Illinois ABE/ASE Language Arts Content Standards

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Foreword

What Are Content Standards?

Content standards describe what learners should know and be able to do in a specific content area. The Illinois ABE/ASE Content Standards broadly define what learners who are studying reading, writing, and math should know and be able to do as a result of ABE/ASE instruction at a particular level. Content standards also help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

The Illinois ABE/ASE Content Standards should be used as a basis for curriculum design and may also be used to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

Why Were the Illinois ABE/ASE Content Standards Developed?

The Illinois ABE/ASE Content Standards serve multiple purposes. They:

- Provide A Common Language For ABE/ASE Levels Among Programs
- Assist Programs With ABE/ASE Curriculum Development
- Provide Guidance For New ABE/ASE Instructors
- Ensure Quality Instruction Through Professional Development

Provide a Common Language for ABE/ASE Levels
ABE/ASE classes are very different across Illinois programs. The Illinois ABE/ASE Content Standards provide a description of what students should learn at each National Reporting System (NRS) level so that adult education practitioners have a common language when discussing ABE/ASE levels. Having a common language among levels and programs will help ABE/ASE learners who move from level to level within the same program or who move from one ABE/ASE program to another.

We need standards to ensure that all students, no matter where they live in the state of Illinois, are prepared for success in postsecondary education and/or the workforce. The Illinois ABE/ASE Content Standards will help ensure that our students are receiving a consistent education from program to program across the state. These standards will provide a greater opportunity to share experiences and best practices within and across the state that will improve our ability to best serve the needs of our students.

Assist Programs with ABE/ASE Curriculum Development
The Illinois ABE/ASE Content Standards should serve as the basis for a program's curriculum development process. For programs with an existing curriculum, that curriculum should be aligned to the standards. For programs without a curriculum, the standards provide an excellent framework and starting point for the curriculum development process.

Provide Guidance for New ABE/ASE Instructors
The Illinois ABE/ASE Content Standards provide guidance for new instructors who may have limited training in teaching adults enrolled in adult basic classes. The standards serve as a basis for what they should teach and include in their lesson plans.

Ensure Quality Instruction through Professional Development
In order to implement the Illinois ABE/ASE Content Standards, program staff (administrators and instructors) will participate in professional development on implementation of the standards. These professional development sessions will address curriculum design, instructional materials, instructional techniques, and ongoing assessment strategies related to the standards. They will also provide an excellent opportunity for new and experienced ABE/ASE instructors to develop and refine their teaching skills.

Why Were the Illinois ABE/ASE Content Standards Revised?

The GED® 21st Century Initiative will introduce a new assessment to our students in January 2014. The GED® 21st Century Initiative is committed to helping more adults become career- and college-ready by transforming the GED® test into a comprehensive program. By building a more robust assessment, complete with preparation tools and transitions to college and careers, GED® Testing Service and ACE hope to increase the number of adults who can enter and succeed in college and the workforce. The new assessment will be closely aligned with the Common Core State Standards and will be administered through computer-based testing (CBT), although paper-based testing (PBT) will still be available under certain circumstances or as an accommodation.

The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace. The Illinois State Board of Education adopted the Common Core State Standards in June 2010.

In April 2013, the Office of Vocational and Adult Education (OVAE) released the highly-anticipated report, College and Career Readiness (CCR) Standards for Adult Education[1]. The report was the result of a nine-month process that examined the Common Core State Standards from the perspective of adult education. It was funded to provide a set of manageable yet significant CCR standards that reflect broad agreement among subject matter experts in adult education about what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training.

How Were the Illinois ABE/ASE Content Standards Revised?

The original Illinois ABE/ASE Content Standards and Benchmarks (April 2011) were the result of several federal and state initiatives that addressed the need for content standards in adult education programs. During September 2011, a statewide application process was opened to adult education teachers, administrators, transition coordinators, etc., in order to participate in the ABE/ASE Content Standard Project. Selected applicants were assigned to either the math, reading, or writing team and began work in November 2011. The task for each team was to align the original Illinois ABE/ASE Content Standards and Benchmarks (April 2011) with the Common Core State Standards, College Readiness Standards, Career Clusters Essential Knowledge and Skills, Evidence Based Reading Instruction, the International Society for Technology in Education's National Educational Technology Standards for Students, and other standards to ensure student success in post-secondary education and/or employment.

The teams spent over six months reviewing, aligning, and editing the ABE/ASE content standards. A draft was submitted to the Illinois Community College Board (ICCB) in

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[1] College and Career Readiness (CCR) for Adult Education, 2013, www.lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

February 2012. Select content area experts reviewed the draft in April 2012, and the standards went through an open comment period in May 2012.

After the release of the College and Career Readiness (CCR) Standards for Adult Education in April 2013, the Illinois ABE/ASE Content Standards that were published in June 2012 were reexamined. Because the content standards were already aligned with the Common Core State Standards, very few revisions were necessary. Additions have been made to the Reference column to highlight the CCR Standards that have been identified by OCTAE (Office of Career, Technical, and Adult Education – formerly known as OVAE). Furthermore, a gap analysis of the Illinois ABE/ASE Content Standards (June 2012) with the CCR Standards for Adult Education was completed by federal representatives in April 2014. The gap analysis examined the degree of alignment between the Illinois ABE/ASE Content Standards and key advance in the CCR Standards for Adult Education. The gap analysis concluded that "the standards – as they are presently composed – have many strengths, particularly the organization and structure of the standards document."

Design of the Illinois ABE/ASE Content Standards

Adult education programs nationwide use the NRS educational functioning levels to provide information to the federal government about student progress. This uniform implementation makes it possible to compare data across programs. The Illinois ABE/ASE content standards conform to the NRS structure for consistency and accountability. There are six NRS educational functioning levels from beginning literacy and adult basic education through adult secondary education. The six levels each have titles and are identified by grade equivalency:

NRS Educational Functioning Levels	*Grade Level Equivalency*
1 Beginning ABE Literacy	0-1.9
2 Beginning Basic Education	2-3.9
3 Low Intermediate Basic Education	4-5.9
4 High Intermediate Basic Education	6-8.9
5 Low Adult Secondary Education	9-10.9
6 High Adult Secondary Education	11.0-12.9

Content standards for reading, writing, speaking, listening, and math skills are included in this document. The essential knowledge and skills statements from the Career Clusters have also been incorporated into the content standards. The use of technology has been infused in this document as well. We would also like to reinforce that because these standards have been aligned to the Common Core State Standards, we are ensuring that our students are college and career ready. These standards are by no means meant to limit a teacher's creativity. Certainly some of the best teaching is done across the curriculum including some or all of the subject areas.

Assessment

Ongoing assessment of the Illinois ABE/ASE Content Standards should be a part of every lesson. Learners can demonstrate their mastery of a particular standard through ongoing assessment strategies such as demonstrations, project-based learning, presentations, simulation, out-of-class activities, and other nontraditional assessment strategies. Ongoing assessment is an integral part of instruction in standards-based education.

Introduction to the Language Arts Standards

Breadth of Standards
The following standards set requirements not only for English language arts but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, 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.

The Literate Person of the 21st Century
The standards lay out a vision of what it means to be a literate person in this century. Indeed the skills and understanding 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 wide, deep, and thoughtful engagements with high quality literary and informational texts that build knowledge, enlarge experience, and broaden 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.

Students who meet the standards develop the skills in reading, writing, language, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Characteristics of Students who are College and Career Ready in Reading, Writing, Language, Speaking, and Listening

As students advance through the six National Reporting Standards levels and master the standards, they are able to exhibit with increasing fullness and regularity these capacities of the college and career ready individual. They:

1. Demonstrate independence in language and communication.

2. Build strong content knowledge.

3. Respond to the varying demands of audience, task, purpose, and discipline.

4. Comprehend as well as critique.

5. Value evidence.

6. Use technology and digital media strategically and capably.

7. Come to understand other perspectives and cultures.

Key Characteristics of the Language Arts Standards

A Focus on Results Rather than Means
The standards leave room for teachers, curriculum developers, and local programs to determine how students will demonstrate that they have met the standards and what additional topics should be addressed. The standards do not mandate such components as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with the 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, Writing and Language, and Speaking and Listening strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standards require that students be able to write about what they read. Likewise, Speaking and Listening standards set 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 non-print 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 technology skills and understandings are embedded throughout the standards rather than treated in a separate section.

Focus and Coherence in Instruction and Assessment
While the standards delineate specific expectations in reading, writing and language, and speaking and listening, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. The same standards apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The standards for writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and content.

What is NOT Covered by the Standards
The standards should be recognized for what they are NOT as well as for what they are.

1. The standards define what all students are expected to know and be able to do, NOT how teachers should teach.

2. While the standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they DO NOT enumerate all or even most of the content that students should learn. The standards must be complemented by a well-developed, content-rich curriculum with the expectations laid out in the standards.

3. While the standards focus on what is most essential, they DO NOT describe all that can or should be taught. 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 here.

4. It is beyond the scope of the standards to define the full range of supports appropriate for students whose first language is not English, and those with special needs. Programs must provide appropriate supports so that all students can have the opportunity to learn and meet the same high standards.

5. The standards describe the language and literacy components critical to college and career readiness. However, they DO NOT define the whole of such readiness. Students require a wide-ranging curriculum attending to academic, social, emotional, and informational readiness for successful movement into college and careers.

Organization of the Language Arts Content Standards

The standards on the following pages define what students should understand and be able to do at the end of each level. They offer a focus on instruction for each level to help ensure that students gain an understanding of a range of skills and applications. Students should demonstrate increasing sophistication in all aspects of language use at each level, from vocabulary to syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

The standards listed below are referred to as "anchor standards" for college and career readiness. They define the skills and understandings all students must demonstrate in order to become "college and career ready." The standards listed by NRS level that follow provide additional specificity to further define the skills and understandings that all students must demonstrate at each level in order to become "college and career ready."

The Language Arts standards are divided into three major strands:
1. Reading
2. Writing and Language
3. Speaking and Listening

The College and Career Readiness Anchor Standards
Each strand is divided into the major set of skills critical to that strand. These major categories are referred to as "anchor standards" for college and career readiness, defining the skills and understandings essential to college and career readiness in that area. The Anchor Standards for each strand are listed below.

The Reading Anchor Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from 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 interact over the course of a text.

Craft and Structure (Literature and Informational Texts)

4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, 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 shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific cases in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build in knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity (Literature and Informational Texts)

10. Read and comprehend complex literary and informational texts independently and proficiently.

The 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 informative/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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject 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.

The Language Anchor Standards
    Conventions of 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 Usage
4. Appropriately and effectively use figurative language, word relationships, and nuances in word meaning.
5. Acquire and use accurately 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.

The Speaking and Listening Anchor Standards
    Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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 such that listeners can follow the line of reasoning and 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 presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

How to Read the Six NRS Level Standards[2]

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Clusters summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Standards define what students should understand and be able to do.

Domain

Comprehension: Literature (CL)	
Craft and Structure: Literature	
2.R.CL.2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.R.CL.3	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

Cluster

Standard

The number of each standard is listed in the left hand column of each NRS level. The first number refers to the NRS level of the standard. The next letter indicates the strand: "R" for Reading standards; "W" for Writing/Language standards; or "S" for Speaking/Listening standards. The next two letters indicate the skill area by code; and the final number indicates the number of the skill within each domain. For example, "2.R.CI.2" labels NRS Level 2 Reading standard #2 in the Comprehension: Literature section.

These standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given level, it does not necessarily mean that topic A must be taught before topic B. An adult educator might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, an adult educator might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

What adult students can learn at any particular level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, "Students who already know A should next come to learn B." But at present this approach is unrealistic—not least because existing education research cannot

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[2] Common Core State Standards for Mathematics, 2010, www.corestandards.org.

specify all such learning pathways. Of necessity, therefore, level placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers, and mathematicians. One promise of the Illinois ABE/ASE state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across the state of Illinois Adult Education programs, and educators should make every effort to meet the needs of all students based on their current understanding.

Standards are further sequenced, defined, and specified by NRS level. Essential skills and understandings are listed that all students must demonstrate at each level in order to reach the goal of exiting NRS Level 6 "college and career ready."

The standards provide a focus on instruction for each level to help ensure that students gain an understanding of a range of skills and applications. Students are expected to demonstrate increasing sophistication in all aspects of the skill areas each level, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

The reference column lists the standard to which the ABE/ASE standard is aligned. Reference sources include: Common Core State Standard (CC)[3], States' Career Clusters Initiative Essential Knowledge and Skill Statements (ESS)[4], the International Society for Technology in Education's National Educational Technology Standards for Students (NETS•S)[5] and the College and Career Readiness (CCR) Standards for Adult Education[6].

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[3] Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 2010, www.corestandards.org.

[4] Career Cluster™ Knowledge and Skills, 2008, www.careertech.org.

[5] National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), www.iste.org.

[6] College and Career Readiness (CCR) for Adult Education, 2013, www.lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

The Standards for Reading

NRS Levels 1-6

Overview of the Reading Standards

The Major Reading Goals

Students will learn to:

1. **Read with understanding and fluency.**
   Progression from learning distinct word analysis techniques and comprehension strategies to developing a more automatic process for using integrated strategies in comprehending, analyzing, and synthesizing information presented in increasingly complex materials

2. **Read and understand literature representative of various societies, eras, and ideas.**
   Progression from learning to read and respond to relatively simple stories and poems to learning to comprehend, analyze, interpret, compare, and respond to increasingly complex literary works, including works in several genres and works from a range of cultural traditions

3. **Use reading to acquire, assess, and communicate effectively.**
   Learning to use reading to acquire, assess, and communicate information, including developing skills needed for carrying out increasingly complex research projects by planning, gathering, analyzing, and synthesizing information from several sources

Organization of the Reading Content Standards

The standards on the following pages define what students should understand and be able to do at the end of each level. They offer a focus on instruction for each level to help ensure that students gain an understanding of a range of skills and applications. Students should demonstrate increasing sophistication in all aspects of language use at each level, from vocabulary to syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

The College and Career Readiness Anchor Standards for Reading

The standards listed below are referred to as "anchor standards" for college and career readiness. They define the skills and understandings that all students must demonstrate in order to become "college and career ready." The standards listed by NRS level that follow provide additional specificity that further define the skills and understandings all students must demonstrate at each level in order to become "college and career ready."

Key Ideas and Details (Literature and Informational Texts)

1. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from 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 interact over the course of a text.

Craft and Structure (Literature and Informational Texts)

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, 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 shapes the content and style of a text.

Integration of Knowledge and Ideas (Literature and Informational Texts)

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific cases in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build in knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity (Literature and Informational Texts)

10. Read and comprehend complex literary and informational texts independently and proficiently.

Project STAR Linkage to the Reading Content Standards

Illinois is privileged to be a part of the ongoing STudent Achievement in Reading (STAR) project which incorporates research-based strategies for the instruction of adults in reading. This project is sponsored by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE). It focuses on providing adult education teachers with the tools they need to assess intermediate level readers and develop instruction that will help each student succeed.

The STAR Project categories of Alphabetics, Vocabulary, Comprehension, Fluency, as well as Functional and Workplace Skills have been incorporated into the Reading Content Standards below.

Notes on Reading and Text Complexity
NRS Levels 1-3:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history, social studies, science and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across levels. Students also acquire the habits of reading independently and closely, which are essential to their future success.

NRS Levels 4-6:

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of

evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and detail to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these reading standards are meant to complement the specific content demands of the disciplines, not replace them.

OVERVIEW EXPLANATION OF READING
NRS Level 1 – Beginning ABE Literacy
(Grade Levels 0 – 1.9)

The standards on the following pages define what students should understand and be able to do by the completion of NRS Level 1. They focus instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that subjects read increasingly complex texts through the levels. Students advancing though the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Foundational Skills / Alphabetics   (FS)
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition

Vocabulary Acquisition and Usage (VA)

Fluency (FL)

Comprehension: Literature (CL)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Comprehension: Informational Text (CI)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

NRS Level 1 – Beginning ABE Literacy
(Grade Levels 0-1.9)

Standard Number	READING STANDARD	Reference
FOUNDATIONAL SKILLS / ALPHABETICS (FS)		
Print Concepts		

1.R.FS.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	  a. Follow words from left to right, top to bottom, and page by page.
	  b. Recognize that spoken words are represented in written language by specific sequences of letters.
	  c. Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).
	  d. Recognize and name all uppercase and lowercase letters of the alphabet.
	  e. Understand that words are separated by spaces in print.
		CC.K.R.F.1
		CC.1.R .F.1

Phonological Awareness		

1.R.FS.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	  a. Recognize and produce rhyming words.
	  b. Count, pronounce, blend, and segment syllables in spoken words.
	  c. Blend and segment onsets and rimes of single-syllable spoken words.
	  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
	  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	  f. Distinguish long from short vowel sounds in spoken single-syllable words.
	  g. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
	  h. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	  i. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
		CC.K.R.F.2
		CC.1.R.F.2
		CCR.RF.2.A

Phonics and Word Recognition		

1.R.FS.3	Know and apply level appropriate phonics and word analysis skills in decoding words.
	  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or the most frequent sound for each consonant.
	  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	  c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does).*
	  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.
	  g. Know final –e and common vowel team conventions for representing long vowel sounds.
	  h. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		CC.K.R.F.3
		CC.1.R.F.3
		CCR.RF.3.A

1.R.FS.4	Decode two-syllable words following basic patterns by breaking the words into syllables.
	  a. Read words with inflectional endings.
	  b. Recognize and read level appropriate irregularly spelled words.
		CC.1.R.F.3e
		CC.1.R.F.3f
		CC.1.R.F.3g

VOCABULARY ACQUISITION AND USAGE (VA)		

1.R.VA.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled content utilizing an array of strategies.
	  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
	  b. Use sentence-level context as a clue to the meaning of a word or phrase.
	  c. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, -un, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
	  d. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
		CC.K.L.4
		CC.1.L.4
		CCR.L.4.A

1.R.VA.2	With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.
	    a. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
	    b. Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent.
	    c. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
	    d. Identify real-life connections between words and their use (e.g., note a situation that is *pleasant*).
	    e. Distinguish various meanings of verbs describing the same general action (e.g., *walk, march, strut, prance*).
	    f. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
	    g. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
		CC.K.L.5
		CC.1.L.5

1.R.VA.3	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships (e.g., *because*). a. Through print and oral work, give in-depth meaning of level appropriate words (e.g., words that are basic and concrete and are used in daily conversation).	CC.K.L.6 CC.1.L.6

1.R.VA.4	Understand and use technology systems.
	    a. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms).
	    b. Perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, undo/redo).
		NETS●S 6a

FLUENCY (FL)		

1.R.FL.1	Read on-level text in successive readings with purpose and understanding, and sufficient accuracy and fluency to support comprehension.
	    a. Listen and follow along as teacher models fluency.
	    b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		CC.K.R.F.4
		CC.1.R.F.4
		CCR.RF.4.A

COMPREHENSION: LITERATURE (CL)		
Key Ideas and Details: Literature		

1.R.CL.1	Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing.
	   a. With and without prompting and support, ask and answer questions about key details in text.
	   b. With prompting and support, retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.
	   c. With prompting and support, identify and describe characters, settings, and major events in a story.
		CC.K.R.L.1
		CC.K.R.L.2
		CC.K.R.L.3
		CC.1.R.L.1
		CC.1.R.L.2
		CC.1.R.L.3
		CCR.RL.1.A

Craft and Structure: Literature		

1.R.CL.2	Use effective strategies to determine unknown words in text.
	   a. Ask and answer questions about unknown words in a text.
	   b. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		CC.K.R.L.4
		CC.1.R.L.4

1.R.CL.3	Recognize common types of texts (e.g., storybooks, poems). a. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	CC.K.R.L.5 CC.1.R.L.5

1.R.CL.4	Identify point of view in stories.
	   a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	   b. Identify who is telling the story at various points in a text.
		CC.K.R.L.6
		CC.1.R.L.6

Integration of Knowledge and Ideas: Literature		

1.R.CL.5	Use illustrations and details to aid in the understanding of characters in a story.
	   a. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	   b. Use illustrations and details in a story to describe its characters, setting or events.
	   c. Compare and contrast the adventures and experiences of characters in familiar stories.
		CC.K.R.L.7
		CC.1.R.L.7
		CC.K.R.L.9
		CC.1.R.L.9

Range of Reading and Level of Text Complexity: Literature		
1.R.CL.6	Actively engage in group reading activities with purpose and understanding.	CC.K.R.L.10
1.R.CL.7	With prompting and support, read prose and poetry of complexity appropriate for NRS Level 1.	CC.1.R.L.10

COMPREHENSION: INFORMATIONAL TEXT (CI)		
Key Ideas and Details: Information		

1.R.CI.1	Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing.
	    a. With prompting and support, locate, ask and answer questions about key details in a text (e.g., want ads, job listings, schedules, signs and food packages).
	    b. With prompting and support, identify the main topic and retell key details of a text.
	    c. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
		CC.K.R.I.1
		CC.1.R.I.1
		CC.K.R.I.2
		CC.1.R.I.2
		CC.K.R.I.3
		CC.1.R.I.3
		CCR.RI.1.A
		CCR.RI.2.A
		CCR.RI.3.A

