



Illinois ABE/ASE Curriculum Guide for Language Arts

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Foreword

What are Content Standards?

Content standards describe what students should know and be able to do in a specific content area. The Illinois ABE/ASE Content Standards broadly define what students 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.

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:

| <i>NRS Educational Functioning Levels</i> | <i>Grade Level Equivalency</i> |
|---|--------------------------------|
| 1 Beginning ABE Literacy | 0 - 1.9 |
| 2 Beginning Basic Education | 2.0 - 3.9 |
| 3 Low Intermediate Basic Education | 4.0 - 5.9 |
| 4 High Intermediate Basic Education | 6.0 - 8.9 |
| 5 Low Adult Secondary Education | 9.0 - 10.9 |
| 6 High Adult Secondary Education | 11.0 - 12.9 |

What is Curriculum? How does it differ from Content Standards?

Content standards identify the learning outcomes students should demonstrate at each NRS level. They describe what students should know and be able to do in a specific content area at a specific achievement level.

Curriculum identifies what students need to understand in order to acquire the skills and competencies of each content standard. To develop this curriculum guide, each content standard was examined in light of two key questions:

- What are the essential understandings or skills a student must have in order to obtain the standard?
- What are the essential questions a student or teacher might ask that would move skill acquisition forward?

Through answering these two key questions, programs and teachers decide what they should teach, how they will teach it, and what students will do to demonstrate mastery. Course outlines are developed, materials selected or created, methodologies and assessments designed, and lesson plans built. This becomes the curriculum.

How should the Curriculum Guide for Language Arts be used?

The curriculum guide is meant to be as a companion piece with the Illinois ABE/ASE Language Arts Content Standards as programs and teachers are developing curriculum and planning instruction. The content standards provide greater detail in delineating the exact skills and understandings students should develop in each area and at each level. Teachers and programs should use both documents together in order to have maximum information about each content area. This curriculum guide supports what ABE/ASE students should understand and be able to do in their study of language arts. It is designed to help instructors center learning around essential understandings and essential questions.

The Illinois ABE/ASE Language Arts Content Standards can be found at:
www.iccb.state.il.us/adulted.html

Assessment

Ongoing assessment should be a part of every lesson. Students 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.

How to Read the Curriculum Guide for Language Arts

This curriculum guide is organized around NRS levels and content areas in the same manner as the contents standards. Essential understandings and essential questions have been written for each sub-domain area.

Domains are the entire group of related standards in a specific NRS level. Standards from different domains may sometimes be closely related.

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

| | |
|---|-----------|
| COMPREHENSION: INFORMATIONAL TEXT (CI) | Domain |
| 1.R.CI.1 / 1.R.CI.2 / 1.R.CI.3 / 1.R.CI.4 / 1.R.CI.5 / 1.R.CI.6 / 1.R.CI.7 / 1.R.CI.8 | Standards |
| Essential Understandings: <ul style="list-style-type: none">• Specific strategies can be used to increase comprehension.• An author’s purpose and point of view can be identified by examining the text.• Illustrations and various text features can provide information.• A reader must identify evidence to support conclusions. | |
| Essential Questions: <ul style="list-style-type: none">• What clues does a text provide about the author’s purpose and point of view?• How can illustrations help increase understanding of the text? | |

The first number of each standard refers to its NRS level. The letters indicate the domain by code and the final number indicates the number of the skill within each domain. For example, “1.R.CI.1” labels this standard at NRS Level 1, Language Arts standard #1 in the domain of Comprehension: Informational Text (CI). See the Introduction to the Language Arts Standards in the Illinois ABE/ASE Language Arts Content Standards for more information on how to read the six NRS levels.

This document does not dictate curriculum or teaching methods. What adult students can learn at any particular level depends upon what they have learned before. 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.

Curriculum Guide 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.

- 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)

- 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 Alphabeticity, 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 through 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)

| |
|--|
| FOUNDATIONAL SKILLS / ALPHABETICS (FS) |
| 1.R.FS.1 / 1.R.FS.2 / 1.R.FS.3 / 1.R.FS.4 |
| Essential Understandings: <ul style="list-style-type: none">• Organization and basic features of print have meaning (e.g., periods, capital letters at the beginning of words).• Unfamiliar words can be decoded.• Skills and strategies include phonics and syllabication.• Sounds are represented by phonemes in written text. |
| Essential Questions: <ul style="list-style-type: none">• Where does a sentence begin and end?• Where do words break into syllables?• How are words decoded?• Why can some words be sounded out and others cannot? |
| VOCABULARY ACQUISITION AND USAGE (VA) |
| 1.R.VA.1 / 1.R.VA.2 / 1.R.VA.3 / 1.R.VA.4 |
| Essential Understandings: <ul style="list-style-type: none">• Words are grouped into various categories.• Some words have more than one meaning.• New words can be acquired from and used in conversations and text.• Affixes and roots can give clues to meanings of words.• Basic technology has its own vocabulary and operations. |
| Essential Questions: <ul style="list-style-type: none">• How is text used to determine word meaning?• What is the relationship between word categories and word meanings?• How are new words and phrases appropriately used in daily conversations?• How are basic computer operations performed? |

