.g. where, when, why, and how key events occur).	7. Draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.	7. Evaluates the advantages and disadvantages of using different media (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	7. Integrates information from texts, charts, and graphs to draw conclusions about the ideas presented.	7. Evaluates the clarity and relevance of information represented in graphs, diagrams, and illustrations; interprets details from technical journals or workplace documents designed to provide directions, answer a question, or solve a problem.
8. Identifies the reason an author gives to support points in a text.	8. Explains how an author uses reasons and evidence to support particular points in a text.	8. Describes the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, process analysis).	8. Traces and evaluates 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; recognizes when irrelevant evidence is introduced.	8. Delineates the argument and claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies and confirms false statements and fallacious reasoning in texts	8. Traces the logical line of argumentation in support of a conclusion and identifies argument fallacies.
9. Identifies basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	9. Compares and contrasts the most important points and key details presented in two texts on the same topic.	9. Integrates information from two texts on the same topic to write or speak about the subject knowledgeably.	9. Analyze how two or more authors emphasize different evidence or advance different interpretations of facts when writing about the same topic.	9. Analyzes how authors reach various conclusions by using different evidence or advancing different interpretations of facts when addressing the same topic.	9. Synthesizes information from multiple sources to make connections and to draw subtle inferences, conclusions, and generalizations.

	10. Explains the general meaning of the Pledge of Allegiance, <i>The Star Spangled Banner</i> , and the First Amendment.	10. Identifies and explains the Declaration of Independence, the Constitution, and the Bill of Rights as key US Foundational documents.	10. Traces and evaluates the arguments and reasoning of key US Foundational documents.	10. Analyzes related themes and concepts in U.S. documents of historical and literary significance (e.g. Washington’s Farewell Address, Lincoln’s “Gettysburg Address,” Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”).	10. Analyzes U.S. documents of historical and literary significance (e.g. The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
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Strand: Reading Literature [RL]³

Indicator B: The learner reads and comprehends sufficiently complex literary selections.⁴

Beginning Literacy Sub-Indicator	ABE I Sub-Indicator	ABE II Sub-Indicator	ABE III Sub-Indicator	ASE I Sub-Indicator	ASE II Sub-Indicator
1. Asks and answers questions about key details in a text.	1. Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Cites accurately when explaining explicit and implicit meanings of the text.	1. Cites the textual evidence that most strongly supports an analysis of explicit and implicit meanings of the text.	1. Cites strong and thorough textual evidence to support analysis of explicit and implicit meanings of the text.	1. Cites strong and thorough textual evidence to support analysis of explicit and implicit meanings of the text, including determination of where the author leaves matters uncertain.
2. Retells stories, including key details, and demonstrates understanding of their theme or moral.	2. Determines themes of a story, drama, or poem from details in the text, including how characters respond to challenges.	2. Describes stories from diverse cultures; determines the theme or moral and explains how it is conveyed through key details in the text; summarizes the text.	2. Determines a theme and analyzes its development over the course of the text, including its relationship to the characters, setting, and plot; provides an objective summary of the text.	2. Determines the theme(s) of a literary text and analyzes its development in detail over the course of the text; provides an objective summary of the text.	2. Identifies two or more themes of a text and analyzes their development and interaction over the course of the text; distinguishes between a summary and a personal response to the text.
3. Describes characters, settings, and major events in a story, using key details.	3. Describes characters in a story (e.g. their traits, motivations, or feelings) and explains how their actions	3. Analyzes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g.	3. Analyzes elements of characterization (e.g. traits, motives, actions, relationships) and how	3. Analyzes how particular elements of a story or drama interact (e.g. how setting shapes the characters or	3. Describes elements of characterization (e.g. traits, motives, actions, relationships) and how

³ Seventy-five percent of what students read should be informational texts (including literary nonfiction and a range of texts from workplace contexts); 25% should be literature.

⁴ By the end of each level, learners should read and comprehend informational text at the high end of the level’s text complexity band independently and proficiently. Definitions of levels can be found in the Common Scale Band Level Text Difficulty Ranges.