Craft and Structure: Information		
1.R.CI.2	With prompting and support, ask and answer questions about key details in a text, and to help determine or clarify the meaning of unknown words and phrases in a text.	CC.K.R.I.4 CC.1.R.I.4 CCR.RI.4.A

1.R.CI.3	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	    a. Identify the front cover, back cover, and title page of a book.
	    b. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	    c. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
		CC.K.R.I.5
		CC.1.R.I.5
		CC.K.R.I.6
		CC.1.R.I.6
		CCR.RI.5.A

Integration of Knowledge and Ideas: Information		

1.R.CI.4	Use illustrations to aid comprehension of text.
	    a. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	    b. Use the illustrations and details in a text to describe its key ideas.
		CC.K.R.I.7
		CC.1.R.I.7
		CCR.RI.7.A

1.R.CI.5	With prompting and support, identify the reasons an author gives to support points in a text.	CC.K.R.I.8 CC.1.R.I.8 CCR.RI.8.A
1.R.CI.6	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	CC.K.R.I.9 CC.1.R.1.9 CCR.RI.9.A

Range of Reading and Level of Text Complexity: Information		
1.R.CI.7	Actively engage in-group reading activities with purpose and understanding.	CC.K.R.I.10
1.R.CI.8	With prompting and support, read informational texts appropriate for NRS Level 1.	CC.1.R.I.10

OVERVIEW EXPLANATION OF READING
NRS Level 2 – Beginning Basic Education
(Grade Levels 2.0 – 3.9)

The standards on the following pages define what students should understand and be able to do by the completion of NRS Level 2. They focus instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that subjects read increasingly complex texts through the levels. Students advancing though the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Foundational Skills / Alphabetics (FS)
- Phonics and Word Recognition

Vocabulary Acquisition and Usage (VA)

Fluency (FL)

Comprehension: Literature (CL)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Comprehension: Informational Text (CI)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Functional and Workplace Skills (FW)

NRS Level 2 – Beginning Basic Education
(Grade Levels 2.0 – 3.9)

Standard Number	READING STANDARD	Reference
FOUNDATIONAL SKILLS / ALPHABETICS (FS)		
Phonics and Word Recognition		

2.R.FS.1	Know and apply level appropriate phonics and word analysis skills in decoding words.
	    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	    b. Know spelling-sound correspondence for additional common vowel teams.
	    c. Decode regularly spelled two-syllable words with long vowels.
	    d. Recognize and read level-appropriate irregularly spelled words.
	    e. Decode multisyllable words.
		CC.2.R.F.3
		CC.3.R.F.3
		CCR.RF.3.B

2.R.FS.2	Decode words with common prefixes and suffixes.
	    a. Identify or know the meaning of the most common prefixes and suffixes.
	    b. Decode words with common Latin suffixes.
		CC.2.R.F.3a
		CC.2.R.F.3b
		CC.3.R.F.3d

2.R.FS.3	Identify and read words with inconsistent but common spelling-sound correspondence.	CC.2.R.F.3e

VOCABULARY ACQUISITION AND USAGE (VA)		

2.R.VA.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate content, choosing flexibly from an array of strategies.
	    a. Use sentence-level context as a clue to the meaning of a word or phrase.
	    b. Determine the meaning of a new word formed when a known affix is added to a known word (prefix, suffix*).*
	    c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
	    d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).
	    e. Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		CC.2.L.4
		CC.3.L.4
		CCR.L.4.B

2.R.VA.2	Demonstrate understanding of word relationships and nuances in word meanings.
	    a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
	    b. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
	    c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
		CC.2.L.5
		CC.3.L.5

2.R.VA.3	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other people are happy that makes me happy*).	CC.2.L.6
2.R.VA.4	Acquire and accurately use level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them*).	CC.3.L.6
FLUENCY (FL)		
2.R.FL.1	Read on-level text orally with sufficient accuracy and fluency to support comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.2.R.F.4 CC.3.R.F.4 CCR.RF.4.B

COMPREHENSION: LITERATURE (CL)		
Key Ideas and Details: Literature		

2.R.CL.1	Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing.
	    a. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
	    b. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers and be able to make inferences and draw conclusions from the text.
	    c. Recount stories, including fables, folktales, and myths from diverse cultures, and determine their central message, lesson, or moral and how it is conveyed through key details in the text.
	    d. Describe how characters in a story respond to major events and challenges.
	    e. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		CC.2.R.L.1
		CC.2.R.L.2
		CC.2.R.L.3
		CC.3.R.L.1
		CC.3.R.L.2
		CC.3.R.L.3
		CCR.RL.1.B

Craft and Structure: Literature		
2.R.CL.2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	CC.2.R.L.4
2.R.CL.3	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	CC.2.R.L.5
2.R.CL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	CC.3.R.L.4
2.R.CL.5	Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	CC.3.R.L.5

2.R.CL.6	Identify point of view in stories.
	    a. Distinguish their own point of view from that of the narrator or those of the characters.
	    b. Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.
		CC.2.R.L.5
		CC.3.R.L.6

Integration of Knowledge and Ideas: Literature		

2.R.CL.7	Use illustrations and details to aid in the understanding of a story.
	   a. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	   b. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or situation).
		CC.2.R.L.7
		CC.3.R.L.7
		CCR.RL.7.B

2.R.CL.8	Use compare and contrast techniques to aid in understanding of a text.
	   a. Compare and contrast two or more versions of the same story by different authors or from different cultures.
	   b. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series).
		CC.2.R.L.9
		CC.3.R.L.9

Range of Reading and Level of Text Complexity: Literature		
2.R.CL.9	Read and comprehend literature appropriate for NRS Level 2, including stories, drama, and poetry, with scaffolding as needed.	CC.2.R.L.10 CC.3.R.L.10

COMPREHENSION: INFORMATIONAL TEXT (CI)		
Key Ideas and Details: Information		

2.R.CI.1	Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing.
	   a. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
	   b. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	   c. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Recount key details and explain how they support the main idea.
	   d. Describe the connection 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 cause/effect.
		CC.2.R.I.1
		CC.2.R.I.2
		CC.2.R.I.3
		CC.3.R.I.1
		CC.3.R.I.2
		CC.3.R.I.3
		CCR.RI.1.B
		CCR.RI.2.B
		CCR.RI.3.B

Craft and Structure: Information		
2.R.CI.2	Determine the meaning of words and phrases in a text relevant to a level-appropriate topic or subject area.	CC.2.R.I.4 CCR.RI.4.B

2.R.CI.3	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	CC.2.R.I.5 CCR.RI.5.B
2.R.CI.4	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CC.2.R.I.6 ESS01.02.06 CCR.RI.6.B
2.R.CI.5	Distinguish the students' own point of view from that of the author of a text.	CC.3.R.I.6 CCR.RI.6.B
2.R.CI.6	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a level-appropriate topic or subject area.	CC.3.R.I.4
2.R.CI.7	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	CC.3.R.I.5 NETS●S 3b CCR.RI.5.B
Integration of Knowledge and Ideas: Information		
2.R.CI.8	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	CC.2.R.I.7
2.R.CI.9	Describe how reasons support specific points the author makes in a text.	CC.2.R.I.8 CCR.RI.8.B
2.R.CI.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	CC.2.R.I.9 CC.3.R.I.9 ESS01.02.07 CCR.RI.9.B
2.R.CI.11	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	CC.3.R.I.7 CCR.RI.7.B
2.R.CI.12	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	CC.3.R.I.8
Range of Reading and Level of Text Complexity: Information		
2.R.CI.13	Read and comprehend informational texts appropriate for NRS Level 2, including history/social studies, science, and technical texts.	CC.2.R.I.10 CC.3.R.I.10

FUNCTIONAL AND WORKPLACE SKILLS (FW)		
2.R.FW.1	Communicate information, data, and observations to apply information learned from reading to actual practice.	ESS02.01.06 NETS●S 1a

2.R.FW.2	Understand and use technology systems.
	    a. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms).
	    b. Perform basic hardware and software operations (e.g., use input devices, control sound and brightness of image)
	    c. Demonstrate the ability to navigate in electronic environments (e.g., e-books, educational games and simulations, digital presentation software, mobile devices, and websites) with assistance as needed.
		NETS●S 6a

OVERVIEW EXPLANATION OF READING
NRS Level 3 – Low Intermediate Basic Education
(Grade Levels 4.0 – 5.9)

The standards on the following pages define what students should understand and be able to do by the completion of NRS Level 3. They focus instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that subjects read increasingly complex texts through the levels. Students advancing though the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Foundational Skills / Alphabetics (FS)
- Phonics and Word Recognition

Vocabulary Acquisition and Usage (VA)

Fluency (FL)

Comprehension: Literature (CL)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Comprehension: Informational Text (CI)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Functional and Workplace Skills (FW)

NRS Level 3 – Low Intermediate Basic Education
(Grade Levels 4.0 – 5.9)

Standard Number	READING STANDARD	Reference
FOUNDATIONAL SKILLS / ALPHABETICS (FS)		
Phonics and Word Recognition		
3.R.FS.1	Know and apply phonics and word analysis in decoding words.	CC.4.R.F.3 CC.5.R.F.3 CCR.RF.3.C
3.R.FS.2	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	CC.4.R.F.3 CC.5.R.F.3 CCR.RF.3.C
VOCABULARY ACQUISITION AND USAGE (VA)		
3.R.VA.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase. b. Use common, level appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	CC.4.L.4 CC.5.L.4 CCR.L.4.C
3.R.VA.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (including synonyms, antonyms, idioms) a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	CC.4.L.5 CC.5.L.5

3.R.VA.3	Acquire and 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*).	CC.4.L.6 CC.5.L.6

FLUENCY (FL)

3.R.FL.1	Read on-level text with sufficient accuracy and fluency to support comprehension.	CC.4.R.F.4 CC.5.R.F.4 CCR.RF.4.C
3.R.FL.2	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	CC.4.R.F.4 CC.5.R.F.4 CCR.RF.4.C
3.R.FL.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.4.R.F.4 CC.5.R.F.4 CCR.RF.4.C

COMPREHENSION: LITERATURE (CL)

Key Ideas and Details: Literature

3.R.CL.1	Utilize strategies to aid comprehension of appropriately leveled text (e.g., rereading information, skimming, questioning, predicting and use of graphics).
	    a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	    b. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	    c. Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	    d. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	    e. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		CC.4.R.L.1
		CC.5.R.L.1
		CC.4.R.L.2
		CC.5.R.L.2
		CC.4.R.L.3
		CC.5.R.L.3
		ESS02.01.01
		CCR.RL.1.C
		CCR.RL.2.C

Craft and Structure: Literature

3.R.CL.2	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes and those that allude to significant characters found in history.	CC.4.R.L.4 CC.5.R.L.4 CCR.RL.4.C

3.R.CL.3	Explain major differences between poems, drama, and prose, and refer to the structural elements or poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	CC.4.R.L.5
3.R.CL.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	CC.5.R.L.5

3.R.CL.5	Determine and use point of view in characters to increase understanding.
	  a. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
	  b. Describe how a narrator's or speaker's point of view influences how events are described.
		CC.4.R.L.6
		CC.5.R.L.6
		CCR.RL.6.C

Integration of Knowledge and Ideas: Literature		
3.R.CL.6	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	CC.4.R.L7
3.R.CL.7	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	CC.4.R.L.9 ESS01.02.06
3.R.CL.8	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	CC.5.R.L.9
3.R.CL.9	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	CC.5.R.L.7
Range of Reading and Level of Text Complexity: Literature		
3.R.CL.10	Read and comprehend literature, including stories, dramas, and poetry, in texts appropriate for NRS Level 3, with scaffolding as needed.	CC.4.R.L.10 CC.5.R.L.10

COMPREHENSION: INFORMATIONAL TEXT (CI)		
Key Ideas and Details: Information		

3.R.CI.1	Demonstrate the use of a variety of comprehension strategies to increase understanding of text.
	    a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	    b. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the main idea of a passage by answering *who, what, when, why and how* questions.
	    c. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	    d. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	    e. Explain the relationships or interaction between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Use language that pertains to time, sequence, and cause/effect.
		CC.4.R.I.1
		CC.4.R.I.2
		CC.4.R.I.3
		CC.5.R.I.1
		CC.5.R.I.2
		CC.5.R.I.3
		CCR.RI.1.C
		CCR.RI.2.C
		CCR.RI.3.C

Craft and Structure: Information		
3.R.CI.2	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a level-appropriate topic or subject area.	CC.4.R.I.4 CC.5.R.I.4 CCR.RI.4.C

3.R.CI.3	Identify and use structure of text to increase understanding.
	    a. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	    b. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	    c. Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in 1 or 2 texts.
	    d. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		CC.4.R.I.5
		CC.4.R.I.6
		CC.5.R.I.5
		CC.5.R.I.6
		CCR.RI.5.C
		CCR.RI.6.C

3.R.CI.4	Identify cause/effect signal words in sentences (e.g., as a result, because, consequently, thus).	ESS01.02.06

Integration of Knowledge and Ideas: Information		
3.R.CI.5	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	CC.4.R.I.7 ESS02.09.02 CCR.RI.7.C
3.R.CI.6	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	CC.4.R.I.8 CC.5.R.I.8 CCR.RI.8.C
3.R.CI.7	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	CC.4.R.I.9 CC.5.R.I.9 CCR.RI.9.C
3.R.CI.8	Draw on information from multiple print or digital sources, demonstrating the ability to locate specific information to a question quickly or to solve a problem efficiently.	CC.5.R.I.7 CCR.RI.7.C
Range of Reading and Level of Text Complexity: Information		
3.R.CI.9	Read and comprehend informational texts, including history/social studies, science, and technical texts at NRS Level 3 text complexity.	CC.4.R.I.10 CC.5.R.I.10 ESS01.02.06
FUNCTIONAL AND WORKPLACE SKILLS (FW)		
3.R.FW.1	Communicate information, data and observations to apply information learned from reading to actual practice.	ESS02.01.06
3.R.FW.2	Locate written information used to communicate with co-workers and customers.	ESS02.03.01
3.R.FW.3	Understand and use technology systems. a. Demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance. b. Explore and apply a variety of technology systems and resources (e.g., smartphones, digital cameras, e-books, electronic white boards) to complete learning tasks. c. Apply basic technology-based thinking strategies (e.g., automated search methods, storage and retrieval techniques) to a variety of problems.	NETS●S 6a
3.R.FW.4	Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks.	ESS02.04.01 ESS03.04.02 NETS●S 1a
3.R.FW.5	Evaluate the reliability of information from informational texts, internet web sites, and /or technical materials and resources.	ESS02.04.02 ESS04.04.03

OVERVIEW EXPLANATION OF READING
NRS Level 4 – High Intermediate Basic Education
(Grade Levels 6.0 – 8.9)

The standards on the following pages define what students should understand and be able to do by the completion of NRS Level 4. They focus instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that subjects read increasingly complex texts through the levels. Students advancing though the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Vocabulary Acquisition and Usage (VA)

Comprehension: Literature (CL)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Comprehension: Informational Text (CI)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading in the Content Areas: History and Social Studies (RH)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading in the Content Areas: Science and Technical Subjects (RS)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Functional and Workplace Skills (FW)

NRS Level 4 – High Intermediate Basic Education
(Grade Levels 6.0 – 8.9)

Standard Number	READING STANDARD	Reference
VOCABULARY ACQUISITION AND USAGE (VA)		

4.R.VA.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.
	   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	   b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
	   c. Consult 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 or its part of speech.
	   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	   e. Recognize and understand clipped and shortened words (e.g., exam-examination).
		CC.6.L.4
		CC.7.L.4
		CC.8.L.4
		ESS01.02
		CCR.L.4.D

4.R.VA.2	Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.
	   a. Interpret figures of speech (e.g., personification, allusions, verbal irony, puns) in context.
	   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each word.
	   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite).
		CC.6.L.5
		CC.7.L.5
		CC.8.L.5

4.R.VA.3	Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.	ESS02.01.02
4.R.VA.4	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.6.L.6 CC.7.L.6 CC.8.L.6

COMPREHENSION: LITERATURE (CL)		
Key Ideas and Details: Literature		

4.R.CL.1	Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
	  a. Summarize what has been read.
	  b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	  c. Identify the implied main idea and supporting details from an instructional level passage.
	  d. Identify cause and effect implied in a paragraph.
	  e. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
	  f. Describe how a story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.
	  g. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	  h. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
	  i. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).
		CC.6.R.L.1
		CC.6.R.L.2
		CC.6.R.L.3
		CC.7.R.L.1
		CC.7.R.L.2
		CC.7.R.L.3
		CC.8.R.L.1
		CC.8.R.L.2
		CC.8.R.L.3
		ESS02.01.01
		CCR.RL.1.D
		CCR.RL.2.D

Craft and Structure: Literature		

4.R.CL.2	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of word choice, rhymes and other repetitions of sounds (e.g., alliterations) on a verse or stanza of a poem or section of a story or drama, including analogies or allusions to other texts.
	    a. Begin to identify and interpret similes, metaphors and idioms and their use in passages.
	    b. Identify features that distinguish fiction, drama, poetry, fables, and legends.
	    c. Analyze a piece of literature, ranging from a sentence to stanza to complete piece, considering how the form or structure contributes to its meaning. Compare and contrast two or more texts, analyzing the structure.
	    d. Explain how an author develops and contrasts the points of view of different characters or narrators in a text, or develops the point of view of the narrator or speaker.
		CC.6.R.L.4
		CC.6.R.L.5
		CC.6.R.L.6
		CCR.RL.4.D

Integration of Knowledge and Ideas: Literature		
4.R.CL.3	Predict potential outcomes from knowledge of events obtained from a reading selection.	ESS01.02.09

4.R.CL.4	Compare and contrast different forms, genres, and media portrayals in terms of their approaches to similar themes and topics to analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
	    a. Integrate information presented in different media or formats (e.g., visually, qualitatively) as well as in words to develop a coherent understanding of a topic or issue.
	    b. Compare and contrast 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, or camera focus and angles in a film).
	    c. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	    d. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
		CC.6.R.L.7
		CC.6.R.L.9
		CC.7.R.L.7
		CC.7.R.L.9
		CC.8.R.L.7
		CC.8.R.L.9

Range of Reading and Level of Text Complexity: Literature		
4.R.CL.5	Read and comprehend literature in texts appropriate for NRS Level 4, including stories, dramas, and poems, independently and proficiently.	CC.6.R.L.10 CC.7.R.L.10 CC.8.R.L.10

COMPREHENSION: INFORMATIONAL TEXT (CI)		
Key Ideas and Details: Information		

4.R.CI.1	Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	    a. Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.
	    b. Identify cause and effect implied in a paragraph.
	    c. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
		CC.6.R.I.1 CC.6.R.I.2 CC.7.R.I.1 CC.7.R.I.2 CC.8.R.I.1 CC.8.R.I.2 ESS01.02 CCR.RI.1.D CCR.RI.2.D

4.R.CI.2	Identify and analyze connections in text.
	    a. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text, through examples and anecdotes.
	    b. Analyze the interactions between individual, events, and ideas in texts (how ideas influence individuals, and how individuals influence ideas or events).
	    c. Analyze how a text makes connections among and distinctions between individuals, ideas, or events, through comparison, analogies, or categories.
	    d. Determine the reading strategy or strategies needed to fully comprehend the content within a written document (e.g., skimming, reading for detail, reading for meaning or critical analysis).
		CC.6.R.I.3 CC.7.R.I.3 CC.8.R.I.3 ESS02.01.03 CCR.RI.3.D

Craft and Structure: Information		

4.R.CI.3	Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	    a. Identify the implied main idea and supporting details from an instructional level passage.
	    b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
		CC.6.R.I.5
		CC.7.R.I.5
		CC.8.R.I.5
		NETS●S 3b
		CCR.RI.5.D

4.R.CI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.	CC.6.R.I.4 CC.7.R.I.4 CC.8.R.I.4 ESS01.02 CCR.RI.4.D
4.R.CI.5	Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.	CC.6.R.I.6 CC.7.R.I.6 CC.8.R.I.6 CCR.RI.6.D
Integration of Knowledge and Ideas: Information		
4.R.CI.6	Integrate information from texts, charts, and graphs to draw a conclusion.	ESS01.02.06 ESS02.09.02
4.R.CI.7	Trace and evaluate/critique the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not; and assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Recognize when irrelevant evidence is introduced.	CC.6.R.I.8 CC.7.R.I.8 CC.8.R.I.8 ESS01.02.06 CCR.RI.8.D
4.R.CI.8	Compare and contrast one author's presentation of events with that of another (e.g., a memoir and a biography of the same person), including how they emphasize different evidence or advance different interpretations of the facts.	CC.6.R.I.9 CC.7.R.I.9 CC.8.R.I.9 ESS01.02 CCR.RI.9.D
4.R.CI.9	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	CC.6.R.I.7 ESS01.02 CCR.RI.7.D
4.R.CI.10	Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks.	ESS02.04.01
4.R.CI.11	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	CC.7.R.I.7