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|--|
| FLUENCY (FL) |
| 1.R.FL.1 |
| Essential Understandings: <ul style="list-style-type: none"> • There is a rhythm and flow to the written language. • Rereading and using context to self-correct will increase fluency and comprehension. |
| Essential Questions: <ul style="list-style-type: none"> • What is fluent reading? • How do word recognition and comprehension affect fluency? |
| COMPREHENSION: LITERATURE (CL) |
| 1.R.CL.1 / 1.R.CL.2 / 1.R.CL.3 / 1.R.CL.4 / 1.R.CL.5 / 1.R.CL.6 / 1.R.CL.7 |
| Essential Understandings: <ul style="list-style-type: none"> • Specific strategies can be used to increase comprehension. • Common types of text and point of view can be identified by examining the text. • Characters in a story can be better understood by examining the illustrations and details. • Illustrations and various text features can provide information. • Literature includes a variety of text types. |
| Essential Questions: <ul style="list-style-type: none"> • How can specific strategies be used to increase comprehension? • Who is telling the story? • How does reading in a group help improve reading comprehension? • How do illustrations help to better understand characters and scenes? |
| COMPREHENSION: INFORMATIONAL TEXT (CI) |
| 1.R.CI.1 / 1.R.CI.2 / 1.R.CI.3 / 1.R.CI.4 / 1.R.CI.5 / 1.R.CI.6 / 1.R.CI.7 / 1.R.CI.8 |
| Essential Understandings: <ul style="list-style-type: none"> • Specific strategies can be used to increase comprehension. • An author's purpose and point of view can be identified by examining the text. • Illustrations and various text features can provide information. • A reader must identify evidence to support conclusions. |
| Essential Questions: <ul style="list-style-type: none"> • What clues does a text provide about the author's purpose and point of view? • How can illustrations help increase understanding of the text? |

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 through 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)

| |
|--|
| FOUNDATIONAL SKILLS / ALPHABETICS (FS) |
| 2.R.FS.1 / 2.R.FS.2 / 2.R.FS.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Word analysis and phonics are used to decode and identify words. • Not all words can be decoded. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is word analysis? • What are the basic phonics rules? • What are commonly used affixes? |
| VOCABULARY ACQUISITION AND USAGE (VA) |
| 2.R.VA.1 / 2.R.VA.2 / 2.R.VA.3 / 2.R.VA.4 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Context clues reveal the meaning and nuance of words, i.e., literal and nonliteral. • Word meaning can be gained by identifying known parts, i.e., affixes, roots, and compounds. • Print and digital glossaries and dictionaries can be used to gain understanding of unknown words. • Various new words and phrases, including level appropriate academic and domain specific language, are acquired through conversation and reading text. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a word's meaning vary in context? • What are the different ways to discover the meaning of a word or phrase? |
| FLUENCY (FL) |
| 2.R.FL.1 |
| <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Rereading and using context to self-correct will increase fluency and comprehension. |
| <p>Essential Question:</p> <ul style="list-style-type: none"> • What are the qualities of a fluent reader? |

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|--|
| COMPREHENSION: LITERATURE (CL) |
| 2.R.CL.1 / 2.R.CL.2 / 2.R.CL.3 / 2.R.CL.4 / 2.R.CL.5 / 2.R.CL.6 / 2.R.CL.7 / 2.R.CL.8 / 2.R.CL.9 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Application of specific reading strategies can be used to increase comprehension. • Knowledge of literary genre can increase comprehension of the text. • Point of view can be identified in a variety of ways. • Illustrations and various text features can provide information. • Comparing and contrasting two or more versions of the same story aids understanding. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can specific strategies be used to increase comprehension? • What clues from the text will inform us of the author’s purpose and point of view? • How can illustrations help increase understanding of the text? |
| COMPREHENSION: INFORMATIONAL TEXT (CI) |
| 2.R.CI.1 / 2.R.CI.2 / 2.R.CI.3 / 2.R.CI.4 / 2.R.CI.5 / 2.R.CI.6 / 2.R.CI.7 / 2.R.CI.8 / 2.R.CI.9 / 2.R.CI.10 / 2.R.CI.11 / 2.R.CI.12 / 2.R.CI.13 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Application of specific reading strategies can be used to increase comprehension. • Purpose and point of view can be identified by examining the text. • Illustrations and various text features can provide information. • Text can assist in determining the meaning of words and phrases. • Text features and search tools can be used to locate information. • Comparing and contrasting two texts on the same topic deepens knowledge. • There are logical connections between sentences or paragraphs in a text. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What clues from the text will inform us of the purpose and point of view? • How can illustrations help increase understanding of the text? • What are the benefits of looking at two perspectives on the same topic? |
| FUNCTIONAL AND WORKPLACE SKILLS (FW) |
| 2.R.FW.1 / 2.R.FW.2 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Information learned from reading has practical application. • Gaining digital literacy is necessary for success in the workplace. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How is reading applied in the workplace? • How are basic technology skills used in the workplace? |

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 through 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)