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	contribute to the sequence of events.	a character's thoughts, words, or actions).	characters advance the plot or develop the theme(s).	plot).	characters advance the plot or develop the theme(s).
4. Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Determines the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.	4. Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes and allusions.	4. Determines the meaning of words and phrases as they are used in a text; analyzes the impact of specific word choices on meaning and tone, including alliterations, analogies or allusions to other texts.	4. Interprets the meaning of words and phrases as they are used in literary text; supports a judgment about the effectiveness of an author's use of literary elements, including figurative language.	4. Interprets the meaning of words and phrases as they are used in literary text; analyzes the cumulative impact of specific word choices on meaning and tone.
5. Explains major differences between narrative and informative texts, drawing on a range of text types.	5. Describes the overall narrative structure of a literary text.	5. Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of prose, drama, or poem.	5. Analyzes genre-specific structural characteristics of literary texts (e.g. narratives, poetry, and drama).	5. Analyzes genre-specific structural characteristics of two or more texts and their contributions to meaning and style.	5. Analyzes the impact of the author's narrative and stylistic choices (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).
6. Identifies the narrator at various points in a text.	6. Distinguishes personal point of view from narrator's or characters' perspectives.	6. Compares and contrasts different points of view (e.g. first- and third-person narrations); describes how points of view influence how events are recounted.	6. Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text (e.g. irony, suspense, humor).	6. Analyzes a particular point of view or cultural experience reflected in a work of world literature.	6. Analyzes an instance in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, understatement).
7. Uses illustrations and details in a story to describe its characters, setting, or events.	7. Explains how a text's illustrations contribute to a story's verbal meaning (e.g. create mood, emphasize aspects of a character or setting).	7. Makes connections between the text of a story or drama and a visual or oral presentation of the text, identifying specific descriptions and directions of different versions of the text.	7. Compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color).	7. Analyzes the graphical and visual choices an author makes to create meaning and dramatic effect in poetry (punctuation, text breaks, capital letters, line breaks).	7. Evaluates the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
8. Determines a character's actions and motivations.	8. Determines how a character's actions and thoughts advance a particular point of view.	8. Determines when a story is presenting an argument.	8. Determines how arguments and conflicts in a literary text represent the political and social contexts in which it was written.	8. Analyzes conflict as a plot point as well as its use in advancing a character's objectives.	8. Analyzes how a literary text utilizes characters and conflicts to advance personal, social, and political arguments.
9. Compares and contrasts the adventures and experiences of characters in stories.	9. Describes stories written by the same author about similar characters (e.g. in books from a series).	9. Compares and contrasts two or more versions of the same story (e.g. Cinderella stories) written by different authors or from different cultures.	9. Analyzes 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.	9. Analyzes how two or more texts address similar themes or topics to build knowledge or to compare authors' approaches.	9. Compares texts from various cultures that express a universal theme, providing credible evidence to support the comparisons.

Strand: Writing [W]

Indicator A: The learner applies the writing process to produce a variety of analytic writing products.

Beginning Literacy Sub-Indicator	ABE I Sub-Indicator	ABE II Sub-Indicator	ABE III Sub-Indicator	ASE I Sub-Indicator	ASE II Sub-Indicator
<p>1. Writes opinion pieces that:</p> <ul style="list-style-type: none"> a. Introduce the topic b. State an opinion c. Supply a reason for the opinion d. Provide a basic conclusion. 	<p>1. Writes opinion pieces on topics or texts, supporting a point of view with evidence.</p> <ul style="list-style-type: none"> a. Introduces the topic or text and states an opinion. b. Provides support for the opinion. c. Provides a concluding statement or section. 	<p>1. Writes opinion pieces on topics or texts, supporting a point of view with evidence.</p> <ul style="list-style-type: none"> a. Introduces a topic or text clearly and states an opinion. b. Creates a logically organized structure to support the writer’s purpose. c. Provides logically ordered reasons supported by facts and details. d. Provides a concluding statement or section related to the opinion presented. 	<p>1. Writes arguments to support claims with clear and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduces claim(s), acknowledges alternate or opposing claims. b. Organizes the evidence logically. c. Supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources. d. Uses transitions to link the major sections of the text and to create cohesion. e. Provides a logical conclusion to support the argument presented. 	<p>1. Writes a variety of arguments to support claims in an analysis of substantive topics or texts, using valid reasoning with relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduces precise claims and distinguishes the claims from alternate or opposing claims. b. Creates an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. c. Develops claims and counterclaims fairly, supplying evidence for each while identifying strengths and limitations in anticipation of the audience’s knowledge and concerns. d. Creates cohesion and clarifies the relationships among claim(s), reasons, and evidence. e. Provides a logical conclusion to support the argument presented. 	<p>1. Writes a variety of arguments to support claims in an analysis of substantive topics or texts, using valid reasoning with relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduces precise, knowledgeable claims, establishes the significance of the claims, and distinguishes the claims from alternate or opposing claims. b. Creates a logical organization for the argument. c. Develops 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. Uses transitional words and phrases to link the major sections of the text and to create cohesion. e. Establishes and maintains a formal style and objective tone adhering to the conventions of a specific discipline. f. Provides a logical conclusion to support the