4.R.CI.12	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	CC.8.R.I.7
Range of Reading and Level of Text Complexity: Information		
4.R.CI.13	Read and comprehend literary nonfiction in texts, appropriate for NRS Level 4, independently and proficiently.	CC.6.R.I.10 CC.7.R.I.10 CC.8.R.I.10
READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)		
Key Ideas and Details: History and Social Studies		
4.R.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	CC.6.R.H.1 CC.7.R.H.1 CC.8.R.H.1 CCR.RH.1.D
4.R.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.	CC.6.R.H.2 CC.7.R.H.2 CC.8.R.H.2
4.R.RH.3	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies, using a dictionary or other appropriate resource.	CC.6.R.H.4 CC.7.R.H.4 CC.8.R.H.4
4.R.RH.4	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	CC.6.R.H.3 CC.7.R.H.3 CC.8.R.H.3 CCR.RH.3.D
4.R.RH.5	Determine the appropriate reading strategy to acquire specific information (e.g., rereading, skimming, and scanning).	ESS02.01.01
Craft and Structure: History and Social Studies		
4.R.RH.6	Describe how a text presents information (e.g., sequentially, comparatively, causally).	CC.6.R.H.5 CC.7.R.H.5 CC.8.R.H.5
4.R.RH.7	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	CC.6.R.H.6 CC.7.R.H.6 CC.8.R.H.6 CCR.RH.6.D
Integration of Knowledge and Ideas: History and Social Studies		
4.R.RH.8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	CC.6.R.H.7 CC.7.R.H.7 CC.8.R.H.7
4.R.RH.9	Distinguish among fact, opinion, and reasoned judgment in a text.	CC.6.R.H.8 CC.7.R.H.8 CC.8.R.H.8
4.R.RH.10	Analyze the relationship between a primary and secondary source on the same topic.	CC.6.R.H.9 CC.7.R.H.9 CC.8.R.H.9

4.R.RH.11	Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).	ESS04.04.02
4.R.RH.12	Interpret information, data, and observations to apply information learned from reading to actual practice.	ESS02.01.04
Range of Reading and Level of Text Complexity: History and Social Studies		
4.R.RH.13	Read and comprehend history/social studies texts, appropriate for NRS Level 4, independently and proficiently.	CC.6.R.H.10 CC.7.R.H.10 CC.8.R.H.10

READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)		
Key Ideas and Details: Science and Technical Subjects		
4.R.RS.1	Cite specific textual evidence to support analysis of science and technical texts.	CC.6.R.ST.1 CC.7.R.ST.1 CC.8.R.ST.1 CCR.RST.1.D
4.R.RS.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	CC.6.R.ST.2 CC.7.R.ST.2 CC.8.R.ST.2 CCR.RST.2.D
4.R.RS.3	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.	CC.6.R.ST.3 CC.7.R.ST.3 CC.8.R.ST.3 CCR.RST.3.D
Craft and Structure: Science and Technical Subjects		
4.R.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical contexts relevant to reading comprehension grade equivalent 6.0-8.9.	CC.6.R.ST.4 CC.7.R.ST.4 CC.8.R.ST.4
4.R.RS.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	CC.6.R.ST.5 CC.7.R.ST.5 CC.8.R.ST.5
4.R.RS.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	CC.6.R.ST.6 CC.7.R.ST.6 CC.8.R.ST.6
Integration of Knowledge and Ideas: Science and Technical Subjects		
4.R.RS.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flow chart, diagram, model, graph, figure, or table).	CC.6.R.ST.7 CC.7.R.ST.7 CC.8.R.ST.7 ESS01.02.06 ESS02.09.02 CCR.RST.7.D
4.R.RS.8	Distinguish among facts, reasoned judgment based on research findings and speculation in a text.	CC.6.R.ST.8 CC.7.R.ST.8 CC.8.R.ST.8

4.R.RS.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	CC.6.R.ST.9 CC.7.R.ST.9 CC.8.R.ST.9
4.R.RS.10	Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).	ESS03.04.02 ESS04.04.02
4.R.RS.11	Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.	ESS02.01.04 ESS02.01.05
Range of Reading and Level of Text Complexity: Science and Technical Subjects		
4.R.RS.12	Read and comprehend science/technical texts, appropriate for NRS Level 4, independently and proficiently.	CC.6.R.ST.10 CC.7.R.ST.10 CC.8.R.ST.10

FUNCTIONAL AND WORKPLACE SKILLS (FW)		

4.R.FW.1	Understand and use technology systems.
	    a. Demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance.
	    b. Explore and apply a variety of technology systems and resources (e.g., graphing calculators, internet-connected digital devices, probes, individual response systems) to complete learning tasks.
	    c. Apply basic technology-based thinking strategies (e.g., automated search methods, algorithmic thinking) to a variety of problems.
		NETS●S 6a

4.R.FW.2	Use information technology tools to manage and perform work responsibilities.
	    a. Communicate using on-line resources (e.g., e-mail).
	    b. Access and navigate the Internet.
	    c. Compose, revise, and save written materials such as notes, paragraphs or business letters using a word processing program; manage files.
	    d. Perform job seeking activities on the computer (e.g., conduct an internet job search, complete an on-line application, and compose a resume).
	    e. Evaluate the reliability of information from informational texts, internet web sites, and/or technical material and resources.
	    f. Manage own and work group schedules and contact information.
		ESS02.02.03
		ESS02.04.02
		ESS04.01
		ESS04.02
		ESS04.03
		ESS04.04
		ESS04.09
		ESS04.10
		ESS09.03
		ESS09.05.01
		ESS09.07
		ESS10.01
		ESS10.02

4.R.FW.3	Apply environmental reading to life skills (e.g., read and summarize a brief message addressed to a group of co-workers, read simple directions for a fax or computer to perform the sequence of tasks).
	    a. Locate written information used to communicate with co-workers and customers.
	    b. Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks.
	    c. Develop and maintain a career plan and portfolio to meet career goals and objectives.
		ESS02.01.06
		ESS02.03
		ESS02.04.01
		ESS09.02
		NETS●S 1a

OVERVIEW EXPLANATION OF READING
NRS Level 5 – Low Adult Secondary Education
(Grade Levels 9.0 – 10.9)

The standards on the following pages define what students should understand and be able to do by the completion of NRS Level 5. They focus instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that subjects read increasingly complex texts through the levels. Students advancing though the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Vocabulary Acquisition and Usage (VA)

Comprehension: Literature (CL)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Comprehension: Informational Text (CI)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading in the Content Areas: History and Social Studies (RH)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading in the Content Areas: Science and Technical Subjects (RS)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Functional and Workplace Skills (FW)

NRS Level 5 – Low Adult Secondary Education

(Grade Levels 9.0 – 10.9)

Standard Number	READING STANDARD	Reference
VOCABULARY ACQUISTION AND USAGE (VA)		
5.R.VA.1	Determine the most appropriate reading strategy for identifying the overarching purpose of a text (e.g., skimming, reading for detail, reading for meaning or critical analysis).	ESS02.01.01

5.R.VA.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading comprehension equivalent NRS Level 5, choosing flexibly from a range of strategies.
	    a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	    b. Consult 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 or its part of speech.
	    c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		CC.9.R.L.4
		CC.10.R.L.4

5.R.VA.3	Demonstrate understanding of language structure by focusing on idioms, expressions, colloquialisms, figures of speech, and literacy structures.
	    a. Interpret figures of speech context in text.
	    c. Analyze nuances in the meaning of words with similar denotations.
		CC.9.R.L.5
		CC.10.R.L.5

5.R.VA.4	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.9.R.L.6 CC.10.R.L.6
COMPREHENSION: LITERATURE (CL)		
Key Ideas and Details: Literature		
5.R.CL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CC.9.R.L.1 CC.10.R.L.1 CCR.RL.1.E

5.R.CL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	    a. Identify the elements of a plot (i.e., exposition, rising action, climax, falling action, and resolution) within a literary work.
	    b. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
		CC.9.R.L.2
		CC.9.R.L.3
		CC.10.R.L.2
		CC.10.R.L.3
		CCR.RL.2.E

Craft and Structure: Literature		
5.R.CL.3	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	CC.9.R.L.4 CC.10.R.L.4 CCR.RL.4.E
5.R.CL.4	Analyze how an author's choices concerning the structure a text, order of events within it (e.g., parallel plots) and manipulation of time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	CC.9.R.L.5 CC.10.R.L.5
5.R.CL.5	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	CC.9.R.L.6 CC.10.R.L.6 CCR.RL.6.E
Integration of Knowledge and Ideas: Literature		
5.R.CL.6	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	CC.9.R.L.7 CC.10.R.L.7
5.R.CL.7	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	CC.9.R.L.9 CC.10.R.L.9
Range of Reading and Level of Text Complexity: Literature		
5.R.CL.8	Read and comprehend literature in texts appropriate for NRS Level 5, including stories, dramas, and poems, independently and proficiently.	CC 9.R.L.10 CC.10.R.L.10
COMPREHENSION: INFORMATIONAL TEXT (CI)		
Key Ideas and Details: Information		
5.R.CI.1	Use graphic organizer to demonstrate the importance of and relationship between ideas (e.g., Venn diagram, webbing, and mapping).	ESS01.02

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5.R.CI.2	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CC.9.R.I.1 CC.10.R.I.1 CCR.RI.1.E
5.R.CI.3	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by particular details; provide an objective summary of the text.	CC.9.R.I.2 CC.10.R.I.2 CCR.RI.2.E
5.R.CI.4	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC.9.R.I.3 CC.10.R.I.3
Craft and Structure: Information		
5.R.CI.5	Recognize differences in structure, content, and tone of various texts.	ESS01.02.06
5.R.CI.6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning, tone/mood, and relationship of ideas (e.g., how the language of a court opinion differs from that of a newspaper).	CC.9.R.I.4 CC.10.R.I.4 CCR.RI.4.E
5.R.CI.7	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 a chapter).	CC.9.R.I.5 CC.10.R.I.5 CCR.RI.5.E
5.R.CI.8	Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.	CC.9.R.I.6 CC.10.R.I.6 CCR.RI.6.E
Integration of Knowledge and Ideas: Information		
5.R.CI.9	Identify opinions, propaganda, and bias within written publications (e.g., newspaper, political cartoons).	ESS01.02.07
5.R.CI.10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	CC.9.R.I.7 CC.10.R.I.7
5.R.CI.11	Delineate and evaluate the argument and specific claims in a text, assessing accuracy, adequacy, appropriateness, whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	CC.9.R.I.8 CC.10.R.I.8 CCR.RI.8.E
5.R.CI.12	Analyze seminal U.S. documents of historical and literary significance (e.g., *Washington's Farewell Address*, *the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail"*), including how they address related themes and concepts.	CC.9.R.I.9 CC.10.R.I.9 CCR.RI.9.E
Range of Reading and Level of Text Complexity: Information		
5.R.CI.13	Read and comprehend literary nonfiction, in texts appropriate for NRS Level 5, independently and proficiently.	CC.9.R.I.10 CC.10.R.I.10
5.R.CI.14	Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.	ESS02.01.02

READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)		
Key Ideas and Details: History and Social Studies		
5.R.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	CC.9.R.H.1 CC.10.R.H.1 CCR.RH.1.E
5.R.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	CC.9.R.H.2 CC.10.R.H.2
5.R.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them (sequence).	CC.9.R.H.3 CC.10.R.H.3 ESS01.02 CCR.RH.3.E
Craft and Structure: History and Social Studies		
5.R.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	CC.9.R.H.4 CC.10.R.H.4
5.R.RH.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	CC.9.R.H.5 CC.10.R.H.5
5.R.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	CC.9.R.H.6 CC.10.R.H.6 CCR.RH.6.E
Integration of Knowledge and Ideas: History and Social Studies		
5.R.RH.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	CC.9.R.H.7 CC.10.R.H.7 ESS01.04.01 ESS02.09.02 CCR.RH.7.E
5.R.RH.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	CC.9.R.H.8 CC.10.R.H.8
5.R.RH.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	CC.9.R.H.9 CC.10.R.H.9 CCR.RH.9.E
5.R.RH.10	Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.	ESS02.01.04 ESS02.01.05
5.R.RH.11	Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).	ESS04.04
Range of Reading and Level of Text Complexity: History and Social Studies		
5.R.RH.12	Read and comprehend history/social studies texts at the appropriate level of text complexity, independently and proficiently.	CC.9.R.H.10 CC.10.R.H.10

READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)		
Key Ideas and Details: Science and Technical Subjects		
5.R.RS.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	CC.9.R.ST.1 CC.10.R.ST.1 CCR.RST.1.E
5.R.RS.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	CC.9.R.ST.2 CC.10.R.ST.2
5.R.RS.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	CC.9.R.ST.3 CC.10.R.ST.3 CCR.RST.3.E
Craft and Structure: Science and Technical Subjects		
5.R.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to level appropriate reading comprehension *texts and topics.*	CC.9.R.ST.4 CC.10.R.ST.4 CCR.RST.4.E
5.R.RS.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).	CC.9.R.ST.5 CC.10.R.ST.5
5.R.RS.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	CC.9.R.ST.6 CC.10.R.ST.6
Integration of Knowledge and Ideas: Science and Technical Subjects		
5.R.RS.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	CC.9.R.ST.7 CC.10.R.ST.7 ESS02.09.02 CCR.RST.7.E
5.R.RS.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	CC.9.R.ST.8 CC.10.R.ST.8
5.R.RS.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	CC.9.R.ST.9 CC.10.R.ST.9 CCR.RST.9.E
5.R.RS.10	Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).	ESS04.04
5.R.RS.11	Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.	ESS02.01.04 ESS02.01.05
5.R.RS.12	Use internet resources to assist in separating fact from opinion and to draw conclusions.	ESS03.03
Range of Reading and Level of Text Complexity: Science and Technical Subjects		
5.R.RS.13	Read and comprehend science/technical texts appropriate for NRS Level 5 independently and proficiently.	CC.9.R.ST.10 CC.10.R.ST.10

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FUNCTIONAL AND WORKPLACE SKILLS (FW)		

5.R.FW.1	Understand and use technology systems.
	    a. Use a variety of technology interfaces and operating systems (e.g., computer, printer, internet-connected mobile devices).
	    b. Apply technology systems and resources (e.g., graphing calculator, electronic microscope, simulations, programming languages, digital recorders and editors, generic productivity tools) to complete learning activities.
	    c. Use multiple file types and their related software applications.
	    d. Apply basic algorithmic concepts and methods (e.g., problem decomposition, data representation and abstraction, iteration, ordering of steps) to solve problems.
		NETS●S 6a

5.R.FW.2	Use information technology tools to manage and perform work responsibilities.
	    a. Communicate using on-line resources (e.g., e-mail).
	    b. Access and navigate the Internet.
	    c. Compose, revise, and save written materials such as paragraphs or business letters using a word processing program.
	    d. Perform job seeking activities on the computer (e.g., conduct an Internet job search, complete an on-line application, and compose a resume).
	    e. Evaluate the reliability of information from informational texts, internet web sites, and/or technical material and resources.
	    f. Manage own and work group schedules and contact information.
		ESS02.02.03
		ESS02.04.02
		ESS04.01
		ESS04.02.01
		ESS04.03
		ESS04.04.01
		ESS04.09
		ESS04.10
		ESS09.03
		ESS09.05.01
		ESS09.07
		ESS10.01

5.R.FW.3	Apply environmental reading to life skills (e.g., read and summarize a brief message addressed to a group of co-workers, read simple directions for a machine or computer to perform the sequence of tasks).
	    a. Locate written information used to communicate with co-workers and customers.
	    b. Use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks.
	    c. Develop and maintain a career plan and portfolio to meet career goals and objectives.
		ESS02.01.06
		ESS02.03.01
		ESS02.04.01
		ESS09.02
		ESS09.03
		ESS09.04
		ESS09.05
		ESS09.07
		NETS●S 1a

OVERVIEW EXPLANATION OF READING
NRS Level 6 – High Adult Secondary Education
(Grade Levels 11.0 – 12.9)

The standards on the following pages define what students should understand and be able to do by the completion of NRS Level 6. They focus instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that subjects read increasingly complex texts through the levels. Students advancing though the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Vocabulary Acquisition and Usage (VA)

Comprehension: Literature (CL)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Comprehension: Informational Text (CI)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading in the Content Areas: History and Social Studies (RH)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading

Reading in the Content Areas: Science and Technical Subjects (RS)
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading

Functional and Workplace Skills (FW)

NRS Level 6 – High Adult Secondary Education
(Grade Levels 11.0 – 12.9)

Standard Number	READING STANDARD	Reference
VOCABULARY ACQUISITION AND USAGE (VA)		
6.R.VA.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading comprehension equivalent to NRS Level 6. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	CC.11.L.4 CC.12.L.4 CCR.L.4.E
6.R.VA.2	Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in text. b. Analyze nuances in the meaning of words with similar denotations.	CC.11.L.5 CC.12.L.5
6.R.VA.3	Determine the most appropriate reading strategy for identifying the overarching purpose of a text (e.g., skimming, reading for detail, reading for meaning or critical analysis).	ESS02.01.01
6.R.VA.4	Acquire and use accurately 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.	CC.11.L.6 CC.12.L.6

6.R.VA.5	Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.	ESS02.01.02

COMPREHENSION: LITERATURE (CL)

Key Ideas and Details: Literature

6.R.CL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	CC.11.R.L.1 CC.12.R.L.1
6.R.CL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	CC.11.R.L.2 CC.12.R.L.2
6.R.CL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	CC.11.R.L.3 CC.12.R.L.3

Craft and Structure: Literature

6.R.CL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	CC.11.R.L.4 CC.12.R.L.4
6.R.CL.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	CC.11.R.L.5 CC.12.R.L.5
6.R.CL.6	Analyze a case 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, or understatement).	CC.11.R.L.6 CC.12.R.L.6 CCR.RL.6.E

Integration of Knowledge and Ideas: Literature

6.R.CL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.).	CC.11.R.L.7 CC.12.R.L.7
6.R.CL.8	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	CC.11.R.L.9 CC.12.R.L.9

Range of Reading and Level of Text Complexity: Literature		
6.R.CL.9	Read and comprehend literature at the appropriate level of text complexity, including stories, dramas, and poems, independently and proficiently.	CC.11,R.L.10 CC.12.R.L.10

COMPREHENSION: INFORMATIONAL TEXT (CI)		

Key Ideas and Details: Information		
6.R.CI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; identify directly stated and implied main ideas based on stated and suggested information.	CC.11.R.I.1 CC.12.R.I.1
6.R.CI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	CC.11.R.I.2 CC.12.R.I.2
6.R.CI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	CC.11.R.I.3 CC.12.R.I.3 ESS01.02 CCR.RI.3.E

Craft and Structure: Information		
6.R.CI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in *Federalist No. 10).*	CC.11.R.I.4 CC.12.R.I.4 ESS01.02
6.R.CI.5	Analyze and evaluate the effectiveness of the structure the author uses in his exposition or argument, including whether the structure makes points clear, convincing, and engaging.	CC.11.R.I.5 CC.12.R.I.5 CCR.RI.5.E
6.R.CI.6	Determine an author's purpose or point of view in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	CC.11.R.I.6 CC.12.R.I.6

Integration of Knowledge and Ideas: Information		
6.R.CI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	CC.11.R.I.7 CC.12.R.I.7 CCR.RI.7.E

6.R.CI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).	CC.11.R.I.8 CC.12.R.I.8
6.R.CI.9	Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts.	ESS01.02.07
6.R.CI.10	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *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.	CC.11.R.I.9 CC.12.R.I.9 CCR.RI.9.E
Range of Reading and Level of Text Complexity: Information		
6.R.CI.11	Read and comprehend literary nonfiction in texts appropriate for NRS Level 6, independently and proficiently.	CC.11.R.I.10 CC.12.R.I.10
6.R.CI.12	Read multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to identify assumptions, purpose, outcomes/solutions, and propaganda techniques.	ESS01.02.08
READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)		
Key Ideas and Details: History and Social Studies		
6.R.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	CC.11.R.H.1 CC.12.R.H.1
6.R.RH.2	Distinguish among fact, opinion, and reasoned judgment in a text. Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts.	ESS01.02.07
6.R.RH.3	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas and of how key events or ideas develop over the course of a text.	CC.11.R.H.2 CC.12.R.H.2
6.R.RH.4	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	CC.11.R.H.3 CC.12.R.H.3
Craft and Structure: History and Social Studies		
6.R.RH.5	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the text (e.g., how Madison defines *faction* in *Federalist* No. 10).	CC.11.R.H.4 CC.12.R.H.4

6.R.RH.6	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	CC.11.R.H.5 CC.12.R.H.5
6.R.RH.7	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	CC.11.R.H.6 CC.12.R.H.6
Integration of Knowledge and Ideas: History and Social Studies		
6.R.RH.8	Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).	ESS04.04.02
6.R.RH.9	Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.	ESS02.01.04 ESS02.01.05
6.R.RH.10	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively as well as in words) in order to address a question or solve a problem.	CC.11.R.H.7 CC.12.R.H.7
6.R.RH.11	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	CC.11.R.H.8 CC.12.R.H.8
6.R.RH.12	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	CC.11.R.H.9 CC.12.R.H.9 ESS02.01.04
Range of Reading and Level of Text Complexity: History and Social Studies		
6.R.RH.13	Read and comprehend history/social studies texts appropriate for NRS Level 6 independently and proficiently.	CC.11.R.H.10 CC.12.R.H.10
READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)		
Key Ideas and Details: Science and Technical Subjects		
6.R.RS.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	CC.11.R.ST.1 CC.12.R.ST.1
6.R.RS.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	CC.11.R.ST.2 CC.12.R.ST.2 CCR.RST.2.E
6.R.RS.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	CC.11.R.ST.3 CC.12.R.ST.3
Craft and Structure: Science and Technical Subjects		
6.R.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to reading comprehension at NRS Level 6.	CC.11.R.ST.4 CC.12.R.ST.4
6.R.RS.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	CC.11.R.ST.5 CC.12.R.ST.5