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|--|
| FOUNDATIONAL SKILLS / ALPHABETICS (FS) |
| 3.R.FS.1 / 3.R.FS.2 |
| Essential Understanding: <ul style="list-style-type: none"> • Phonics and word analysis aid in decoding words. |
| Essential Questions: <ul style="list-style-type: none"> • How can letter sounds and syllable patterns help decode words? • Why can some words be sounded out and others cannot? |
| VOCABULARY ACQUISITION AND USAGE (VA) |
| 3.R.VA.1 / 3.R.VA.2 / 3.R.VA.3 |
| Essential Understandings: <ul style="list-style-type: none"> • Strategies aid in the determination of word meanings in context. • The meaning of words and phrases (figurative language and idioms) change according to use and context. • Relationships exist between particular words (synonyms, antonyms, and homonyms) which aid understanding. • General academic and domain specific words and phrases can be acquired and used through specific techniques |
| Essential Questions: <ul style="list-style-type: none"> • How do word relationships clarify meaning? • How is the meaning of figurative language and idioms deciphered? |
| FLUENCY (FL) |
| 3.R.FL.1 / 3.R.FL.2 / 3.R.FL.3 |
| Essential Understandings: <ul style="list-style-type: none"> • Fluent reading supports comprehension. • Comprehension is increased when prose and poetry are read with accuracy, at an appropriate rate, and with expression. • Context aids in recognition and understanding of words. |
| Essential Questions: <ul style="list-style-type: none"> • What do good readers sound like? • Why does reading at an appropriate rate increase understanding? |

COMPREHENSION: LITERATURE (CL)

3.R.CL.1 / 3.R.CL.2 / 3.R.CL.3 / 3.R.CL.4 / 3.R.CL.5 / 3.R.CL.6 / 3.R.CL.7 / 3.R.CL.8 / 3.R.CL.9 / 3.R.CL.10

Essential Understandings:

- Application of specific reading strategies can be used to increase comprehension.
- Citing information, comparing and contrasting, and drawing inferences from the text demonstrates comprehension.
- Deeper understanding of text can be gained through analysis of story elements.
- Text assists in determining the meaning of figurative language.
- Poetry, drama, and prose are different in structure.
- Identifying point of view increases understanding of characters and the author's intent.
- Visual or oral presentations of stories or dramas are interpretations of the text, and may differ somewhat from the original text.
- Connections can be made between texts within the same or different genres that deal with similar themes.

Essential Questions:

- How can the theme of the story be determined?
- How are judgments made about characters in the story?
- How can an oral or visual presentation differ from the meaning of a text?
- What are the elements that determine genre?

COMPREHENSION: INFORMATIONAL TEXT (CI)

3.R.CI.1 / 3.R.CI.2 / 3.R.CI.3 / 3.R.CI.4 / 3.R.CI.5 / 3.R.CI.6 / 3.R.CI.7 / 3.R.CI.8 / 3.R.CI.9

Essential Understandings:

- Application of specific reading strategies can be used to increase comprehension of informational text (historical, scientific, or technical text).
- Explicit and implicit meanings can be determined by identifying main ideas and supporting details, and citing text.
- Explaining text can be assisted by quoting accurately, following its chronology, and applying cause and effect language.
- Context can assist in determining the meaning of general academic and domain specific words and phrases.
- Knowledge of text structure (comparison, cause/effect, and chronology) increases understanding.
- Analysis of multiple texts or accounts on the same subject deepens knowledge.
- Visual aids located within a variety of mediums can be used to interpret information.
- Ability to use print and digital sources effectively helps to locate relevant information quickly.

Essential Questions:

- What strategies can be implemented to comprehend informational text?
- How can a text be accurately explained?
- What constitutes evidence or support when explaining the meaning of a text?
- How are multiple accounts of the same event analyzed?
- How does an author use reason and evidence to support points in a text?

FUNCTIONAL AND WORKPLACE SKILLS (FW)

3.R.FW.1 / 3.R.FW.2 / 3.R.FW.3 / 3.R.FW.4 / 3.R.FW.5

Essential Understandings:

- Information learned from reading has practical application.
- Gaining digital literacy is necessary for success in the workplace.
- Information from Internet websites must be evaluated for reliability.

Essential Questions:

- How is reading applied in the workplace?
- How are basic technology skills used in the workplace?
- What makes an informational source reliable?

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 through 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)

VOCABULARY ACQUISITION AND USAGE (VA)

4.R.VA.1 / 4.R.VA.2 / 4.R.VA.3 / 4.R.VA.4

Essential Understandings:

- Various strategies can be used to reveal and acquire word meanings.
- The meaning of words and phrases change according to use and context, including figurative language and idioms.
- Relationships exist between particular words (synonyms, antonyms and analogies) which aid understanding.
- Understanding content, technical concepts, and vocabulary assists in analyzing information and following directions.

Essential Questions:

- How do word relationships clarify meaning?
- What strategies can be used to determine the meaning of a word or phrase?