<p>2. Writes informative texts that name a topic, supply some facts about the topic, and provide a basic conclusion.</p>	<p>2. Writes informative texts that use topic sentences to structure supporting sentences and group related ideas.</p>	<p>2. Creates informative paragraphs:</p> <ul style="list-style-type: none"> a. Establishes and supports a central idea with a topic sentence at the beginning of the paragraph. b. Includes supporting sentences with simple facts, details and explanations. c. Includes a concluding statement that summarizes the points. d. Indents properly. 	<p>2. Writes expository essays to examine a topic and convey concepts and information through the selection, organization, and analysis of relevant content:</p> <ul style="list-style-type: none"> a. Creates a clear, concise thesis statement, previewing what follows. b. Organizes information logically (e.g. definition, classification, comparison/contrast, and cause/effect). c. Includes formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension. d. Develops the essay with relevant information and concrete details. e. Uses transitions to create cohesion. f. Uses precise language and domain-specific vocabulary. g. Provides a logical conclusion to support the information or explanation presented. 	<p>2. Writes a variety of expository essays to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduces a topic through a thesis statement. b. Organizes and formats to present complex concepts and information to make important connections and distinctions. c. Develops the topic with relevant and sufficient facts, extended definitions, concrete details, quotations, and other information appropriate to the audience's knowledge of the topic. d. Uses transitions to link the major sections of the text, to create cohesion, and to clarify the relationships among complex ideas and concepts. e. Uses precise language and domain-specific vocabulary to manage the complexity of the topic, adhering to the conventions of the specific discipline. f. Provides a logical conclusion to support the 	<p>argument presented.</p> <p>2. Writes a variety of expository texts to examine and convey complex concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduces a thesis statement. b. Organizes complex concepts and information to create a unified and properly formatted document. c. Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, and other information appropriate to the audience's knowledge. d. Uses transitional words to link the major sections of the text, to create cohesion, and to clarify the relationships among complex ideas and concepts. e. Uses precise language, domain-specific vocabulary, and techniques, including figurative language (e.g. metaphor, simile, analogy) to address the complexity of the topic. f. Establishes and maintains an appropriate style and objective tone, adhering to the conventions of a
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				information or explanation presented (e.g. articulating implications or the significance of the topic).	specific discipline. g. Provides a logical conclusion to support the information or explanation presented (e.g. articulating implications or the significance of the topic).
3. Plans, revises, edits, and rewrites as needed for a specific purpose and audience. (Editing for conventions should demonstrate command of standards detailed in Indicators B and C.)	3. Plans, revises, edits, and rewrites as needed for a specific purpose and audience. (Editing for conventions should demonstrate command of standards detailed in Indicators B and C.)	3. Plans, revises, edits, and rewrites as needed for a specific purpose and audience. (Editing for conventions should demonstrate command of standards detailed in Indicators B and C.)	3. Plans, revises, edits, and rewrites as needed for a specific purpose and audience. (Editing for conventions should demonstrate command of standards detailed in Indicators B and C.)	3. Plans, revises, edits, and rewrites as needed for a specific purpose and audience. (Editing for conventions should demonstrate command of standards detailed in Indicators B and C.)	3. Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach; focuses on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of standards detailed in Sub-Indicators B and C.)
4. With guidance and support, explores a variety of digital tools to produce and publish writing, including collaboration with peers.	4. Knows basic word processing and computer literacy skills.	4. Uses technology and keyboarding skills, including the Internet, to produce and update individual or shared writing products.	4. Uses technology, including the Internet, to produce and update individual or shared writing products.	4. Uses technology, including the Internet, to produce, publish, and update individual or shared writing products.	4. Uses technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
5. With guidance and support, conducts short, focused research projects: a. Recalls information from experiences or gathers information from provided sources to answer a question.	5. Conducts short, focused research projects: a. Gathers information from print and digital sources. b. Takes brief notes on sources and sorts evidence into provided categories.	5. Conducts short, focused research projects that investigate different aspects of a topic: a. Gathers relevant information from several print and digital sources. b. Summarizes or paraphrases information in notes and finished work. c. Provides a list of sources in a consistent format.	5. Conducts short research projects to answer a question or to solve a problem: a. Generates additional related, focused questions for further research and investigation. b. Gathers relevant information drawing on several multiple print and digital sources, using search terms effectively. c. Assesses the credibility and accuracy of each source. d. Writes up the findings by quoting or paraphrasing the data and conclusions	5. Conducts short as well as more sustained research to answer a question or to solve a problem: a. Narrows or broadens the inquiry when appropriate. b. Gathers relevant information and integrates that information selectively and cohesively. c. Assesses the strengths and limitations of each source in terms of the task, purpose, and audience. d. Reports on the findings by synthesizing multiple	5. Conducts short as well as more sustained research to answer a question or solve a problem: a. Narrows or broadens the inquiry when appropriate. b. Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively. c. Assesses the strengths and limitations of each source in terms of the task, purpose, and audience. d. Reports on findings by synthesizing multiple sources on the subject or