6.R.RS.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	CC.11.R.ST.6 CC.12.R.ST.6
Integration of Knowledge and Ideas: Science and Technical Subjects		
6.R.RS.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	CC.11.R.ST.7 CC.12.R.ST.7
6.R.RS.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information to clarify a validated conclusion/solution.	CC.11.R.ST.8 CC.12.R.ST.8 ESS01.02.07
6.R.RS.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible (regarding trends).	CC.11.R.ST.9 CC.12.R.ST.9 ESS01.02.04 ESS01.02.09
6.R.RS.10	Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).	ESS04.04.02
6.R.RS.11	Apply scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification.	ESS01.04.02
6.R.RS.12	Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.	ESS02.01.05
Range of Reading and Level of Text Complexity: Science and Technical Subjects		
6.R.RS.13	Read and comprehend science/technical texts appropriate for NRS Level 6 independently and proficiently.	CC.11.R.ST.10 CC.12.R.ST.10
FUNCTIONAL AND WORKPLACE SKILLS (FW)		

6.R.FW.1	Understand and use technology systems.
	    a. Routinely apply a variety of technology systems related to specific subject-matter learning (e.g., electronic microscopes, multifunction calculators, robotics, MIDI, electronic databases).
	    b. Configure necessary hardware, software, and network systems to optimize their use for a particular task.
	    c. Actively interface with technology at both the hardware and software levels (e.g., programming, robotics, cloud computing).
	    d. Use fundamental algorithmic thinking strategies (e.g., conditional branching, modularization, recursion).
		NETS●S 6a

6.R.FW.2	Use information technology tools to manage and perform work responsibilities.
	    a. Communicate using on-line resources.
	    b. Access and navigate the Internet
	    c. Compose, revise, and save written materials such as paragraphs or business letters using a word processing program; manage files.
	    d. Perform job seeking activities on the computer (e.g., conduct an internet job search, complete an on-line application, and compose a resume).
	    e. Evaluate the reliability of informational texts, Internet web sites, and/or technical materials and resources.
	    f. Manage own and work group schedules and contacts.
		ESS02.02.03
		ESS02.04.02
		ESS04.01
		ESS04.02
		ESS04.03
		ESS04.04
		ESS04.09
		ESS04.10
		ESS05.01
		ESS09.03
		ESS09.05
		ESS09.07
		ESS10.01

6.R.FW.3	Apply environmental reading to life skills (e.g., a brochure on workplace medical benefits and/or a consumer guide about long distance service).
	    a. Locate written information used to communicate with co-workers and customers.
	    b. Use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks.
	    c. Develop and maintain a career plan and portfolio to meet career goals and objectives.
		ESS02.01.06
		ESS02.03.01
		ESS02.04.01
		ESS09.02
		ESS09.03
		ESS09.04
		ESS09.05
		ESS09.07
		NETS●S 1a

The Standards for Writing and Language

NRS Levels 1-6

Overview of the Writing and Language Standards

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 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 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 work. Some of the vocabulary standards are therefore found in the Reading section of the standards.

Major Writing and Language Goals

Students will learn to:
1. **Write to communicate for a variety of purposes**.
   In learning to write effectively, students learn to work with increasingly detailed and complex knowledge and tasks, learn to address increasingly varied audiences, and learn to manage increasingly sophisticated ways to form sentences, paragraphs, and structures for narrating, explaining, and persuading. At the same time, students learn to use the composing process with increasing sophistication as an opportunity to specify, explore, and revise their own knowledge and ideas, even as they learn to communicate more effectively the results of their thinking.

2. **Use the language arts to acquire, assess, and communicate information**.
   Learning to use the language arts to communicate information represents both a distinct kind of learning and the integration of abilities involved in learning to communicate effectively through written language. Students' learning progresses from learning to plan and complete relatively simple research projects to developing skills needed for planning more complex research projects, and for preparing and presenting well-focused reports for a variety of purposes and audiences.

Organization of the Writing and Language Content Standards

The standards on the following pages define what students should understand and be able to do at the end of each level. They offer a focus on instruction for each level to help ensure that students gain an understanding of a range of skills and applications. Students should demonstrate increasing sophistication in all aspects of language use at each level, from vocabulary to syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

The College and Career Readiness Anchor Standards for Writing and Language

The standards listed below are referred to as "anchor standards" for college and career readiness. They define the skills and understandings all students must demonstrate in order to become "college and career ready". The standards listed by NRS level that follow provide additional specificity to further define the skills and understandings that all students must demonstrate at each level in order to become "college and career ready".

The 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 informative/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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject 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.

Language Anchor Standards

Conventions of 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 Usage

4. Appropriately and effectively use figurative language, word relationships, and nuances in word meaning.

5. Acquire and use accurately 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.

Notes on Range and Content of Student Language Use
NRS Levels 1-3:
To be college and career ready in language, students must have firm control over the conventions of Standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words – words, for example, that have similar denotations but different connotations.

NRS Levels 4-6:
To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of level-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

Notes on Range and Content of Student Writing
NRS Levels 1-3:
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects, and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames.

NRS Levels 4-6:
For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately,

reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

OVERVIEW EXPLANATION OF WRITING AND LANGUAGE
NRS Level 1 – Beginning ABE Literacy
(Grade Levels 0 – 1.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 1. They offer a focus for instruction at each level to help ensure that students gain adequate mastery of a range of skills and applications. Students should demonstrate increasing sophistication at each level in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Text Types and Purposes (TT)

Production and Distribution of Writing (PD)

Research to Build and Present Knowledge (RB)

Conventions of Standard English (CS)

Vocabulary Usage (VU)

NRS Level 1 – Beginning ABE Literacy
(Grade Levels 0 – 1.9)

Standard Number	WRITING AND LANGUAGE STANDARD	Reference
TEXT TYPES AND STANDARDS (TT)		
1.W.TT.1	Draw, write, or dictate opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	CC.K.W.1 CC.1.W.1 ESS01.02.06
1.W.TT.2	Draw, write, or dictate informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	CC.K.W.2 CC.1.W.2 ESS01.02.06 CCR.W.2.A
1.W.TT.3	Draw, write, or dictate narratives in which they 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.	CC.K.W.3 CC.1.W.3 ESS01.02.06 CCR.W.3.A
PRODUCTION AND DISTRIBUTION OF WRITING (PD)		
1.W.PD.1	With guidance and support from instructors, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	CC.K.W.5 CC.1.W.5 CCR.W.5.A
1.W.PD.2	Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and convey messages, writings, pictures.	CC.K.W.6 CC.1.W.6 ESS01.02.04 ESS01.02.05 CCR.W.6.A
1.W.PD.3	Understand and use technology systems. a. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). b. Perform basic hardware and software operations (e.g, copy and paste, navigate among open windows, undo/redo).	NETS●S 6a
RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		
1.W.RB.1	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write or dictate a sequence of instructions).	CC.K.W.7 CC.1.W.7 CCR.W.7.A

1.W.RB.2	Recall information from experiences or gather information from provided sources to answer a question.	CC.K.W.8 CC.1.W.8 CCR.W.8.A

CONVENTIONS OF STANDARD ENGLISH (CS)

| 1.W.CS.1 | Demonstrate command of the conventions of Standard English grammar and usage when writing.
    a. Recognize and print all uppercase and lowercase letters of the alphabet.
    b. Copy and appropriately space letters to form words and sentences.
    c. Use frequently occurring nouns, verbs and adjectives.
    d. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
    e. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my*; *they, them, their, anyone, everything*).
    f. 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*).
    g. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
    h. Use frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with, during, beyond, toward*).
    i. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) and determiners (e.g., articles, demonstratives).
    j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | CC.K.L.1
CC.1.L.1
ESS02.05.03
CCR.L.1.A |
| 1.W.CS.2 | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
    b. Identify and use end punctuation for sentences.
    c. Use commas in dates and to separate single words in a series.
    d. Punctuate abbreviations of common titles (e.g., Mr., Mrs., Ms.).
    e. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    f. Spell simple words phonetically, drawing on knowledge of sound-letter relationships, and use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
    g. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | CC.K.L.2
CC.1.L.2
ESS02.05.03
CCR.L.2.A |

VOCABULARY USAGE (VU)		

1.W.VU.1	With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.
	    a. Sort common objects and words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	    c. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	    d. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	    e. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
	    f. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.
	    g. Produce a personal dictionary that includes words and their multiple meanings (both personal and accepted).
		CC.K.L.5
		CC.1.L.5
		CCR.L.5.A

1.W.VU.2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	CC.K.L.6 CC.1.L.6 CCR.L.6.A

OVERVIEW EXPLANATION OF WRITING AND LANGUAGE
NRS Level 2 – Beginning Basic Education
(Grade Levels 2.0 – 3.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 2. They offer a focus for instruction at each level to help ensure that students gain adequate mastery of a range of skills and applications. Students should demonstrate increasing sophistication at each level in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Text Types and Purposes (TT)

Production and Distribution of Writing (PD)

Research to Build and Present Knowledge (RB)

Range of Writing (RW)

Conventions of Standard English (CS)

Knowledge of Language (KL)

Vocabulary Usage (VU)

NRS Level 2 – Beginning Basic Education
(Grade Levels 2.0 – 3.9)

Standard Number	WRITING AND LANGUAGE STANDARD	Reference
TEXT TYPES AND PURPOSES (TT)		

2.W.TT.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	   b. Provide reasons that support the opinion.
	   c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
	   d. Provide a concluding statement or section.
		CC.2.W.1
		CC.3.W.1
		ESS01.02.06
		CCR.W.1.B

2.W.TT.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	   b. Develop the topic with facts, definitions, and details.
	   c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
	   d. Provide a concluding statement or section.
		CC.2.W.2
		CC.3.W.2
		ESS01.02.03
		ESS01.02.06
		ESS02.05.01
		CCR.W.2.B

2.W.TT.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	   b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	   c. Use temporal words and phrases to signal event order.
	   d. Provide a sense of closure.
		CC.2.W.3
		CC.3.W.3
		ESS01.02.06
		CCR.W.3.B

PRODUCTION AND DISTRIBUTION OF WRITING (PD)		
2.W.PD.1	With guidance and support from instructor and peers, produce writing in which the development and organization are appropriate to task and purpose (e.g., business memo, personal email, academic paragraph).	CC.3.W.4 ESS01.02.04 ESS01.02.05 ESS02.05.02 CCR.W.4.B
2.W.PD.2	With guidance and support from instructor and peers, develop and strengthen writing as needed by planning, revising, and editing.	CC.2.W.5 CC.3.W.5 CCR.W.5.B
2.W.PD.3	With guidance and support from instructor and peers, use technology to produce and publish writing (using keyboarding skills), and to interact and collaborate with others (e.g., email, text, file sharing, multi-media applications).	CC.2.W.6 CC.3.W.6 ESS04.03 ESS04.05 ESS04.06. NETS●S 2a CCR.W.6.B
RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		
2.W.RB.1	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	CC.2.W.8 CC.3.W.8 ESS03.04.02 CCR.W.8.B
2.W.RB.2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Record information needed to prepare report.	CC.2.W.7 ESS02.02.02
2.W.RB.3	Conduct short independent research projects that build knowledge about a topic.	CC.3.W.7 CCR.W.7.B
RANGE OF WRITING (RW)		
2.W.RW.1	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.	CC.3.W.10

CONVENTIONS OF STANDARD ENGLISH (CS)		

2.W.CS.1	Demonstrate command of the conventions of Standard English grammar and usage when writing.
	    a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	    a. Use collective and abstract nouns (e.g., *group*).
	    b. Form and use frequently occurring regular and irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
	    c. Use reflexive pronouns (e.g., *myself, ourselves*).
	    d. Form and use regular and irregular verbs in all tenses.
	    e. Ensure subject-verb and pronoun-antecedent agreement.
	    f. Use adjectives and adverbs (including comparative and superlative) and choose between them depending on what is to be modified.
	    g. Use coordinating and subordinating conjunctions.
	    h. Produce, expand, and rearrange complete simple, compound, and complex sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
		CC.2.L.1
		CC.3.L.1
		ESS02.05.03
		CCR.L.1.B

2.W.CS.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    a. Capitalize holidays, product names, geographic names, and appropriate words in titles.
	    b. Use commas in greetings / closing of letters and addresses.
	    c. Use commas and quotation marks in dialogue.
	    d. Use an apostrophe to form contractions and possessives.
	    e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
	    f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	    g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		CC.2.L.2
		CC.3.L.2
		ESS02.05.03
		CCR.L.2.B

KNOWLEDGE OF LANGUAGE (KL)		

2.W.KL.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	    a. Compare formal and informal uses of English.
	    b. Choose words and phrases for effect.
	    c. Recognize and observe differences between the conventions of spoken and written standard English.
		CC.2.L.3
		CC.3.L.3
		CCR.L.3.B

VOCABULARY USAGE (VU)		

2.W.VU.1	Demonstrate understanding of word relationships and nuances in word meanings.
	    a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy* or people who are *friendly* or *helpful*).
	    b. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
	    c. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
	    d. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
		CC.2.L.5
		CC.3.L.5
		CCR.L.5.B

2.W.VU.2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	    a. Use adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
	    b. Use general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
		CC.2.L.6
		CC.2.L.6
		CCR.L.6.B

OVERVIEW EXPLANATION OF WRITING AND LANGUAGE

NRS Level 3 – Low Intermediate Basic Education
(Grade Levels 4.0 – 5.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 3. They offer a focus for instruction at each level to help ensure that students gain adequate mastery of a range of skills and applications. Students should demonstrate increasing sophistication at each level in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Text Types and Purposes (TT)

Production and Distribution of Writing (PD)

Research to Build and Present Knowledge (RB)

Range of Writing (RW)

Conventions of Standard English (CS)

Knowledge of Language (KL)

Vocabulary Usage (VU)

NRS Level 3 – Low Intermediate Basic Education
(Grade Levels 4.0 – 5.9)

Standard Number	WRITING AND LANGUAGE STANDARD	Reference
TEXT TYPES AND PURPOSES (TT)		
3.W.TT.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 　a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 　b. Provide logically ordered reasons that are supported by facts and details. 　c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition, consequently, specifically*). 　d. Provide a concluding statement or section related to the opinion presented.	CC.4.W.1 CC.5.W.1 ESS01.02.06 CCR.W.1.C
3.W.TT.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 　a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia 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. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). 　d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 　e. Provide a concluding statement or section related to the information or explanation presented.	CC.4.W.2 CC.5.W.2 ESS01.02.06 ESS02.05.01 CCR.W.2.C

3.W.TT.3	Write narratives to develop real or imagined experiences or events using effective technique, 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, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	    c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	    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.
		CC.4.W.3
		CC.5.W.3
		ESS01.02.06
		CCR.W.3.C

PRODUCTION AND DISTRIBUTION OF WRITING (PD)		
3.W.PD.1	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (e.g., business memo, personal email, academic essay).	CC.4.W.4 CC.5.W.4 ESS01.02.02 ESS01.02.04 ESS01.02.05 ESS02.05.02 CCR.W.4.C
3.W.PD.2	With guidance and support from instructors and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	CC.4.W.5 CC.5.W.5 CCR.W.5.C
3.W.PD.3	With some guidance and support from instructors and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others (e.g., email, text, file sharing, multi-media applications).	CC.4.W.6 CC.5.W.6 ESS04.03.01 ESS04.03.03 ESS04.05 ESS04.06 NETS●S 2a CCR.W.6.C
3.W.PD.4	With guidance and support from instructors and peers, create tables, charts and figures to support written and oral communication.	ESS02.09.01
3.W.PD.5	Perform job-seeking activities on the computer (e.g., conduct an Internet job search, complete an online application, and compose a resume).	ESS09.03

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		
3.W.RB.1	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Record information needed to prepare report.	CC.4.W.7 CC.5.W.7 ESS 02.02.02 NETS●S 3a CCR.W.7.C
3.W.RB.2	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; summarize or paraphrase information in notes and finished work, and provide a list of sources.	CC.4.W.8 CC.5.W.8 ESS02.01.06 ESS02.02.02 ESS02.03.03 ESS03.04 NETS●S 3b CCR.W.8.C
3.W.RB.3	Draw evidence from literary or informational texts to support analysis, reflection, and research.	CC.4.W.9 CC.5.W.9 ESS02.02.02 CCR.W.9.C
3.W.RB.4	Communicate information, data, and observations to apply information earned from reading to actual practice.	ESS02.01.06
RANGE OF WRITING (RW)		
3.W.RW.1	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.	CC.4.W.10 CC.5.W.10

CONVENTIONS OF STANDARD ENGLISH (CS)		

3.W.CS.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	    a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
	    b. Form and use the progressive verb tense (e.g., *I was walking; I am walking; I will be walking*) and the perfect verb tense (e.g., *I had walked; I have walked; I will have walked*).
	    c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
	    d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
	    e. Form and use prepositional phrases.
	    f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	    g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
	    h. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	    i. Use verb tense to convey various times, sequences, states, and conditions.
	    j. Recognize and correct inappropriate shifts in verb tense.
	    k. Use correlative conjunctions (e.g., *either/or, neither/nor*).
		CC.4.L.1
		CC.5.L.1
		ESS02.05.03
		CCR.L.1.C

3.W.CS.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	    a. Use correct capitalization.
	    b. Use commas and quotation marks to mark direct speech and quotations from a text.
	    c. Use a comma before a coordinating conjunction in a compound sentence.
	    d. Spell level-appropriate words correctly, consulting references as needed.
	    e. Use punctuation to separate items in a series.
	    f. Use a comma to separate an introductory element from the rest of the sentence.
	    g. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
	    h. Use underlining, quotation marks, or italics to indicate titles of works.
		CC.4.L.2
		CC.5.L.2
		ESS02.05.03
		CCR.L.2.C

KNOWLEDGE OF LANGUAGE (KL)		

3.W.KL.1	Use knowledge of language and its conventions when writing.
	   a. Choose words and phrases to convey words precisely.
	   b. Choose punctuation for effect.
	   c. Differentiate between contexts that call for formal English and situations where informal English is appropriate.
	   d. Compare and contrast the varieties of English used in stories, dramas, or poems.
	   e. Expand, combine, and reduce sentences for meaning, reader interest, and style.
		CC.4.L.3
		CC.5.L.3
		CCR.L.3.C

VOCABULARY USAGE (VU)		

3.W.VU.1	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	   a. Explain simple similes and metaphors and interpret other figurative language in context.
	   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		CC.4.L.5
		CC.5.L.5
		CCR.L.5.C

3.W.VU.2	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*); those that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation); and those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	CC.4.L.6 CC.5.L.6 CCR.L.6.C

OVERVIEW EXPLANATION OF WRITING AND LANGUAGE
NRS Level 4 – High Intermediate Basic Education
(Grade Levels 6.0 – 8.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 4. They offer a focus for instruction at each level to help ensure that students gain adequate mastery of a range of skills and applications. Students should demonstrate increasing sophistication at each level in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Text Types and Purposes (TT)

Production and Distribution of Writing (PD)

Research to Build and Present Knowledge (RB)

Range of Writing (RW)

Conventions of Standard English (CS)

Knowledge of Language (KL)

Vocabulary Usage (VU)

Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects (WL)
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

NRS Level 4 – High Intermediate Basic Education
(Grade Levels 6.0 – 8.9)

Standard Number	WRITING AND LANGUAGE STANDARD	Reference
TEXT TYPES AND PURPOSES (TT)		
4.W.TT.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with clear and logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	CC.6.W.1 CC.7.W.1 CC.8.W.1 ESS01.02.06 CCR.W.1.D

4.W.TT.2	Write informative/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, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
	    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	    e. Establish and maintain a formal style.
	    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
		CC.6.W.2
		CC.7.W.2
		CC.8.W.2
		ESS01.02.06
		ESS02.05.01
		ESS02.09.01
		ESS10.01.01
		CCR.W.2.D

4.W.TT.3	Write narratives to develop real or imagined experiences or events 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.
	    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.
		CC.6.W.3
		CC.7.W.3
		CC.7.W.3
		CCR.W.3.D

PRODUCTION AND DISTRIBUTION OF WRITING (PD)		
4.W.PD.1	Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.	CC.6.W.4 CC.7.W.4 CC.8.W.4 CCR.W.4.D
4.W.PD.2	Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.	CC.6.W.5 CC.7.W.5 CC.8.W.5 ESS01.02.03 ESS01.02.05 ESS02.03.02 CCR.W.5.D
4.W.PD.3	Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.	ESS02.02 ESS04.03 ESS04.05 ESS07.05 ESS09.03