COMPREHENSION: LITERATURE (CL)

4.R.CL.1 / 4.R.CL.2 / 4.R.CL.3 / 4.R.CL.4 / 4.R.CL.5

Essential Understandings:

- Determining and applying specific reading strategies enhances comprehension.
- Deeper understanding of text can be gained through analysis of story elements.
- Citing textual evidence supports analysis.
- The author's use of particular words and phrases impacts the meaning of the text.
- Predictions can be made based on information obtained from reading.
- Various representations of a single story can be compared and contrasted for deeper understanding.
- Connections can be made between texts within the same or different genres that deal with similar themes.

Essential Questions:

- How can point of view be used to increase understanding of characters and the author's intent?
- How can a fictional account of a true event impact how history is understood?
- How does the choice of the genre affect how a particular theme is presented?
- What determines the reading strategies used when approaching a text?

COMPREHENSION: INFORMATIONAL TEXT (CI)

4.R.CI.1 / 4.R.CI.2 / 4.R.CI.3 / 4.R.CI.4 / 4.R.CI.5 / 4.R.CI.6 / 4.R.CI.7 / 4.R.CI.8
4.R.CI.9 / 4.R.CI.10 / 4.R.CI.11 / 4.R.CI.12 / 4.R.CI.13

Essential Understandings:

- Effective summaries convey the theme or central ideas of the text and its relationship to supporting ideas by citing textual evidence, drawing inferences, and predicting outcomes.
- Connections between individuals and events can be identified and analyzed in text by applying appropriate reading strategies.
- Sentences, paragraphs, and chapters have specific roles in contributing to the development of the overall idea.
- Figurative, connotative, and technical meaning impact the tone and precise meaning of the text.
- The author's point of view and purpose are revealed through analysis of evidence, conflict, and view point.
- Integration of information from a variety of mediums (visual, textual, and digital) leads to increased understanding.
- Analyzing how similar events are presented by different authors or in different mediums deepens understanding of the topic.

Essential Questions:

- How are events or ideas introduced, illustrated, connected, and elaborated in a text?
- How is an argument properly supported?
- What are the pros and cons of using a variety of mediums to present a particular topic or idea?

READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)

4.R.RH.1 / 4.R.RH.2 / 4.R.RH.3 / 4.R.RH.4 / 4.R.RH.5 / 4.R.RH.6 / 4.R.RH.7 / 4.R.RH.8
/ 4.R.RH.9 / 4.R.RH.10 / 4.R.RH.11 / 4.R.RH.12 / 4.R.RH.13

Essential Understandings:

- Key ideas from sources can be summarized and analyzed based on textual evidence.
- The processes described in content area texts can be broken down into steps.
- The author's point of view influences what and how information is presented.
- Visual, digital, and print information can be used in harmony to provide meaning.
- Various sources can be analyzed and interpreted and then applied to practice.

Essential Questions:

- What reading strategy is appropriate to summarize and analyze a specific text?
- How are meanings of domain- specific vocabulary understood?
- How is the author's point of view/perspective revealed in the text?
- What are primary and secondary sources and how are they related?

READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)

4.R.RS.1 / 4.R.RS.2 / 4.R.RS.3 / 4.R.RS.4 / 4.R.RS.5 / 4.R.RS.6 / 4.R.RS.7 / 4.R.RS.8 / 4.R.RS.9 / 4.R.RS.10 / 4.R.RS.11 / 4.R.RS.12

Essential Understandings:

- Specific textual evidence must be used to support analysis and summary of science and technical texts.
- A complex multistep procedure must be followed precisely when carrying out scientific tasks.
- The author's purpose drives the organization of the text.
- Quantitative/technical text and visuals can be used in collaboration to provide meaning.
- Digital research tools and resources can be used to obtain information.
- Data from other sources can support or contradict findings presented in a text.

Essential Questions:

- How are facts, reasoned judgment based on research, and speculation different?
- How can information obtained from data and observations be put into practice?
- What are the symbols, key terms, and vocabulary that are essential to know?

FUNCTIONAL AND WORKPLACE SKILLS (FW)

4.R.FW.1 / 4.R.FW.2 / 4.R.FW.3

Essential Understandings:

- Knowledge of technology systems and resources is an essential skill.
- Information technology tools help to manage and perform work responsibilities.
- Application of environmental reading is a life skill.

Essential Question:

- How is environmental reading incorporated into daily life?

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 through 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)

VOCABULARY ACQUISITION AND USAGE (VA)

5.R.VA.1 / 5.R.VA.2 / 5.R.VA.3 / 5.R.VA.4

Essential Understandings:

- Based on the purpose of the text, different reading strategies can be applied.
- Strategies and resources can be used to determine or clarify the meaning of unknown words and phrases.

Essential Questions:

- How can unknown words and phrases be understood?
- What strategies apply to specific types of texts?

COMPREHENSION: LITERATURE (CL)

5.R.CL.1 / 5.R.CL.2 / 5.R.CL.3 / 5.R.CL.4 / 5.R.CL.5 / 5.R.CL.6 / 5.R.CL.7 / 5.R.CL.8

Essential Understandings:

- Analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
- Text can be analyzed in a range from the level of word meanings up to the level of authorial interpretation of source material.
- Text can be analyzed for theme, plot, point of view, cultural experience, character development, and symbolism.