			of others. e. Avoids plagiarism and follows a consistent format for citation, such as APA or MLA.	sources on the subject or topic. e. Avoids plagiarism and follows a consistent format for citation, such as APA or MLA.	topic. e. Integrates information into the text selectively to maintain the flow of ideas. f. Avoids plagiarism, using a variety of appropriate sources, and follows a standard format for citation, such as APA or MLA.
6. Using the reading standards, draws material from literary or informational texts to support writing.	6. Using the reading standards, draws material from literary or informational texts to support writing.	6. Using the reading standards draws and evaluates evidence from literary or informational texts to support an analysis or reflection in writing.	6. Using the reading standards, draws evidence from literary or informational texts to support analysis, reflection, and synthesis in writing.	6. Using the reading standards, draws evidence from literary or informational texts to support analysis, reflection, and synthesis in writing.	6. Using the reading standards, draws evidence from literary or informational texts to support analysis, reflection, and synthesis in writing.

Strand: Grammar [G]

Indicator B: The learner applies conventions of grammar and usage rules to complete a variety of writing tasks.

Beginning Literacy Sub-Indicator	ABE I Sub-Indicator	ABE II Sub-Indicator	ABE III Sub-Indicator	ASE I Sub-Indicator	ASE II Sub-Indicator
1. Produces legible writing that controls directionality (left to right, top to bottom) and leaves spaces between words.	1. Uses the following verb tenses correctly: past, present, future and progressive tenses.	1. Identifies and correctly uses the modal auxiliaries and related expressions.	1. Uses the following verb tenses correctly: irregular past, perfect, present real conditional, and habitual past.	1. Uses the following verb tenses correctly: past perfect, future perfect, future perfect progressive, present and past unreal conditional, and three-part phrasal verbs.	1. Uses various verb tenses correctly: past perfect progressive and future perfect progressive tenses, past unreal conditional, modals in past tense, compound verbs and present and past participles.
2. Identifies and knows the function of nouns, verbs, and pronouns.	2. Identifies and applies correct subject/verb agreement, including recognizing correct pronoun reference.	2. Identifies basic parts of speech and uses them correctly: verbs, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections.	2. Identifies and corrects dangling and misplaced modifiers.	2. Writes a variety of sentence structures, including compound and complex sentences with phrasal modifiers.	2. Creates possessive forms of nouns or pronouns with gerunds.
3. Identifies subject and predicate in simple sentences (e.g., declarative, interrogative, imperative, and exclamatory sentences).	3. Identifies basic parts of speech: verbs, nouns, pronouns, adjectives, and adverbs.	3. Applies correct use of subjective, demonstrative, and possessive pronouns.	3. Constructs dependent and independent clauses.	3. Identifies and corrects common grammatical errors, including: a. Misplaced and dangling modifiers	3. Explains the function of and applies correct use of gerunds and present and past participles.