4.W.PD.4	Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	    a. Appropriately link to and cite sources in published written work.
	    b. Write and edit paragraph(s) using a word processing program.
	    c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing.
	    d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history).
		CC.6.W.6
		CC.7.W.6
		CC.8.W.6
		ESS04.06.01
		ESS04.06.02
		ESS07.05
		CCR.W.6.D

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		
4.W.RB.1	Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.	CC.6.W.7 CC.7.W.7 CC.8.W.7 ESS03.01.04 NETS●S 3a CCR.W.7.D

4.W.RB.2	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.	CC.6.W.8 CC.7.W.8 CC.8.W.8 ESS02.01.06 ESS02.02.02 ESS02.03.02 ESS02.03.03 NETS●S 3b CCR.W.8.D
4.W.RB.3	Draw evidence from informational texts to support analysis reflection, and research.	CC.6.W.9 CC.7.W.9 CC.8.W.9 ESS02.02.02 CCR.W.9.D
RANGE OF WRITING (RW)		
4.W.RW.1	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 to include descriptive, narrative, and expository writing while demonstrating the command/mastery of simple, compound, and complex sentences; utilizing all eight parts of speech and correct usage of conventions.	CC.6.W.10 CC.7.W.10 CC.8.W.10 ESS02.05.02

CONVENTIONS OF STANDARD ENGLISH (CS)		
4.W.CS.1	Demonstrate command of the conventions of English grammar and usage when writing. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Explain the function of phrases and clauses in general and in specific sentences. d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. e. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. f. Recognize and correct inappropriate shifts in pronoun number and person. g. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). h. Recognize variations from Standard English in their own and other's writing and speaking, and identify and use strategies to improve expression in conventional language. i. Form and use verbs in the active and passive voice. j. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. k. Recognize and correct inappropriate shifts in verb voice and mood. l. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	CC.6.L.1 CC.7.L.1 CC.8.L.1 CCR.L.1.D
4.W.CS.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/ parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). c. Use punctuation (comma, ellipsis, dash) to indicate pause or break. d. Use an ellipsis to indicate an omission. e. Spell correctly.	CC.6.L.2 CC.7.L.2 CC.8.L.2 ESS02.05.03 CCR.L.2.D

KNOWLEDGE OF LANGUAGE (KL)		

4.W.KL.1	Use knowledge of language and its conventions when writing.
	  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	  b. Maintain consistency in style and tone.
	  c. Vary sentence patterns for meaning, reader/listener interest, and style.
	  d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		CC.6.L.3
		CC.7.L.3
		CC.8.L.3
		CCR.L.3.D

VOCABULARY USAGE (VU)		

4.W.VU.1	Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.
	  a. Interpret figures of speech (e.g., verbal irony, puns) in context.
	  b. Use the relationship between particular words to better understand each of the words.
	  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
		CC.6.L.5
		CC.7.L.5
		CC.8.L.5

4.W.VU.2	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.6.L.6 CC.7.L.6 CC.8.L.6 CCR.L.6.D

WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)		
Text Types and Purposes: History, Social Studies, Science, and Technical Subjects		

4.W.WL.1	Using relevant documentation of sources in the content area, write a variety of essays such as argumentative, informative/exploratory, and research in nature using correct format (introduction, supporting details, and conclusion), using correct grammar, relevant data, and appropriate style to avoid plagiarism using word processing and other forms of electronic means.
	
	   a. Write arguments focused on *discipline-specific content*.
	   b. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
	   c. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	   d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) counterclaims, reasons, and evidence.
	   e. Establish and maintain a formal style.
	   f. Provide a concluding statement or section that follows from and supports the argument presented.
		CC.6.W.HST.1
		CC.7.W.HST.1
		CC.8.W.HST.1
		ESS02.01.06
		ESS02.02.02
		ESS02.03.02
		ESS02.03.03
		ESS02.09.01
		NETS●S 3c
		CCR.WHST.2.D

4.W.WL.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	     a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	     b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
	     c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	     d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	     e. Establish and maintain a formal style and objective tone.
	     f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
		CC.6.W.HST.2
		 CC.7.W.HST.2
		 CC.8.W.HST.2

Production and Distribution of Writing: History, Social Studies, Science, and Technical Subjects		
4.W.WL.3	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.6.W.HST.4 CC.7.W.HST.4 CC.8.W.HST.4 CCR.WHST.4.D
4.W.WL.4	With some guidance and support from teacher and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.6.W.HST.5 CC.7.W.HST.5 CC.8.W.HST.5 CCR.WHST.5.D
4.W.WL.5	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	CC.6.W.HST.6 CC.7.W.HST.6 CC.8.W.HST.6 ESS02.02.02

Research to Build and Present Knowledge: History, Social Studies, Science, and Technical Subjects		

4.W.WL.6	Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	    a. Gather relevant information from multiple print and digital sources.
	    b. Use search engines effectively, assessing the credibility and accuracy of each source.
	    c. Quote of paraphrase the data and conclusions of others while avoiding plagiarism.
	    d. Follow a standard format for citation.
	    e. Draw evidence from informational texts to support analysis, reflection, and research.
		CC.6.W.HST.7
		CC.6.W.HST.8
		CC.6.W.HST.9
		CC.7.W.HST.7
		CC.7.W.HST.8
		CC.7.W.HST.9
		CC.8.W.HST.7
		CC.8.W.HST.8
		CC.8.W.HST.9
		ESS04.04
		NETS●S 3d
		NETS●S 4a
		CCR.WHST.8.D
		CCR.WHST.9.D

Range of Writing: History, Social Studies, Science, and Technical Subjects		
4.W.WL.7	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.6.W.HST.10 CC.7.W.HST.10 CC.8.W.HST.10

OVERVIEW EXPLANATION OF WRITING AND LANGUAGE
NRS Level 5 – Low Adult Secondary Education
(Grade Levels 9.0 – 10.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 5. They offer a focus for instruction at each level to help ensure that students gain adequate mastery of a range of skills and applications. Students should demonstrate increasing sophistication at each level in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Text Types and Purposes (TT)

Production and Distribution of Writing (PD)

Research to Build and Present Knowledge (RB)

Range of Writing (RW)

Conventions of Standard English (CS)

Knowledge of Language (KL)

Vocabulary Usage (VU)

Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects (WL)
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Standard Number	WRITING AND LANGUAGE STANDARD	Reference
TEXT TYPES AND PURPOSES (TT)		
5.W.TT.1	Write arguments using drafting, editing, and rewriting techniques to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, 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. Include tables, graphs, and other visuals as effective. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	CC.9.W.1 CC.10.W.1 ESS01.02.07 ESS02.05.01 ESS02.05.02 ESS02.09.01 ESS09.03 CCR.W.1.E

5.W.TT.2	Write informative/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 (e.g., figures, tables) 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.
	   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 objective 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).
		CC.9.W.2
		CC.10.W.2
		ESS01.02.06
		ESS02.05.01
		ESS02.05.02
		ESS02.09.01
		ESS10.01
		CCR.W.2.E

5.W.TT.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen 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 so that they build on one another to create a coherent whole.
	   d. Use precise words and phrases, telling 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.
		CC.9.W.3
		CC.10.W.3
		ESS02.05.01
		ESS02.05.02
		CCR.W.3.E

PRODUCTION AND DISTRIBUTION OF WRITING (PD)		
5.W.PD.1	Produce clear, varied, and coherent writing, presented with an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience.	CC.9.W.4 CC.10.W.4 ESS01.02 ESS02.03.02 ESS04.01.02
5.W.PD.2	Develop and strengthen writing as needed, using feedback from a variety of sources, by planning, brainstorming, evaluating, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific topic, purpose and audience. Include tables, graphs, and other visuals as effective.	CC.9.W.5 CC.10.W.5 ESS01.02.05 ESS02.09.01
5.W.PD.3	Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.	ESS02.02 ESS04.05 ESS09.03
5.W.PD.4	Use technology, including the Internet, to research, evaluate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.9.W.6 CC.10.W.6 ESS04.05.03 ESS04.06.01 ESS04.06.02 ESS07.06 NETS●S 2a NETS●S 4b CCR.W.6.E

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		

5.W.RB.1	Conduct short as well as more sustained research projects to answer a question (including a self-generating question) or solve a problem.
	    a. Narrow or broaden the inquiry when appropriate
	    b. Use computer search tools such as search engines to broaden the scope of research.
	    c. Synthesize multiple sources on the subject, demonstrating the understanding of the subject under investigation.
	    d. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
	    e. Assess the usefulness of each source in answering the research question.
	    f. Integrate information into the text selectively to maintain standard format for citation.
	    g. Draw evidence from literary or informational texts to support analysis, reflection, and research.
		CC.9.W.7
		CC.9.W.8
		CC.9.W.9
		CC.10.W.7
		CC.10.W.8
		CC.10.W.9
		ESS02.02.02
		ESS02.03.02
		ESS03.01.04
		ESS08.02
		NETS●S 3a
		NETS●S 3b
		CCR.W.8.E

RANGE OF WRITING (RW)		
5.W.RW.1	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.	CC.9.W.10 CC.10.W.10 ESS09.03
CONVENTIONS OF STANDARD ENGLISH (CS)		

5.W.CS.1	Demonstrate command of the conventions of Standard English grammar and usage when writing.
	    a. Use parallel structure.
	    b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing.
		CC.9.L.1
		CC.10.L.1
		CCR.L.1.E

5.W.CS.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	    a. Use a semicolon, a comma and coordinating conjunction, or a conjunctive adverb proceeded by a semicolon and followed by a comma, to link two or more closely related independent clauses.
	    b. Use a colon to introduce a list or quotation.
	    c. Spell correctly.
		CC.9.L.2
		CC.10.L.2
		ESS02.05.03
		CCR.L.2.E

KNOWLEDGE OF LANGUAGE (KL)		
5.W.KL.1	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.	CC.9.L.3 CC.10.L.3
5.W.KL.2	Use brainstorming, clustering, and free writing to write, edit, and rewrite work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type, using the Internet and word processing as resources.	CC.9.L.3a CC.10.L.3a
VOCABULARY USAGE (VU)		

5.W.VU.1	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    a. Use and interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
	    b. Analyze nuances in the meanings of words with similar derivations.
		CC.9.L.5 CC.10.L.5

5.W.VU.2	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for writing at the college and career readiness level. a. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.9.L.6 CC.10.L.6 CCR.L.6.E

WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)		
Text Types and Purposes: History, Social Studies, Science, and Technical Subjects		
5.W.WL.1	Write arguments focused on discipline-specific content, informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process. a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	CC.9.W.HST.1 CC.10.W.HST.1 ESS02.01.06 ESS09.03 CCR.WHST.1.E

5.W.WL.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures, experiments, or technical processes.
	    a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, headings, graphics (figures and tables) 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.
	    c. Use varied transitions and sentence structures to link the major sections of the text, crate cohesion, and clarify the relationships among ideas and concepts.
	    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	    e. Establish and maintain a formal style and objective 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.
	    g. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Include tables, charts, and other visuals as effective communication tools.
	    h. Acquire and use accurately 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.
		CC.9.W.HST.2
		CC.10.W.HST.2
		ESS2.09.01
		CC.9.L.6
		CC.10.L.6
		NETS●S 3c
		CCR.WHST.2.E

Production and Distribution of Writing: History, Social Studies, Science, and Technical Subjects		
5.W.WL.3	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.9.W.HST.4 CC.10.W.HST.4
5.W.WL.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.9.W.HST.5 CC.10.W.HST.5

5.W.WL.5	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	CC.9.W.HST.6 CC.10.W.HST.6 ESS04.04
Research to Build and Present Knowledge: History, Social Studies, Science, and Technical Subjects		

5.W.WL.6	Conduct short research as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, demonstrating understanding of the subject under investigation.
	    a. Narrow or broaden the inquiry as appropriate.
	    b. Synthesize multiple sources on the subject.
		CC.9.W.HST.7
		CC.10.W.HST.7
		NETS●S 4a

5.W.WL.7	Gather relevant information from multiple print and digital sources to support analysis, reflection, and research.
	    a. Use search engines effectively, assessing the credibility and accuracy of each source.
	    b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
	    c. Integrate information into the text selectively to maintain the flow of ideas.
	    d. Follow a standard format for citation.
	    e. Draw evidence from informational texts to support analysis, reflection, and research.
		CC.9.W.HST.8
		CC.9.W.HST.9
		CC.10.W.HST.8
		CC.10.W.HST.9
		ESS03.04.04
		ESS04.04
		NETS●S 3d
		CCR.WHST.8.E

Range of Writing: History, Social Studies, Science, and Technical Subjects		
5.W.WL.8	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.9.W.HST.10 CC.10.W.HST.10

OVERVIEW EXPLANATION OF WRITING AND LANGUAGE
NRS Level 6 – High Adult Secondary Education
(Grade Levels 11.0 – 12.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 6. They offer a focus for instruction at each level to help ensure that students gain adequate mastery of a range of skills and applications. Students should demonstrate increasing sophistication at each level in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

Text Types and Purposes (TT)

Production and Distribution of Writing (PD)

Research to Build and Present Knowledge (RB)

Range of Writing (RW)

Conventions of Standard English (CS)

Knowledge of Language (KL)

Vocabulary Usage (VU)

Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects (WL)
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

NRS Level 6 – High Adult Secondary Education
(Grade Levels 11.0 – 12.9)

Standard Number	WRITING AND LANGUAGE STANDARD	Reference
TEXT TYPES AND PURPOSES (TT)		

6.W.TT.1	Write arguments from a prompt in a formatted manner which support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
	   c. Use words phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	   e. Provide a concluding statement or section that follows from and supports the argument presented.
		CC.11.W.1
		 CC.12.W.1
		 ESS01.02.07
		 ESS02.05.01
		 ESS02.05.02
		 ESS09.03

| 6.W.TT.2 | Write informative/explanatory texts from a prompt in a formatted manner which examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  a. Introduce a topic or thesis; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), resumes, and multimedia when useful to aiding 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.
  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 techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  e. Establish and maintain a formal style and objective 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). | CC.11.W.2
CC.12.W.2
ESS01.02.06
ESS02.05
ESS02.09.01
ESS10.01 |

6.W.TT.3	Write narratives from a prompt in a formatted manner to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	   a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, 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 so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
	   d. Use precise words and phrases, telling 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.
		CC.11.W.3
		CC.12.W.3
		ESS02.05.01
		ESS02.05.02
		CCR.W.3.E

PRODUCTION AND DISTRIBUTION OF WRITING (PD)		

6.W.PD.1	Produce clear, varied, coherent, consistent, and engaging writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. Write an analysis based on a given prompt.
	   a. Differentiate between example and reason when given a writing prompt.
	   b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or evaluating and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
		CC.11.W.4
		CC.11.W.5
		CC.12.W.4
		CC.12.W.5
		ESS01.02
		ESS02.03.02
		ESS04.01.02
		ESS05.01
		CCR.W.4.E
		CCR.W.5.E

6.W.PD.2	Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.	ESS02.02 ESS04.03 ESS04.05 ESS05.01 ESS07.06
6.W.PD.3	Use technology, including the Internet, to research, evaluate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	CC.11.W.6 CC.12.W.6 ESS04.05.03 ESS04.06 ESS07.06 NETS●S 2a NETS●S 4b

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		

6.W.RB.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.
	   a. Narrow or broaden the inquiry when appropriate.
	   b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	   c. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively.
	   d. Assess the strengths and limitations of each source in terms of task, purpose, and audience.
	   e. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	   f. Draw evidence from literary or informational texts to support analysis, reflection, and research.
		CC.11.W.7
		CC.11.W.8
		CC.11.W.9
		CC.12.W.7
		CC.12.W.8
		CC.12.W.9
		ESS02.01.06
		ESS02.02.02
		ESS02.03.02
		ESS03.01.04
		ESS03.04.04
		ESS08.02
		NETS●S 3a
		NETS●S 3b
		NETS●S 4a
		CCR.W.7.E
		CCR.W.9.E

RANGE OF WRITING (RW)		
6.W.RW.1	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.	CC.11.W.10 CC.12.W.10
CONVENTIONS OF STANDARD ENGLISH (CS)		

6.W.CS.1	Demonstrate command of the conventions of Standard English grammar and usage when writing.
	   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 (e.g., *Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
		CC.11.L.1
		CC.12.L.1
		ESS02.05.03

6.W.CS.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	   a. Observe hyphenation conventions.
	   b. Use correct spelling.
		CC.11.L.2
		CC.12.L.2
		ESS02.05.03

KNOWLEDGE OF LANGUAGE (KL)		
6.W.KL.1	Apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning and style. a. Vary syntax for effect, consulting references for guidance as needed.	CC.11.L.3 CC.12.L.3
VOCABULARY USAGE (VU)		
6.W.VU.1	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	CC.11.L.5 CC.12.L.5
WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)		
Text Types and Purposes: History, Social Studies, Science, and Technical Subjects		

6.W.WL.1	Write arguments and/or a thesis focused on discipline-specific content, formatted using information/ explanatory texts, narrative of historical events, scientific procedures/experiments, or technical process.
	    a. Introduce and establish the significance of precise, knowledgeable claims, distinguish the claims from alternate or opposing ones, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
	    b. Develop claims and counter-claims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both.
	    c. Write in a discipline-appropriate form that anticipates the reader's knowledge level, concerns, values, and possible biases.
	    d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claim and counterclaims.
	    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		CC.11.W.HST.1
		CC.12.W.HST.1

6.W.WL.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	
	   a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, headings, graphics (figures and tables) and multimedia when useful to aid 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.
	   c. Use varied transitions and sentence structures to link the major section s of the text, create cohesion, and clarify the relationship among complex ideas and concepts.
	   d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	   e. Provide a concluding statement or section that follows from and support the information or explanation provided (articulating implication or significance of the topic).
		CC.11.W.HST.2
		CC.12.W.HST.2
		NETS●S 3c

6.W.WL.3	Use updated technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	ESS03.04 ESS04.06

6.W.WL.4	Demonstrate the ability to troubleshoot systems and applications.
	
	   a. Locate and use documentation and online resources to help solve hardware and software problems.
	   b. Provide accurate descriptions of the problems using correct terminology (e.g., keep a log of solutions tried for hardware, software, and network issues in the classroom) and, when appropriate, propose a plan of action to resolve unexpected problems and prevent future occurrences.
		NETS●S 6c

Production and Distribution of Writing: History, Social Studies, Science, And Technical Subjects		
6.W.WL.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.11.W.HST.4 CC.12.W.HST.4
6.W.WL.6	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.11.W.HST.5 CC.12.W.HST.5
6.W.WL.7	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	CC.11.W.HST.6 CC.12.W.HST.6
Research to Build and Present Knowledge: History, Social Studies, Science, and Technical Subjects		

6.W.WL.8	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, demonstrating understanding of the subject under investigation.
	    a. Narrow or broaden the inquiry as appropriate.
	    b. Synthesize multiple sources on the subject.
		CC.11.W.HST.7 CC.12.W.HST.7 NETS●S 4a

6.W.WL.9	Gather relevant information from multiple print and digital sources.
	    a. Use search engines effectively, assessing the credibility and accuracy of each source.
	    b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
	    c. Integrate information into the text selectively to maintain the flow of ideas.
	    d. Follow a standard format for citation.
	    e. Draw evidence from informational texts to support analysis, reflection, and research.
		CC.11.W.HST.8 CC.12.W.HST.8 CC.11.W.HST.9 CC.12.W.HST.9 NETS●S 3d CCR.WHST.7.E CCR.WHST.9.E

Range of Writing: History, Social Studies, Science, and Technical Subjects		
6.W.WL.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.9.W.HST.10 CC.10.W.HST.10

The Standards for Speaking and Listening

NRS Levels 1-6

Overview of the Speaking and Listening Standards

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to 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.

Major Speaking and Listening Goals

Students will learn to:

1. **Listen and speak effectively in a variety of situations.**
   Effective listening and speaking, the most commonly used of the language arts and therefore of central importance, develop through a progression of increasing sophistication in students' ability to sort, organize, evaluate, and present information. Listening, like reading, involves comprehending and interpreting meaning in the role of the "receiver" of a message or text; thus learning to listen effectively is related to learning to read well. Speaking, like writing, involves composing and presenting a message to a particular audience for a specific purpose; thus learning to speak effectively is also related to learning to write effectively.

2. **Use the language arts to acquire, assess, and communicate information through spoken language.**
   Student skill progresses in acquiring, assessing, and communicating information effectively from relatively simple to more complex research projects, and in preparing and presenting well-focused spoken reports for a variety of purposes and audiences.

Organization of the Speaking and Listening Standards

The standards on the following pages define what students should understand and be able to do at the end of each level. They offer a focus on instruction for each level to help ensure that students gain an understanding of a range of skills and applications. Students should demonstrate increasing sophistication in all aspects of language use at each level, from vocabulary to syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understandings mastered in preceding levels.

The College and Career Readiness Anchor Standards for Speaking and Listening
The following standards are referred to as "anchor standards" for college and career readiness. The NRS level standards that follow provide additional specificity that further define the skills and understandings all students must demonstrate at each level in order to become "college and career ready."