Essential Questions:

- How can textual evidence for supporting an analysis be identified?
- How do theme, plot, point of view, cultural experience, character development, and symbolism influence literary readings?
- How do different artistic mediums affect authorial interpretation?
- How do language and structure vary depending on the author's choice of medium?

COMPREHENSION: INFORMATIONAL TEXT (CI)

5.R.CI.1 / 5.R.CI.2 / 5.R.CI.3 / 5.R.CI.4 / 5.R.CI.5 / 5.R.CI.6 / 5.R.CI.7 / 5.R.CI.8
5.R.CI.9 / 5.R.CI.10 / 5.R.CI.11 / 5.R.CI.12 / 5.R.CI.13 / 5.R.CI.14

Essential Understandings:

- Graphic organizers can be used to visually illustrate the importance of and relationships between ideas.
- Analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
- The author's analysis can be determined through the connection between the central idea and the development of the supporting details.
- The author's choices with regard to craft and structure impact the reader's understanding of the text.
- Sources of information can be evaluated for accuracy, validity, bias, relevance, and/or significance.

Essential Questions:

- What criteria determine which graphic organizer is most appropriate for the information?
- How is the message affected when conveyed through different mediums?
- How does the reader evaluate information for accuracy, validity, bias, relevance, and/or significance?
- How can textual evidence for supporting an analysis be identified?

READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)

5.R.RH.1 / 5.R.RH.2 / 5.R.RH.3 / 5.R.RH.4 / 5.R.RH.5 / 5.R.RH.6 / 5.R.RH.7 / 5.R.RH.8
/ 5.R.RH.9 / 5.R.RH.10 / 5.R.RH.11 / 5.R.RH.12

Essential Understandings:

- Information in primary and secondary sources can be analyzed in regard to date, origin, central idea, cause/effect, and sequence.
- Information can be analyzed in terms of vocabulary, structure, and point of view.
- Digital research tools and resources can be used to obtain information.
- The integration of quantitative and qualitative data, reasoning, and evidence are used to analyze and apply information learned from reading and comparing primary and secondary sources.

Essential Questions:

- How can information derived from primary and secondary sources be applied to actual practice?
- What digital resources can be used to obtain information?
- What criteria can be used to analyze primary and secondary sources?

READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)

5.R.RS.1 / 5.R.RS.2 / 5.R.RS.3 / 5.R.RS.4 / 5.R.RS.5 / 5.R.RS.6 / 5.R.RS.7 / 5.R.RS.8 / 5.R.RS.9 / 5.R.RS.10 / 5.R.RS.11 / 5.R.RS.12 / 5.R.RS.13

Essential Understandings:

- Specific textual evidence, including precise details of explanations or descriptions, must be used to support analysis of scientific and technical texts.
- An accurate summary of the text can be created by identifying the central idea and tracing a phenomenon, concept, or a complex process.
- A complex multistep procedure must be followed precisely when carrying out experiments, taking measurements, or performing technical tasks.
- Understanding symbols, key terms, and vocabulary is essential for science and technical subjects.
- The relationships among concepts in a text influence its meaning.
- Analysis must include defining the question the author seeks to address.
- Digital research tools and resources can be used to obtain information.
- Visual information can be more accurately interpreted by understanding how text is translated into visual information (and vice versa).
- In reading scientific and technical text, the reader must 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.
- Data from other sources can support or contradict previous findings presented in a text.

Essential Questions:

- How can the reader's analysis of scientific and technical texts be supported?
- How does lack of precision affect the outcome of a scientific procedure and the accuracy of a summary?
- What are the symbols, key terms, and vocabulary that are essential to know in order to comprehend scientific and technical text?
- What digital resources can be used to obtain information?
- What criteria should be used to separate fact from opinion?
- What criteria are used to assess the author's reasoning and evidence in support of the claim for solving a scientific or technical problem?

FUNCTIONAL AND WORKPLACE SKILLS (FW)

5.R.FW.1 / 5.R.FW.2 / 5.R.FW.3

Essential Understandings:

- Knowledge of technology systems and resources is an essential skill.
- Information technology tools help workers to manage and perform work responsibilities.
- Application of environmental reading is a necessary life skill.

Essential Questions:

- How is environmental reading incorporated into daily activities?
- What are the essential technology tools workers need in the workplace?

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 through 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)

VOCABULARY ACQUISITION AND USAGE (VA)

6.R.VA.1 / 6.R.VA.2 / 6.R.VA.3 / 6.R.VA.4 / 6.R.VA.5

Essential Understandings:

- Based on the purpose of the text, different reading strategies can be applied.
- Strategies and resources can be used to determine or clarify the meaning of unknown words and phrases.
- There is an identified list of vocabulary students need to have to be prepared for reading, writing, speaking, and listening at the college and career readiness level.
- Analyzing information and following directions is dependent upon the use of content, technical concepts, and vocabulary.

Essential Questions:

- How can unknown words and phrases be understood?
- How does the reader determine which reading strategies to use with a particular text?