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				<ul style="list-style-type: none"> b. Incorrect use of adjectives and adverbs c. Inappropriate shifts in verb voice d. Inappropriate shifts in pronoun number and person 	
4. Identifies and exhibits correct usage of verbs including “to be” and action verbs in present, past, future tenses.	4. Recognizes correct use of apostrophes in contractions.	4. Ensures correct pronoun antecedents.	4. Knows the difference between colloquial and written language, as well as complete and incomplete sentences (e.g. sentence fragments, run-ons, comma splices).	4. Recognizes and corrects pronouns with unclear or ambiguous antecedents.	4. Uses varied sentence structures with phrases and clauses.
5. Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types.	5. Recognizes correct use of pronouns in possessive and objective forms.	5. Identifies and correctly uses common comparative and superlative adjectives.	5. Orders adjectives within sentences according to conventional patterns (e.g. <i>a small red bag</i> rather than <i>a red small bag</i>).	5. Writes grammatically correct sentences appropriate to this level and applies the grammar and conventions in 1-6.	5. Identifies and correctly uses conjunctive adverbs.
	6. Recognizes correctly adjectives, possessive adjectives and adverbs in simple sentences.	6. Identifies and corrects sentence fragments.	6. Writes grammatically correct sentences appropriate to this level and applies the grammar and conventions in 1-5.		6. Writes grammatically correct sentences, including parallel structure, modifiers, and anaphoric references.
	7. Recognizes correct irregular plurals.	7. Writes grammatically correct compound sentences that apply the grammar and conventions in 1-6.			
	8. Writes grammatically correct simple sentences that apply the grammar and conventions in 1-7.				

Strand: Conventions [C]

Indicator C: The learner applies correct spelling, punctuation, and capitalization.

Beginning Literacy Sub-Indicator	ABE I Sub-Indicator	ABE II Sub-Indicator	ABE III Sub-Indicator	ASE I Sub-Indicator	ASE II Sub-Indicator
1. Writes letters of the alphabet legibly.	1. Capitalizes the pronoun “I,” first word in a sentence, proper nouns, names, titles, places, and abbreviations.	1. Capitalizes the first word in a direct quote.	1. Applies rules of capitalization to own and others’ written text.	1. Capitalizes correctly.	1. Capitalizes correctly.
2. Writes words posted and commonly used in the classroom, printing legibly and spacing letters, words, and sentences.	2. Exhibits correct use of ending punctuation.	2. Uses quotation marks with direct quotations.	2. Punctuates using commas, quotation marks, hyphens, colons, and semicolons correctly.	2. Applies correct use of all punctuation marks to own and others’ texts, including common problems.	2. Applies correct use of all punctuation marks to own and others’ texts.
3. Writes letters of given sounds.	3. Applies the basic rules of spelling.	3. Applies use of apostrophe to show possession.	3. Applies spelling rules correctly.	3. Applies spelling conventions correctly, including Greek and Latin prefixes and suffixes.	3. Applies spelling conventions correctly to commonly used foreign words (détente, resume, fajita, etc.).
4. Spells self-selected key words.		4. Uses basic rules of commas correctly.			
5. Organizes writing from left to right and top to bottom.		5. Knows and correctly applies spelling exceptions.			
		6. Identifies, spells, and uses the vocabulary related to context including homonyms, homophones, antonyms, synonyms, etc.			