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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 such that listeners can follow the line of reasoning and 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 presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening
NRS Levels 1-3:
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated

content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

NRS Levels 4-6:
To become college and career ready, student must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner- built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

OVERVIEW EXPLANATION OF SPEAKING AND LISTENING
NRS Level 1 – Beginning ABE Literacy
(Grade Levels 0 – 1.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 1. They offer a focus for instruction in each level to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the levels are expected to meet each level's standards and retain or further develop skills and understandings mastered in preceding levels.

Comprehension and Collaboration (CC)

Presentation of Knowledge and Ideas (PK)

NRS Level 1 – Beginning ABE Literacy
(Grade Levels 0 – 1.9)

Standard Number	SPEAKING AND LISTENING STANDARD	Reference
COMPREHENSION AND COLLABORATION (CC)		

1.S.CC.1	Participate in collaborative conversations with diverse partners about topics and texts appropriate to skill level, with peers in small and larger groups.
	    a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.
	    b. Continue a conversation through multiple exchanges, and build on others' talk by responding to the comments of others.
		CC.K.SL.1
		CC.1.SL.1
		ESS02.10
		ESS09.01.05
		CCR.SL.1.A

1.S.CC.2	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	ESS01.02.01 ESS02.07 ESS02.08.01 ESS02.08.02

1.S.CC.3	Ask questions to clear up any confusion about the topics and texts under discussion.
	    a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	    b. Ask and answer questions in order to seek help, get information, clear up confusion, or gather additional information about the topics and texts under discussion.
		CC.1.SL.1c
		CC.K.SL.2
		CC.1.SL.2
		CC.K.SL.3
		CC.1.SL.3
		ESS02.02.01
		CCR.SL.1.A
		CCR.SL.2.A
		CCR.SL.3.A

1.S.CC.4	Predict potential outcomes and/or solutions based on oral information regarding trends.	ESS01.02.09

PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		

1.S.PK.1	Describe familiar people, places, things, and events and, with prompting and support, provide additional details, expressing ideas and feelings clearly.
	    a. Add drawing or other visual displays to descriptions to provide additional detail and when appropriate to clarify ideas, thoughts, and feelings.
	    b. Speak audibly and express thoughts, feelings, and ideas clearly.
	    c. Produce complete sentences when appropriate to the task or situation.
		CC.K.SL.4
		CC.1.SL.4
		CC.K.SL.5
		CC.1.SL.5
		CC.K.SL.6
		CC.1.SL.6
		ESS02.09.01
		CCR.SL.4.A
		CCR.SL.6.A

OVERVIEW EXPLANATION OF SPEAKING AND LISTENING

NRS Level 2 – Beginning Basic Education
(Grade Levels 2.0 – 3.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 2. They offer a focus for instruction in each level to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the levels are expected to meet each level's standards and retain or further develop skills and understandings mastered in preceding levels.

Comprehension and Collaboration (CC)

Presentation of Knowledge and Ideas (PK)

NRS Level 2 – Beginning Basic Education
(Grade Levels 2.0 – 3.9)

Standard Number	SPEAKING AND LISTENING STANDARD	Reference
COMPREHENSION AND COLLABORATION (CC)		

2.S.CC.1	Engage effectively in a range of collaborative discussions (one on one, small and large groups, and teacher-led) with diverse partners on topics and texts.
	    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	    b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	    c. Build on others' talk in conversations by linking their comments to the remarks of others.
	    d. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	    e. Explain their own ideas and understanding in light of the discussion.
	    f. Recount the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		CC.2.SL.1
		CC.2.SL.2
		CC.3.SL.1
		CC.3.SL.2
		ESS02.02.01
		ESS02.10
		ESS09.01.05
		CCR.SL.1.B
		CCR.SL.2.B

2.S.CC.2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. a. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	CC.2.SL.3 CC.3.SL.3 CCR.SL.1.B CCR.SL.3.B
2.S.CC.3	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	ESS01.02.01 ESS02.07 ESS02.08

2.S.CC.4	Comprehend key elements of oral information for:
	    a. cause and effect
	    b. compare and contrast
	    c. conclusions
	    d. context
	    e. purpose
	    f. charts, tables, graphs
	    g. evaluation/critiques
	    h. mood
		ESS01.02.06

2.S.CC.5	Analyze and evaluate key elements of oral information of persuasive text for:
	    a. sequence
	    b. summaries
	    c. technical/subject matter
	    d. accuracy
	    e. appropriateness and clarity
	    f. conclusions, solutions
	    g. identify and evaluate oral information for
	    h. fact and opinion
	    i. propaganda
	    j. assumptions
	    k. relevancy
	    l. validity
	    m. relationship of ideas
		ESS01.02.07
		ESS01.02.08

2.S.CC.6	Predict potential outcomes and/or solutions based on oral information regarding trends.	ESS01.02.09
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		
2.S.PK.1	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and clearly at an understandable pace in coherent sentences.	CC.2.SL.4 CC.3.SL.4 CCR.SL.4.B
2.S.PK.2	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.	CC.2.SL.5 CC.3.SL.5 ESS02.09
2.S.PK.3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CC.2.SL.6 CC.3.SL.6 CCR.SL.6.B

OVERVIEW EXPLANATION OF SPEAKING AND LISTENING

NRS Level 3 – Low Intermediate Basic Education
(Grade Levels 4.0 – 5.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 3. They offer a focus for instruction in each level to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the levels are expected to meet each level's standards and retain or further develop skills and understandings mastered in preceding levels.

Comprehension and Collaboration (CC)

Presentation of Knowledge and Ideas (PK)

NRS Level 3 – Low Intermediate Basic Education
(Grade Levels 4.0 – 5.9)

Standard Number	SPEAKING AND LISTENING STANDARD	Reference
COMPREHENSION AND COLLABORATION (CC)		
3.S.CC.1	Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts appropriate to skill level, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and/or other information known about the topic and explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	CC.4.SL.1a CC.4.SL.1b CC.4.SL.1c CC.5.SL.1a CC.5.SL.1b CC.5.SL.1c ESS02.02.01 ESS02.10 ESS09.01.05 CCR.SL.1.C
3.S.CC.2	Understand the key points of discussions. a. Review the key ideas expressed, explain their own ideas and understanding, and draw conclusions in light of the discussion. b. Paraphrase and summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. c. Identify the reasons and evidence a speaker provides to support particular points. d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	CC.4.SL.1d CC.5.SL.1d CC.4.SL.2 CC.4.SL.3 CC.5.SL.2 CC.5.SL.3 CCR.SL.1.C CCR.SL.2.C CCR.SL.3.C
3.S.CC.3	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	ESS01.02.01 ESS02.07 ESS02.08

3.S.CC.4	Comprehend key elements of oral information for:
	    a. cause and effect
	    b. comparison/contrast
	    c. conclusions
	    d. context
	    e. purpose
	    f. charts, tables, graphs
	    g. evaluation/critique
	    h. mood
	    i. persuasive text
	    j. sequence
	    k. summaries
	    l. technical subject matter
		ESS01.02.06

3.S.CC.5	Identify and evaluate oral information for:
	    a. accuracy
	    b. adequacy/sufficiency
	    c. appropriateness/clarity
	    d. conclusions/solutions
	    e. fact/opinion
	    f. assumptions
	    g. propaganda
	    h. relevancy
	    i. validity
	    j. relationship of ideas
		ESS01.02.07
		ESS01.02.08

3.S.CC.6	Predict potential outcomes and/or solutions based on oral information regarding trends.	ESS01.02.09
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		
3.S.PK.1	Report on a topic or text, tell a story, recount an experience in an organized manner, or present opinions, using appropriate facts and relevant, descriptive details presented in a logical sequence, to support main idea or themes; speak clearly at an understandable pace.	CC.4.SL.4 CC.5.SL.4 ESS04.06.02 CCR.SL.4.C
3.S.PK.2	Add audio recordings, charts, graphs, tables, or other visual displays and other support materials to presentations when appropriate to enhance the development of main ideas or themes.	CC.4.SL.5 ESS02.06.02 ESS02.06.03 ESS02.09.01 NETS●S 2b
3.S.PK.3	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	CC.5.SL.5 ESS02.06.02 ESS02.06.03 ESS02.06.06 CCR.SL.5.C

3.S.PK.4	Adapt speech to a variety of contexts, tasks, audiences, and purposes, using formal English when appropriate to task and situation, and informal where appropriate.	CC.4.SL.6 CC.5.SL.6 ESS02.06.01 ESS.02.06.04 ESS02.06.05 CCR.SL.6.C

OVERVIEW EXPLANATION OF SPEAKING AND LISTENING

NRS Level 4 – High Intermediate Basic Education
(Grade Levels 6.0 – 8.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 4. They offer a focus for instruction in each level to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the levels are expected to meet each level's standards and retain or further develop skills and understandings mastered in preceding levels.

Comprehension and Collaboration (CC)

Presentation of Knowledge and Ideas (PK)

NRS Level 4 – High Intermediate Basic Education
(Grade Levels 6.0 – 8.9)

Standard Number	SPEAKING AND LISTENING STANDARD	Reference
COMPREHENSION AND COLLABORATION (CC)		

4.S.CC.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
	   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	   d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
	   e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	   f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	   g. Acknowledge new information expressed by others and, when warranted, modify their own views.
		CC.6.SL.1
		 CC.7.SL.1
		 CC.8.SL.1
		 ESS02.02.01
		 ESS02.10
		 ESS09.01.05
		 CCR.SL.1.D

4.S.CC.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	    a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
	    b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		CC.6.SL.2
		CC.7.SL.2
		CC.8.SL.2
		CCR.SL.2.D

4.S.CC.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	CC.6.SL.3 CC.7.SL.3 CC.8.SL.3 CCR.SL.3.D
4.S.CC.4	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	ESS01.02.01 ESS02.07 ESS02.08

4.S.CC.5	Comprehend key elements of oral information for:
	    a. cause and effect
	    b. compare and contrast
	    c. conclusions
	    d. context
	    e. purpose
	    f. charts, tables, graphs
	    g. evaluation/critiques
	    h. mood
	    i. persuasive text
	    j. sequence
	    k. summaries
	    l. technical subject matter
		ESS01.02.06

4.S.CC.6	Identify and evaluate oral information for:
	    a. accuracy
	    b. adequacy/sufficiency
	    c. appropriateness/clarity
	    d. identify and evaluate oral information for conclusions/solutions
	    e. fact/opinion
	    f. assumptions
	    g. propaganda
	    h. relevancy
	    i. validity
	    j. relationship of ideas
		ESS01.02.07
		ESS01.02.08

4.S.CC.7	Predict potential outcomes and/or solutions based on oral information regarding trends.	ESS01.02.09
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		
4.S.PK.1	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.	CC.6.SL.4 CC.7.SL.4 CC.8.SL.4 CCR.SL.4.D
4.S.PK.2	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	CC.6.SL.5 CC.7.SL.5 CC.8.SL.5 ESS02.06 ESS02.09.01 NETS●S 2b CCR.SL.5.D
4.S.PK.3	Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.	ESS01.02.10 ESS04.06.02
4.S.PK.4	Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.	CC.6.SL.6 CC.7.SL.6 CC.8.SL.6 ESS02.06.01 ESS.02.06.04 ESS02.06.05 CCR.SL.6.D

OVERVIEW EXPLANATION OF SPEAKING AND LISTENING
NRS Level 5 – Low Adult Secondary Education
(Grade Levels 9.0 – 10.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 5. They offer a focus for instruction in each level to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the levels are expected to meet each level's standards and retain or further develop skills and understandings mastered in preceding levels.

Comprehension and Collaboration (CC)

Presentation of Knowledge and Ideas (PK)

NRS Level 5 – Low Adult Secondary Education
(Grade Levels 9.0 – 10.9)

Standard Number	SPEAKING AND LISTENING STANDARD	Reference
COMPREHENSION AND COLLABORATION (CC)		

5.S.CC.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, topics, and issues appropriate to skill level, building on others' ideas and expressing their own clearly and persuasively.
	    a. Come to discussions prepared, having read and researched 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presenting 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 their own views and understanding and make new connections in light of the evidence and reasoning presented.
	    e. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
	    f. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
		CC.9.SL.1
		CC.9.SL.2
		CC.9.SL.3
		CC.10.SL.1
		CC.10.SL.2
		CC.10.SL.3
		ESS02.02.01
		ESS02.10
		ESS09.01.05
		CCR.SL.1.E
		CCR.SL.2.E
		CCR.SL.3.E

5.S.CC.2	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	ESS01.02.01 ESS02.07 ESS02.08

5.S.CC.3	Comprehend key elements of oral information for:
	    a. cause and effect
	    b. comparison/contrast
	    c. conclusion
	    d. context
	    e. purpose
	    f. charts, tables, graphs
	    g. evaluation/critiques
	    h. mood
	    i. persuasive text
	    j. sequence
	    k. summaries
	    l. technical subject matter
		ESS01.02.06

5.S.CC.4	Identify and evaluate oral information for:
	    a. conclusions/solutions
	    b. fact/opinion
	    c. assumptions
	    d. propaganda
	    e. relevancy
	    f. accuracy/sufficiency
	    g. appropriateness/clarity
	    h. validity
	    i. relationships of ideas
		ESS01.02.07
		ESS01.02.08

5.S.CC.5	Predict potential outcomes and/or solutions based on oral information regarding trends.	ESS01.02.09
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		
5.S.PK.1	Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.9.SL.4 CC.10.SL.4 ESS02.02.01 CCR.SL.4.E
5.S.PK.2	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	CC.9.SL.5 CC.10.SL.5 ESS02.06 ESS02.09.01 NETS●S 2b

5.S.PK.3	Troubleshoot systems and applications.
	   a. Locate and use documentation and online resources to help solve hardware and software problems.
	   b. Provide accurate descriptions of the problems using correct terminology (e.g., keep a log of solutions tried for hardware, software, and network issues in the classroom) and, when appropriate, propose a plan of action to resolve unexpected problems and prevent future occurrences.
		NETS●S 6c

5.S.PK.4	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	CC.9.SL.6 CC.10.SL.6
5.S.PK.5	Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.	ESS01.02.10 ESS04.06.02

OVERVIEW EXPLANATION OF SPEAKING AND LISTENING
NRS Level 6 – High Adult Secondary Education
(Grade Levels 11.0 – 12.9)

The standards on the following pages define what students should understand and be able to do by the end of NRS Level 6. They offer a focus for instruction in each level to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the levels are expected to meet each level's standards and retain or further develop skills and understandings mastered in preceding levels.

Comprehension and Collaboration (CC)

Presentation of Knowledge and Ideas (PK)

NRS Level 6 – High Adult Secondary Education
(Grade Levels 11.0 – 12.9)

Standard Number	SPEAKING AND LISTENING STANDARD	Reference
COMPREHENSION AND COLLABORATION (CC)		

6.S.CC.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, topics, and issues appropriate to skill level building on others' ideas and expressing their own clearly and persuasively.
	    a. Come to discussions prepared, having read and researched 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; 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.
		CC.11.SL.1
		CC.12.SL.1
		ESS02.02.01
		ESS02.10
		ESS09.01.05

6.S.CC.2	Integrate multiple sources of information presented in diverse formats and media (visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.11.SL.2 CC.12.SL.2 NETS●S 1d CCR.SL.2.E
6.S.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence or rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	CC.11.SL.3 CC.12.SL.3 CCR.SL.3.E

6.S.CC.4	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	ESS01.02.01 ESS02.07 ESS02.08

6.S.CC.5	Comprehend key elements of oral information for:
	    a. cause and effect
	    b. comparison/contrast
	    c. conclusion
	    d. context
	    e. purpose
	    f. charts, tables, graphs
	    g. evaluation/critiques
	    h. mood
	    i. persuasive text
	    j. sequence
	    k. summaries
	    l. technical subject matter
		ESS01.02.06

6.S.CC.6	Identify and evaluate oral information for:
	    a. conclusions/solutions
	    b. fact/opinion
	    c. assumptions
	    d. propaganda
	    e. relevancy
	    f. accuracy/sufficiency
	    g. appropriateness/clarity
	    h. validity
	    i. relationships of ideas
		ESS01.02.07
		ESS01.02.08

6.S.CC.7	Predict potential outcomes and/or solutions based on oral information regarding trends.	ESS01.02.09
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		
6.S.PK.1	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	CC.11.SL.4 CC.12.SL.4 ESS02.02.01
6.S.PK.2	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	CC.11.SL.5 CC.12.SL.5 ESS02.06 ESS02.09.01 NETS●S 2b CCR.SL.5.E

6.S.PK.3	Troubleshoot systems and applications.
	   a. Locate and use documentation and online resources to help solve hardware and software problems.
	   b. Provide accurate descriptions of the problems using correct terminology (e.g., keep a log of solutions tried for hardware, software, and network issues in the classroom) and, when appropriate, propose a plan of action to resolve unexpected problems and prevent future occurrences.
		NETS●S 6c

6.S.PK.4	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	CC.11.SL.6 CC.12.SL.6 ESS02.06.01 CCR.SL.6.E
6.S.PK.5	Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.	ESS01.02.10 ESS04.06.02

Illinois Adult Education Content Standards

Language Arts Glossary

A

Acceleration: The rate of change of velocity with respect to time.

Acquire: To gain for oneself through one's actions or efforts.

Adages: Sayings, proverbs; a saying that sets forth a general truth and that has gained credit through long use.

Adaptation: Adjustment to environmental conditions, modification of an organism or its parts that makes it more fit for existence under the conditions of its environment.

Adjectival phrase: A phrase that modifies a noun or a pronoun. Infinitive phrases (He gave his permission *to paint the wall*), prepositional phrases (I sat next to a boy *with red hair*), and participial phrases (His voice, *cracked by fatigue,* sounded eighty years old) can all be used as adjectival phrases.

Adjective: A word that describes somebody or something. *Old, white, busy, careful,* and *horrible* are all adjectives. Adjectives either come before a noun, or after linking verbs (*be, seem, look).*

Advantage: A factor or circumstance that benefits its possessor.

Adverb: A word that modifies a verb, an adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much. Adverbs can be cataloged in four basic ways: time, place, manner, and degree.

Adverbial phrase: A phrase that modifies a verb, an adjective, or another adverb. Infinitive phrases (The old man installed iron bars on his windows *to stop intruders*) or prepositional phrases (The boys went *to the fair*) can be used as adverbial phrases.

Affix: One or more sounds or letters occurring as a bound form attached to the beginning or end of a word, base, or phrase or inserted within a word or base and serving to produce a derivative word or an inflectional form.

Affixes: Words fixed to the front of another word (prefixes) or to the end of another word (suffixes).

Allegory: A story in which people, things, and actions represent an idea or generalization about life; allegories often have a strong moral or lesson.

Alliteration: The repetition of initial consonant sounds in words. For example, *rough and ready*.

Allusion: A reference in literature, or in visual or performing arts, to a familiar person, place, thing, or event. Allusions to biblical figures and figures from classical mythology are common in Western literature.

Alpha/Numeric: The collective set of 26 Latin letters and 10 Arabic letters.

Alphabetics: A process readers use to translate or decode printed words into meaningful, spoken words. It includes phonemic awareness, word analysis, and sight word recognition.

Amendment: A change to the Constitution.

Analogies: Similarity or comparability.

Analyze/Analysis: The ability to break down material into its components, such as figurative language, style (word usage or tone), and/or structure (such as time, order, classification, and cause-and-effect relationships), reader's way of making inferences, finding evidence to support ideas; the fourth level in thinking.

Antecedent: The word that a pronoun replaces in a sentence.

Antonyms: Words having a meaning opposite to that of another word.

Apostrophe ('): A punctuation mark used to show possession and/or to make contractions.

Apparent: Appearing such, but not necessarily so; seeming.

Appeal: To take a case to a higher court for rehearing.

Application: Using prior knowledge, skills, or information in a new situation or taking information that you read and using it; the third level in thinking.

Appositive: A word or phrase added to explain or give more information about the noun it follows.

Argumentation: A speech, writing, or oral debate intended to convince by establishing truth. Most argumentation begins with a statement of an idea or opinion, which is then supported with logical evidence. Another technique of argumentation is the anticipation and rebuttal of opposing views.

Articles: The words *a, an, or the*. They indicate that a noun will follow, so they are considered adjectives.

Aside: A dramatic device in which a character speaks his or her thoughts aloud, in words meant to be heard by the audience but not by the other characters.

Assess: To determine the value, significance, or extent of; appraise.

Assonance: The repetition of vowel sounds without the repetition of consonants. For example, *lake* and *fake.*

Assumption: Something that is not stated, but still taken for granted to be true.

Astronomy: The study of objects and matter outside the Earth's atmosphere and of their physical and chemical properties.

Atom: The smallest particle of an element that can exist alone.

Atomic mass: The total number of the protons and neutrons in the nucleus of an atom.

Atomic number: The number of protons in an atom.

B

Background knowledge: Existing knowledge that the learner already has. In the second language comprehension process, at least three types of background are potentially activated: (1) linguistic information, (2) knowledge of the world (one's store of concepts and experiences), and (3) knowledge of discourse structures or how various types of authentic discourse (e.g., conversations, radio broadcasts, newspaper articles, political speeches) are generally organized.

Balance: An instrument for measuring mass.

Ballad: A poem in verse form that tells a story.