COMPREHENSION: LITERATURE (CL)

6.R.CL.1 / 6.R.CL.2 / 6.R.CL.3 / 6.R.CL.4 / 6.R.CL.5 / 6.R.CL.6 / 6.R.CL.7 / 6.R.CL.8 / 6.R.CL.9

Essential Understandings:

- The reader's analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
- Text can be analyzed in a range from the level of word meanings up to the level of authorial interpretation of source material.
- A text may have two or more themes that interact and build on one another.

Essential Questions:

- How can textual evidence for supporting an analysis be identified?
- How does structure of the text contribute to its meaning and aesthetic impact?

COMPREHENSION: INFORMATIONAL TEXT (CI)

6.R.CI.1 / 6.R.CI.2 / 6.R.CI.3 / 6.R.CI.4 / 6.R.CI.5 / 6.R.CI.6 / 6.R.CI.7 / 6.R.CI.8
6.R.CI.9 / 6.R.CI.10 / 6.R.CI.11 / 6.R.CI.12 / 6.R.CI.13

Essential Understandings:

- The reader’s analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
- The author’s analysis can be determined through the connection between the central ideas and how they interact and build on one another.
- The author’s choices with regard to craft and structure impact the reader’s understanding of the text.
- Sources of information should be evaluated for accuracy, validity, bias, relevance, and/or significance.
- Understanding and evaluating the reasoning behind seminal U.S. texts of historical and literary significance is critical to its comprehension.

Essential Questions:

- How can textual evidence for supporting an analysis be identified?
- How does the reader differentiate between fact and opinion in order to make decisions?
- What techniques are used to help the reader understand and evaluate the reasoning in seminal U.S. texts of historical and literary significance?

READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)

6.R.RH.1 / 6.R.RH.2 / 6.R.RH.3 / 6.R.RH.4 / 6.R.RH.5 / 6.R.RH.6 / 6.R.RH.7 / 6.R.RH.8
/ 6.R.RH.9 / 6.R.RH.10 / 6.R.RH.11 / 6.R.RH.12 / 6.R.RH.13

Essential Understandings:

- Analyzing primary and secondary resources indicates the relationships among the key details and ideas of the text.
- Information in primary and secondary sources can be analyzed in regard to factors including date, origin, central idea, cause/effect, and sequence.
- Information can be analyzed in terms of vocabulary, structure, and point of view.
- Digital research tools and resources can be used to obtain research information.
- Information for research should be integrated from diverse sources to form a coherent understanding of an idea or event.

Essential Questions:

- What strategies can be used to reconcile discrepancies among sources?
- How can digital resources be evaluated for appropriateness and accuracy?

READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)

6.R.RS.1 / 6.R.RS.2 / 6.R.RS.3 / 6.R.RS.4 / 6.R.RS.5 / 6.R.RS.6 / 6.R.RS.7 / 6.R.RS.8 / 6.R.RS.9 / 6.R.RS.10 / 6.R.RS.11 / 6.R.RS.12 / 6.R.RS.13

Essential Understandings:

- Specific textual evidence, including precise details of explanations or descriptions, must be used to support analysis of scientific and technical texts.
- An accurate summary of the text can be created by identifying the central idea and tracing a phenomenon, concept, or a complex process.
- A complex multistep procedure must be followed precisely when carrying out experiments, taking measurements, or performing technical tasks.
- Understanding symbols, key terms, and vocabulary is essential in science and technical reading
- Understanding the relationships among concepts in a text increases comprehension.
- The scientific method consists of evaluating the hypotheses, the data, the analyses, and the conclusions.
- Digital research tools and resources can be used to obtain information.
- Information used in research should be synthesized from a range of diverse sources.
- In reading scientific and technical text, the reader must 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.
- Validating conclusions/solutions requires identifying unresolved issues, verifying data when possible, and corroborating or challenging conclusions with other sources.

Essential Questions:

- How can digital resources be evaluated for appropriateness and accuracy?
- How can the reader's analysis of scientific and technical texts be supported?
- How does lack of precision affect the outcome of a scientific procedure and the accuracy of a summary?
- What criteria are used to assess the researcher's reasoning and evidence in support of the claim for solving a scientific or technical problem?

FUNCTIONAL AND WORKPLACE SKILLS (FW)

6.R.FW.1 / 6.R.FW.2 / 6.R.FW.3

Essential Understandings:

- Knowledge of technology systems and resources is an essential skill.
- Information technology tools help to manage and perform work responsibilities.
- Application of environmental reading is a necessary life skill.

Essential Questions:

- How is environmental reading incorporated into daily activities?
- What are the essential technology tools workers use to manage and perform work responsibilities?