Bar graph: A graph which answers the question: "What is the measurement for each item?" Note: a bar graph is appropriate when each item has a discrete or categorical value.

Base: A substance that dissolves in water with the formation of hydroxyl ions and reacts with an acid to form a salt and water; turns litmus paper blue.

Benchmarks: Benchmarks describe the set of skills learners need to develop and achieve in order to meet the more broadly stated content standards.

Bias: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Bicameral: Divided into two houses.

Biogeochemical cycles: Relating to the partitioning and cycling of chemical elements and compounds between the living and nonliving parts of an ecosystem.

Biological evolution: Changes in the genetic composition of a population through successive generations.

Biomass: The amount of living matter.

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Biome: Major ecological community (tropical rain forest, grassland or desert).

Biotechnology: Biological science when applied especially in genetic engineering and recombinant DNA technology.

Biotic: Relating to life.

Body of the text: The part of an essay or report that explains and develops a main idea (or thesis). Body paragraphs come after the introduction and before the conclusion. The body is usually the longest part of an essay, and each body paragraph may begin with a topic sentence.

Body system: A system of the body (i.e. digestive system, circulatory system).

Boiling point: The temperature at which a liquid boils.

Brainstorming: Listing ideas about a topic as they come to you.

Business document/ Real-world documents: Texts encountered in a student's daily or work life. Examples include an employee handbook, an office memo, or a how-to pamphlet.

C

Calculate: To ascertain by computation; reckon.

Capacity: The maximum amount or number that can be contained or accommodated.

Category: A collection of things sharing a common attribute.

Cause and effect: Noting a relationship between actions or events such that one or more are the result of the other or others.

Cell: The smallest structural and functional unit of an organism.

Census: Periodic official population count.

Character: Someone animate in a story, play, poem, or other literary work.

Characteristic: A distinguishing trait, feature, quality or property.

Characterization: The method a writer uses to develop characters. There are four basic methods of characterization: (a) description of the character's physical appearance; (b) revelation of the character's nature through his/her own speech, thoughts, feelings, or actions; (c) description of a character through the speech, thoughts, feelings, or actions of other characters; and (d) a narrator's direct comments about a character.

Chart: A visual display of information.

Checks and balances: Limitations placed on a branch of government by giving the other branches some control over its powers.

Chorus: In ancient Greece, the groups of dancers and singers who participated in religious festivals and dramatic performances. In poetry, the refrain.

Chunking: Putting small groups of words together into meaningful phrases. We tend to speak in chunks that reduce the energy required for processing language.

Circumnavigation: To go all the way around, especially by water.

Cite: To quote (a passage, book, author, etc.), especially as an authority or to mention in support, proof, or confirmation.

City-state: A self-governing state consisting of a city and surrounding territory.

Clarify: To make (an idea, statement, etc.) clear or intelligible; to free from ambiguity.

Classification: Systematic arrangement in groups or categories according to established criteria.

Clause: A group of related words that has both a subject and a predicate. For example, "*because the boy laughed.*"

Cliché: A trite or stereotyped phrase or expression. A hackneyed theme, plot, or situation in fiction or drama. For example, "*it rained cats and dogs.*"

Climax: The high point, or turning point, in a story—usually the most intense point near the end of a story.

Cognates: Words having a common linguistic origin. For example, *café* and *coffee* both derive from the Turkish *gahveh.*

Colloquialism: A word or phrase that is used mostly in informal speech.

Colon(:): The punctuation used to introduce a list or to introduce a formal quotation.

Comma splice: A type of run-on sentence that incorrectly uses a comma to join two separate sentences.

Commentary: A series of remarks or observations, usually connected in a loose narrative.

Common nouns: Words that name non-specific persons, places, or things.

Compare: To examine the character or qualities of, especially in order to discover resemblances or differences.

Compare/contrast: A way to arrange details that show the difference or likeness of topics.

Comparison: The considering of two things with regard to some characteristic that is common to both, as the likening of a hero to a lion in courage.

Compass rose: A symbol on a compass or map that is circular with graded points for the directions; also called rose.

Complex sentences: Sentences which contain one independent clause and one or more dependent clauses.

Component: One element of a larger system.

Composed: To form by continuum; make up.

Composition: The qualitative and quantitative makeup of a chemical compound.

Compound: A completely new substance formed when atoms of two different molecules are combined.

Compound sentences: Sentences which contain two or more independent clauses.

Compound/complex sentences: Sentences which contain two or more independent clauses and one or more dependent clauses.

Comprehension: This second level in thinking skills is achieved when you translate words into meaning or interpret meaning; for example, developing mental pictures of groups of things with common characteristics.

Compromise: Agreement where each side gives up something.

Concept: An idea of something formed by mentally combining all its characteristics or particulars.

Conclusion: The result or outcome of an act or process.

Conduct: To do, manage, or lead.

Conduction: The movement of heat through a solid body.

Confirm: To support or establish the certainty or validity of.

Conflict: A struggle between two or more characters, a struggle within the character, or a struggle between a character and an outside force(s).

Conglomeration: A substance made up of rock fragments or pebbles cemented together in hardened clay and sand.

Conjunctions: A conjunction connects individual words or groups of words. A coordinating conjunction connects words, phrases, or sentences that are equal or the same type (e.g., or, and, but). A subordinating conjunction connects a dependent clause to an independent clause in order to complete the meaning of the dependent clause (e.g., after, although, as, because, before, if, since, when, where, while, and soon).

150

Connotation/Connotative: The associated or secondary meaning of a word or expression in addition to its explicit or primary meaning. Connotations have context- and usage-derived meanings.

Conservation: The controlled use and systematic protection of natural resource.

Consonance: The repetition of consonant sounds within and at the ends of words: for example, *lonely afternoon.* Often used with assonance, alliteration, and rhyme to create a musical quality, to emphasize certain words, or to unify a poem.

Consonant digraphs: Consonant digraphs are two or three letters that come together to make one sound.

Constant: All factors that remain the same and have a fixed value (e.g., amount of light and water).

Construct: To make or form by combining or arranging parts or elements.

Containment: The policy, process, or result of preventing the expansion of a hostile power or ideology.

Context: The words that are used with a certain word or phrase and that help to explain its meaning.

Context clues: Information found in the material that helps decide the meaning of a word or phrase. Readers and listeners can use context clues to determine meaning of words by using the other words around the term in a sentence or surrounding sentences to determine a logical definition to maintain reading or listening comprehension fluency.

Contraction: A shortened form of two words (e.g., *o'clock = of the clock*).

Contrast: Identify the degree of difference.

Contribute: To give or supply in common with others; to help bring about a result.

Control: A standard of comparison for checking the results of an experiment.

Controlling image: A single image or comparison that extends throughout a literary work and shapes its meaning.

Convection: The movement within materials driven by different temperature conditions.

Conversational style: A type of writing that mimics the way people talk. It often includes idiomatic expressions, slang, contractions, and many simple, common words.

Coordinate: One of a set of numbers that determines the location of a point in a space.

Coordinating conjunctions: Words used with a comma to join two related sentences (for, and, nor, but, or, yet, so).

Core: The central part of a celestial body (as Earth or sun) usually having different physical properties from the surrounding parts.

Cosmology: A branch of astronomy that deals with the origin, structure, and space-time relationships of the universe.

Credible sources: (credible) Offering reasonable grounds for being believed; (source) a point of origin or procurement.

Credit: To bring honor or distinction to.

Cue word: Words that indicate that a statement is a probable fact.

D

Data: Information gathered from research.

Data table: A chart made of columns and rows for recording information.

Decode: Translating letters into the sounds of spoken language so as to pronounce or read a visually unfamiliar word. Often referred to as "sounding out" a word.

Deductive reasoning: Reasoning from the general to the specific. A conclusion is shown to proceed logically from a general truth.

Define: Set forth the meaning or make something clear.

Delineate: Describe or portray (something) precisely. Indicate the exact position of (a border or boundary).

Demographics: Statistical study of human populations.

Demonstrate: To make evident or establish by arguments or reasoning; prove or to describe, explain, or illustrate by examples.

Denotation: The explicit or direct meaning or set of meanings of a word or expression, as distinguished from the ideas or meanings associated with it or suggested by it; the association or set of associations that a word usually elicits for most speakers of a language, as distinguished from those elicited for any individual speaker because of personal experience.

Denouement: Also called *resolution*, the portion of a play or story where the problem is solved. The resolution comes after the climax and falling action, and is intended to bring the story to a satisfactory end.

Density: The quantity of per unit volume, unit area, or unit length as the mass of an object.

Dependent variable: A variable whose values are determined by one or more (independent) variables.

Describe: To represent or give an account of in words; to give an account of something by giving details of its characteristics.

Description: The process by which a writer uses words to create a picture of a scene, an event, or a character, or to report facts. In literary texts, a description contains carefully chosen details that appeal to the reader's senses of sight, sound, smell, touch, or taste.

Design: To create, fashion, execute, or construct according to plan.

Devices: Pieces of equipment or mechanisms designed to serve special purposes.

Diagram: A drawing, plan, or chart that helps explain a thing by showing all its parts, how it is put together, or how it works.

Dialect: A particular variety of language spoken in one place by a distinct group of people. A dialect reflects the colloquialisms, grammatical constructions, distinctive vocabulary, and pronunciations that are typical of a region. At times writers use dialect to establish or emphasize settings as well as to develop characters.

Dialogue: Conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository.

Diction: An author's choice of words based on their correctness, clearness, or effectiveness.

Differences: Noticeable changes or effects.

Differentiation: The sum of the processes whereby apparently indifferent cells tissues and structures attain their adult form and function.

Diffusion: The process whereby particles of liquids, gases, or solids intermingle as the result of their spontaneous movement caused by thermal agitation and in dissolved substances move from a region of higher to one of lower concentration.

Digital: Of, pertaining to, or using data in the form of numerical digits.

Digraph: Two successive letters that make a single sound. For example, the *ea* in *bread*, or the *ng* in *sing.*

Diphthong: Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, *oy* in the word *boy.*

Discourse: Formal, extended expression of thought on a subject, either spoken or written.

Discuss: Present a detailed argument or consideration.

Dissent: To differ in opinion.

Distinguish: To perceive as being different or distinct; to be aware of a difference between two or more groups or things; to show that two or more groups or things are different from each other.

DNA: (deoxyribonucleic acid) The genetic material found within the cell nuclei of all living things.

Domain-specific: Vocabulary specific to a particular field of study.

Dominant: A gene, that when present, is expressed in the phenotype.

Drama/Dramatic literature: A play; a form of literature that is intended to be performed before an audience. Drama for stage is also called theatre. In a drama, the story is presented through the dialogue and the actions of the characters.

E

Ecology: The study of the relationships between organisms and their environment.

Economics: A social studies concerned chiefly with description and analysis of the production, distribution, and consumption of goods and services.

Editing: A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience. Editing often involves replacing or deleting words, phrases, and sentences that sound awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar. Compared to *revising*, editing is a smaller-scale activity often associated with surface aspects of a text.

Effect: The result of an action.

Electricity: The conduction (or transfer) of energy from one place to another.

Electron: An elementary particle consisting of a negative charge of electricity.

Ellipsis (…): The use of three spaced periods to indicate the omission of a word or more from a text.

Energy: Usable power. Examples would be heat and electricity.

Enhance: To heighten or intensify qualities, powers, value; improve (something already of good quality).

Environment: The circumstances, objects, or conditions surrounding you.

Epic: A long narrative that tells of the deeds and adventures of a hero or heroine.

Epigraph: A quotation on the title page of a book or a motto heading a section of a work, suggesting what the theme or central idea will be.

Epithet: An adjective or phrase used to express the characteristic of a person or thing in poetry, e.g., *"rosy-fingered dawn".*

Equilibrium: Stability produced by an even distribution; balance.

Equipment: The clothes, machines, tools, etc., necessary for a particular kind of work or activity.

Erosion: The gradual wearing away and moving of rock; soil and sand along Earth's surface.

Essay: A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas and feelings, to analyze, to inform, to entertain, or to persuade. An essay can be formal—with thorough, serious, and highly organized content—or informal—with a humorous or personal tone and less rigid structure.

Estimate: To determine roughly the size, extent, or nature of something.

Etymology: An explanation of where a word came from; the history of a word.

Euphemism: A mild or pleasant word or phrase that is used instead of one that is unpleasant or offensive.

Evaluate: To judge or determine the significance, worth, or quality of; assess.

Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis, and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature, and results from experiments in the study of science.

Evidence-Based Reading Instruction (EBRI): Instruction in reading based on information from research, having been tested and shown to generate success.

Evolution: A series of changes that occur over time or gradual change in a species over time. This theory was formalized by Charles Darwin.

Excerpt: A sample of a literary piece selected to quote.

Experiment: A scientific investigation that tests a hypothesis.

Explanation: Something that explains; a statement made to clarify something and makes it understandable.

Expository text: Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and/or analysis. In a play or a novel, exposition is the portion that helps the reader to understand the background or situation in which the work is set.

Extended metaphor: A comparison between unlike things that serves as a unifying element throughout a series of sentences or a whole piece. An extended metaphor helps to describe a scene, an event, a character, or a feeling.

Extended synthesis: Integrating information from outside of a passage to help the understanding of the passage as a whole.

Extension: An additional part of anything.

External: Outside of yourself.

Extinct: A species or group of things once living; now, no member of that species or group is living.

Extrapolate: To infer an unknown from something that is known.

F

Fable: A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people.

Fact: Something that can be proven right or wrong.

Fallacious: A statement or an argument based on a false or invalid inference.

Falling action: In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved.

Faulty reasoning: Forming an imperfect conclusion.

Fiction: Imaginative works of prose, primarily the novel and the short story. Although fiction may draw on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition.

Figurative language: Language that communicates ideas beyond the ordinary or literal meaning of the words.

Figure of speech: A literary device used to create a special effect or feeling, often by making some type of comparison.

Finite: Having bounds; limited.

Flow resource: A resource that is neither renewable nor nonrenewable, but must be used when or where it occurs (e.g., running water, wind, sunlight).

Fluency: An automatic recognition of words and the ability to rapidly decode and quickly check words for meaning.

Focused question: A query narrowly tailored to task, purpose, and audience. For example, a research query. A query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

Folktale: A short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquires cumulative authorship. Most folktales eventually move from oral tradition to written form.

Foreshadowing: A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.

Formal English: See *Standard English.*

Formulate: To devise or invent; to express or communicate something carefully or in specific words.

Frequency: Rate of occurrence.

G

Gender: The property of belonging to a certain class such as a person's sex.

General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech.

Genre: A category of literature. The main literary genres are fiction, nonfiction, poetry, and drama.

Geography: The study of the physical features of the earth.

Gerund: A verb form that ends in *–ing* and is used as a noun. For example, *"Cooking is an art."*

Government: An institution that has the power to create and enforce rules for a group of people.

Graduated cylinder: A tall narrow container with a volume scale used especially for measuring liquids.

Grammar: The study of the structure and features of a language. Grammar usually consists of rules and standards that are to be followed to produce acceptable writing and speaking.

Graphemes: A letter of the alphabet. All of the letters and letter combinations that represent a phoneme (as f*, ph, and gh* for the phoneme */f/).*

Graphic organizers: Written or pictorial representations used to organize information (e.g., flow charts, webs, Venn diagrams, T-charts).

Grid: A pattern of regularly spaced horizontal and vertical lines.

H

Heroic couplet: Two rhyming lines written in iambic pentameter. The adjective *heroic* is attached because English poems having heroic themes and elevated style have often been written in iambic pentameter.

Hierarchy: Organized into orders or ranks, each subordinate to the one above it.

Holistic scoring: A way to judge an essay as a whole. The individual factors (sentence structure, spelling, etc.) are not separated from the others, so the overall effectiveness of the essay is considered.

Homograph: One of two or more words spelled alike but different in meaning and derivation or pronunciation. For example, the noun *conduct* and the verb *conduct* are homographs.

Homonym: One of two or more words spelled and pronounced alike but different in meaning. For example, the noun *quail* and the verb *quail.*

Homophone: One of two or more words pronounced alike but different in meaning, derivation, or spelling. For example, the words *to, too,* and *two.*

Humanism: A way of thinking that values the creative mind of a human being.

Hyperbole: An intentional exaggeration for emphasis or comic effect.

Hyphen (-): A punctuation mark used with certain numbers and used to divide words at the end of a line.

Hypothesis: A prediction about the relationship between the variables that can be tested.

I

Iambic pentameter: A metrical line of five feet or units, each made up of an unstressed, then a stressed syllable. For example, *'I have thee not, and yet I see thee still.'* (Macbeth, II.1.44).

Identify: To choose, select, or name.

Idiom: A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using *"over his head"* to communicate *"doesn't understand."*

Illustrate: Give one or more concise examples; provide a visual feature intended to explain.

Image/Imagery: Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch.

Implication: Something that is not openly stated but is hinted at or suggested.

Independent clause: Presents a complete thought and can stand alone as a sentence, e.g., *"When she looked through the microscope, she saw paramecia".*

Independent variable: The variable that is purposefully changed by the experimenter, such as age of compost.

Independently: A description of a student performance done without scaffolding from a teacher, other adult, or peer; in the standards, often paired with *proficient(ly)* to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text without scaffolding, as in an assessment.

Individual: Existing as a distinct entity.

Inductive reasoning: Reasoning from the specific to the general. A general truth is inferred from the direct observation of specific facts.

Infer: To conclude from evidence or premises. To reason from circumstance.

Inference: The activity performed by a reader or listener in drawing conclusions that are implied but not explicit in what is written or said.

Infinitive: A verb form that is usually introduced by *to.* The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object *(The foolish teenager decided to smoke);* as an adjective (*The right to smoke in public is now in serious question);* or as an adverb *(It is illegal to smoke in public buildings).*

Influence: To affect the nature, development, or condition of; modify.

Integrate: Combine (parts) with another so that they become a whole.

Interact: Act reciprocally; act on each other.

Interjections: Words that show strong emotion. They are usually followed by an exclamation point.

Internal rhyme: Rhyme that occurs within a single line of poetry. For example, in the opening line of Eliot's *Gerontion, "Here I am, an old man in a dry month,"* internal rhyme exists between *an/* and/ *man,* and between *I* and *dry.*

Interpret: To give or provide the meaning of; explain; explicate; elucidate.

Intrinsic: Inherent; relating to the essential nature of a thing.

Investigation: A detailed inquiry or systematic examination.

Irony: The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm.

Irrelevant evidence: Not relevant; not applicable or pertinent evidence.

J

Jargon: Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated, and difficult for people not in the profession to understand.

Justify: To demonstrate or prove to be just, right, or valid.

K

Key words: A word that serves as a context clue to the meaning of another word, a sentence, passage, or the like.

Key: A legend that explains the coding used to distinguish between graphic representations of multiple variables on a single graph.

Knowledge: Sometimes referred to as concepts, memory, or recall, this is the first level in thinking skills.

L

Label: Belongs in a particular category or classification; to identify or designate with a label.

Law: A statement describing a relationship observed to be invariable between or among phenomena for all cases in which the specific conditions are met: the law of gravity.

Legend: A box that contains the icons or symbols that you may find on a map; a non-historical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical.

Line graph: A graph used to show change over time with points connected by line segments.

Literacy: The ability to read, write, speak, and understand written text.

Literal: Directly stated, meaning what it says.

Literary structure: The internal and external organization of literary art, and the way in which its constituent elements are connected.

Location: A point or extent in space.

M

Magnifier: Hand held lens that enlarges images. Also known as hand lens; magnifier; magnifying glass.

Main idea: In informational or expository writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation.

Manipulative: An item that may be used or referenced to complete an assessment.

Map: A pictorial representation of a place. It can show land, water, highways, mountains, and many other things.

Mass: The amount of matter in an object or substance.

Materials: The elements, constituents, or substances of which something is composed or can be made.

Mean: The sum of data divided by the number of data measurements.

Mechanism: Biology: the involuntary and consistent response of an organism to a given stimulus. An instrument or a process, physical or mental, by which something is done or comes into being.

Median: The value that falls in the middle of a set of data.

Mentoring: Serving as a model for others who are inexperienced; includes both the physical modeling of a task or behavior as well as the mental (thinking) steps required to effectively perform the task or behavior.

Metaphor: A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*. For example, *in the evening of life.*

Meter: In poetry, the recurrence of a rhythmic pattern.

Microscope: A science tool that uses lenses to make tiny things look larger so they can be observed.

Modifiers: Words or phrases, usually adjectives or adverbs, which describe, restrict, or qualify the meaning of another word or phrase. Dangling modifiers occur when there is no word or phrase for the modifier to modify. Misplaced modifiers occur when the modifier is not placed so that the meaning of the sentence is clear.

Monitor: To watch closely for purposes of control, surveillance, etc.; keep track of; check continually.

Mood: The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, dialogue, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood.

Moral: The lesson taught in a work such as a fable; a simple type of theme. For example, *"Do not count your chickens before they are hatched"* teaches that one should not number one's fortunes or blessings until they appear.

Myth: A traditional story passed down through generations that explains why the world is the way it is. Myths are essentially religious, because they present supernatural events and beings and articulate the values and beliefs of a cultural group.

N

Narration: Writing that relates an event or a series of events; a story. Narration can be imaginary—as in a short story or novel—or factual—as in a newspaper account or a work of history.

Narrator: The person or voice telling the story. The narrator can be a character in the story or a voice outside the action.

Nonfiction: Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction.

Nonrenewable resources: Natural substances that can be used only once. Some examples are oil, gas, and coal (fossil fuels).

Non-standard measurement: Non-standard or arbitrary measurement is measurement that is different from the norm. Examples of non-standard measurement are paper clips, buttons, pencils, eraser, or coins.

Non-standard units: Units that are not set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality. Units that are not serving as accurate bases for comparison.

Noun: A word that is the name of something: a person, place, thing, or idea (for example, a quality or action).

Novel: An extended work of fiction. Like a short story, a novel is essentially the product of a writer's imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot.

Nuance: A subtle difference or distinction in expression or meaning.

O

Object: A material thing that can be seen or touched; the person or thing to which action or feeling is directed; a word that receives the action of the verb or a noun or pronoun that follows a preposition.

Observe/ observations: To watch carefully; especially with attention to details or behavior for the purpose of arriving at a judgment.

Onomatopoeia: The use of a word whose sound suggests its meaning, e.g., *clang, buzz, twang.*

Onset: The initial consonant (s) sound of a syllable (e.g., /h/ in hop, and /sk/ in scotch). Some syllables have no onset, as in *un* or *on.*

Opinion: A view or judgment formed about something, not necessarily based on fact or knowledge.

Order: A condition of logical or comprehensible arrangement among the separate elements of a group.

Oxymoron: A combination of contradictory or incongruous words (as *cruel kindness*).

P

Palindrome: A word, phrase, or sentence that reads the same backward or forward, e.g., *Able was I ere I saw Elba.*

Paragraph: A distinct portion of written or printed matter dealing with a particular idea, usually beginning with an indentation on a new line.

Parallel structure: The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel infinitive phrases: *He wanted to join the swim team, to be a high diver, and to swim in relays.*

Paraphrase: A restatement of a text or passage giving the meaning in another form, as for clearness; rewording.

Parody: A work that imitates or mocks another work or type of literature. Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work.

Participle: A verb form ending. A participle functions like a verb because it can be paired with an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, in *a glowing coal, "glowing"* is a participle; in *a beaten dog ,"beaten"* is a participle.

Passage: An excerpt, a small part taken from a literary work.

Pastoral: A poem presenting shepherds in rural settings, usually in an idealized manner. The language and form are artificial. The supposedly simple, rustic characters tend to use formal, courtly speech, and the meters and rhyme schemes are characteristic of formal poetry.

Peers: A person who has equal standing with another.

Percent: One part of a hundred.

Personification: A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts, i.e., *The weather is smiling on us today; Love is blind.*

Perspective: A method of showing a three dimensional picture on a flat surface so that it looks real; a position from which something is considered or evaluated; standpoint.

Persuasive language: Encourages us to think or behave in a certain way, perhaps to change our opinion, make us aware of something.

Persuasive writing: Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position.

Phenomenon: An occurrence, circumstance, or fact that is perceptible by the senses.

Phoneme: The smallest unit of speech sound that makes a difference in communication. For example, fly consists of three phonemes: /f/, /l/ i/.

Phonemic awareness: Awareness that the spoken language consists of a sequence of phonemes. Such awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.

Phonetic: Representing the sounds of speech with a set of distinct symbols, each denoting a single sound.

Phrase: A group of related words that lacks either a subject or a predicate or both. For example, *by the door; opening the box.*

Pictograph: A graph that uses pictures or symbols to show data.

Plagiarism: The presentation as one's own of ideas or words of another source or person. Taking another's material and not giving credit to that source.

Plot: The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) *exposition;* (b) *rising action;* (c) *climax;* (d) *falling action;* and (e) *resolution or denouement.*

Poetry: An imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Rhyme, when it exists in poetry, affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity.

Point of view: The vantage point from which a story is told, chiefly occurring in literary texts. For example, in the first-person or narrative point of view, the story is told by one of the characters; in the third-person or omniscient point of view, the story is told by someone outside the story. More broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.

Position: Condition with reference to place; location; situation.

Precedent: A decision that serves as an example to be followed in future cases.

Predict: Make an estimated guess based upon reason and study of the situation.

Prefix: A word part that is added to the beginning of a base word that usually changes the sense or meaning of the root or base word. For example, *re-, dis-, com.*

Prepositions: Have an object that is a noun or pronoun, and they show some type of relationship between that object and another part of the sentence.

Prerequisite: A thing required as a prior condition for something else to happen.

Primary: Of first rank or importance or value; "primary goals" or "primary effect".

Problem: A question to be considered, solved, or answered.

Procedure: A series of steps taken to accomplish an end.

Proclamation: An order that is written by a government leader.

Proficient (ly): A description of a student performance that meets the criterion established in the standards as measured by a teacher or assessment. In the standards, it is often paired with *independent(ly)* to suggest a successful student performance done without scaffolding.

Pronouns: Words that take the place of nouns.

Propaganda: Information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, or nation.

Properties: Characteristics of a substance including physical traits and chemical traits.

Prose: Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme.

Protagonist: The main character or hero of a story.

Proverbs: Short pithy sayings in frequent and widespread use that express a basic truth or practical precept.

Proximity: Nearness, sense, or fact of being near or next; closeness.

Pun: A joke that is created by a unique and specific combination of words. It can make use of a word's multiple meanings or a word's rhyme.

Q

Qualitative: Information expressed in qualities or characteristics, usually found with the five senses.

Quantitative: Relating to, measuring, or measured by the quantity of something.

R

Race: "A cultural invention" saying that people from certain areas have certain characteristics; however, it has no biological support.

Radical: Advocates sweeping changes in government.

Ramification: A development or consequence growing out of and sometimes complicating a problem, plan or statement.

Range: The difference between the lowest and highest values in the data set.

Ratify: To approve, confirm, or give official sanction.

Ratio: The relationship in quantity, amount, or size between two or more things.

Reactionary: Resists change such as social policies of previous times.

Reasonable: Showing reason or sound judgment; fair, not excessive or extreme.

Reasoning: Arguments used in thinking.

Rebus: A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

Recognize: To take notice of in some definite way; to perceive to be something or someone previously known.

Refrain: One or more words repeated at intervals in a poem, usually at the end of a stanza, such as the last line of each stanza in a ballad. Used to present different moods or ideas, as in Poe's use of *"Nevermore"* in his poem "The Raven." See *Chorus.*

Register: Variety of language appropriate to the level of formality in a particular social setting, the relationship among the participants, and the purpose of the interaction (e.g., *"Hi, George.* vs. *Good afternoon, Mr. President." "Open the window!"* vs. *"Would you mind opening the window?"*).

Relationship: A state of affairs existing between two or more subjects; the connections between systems, subsystems, or parts of systems described by the concepts and principles of science that may range from the correlational to causal.

Reliability: Dependability and suitability; an attribute of any investigation that describes the consistency of producing the same observations or data.

Replicate: To duplicate, copy, reproduce, or repeat.

Resolution: Also called *denouement,* the portion of a play or story where the problem is solved. The resolution comes after the climax and falling action, and is intended to bring the story to a satisfactory end.

Retention: Efforts engaged in to minimize employee turnover, especially of entry-level employees.

Revising: A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience. Compared to *editing*, revising is a larger-scale activity often associated with the overall content and structure of a text.

Rewriting: A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme. Compared to *revising*, editing is a larger-scale activity more akin to replacement than refinement.

Rhetoric: The art of effective expression and the persuasive use of language.

Rhyme scheme: In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for the purpose of analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza. For example, the rhyme scheme of a Spenserian stanza is *ababbcbcc.*

Rhythm: The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create mood, to unify a work, and/or to heighten emotional response.

Rights: Just claims that belong to a person by law, nature, or tradition.

Rime: In a syllable, the vowel and any consonants that follow it (e.g., in *scotch,* the rime is */och/*).

Rising action: The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story.

Risk: A chance or possibility of danger, loss, injury, or other adverse consequences.

Root / Root word: A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root *graph*, the prefix *di-* and the suffix *–ic* can be added to create the word, *digraphic.*

Rubric: An authentic (close to real world) assessment tool for making scoring decisions. A printed set of guidelines that distinguishes performances or products of different quality.

Run-on sentence: The combination of two or more separate sentences that are run together without proper punctuation.

S

Satire: A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical, and often uses exaggeration for effect.

Scaffolding: Temporary guidance or assistance provided to a student by a teacher or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

Scale: A series of equal intervals and values placed on each axis of a graph.

Scenario: An outline for the way something might happen or is planned to happen.

Scientific explanation: A theory, hypothesis, inference or conclusion, based on observable evidence and scientific principles.

Scientific inquiry: The processes of formulating scientifically-oriented questions, giving priority to evidence, formulating explanations, evaluating explanations in light of alternative explanations, and communicating and justifying proposed explanations.

Scientific method: The principles and empirical processes of discovery and demonstration considered characteristic of or necessary for scientific investigation, generally involving the observation of phenomena, the formulation of a hypothesis concerning the phenomena or experiment.

Scientific models: A simplified version of some part of the natural world that helps explain how it functions; a representation of a system, subsystem, or parts of a system that can be used to predict or demonstrate the operation or qualities of the system.

Script: The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.

Semicolon (;): The punctuation used to join two independent clauses together without the use of a coordinating conjunction.

Sentence fragment: Part of a sentence that does not express a complete thought.

Sentence: A group of words expressing one or more complete thoughts.

Sequence: Arrange in meaningful order, beginning to end.

Setting: The time and place of the action in a story, play, or poem.

Short story: A brief fictional work that usually contains one major conflict and at least one main character.

Significance: The quality of being important.

Simile: A comparison of two unlike things in which a word of comparison (often *like* or *as*) is used. For example, Maya Angelou's *"She stood in front of the altar, shaking like a freshly caught trout."*

Simple sentence: A group of words containing one complete independent clause.

Skimming: A process or technique of speed reading.

Soft skills: These are also referred to as employability skills, and include personal management skills, interpersonal skills, and leadership skills. These are social skills that relate to a person's ability to interact with customers and employees.

Soliloquy: A speech in a dramatic work in which a character speaks his or her thoughts aloud. Usually the character is on the stage alone, not speaking to other characters and perhaps not even consciously addressing the audience. (If there are other characters on the stage, they are ignored temporarily.) The purpose of a soliloquy is to reveal a character's inner thoughts, feelings, and plans to the audience.

Solution: The answer to a problem.

Sonnet: A poem consisting of fourteen lines of iambic pentameter.

Sort: To arrange according to class, kind, or size; classify.

Source: A text used largely for informational purposes, as in research.

SQ3R: Survey, Question, Read, Review, Recite.

Standard: Something considered by an authority or by general consent as a basis of comparison; an approved model.

Standard English: The most widely accepted and understood form of expression in English in the United States. In the Standards, "Standard English" refers to formal English writing and speaking.

Standard English Conventions: The widely accepted practices in English punctuation, grammar, usage, and spelling that are taught in schools and employed by educated English speakers and writers.

Standard measurement: A number and a unit that define a quantity such as length, volume, or mass.

Standard units: A measurement unit that many people agree to use, such as the inch and the centimeter.

Stanza: A recurring grouping of two or more verse lines of the same length, metrical form, and, often, rhyme scheme.

STAR Project: The *STudent Achievement in Reading Project* is based on Evidence-Based Reading Instruction principles, and focuses on providing adult education teachers with the tools they need to assess intermediate level readers and develop instruction that will help each student succeed. It is an ongoing project of the U. S. Department of Education's Office of Vocational and Adult Education. Illinois is participating in this project.

Stationary: Standing still; not moving; having a fixed position; not movable; remaining in the same condition or state; not changing.

Story elements: Character, plot, theme, setting, conflict.

Strategies: Deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled.

Structure: A part of something; how something is put together.

Style: A unique manner in which a writer arranges words to achieve particular effects. Style combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as sentence length, structure, and tone.

Subordinate clause: A clause that does not present a complete thought and cannot stand alone as a sentence. For example, *The boy went home from school because he was sick."*

Subordinating conjunction: A word used to start a dependent clause in a complex sentence.

Substance: The essential material forming a thing; a particular kind of material having uniform properties; the real meaning or essence of a thing.

Suffix: A word part that is added to the end of a root word and establishes that word's part of speech. For example, the suffix *-ly* added to the adjective *immediate* creates the word, *immediately*, which is an adverb.

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Summarize: To explain the main points.

Summary: A comprehensive and usually brief abstract, recapitulation, or compendium of previously stated facts or statements.

Superlative: A form of an adjective, adverb, or noun that is used to rank an item or situation first or last in a group of three or more (e.g., *Juan is the tallest person in the class. She works the fastest of all. That machine makes the most noise*).

Support: To provide with substantiation.

Supporting details: Pieces of information that reinforce the main idea of a paragraph or passage, answering the questions of who, what, when, where, why, and how.

Symbol: A person, place, or object that represents something beyond itself. Symbols can succinctly communicate complicated, emotionally rich ideas.

Symbolism: In literature, the serious and extensive use of symbols.

Synonym: A word that has a meaning identical with, or very similar to, that of another word in the same language. For example, in some situations, *right* is a synonym of *correct.*

Syntax: The way in which words are put together to form constructions such as phrases or sentences.

Synthesize: To combine the parts into a coherent whole.

System: An orderly, interconnected, complex arrangement of parts.

T

Technical knowledge: The understanding of why and how work processes flow and tools are used in a particular work environment. Applying technical knowledge, particularly the key elements of basic computer proficiency, is often a fundamental concept necessary to function effectively in today's work environment.

Technical subjects: A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject. The technical aspect of a wider field of study, such as art or music.

Technique: Ability to apply methods or procedures so as to effect a desired result.

Technological advances: Developments affected by or resulting from scientific and industrial progress.

Text: Documents ranging from word approximations through formal compositions.

Text complexity: The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables.

Textual evidence: Information based on or conforming to a text.

Theme: A central idea or abstract concept that is made concrete through representation in person, action, and image. No proper theme is simply a subject or an activity. Like a thesis, theme implies a subject and predicate of some kind—for instance, not just *vice* as a standalone word, but a proposition such as, *"Vice seems more interesting than virtue but turns out to be destructive."* Sometimes the theme is directly stated in the work, and sometimes it is revealed indirectly. There may be more than one theme in a given work**.**

Theory: A well-substantiated explanation of some aspect of the natural world; an organized system of accepted knowledge that applies in a variety of circumstances to explain a specific set of phenomena and is capable of generating hypotheses and testable prediction.

Thesis: An attitude or position taken by a writer or speaker with the purpose of proving or supporting it. Also, a paper written in support of the thesis.

Tone: An expression of a writer's attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.

Topic sentence: Usually the first sentence of the paragraph; tells the main idea that will be developed in the paragraph.

Trace: A visible mark, such as a footprint, made or left by the passage of a person, animal, or thing; evidence or an indication of the former presence or existence of something; a vestige.

Transfer: To move from one place to another.

Transform: To make a thorough or dramatic change in the form, outward appearance, or character; to undergo a change.

Transition words: Words or phrases often used to link sentences, subjects or other parts of a written text. Also used when speaking. Transitions include:

    adding an aside: *by the way, incidentally*

    adding an idea: *also, in addition, further, furthermore, moreover*

    affirming: *of course, in fact, certainly, obviously*

    contrasting: *however, nevertheless*

    explaining: *in other words, that is*

    giving example: *for example, for instance*

providing an alternative: *instead, alternatively*

showing order of time or order of ideas: *first, then, next, later, meanwhile, previously, finally*

showing result: *as a result, consequently, therefore, thus, so*

showing similarity: *similarly, likewise*

summarizing: *in conclusion, above all*

Transport: To transfer or convey from one place to another.

Trial: Repetitions of data collection protocols in an investigation.

U

Understatement: A technique of creating emphasis by saying less than is actually or literally true. Understatement is the opposite of hyperbole or exaggeration, and can be used to create humor as well as biting satire.

Unique: Being the only one of its kind.

V

Validity: Accurate, justifiable, logically correct.

Value Words: Words that indicate that a statement is an opinion.

Variable: Things or factors that can be assigned or take on different values in an experiment.

Variation: The act, process, or accident of varying in condition, character, or degree.

Verb: An action word or word that indicates a state of being.

Verbal [noun]: A word that is derived from a verb and has the power of a verb, but acts like another part of speech. Like a verb, a verbal may be attached to an object, a modifier, and sometimes a subject; but unlike a verb, a verbal functions like a noun, an adjective, or an adverb. Three types of verbals are gerunds, infinitives, and participles.

Verify: Make sure or demonstrate that (something) is true, accurate, or justified.

Verse: A unit of poetry such as a stanza or line.

Voice: (1) The order of words that indicates whether the subject is acting or being acted upon—*active voice* indicates that the subject is acting, doing something (for example, "*Benjamin Franklin discovered the secrets of electricity*"); *passive voice* indicates that

the subject is being acted upon (for example, "*The secrets of electricity were discovered by Benjamin Franklin.*") (2) A writer's unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone. (3) The narrator of a selection.

W

With prompting and support: With some guidance and support. See *Scaffolding.*

Writing process: An approach to writing and teaching writing that includes developing ideas, writing a rough draft, revising, editing, and completing a final product.

Understanding Text Complexity[7]

The notion of text complexity is central for understanding and implementing the changes called for in the Common Core State Standards (CCSS). Once the standards are adopted, educators must grasp the importance of students being able to read complex text. For that reason, panelists and stakeholders asked for a full explanation of text complexity. The *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity* (NGA n.d.) addresses new research and resources supporting text complexity. Much of the information on text complexity found below—what it is, why it is important, and how to determine it—was drawn from this report.

In 2006, ACT, Inc., released research called *Reading Between the Lines* that demonstrated that the greatest predictor of success in college and careers is not a graduate's SAT scores, GPA, or even their critical thinking skills, but rather the ability to read complex text. A growing body of similar research also supports this theory of text complexity as an important indicator of reading success.27 Yet the alarming fact is that, over the past 50 years, the complexity of texts students read in their classes has eroded significantly—whereas the reading demands of college, careers, and citizenship have not. The average student graduates roughly four grade levels behind where they need to be to succeed in the 21st century knowledge economy, which puts a premium on the ability to read complex text (Williamson 2006).

The standards address this challenge by insisting that students be exposed regularly to appropriately complex literary and informational text, both in the classroom and on assessments. This finds expression in Reading Standard 10, which specifies a staircase of increasing text complexity for students to master from beginning through adult secondary levels. Standard 10 is to be used together with level-specific standards (Reading Standards 1–9) requiring increasing sophistication in students' reading comprehension ability.

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.

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[7] College and Career Readiness (CCR) for Adult Education, 2013, www.lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

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 dimension*s 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:

1. 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.

2. 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.

Quantitative Analysis Chart for
Determining Text Complexity

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
B (2nd – 3rd)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
C (4th – 5th)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
D (6th – 8th)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
E (9th – 10th)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
E (11th – CCR)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Guidance for the Selection of Texts[8]

Central to the heart of the Illinois ABE/ASE Language Arts Content Standards is reading, writing, speaking and listening grounded in text. Standards-aligned assessment and instruction requires texts be of quality—that is, worth reading and re-reading, and capable of supporting rigorous questions grounded in evidence from the text. Inherent in the standards is the need to engage students in texts of appropriate complexity for their grade level and to direct student attention to the complexity of the texts. The information that follows aids to guide educators in how to select texts that can support standards-based instruction and assessment as well as some resources to find these texts.

Texts that support the standards must contain the specific characteristics necessary to measure different standards. According to the standards, the two kinds of texts that should be used in standards-based instruction and assessments are literary and informational texts.

Literary Texts

Stories

- NRS Levels 1-3: includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
- NRS Levels 4-6: includes subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

Dramas

- NRS Levels 1-3: includes staged dialogue and brief familiar scenes
- NRS Levels 4-6: includes one-act and multi-act plays, both in written form and on film

Poetry

- NRS Levels 1-3: includes the subgenres of the narrative poem, limerick, and free verse poem
- NRS Levels 4-6: the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

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[8] Selection of Authentic Texts for Common Core Instruction: Guidance and a List of Resources for Text Selection, 2013, www.engageny.org.

<u>Informational Texts</u>

Literary Nonfiction

- NRS Levels 1-3: includes biographies and autobiographies
- NRS Levels 4-6: includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Historical, Scientific, and Technical Texts

- NRS Levels 1-3: texts about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps, and digital sources on a range of topics
- NRS Levels 4-6: includes historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

All texts should display:

- Craft: at a level that is noteworthy and or widely recognized
- Significance: the text is seminal or influential in its respective genre
- Content: the text contains ideas or themes that are interesting, engaging, provocative, and significant

Selected texts need not have all three of these criteria, but the standards demand that some of them are present in selected texts.

Informational texts should display:
- Relevant and accurate content
- A clear point of view and/or purpose
- A discernible main idea and a developed and clear organizational structure
- Any argumentation in the text should contain claims supported by evidence in the text

Literary texts should display:

- Significant themes that can support analysis
- A developed and clear narrative structure
- A clearly discernible point of view

Again, selected informational and literary texts need not have all of these criteria, but the standards demand that some of them are present in selected texts.

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