Curriculum Guide 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)

| |
|--|
| TEXT TYPES AND STANDARDS (TT) |
| 1.W.TT.1 / 1.W.TT.2 / 1.W.TT.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • There are different purposes for writing. • Writing can be communicated in a variety of ways. • Writing consists of a topic, details, and closure. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are thoughts expressed in written form? • What is the purpose for writing? |
| PRODUCTION AND DISTRIBUTION OF WRITING (PD) |
| 1.W.PD.1 / 1.W.PD.2 / 1.W.PD.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Using technology and instructor/peer editing strengthen writing. • Various technologies can be used to convey information. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can technology be used to convey and improve written information? • Why is editing important? |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB) |
| 1.W.RB.1 / 1.W.RB.2 |
| <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Information can be gathered from experiences and resources both independently and collaboratively. |
| <p>Essential Question:</p> <ul style="list-style-type: none"> • How is reliable information found? |

CONVENTIONS OF STANDARD ENGLISH (CS)

1.W.CS.1 / 1.W.CS.2

Essential Understandings:

- Standard English conventions guide grammar and usage when writing.
- Questions can be asked using various interrogatives (e.g., who, what, where, why, when).
- There are different purposes for sentences (e.g., asking a question, making a statement, giving a command, etc.).
- Phonemic awareness applies to words that are spelled conventionally.

Essential Questions:

- What are the conventions of Standard English and how are they applied to writing?
- How are phonics rules used to assist spelling?

VOCABULARY USAGE (VU)

1.W.VU.1 / 1.W.VU.2

Essential Understandings:

- Words are grouped into various categories.
- Some words have more than one meaning.
- Different words can have similar meanings.
- New words can be acquired from and used in written text.

Essential Questions:

- How can words be categorized?
- How can one word replace another to enhance or change the meaning?
- How are newly acquired words and phrases used in writing?

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)

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| TEXT TYPES AND STANDARDS (TT) |
| 2.W.TT.1 / 2.W.TT.2 / 2.W.TT.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Writing can express an opinion, provide information, or tell a story. • Facts and details can support an idea or develop a story. • Writing consists of a topic, details, and closure. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the purpose for writing? • How does a writer know if the intended writing goals were achieved? |
| PRODUCTION AND DISTRIBUTION OF WRITING (PD) |
| 2.W.PD.1 / 2.W.PD.2 / 2.W.PD.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Using technology and instructor/peer editing strengthen writing. • Various techniques can be used when producing writing. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can technology be used to convey and improve written information? • What steps are involved in the writing process? |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB) |
| 2.W.RB.1 / 2.W.RB.2 / 2.W.RB.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Experiences and resources can be used to gather information and conduct research both independently and collaboratively. • There is a process for selecting, recording, and organizing information. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How is reliable information found? • How is reliable information selected and organized? |

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| RANGE OF WRITING (RW) |
| 2.W.RW.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Writing for specific tasks, purposes, and audiences is done over both extended and brief time frames. |
| Essential Question: <ul style="list-style-type: none"> • How does the writing purpose affect the process? |
| CONVENTIONS OF STANDARD ENGLISH (CS) |
| 2.W.CS.1 / 2.W.CS.2 |
| Essential Understanding: <ul style="list-style-type: none"> • Standard English conventions guide grammar and usage when writing. |
| Essential Question: <ul style="list-style-type: none"> • What are the conventions of Standard English, and how are they applied to writing? |
| KNOWLEDGE OF LANGUAGE (KL) |
| 2.W.KL.1 |
| Essential Understanding: <ul style="list-style-type: none"> • There are observable differences between the conventions of spoken and written Standard English depending on purpose and audience. |
| Essential Question: <ul style="list-style-type: none"> • How do different situations affect the style of communication? |
| VOCABULARY (VU) |
| 2.W.VU.1 / 2.W.VU.2 |
| Essential Understandings: <ul style="list-style-type: none"> • Some words and phrases have more than one meaning. • Different words and phrases can have similar meanings. • Meanings can be nuanced through usage. • New words can be acquired from and used in written text. |
| Essential Questions: <ul style="list-style-type: none"> • How can one word replace another to enhance or change the meaning? • How are newly acquired words and phrases used in writing? |

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)

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| TEXT TYPES AND STANDARDS (TT) |
| 3.W.TT.1 / 3.W.TT.2 / 3.W.TT.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Writing can express an opinion, provide information, or tell a story. • Facts, details, and citations are used to support an argument or tell a story. • Writing consists of developing a topic/thesis, supporting details, transitions, and a conclusion. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How is the purpose for writing determined? • How is a writing piece developed? • How is the intended meaning clearly conveyed? |
| PRODUCTION AND DISTRIBUTION OF WRITING (PD) |
| 3.W.PD.1 / 3.W.PD.2 / 3.W.PD.3 / 3.W.PD.4 / 3.W.PD.5 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Task, purpose, and audience influence the process of writing. • The use of instructors/peer editing, using technology, and incorporating tables, charts, and figures strengthen communication, both written and oral. • Technology can be used to assist in job seeking. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a change in audience change the writing? • How can technology be used to assist in a job search? |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB) |
| 3.W.RB.1 / 3.W.RB.2 / 3.W.RB.3 / 3.W.RB.4 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Information can be gathered from resources and experiences to conduct research. • Information from research can be applied to actual practice. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the process for finding relevant information when doing research? • How can information be recorded and organized? |

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| RANGE OF WRITING (RW) |
| 3.W.RW.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Writing for specific tasks, purposes, and audiences is done over both extended and brief time frames. |
| Essential Question: <ul style="list-style-type: none"> • How does the writing purpose affect the process? |
| CONVENTIONS OF STANDARD ENGLISH (CS) |
| 3.W.CS.1 / 3.W.CS.2 |
| Essential Understanding: <ul style="list-style-type: none"> • Standard English conventions guide grammar and usage when writing and speaking. |
| Essential Question: <ul style="list-style-type: none"> • What are the conventions of Standard English, and how are they applied to writing and speaking? |
| KNOWLEDGE OF LANGUAGE (KL) |
| 3.W.KL.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Communicating the intended meaning is dependent upon using the most appropriate words, phrases, punctuation, and context. |
| Essential Question: <ul style="list-style-type: none"> • How are the most appropriate words, phrases, punctuation, and context determined? |
| VOCABULARY USAGE (VU) |
| 3.W.VU.1 / 3.W.VU.2 |
| Essential Understandings: <ul style="list-style-type: none"> • Some words and phrases have more than one meaning. • Context affects the meaning of figurative language. • General academic and domain- specific words and phrases are used in writing for specific purposes. |
| Essential Questions: <ul style="list-style-type: none"> • How can one word replace another to enhance or change the meaning? • How can general academic and domain-specific words be used to strengthen writing? |

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)

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| TEXT TYPES AND STANDARDS (TT) |
| 4.W.TT.1 / 4.W.TT.2 / 4.W.TT.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Writing can express an opinion, provide information, or tell a story. • There are effective strategies and styles that work best for different types of writing (i.e., argumentative, expository, and narrative). • Claims are properly supported by evidence, logic, and cohesive writing. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is cohesive writing? • What makes an introduction effective? |
| PRODUCTION AND DISTRIBUTION OF WRITING (PD) |
| 4.W.PD.1 / 4.W.PD.2 / 4.W.PD.3 / 4.W.PD.4 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Task, purpose, and audience influence the process and content of writing. • Following the writing process, including brainstorming, editing, and revision strengthens written communication. • Using technology and incorporating visuals strengthens written communication. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes correspondence with customers and employees effective? • How does collaborating strengthen writing? • When is outside guidance needed to improve writing? |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB) |
| 4.W.RB.1 / 4.W.RB.2 / 4.W.RB.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • There is a process for conducting a research project. • A research project answers a question by drawing on sources, generating new questions, and opening additional avenues of exploration. • Effective research includes gathering information from multiple sources, citing evidence, and avoiding plagiarism. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are key components to the research process? • What is plagiarism and how can it be avoided? |

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| RANGE OF WRITING (RW) |
| 4.W.RW.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Descriptive, narrative, and expository writings for specific tasks, purposes, and audiences are done over both extended and brief time frames. |
| Essential Question: <ul style="list-style-type: none"> • How does the writing purpose and form affect the process? |
| CONVENTIONS OF STANDARD ENGLISH (CS) |
| 4.W.CS.1 / 4.W.CS.2 |
| Essential Understanding: <ul style="list-style-type: none"> • Standard English conventions guide grammar and usage when writing and speaking. |
| Essential Question: <ul style="list-style-type: none"> • What are the conventions of Standard English, and how are they applied to writing and speaking? |
| KNOWLEDGE OF LANGUAGE (KL) |
| 4.W.KL.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Word choice and sentence patterns create tone and augment meaning. |
| Essential Question: <ul style="list-style-type: none"> • How can word choice and sentence structure affect the tone and style of a piece of writing? |
| VOCABULARY USAGE (VU) |
| 4.W.VU.1 / 4.W.VU.2 |
| Essential Understandings: <ul style="list-style-type: none"> • Some words and phrases have more than one meaning. • Context affects the meaning of figurative language. • General academic and domain specific-words and phrases are used in writing for specific purposes. |
| Essential Questions: <ul style="list-style-type: none"> • What is the difference between connotation and denotation? • How can one word replace another to enhance or change the meaning? • What are the essential domain-specific words for history, social studies, and science? |

WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)

4.W.WL.1 / 4.W.WL.2 / 4.W.WL.3 / 4.W.WL.4 / 4.W.WL.5 / 4.W.WL.6 / 4.W.WL.7

Essential Understandings:

- Sources can be cited to support ideas in a variety of essay forms.
- Effective arguments, focusing on discipline-specific content, use domain-specific words and phrases.
- Writing organization and style are driven by task, purpose, and audience.
- Knowledge can be developed in content areas by conducting research projects.
- Writing for discipline specific tasks, purposes, and audiences is done over both extended and brief periods of time.

Essential Questions:

- How can historical events, scientific procedures, and technical processes be clearly conveyed in writing?
- How can technology, including the Internet, be used to produce and disseminate information clearly and efficiently?

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

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

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| TEXT TYPES AND STANDARDS (TT) |
| 5.W.TT.1 / 5.W.TT.2 / 5.W.TT.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • An argument contains a claim(s) supported by valid reasoning and relevant and sufficient evidence. • An informative/explanatory text conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • A narrative text develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How is supporting evidence identified? • What is the difference between informative/explanatory and narrative text? |
| PRODUCTION AND DISTRIBUTION OF WRITING (PD) |
| 5.W.PD.1 / 5.W.PD.2 / 5.W.PD.3 / 5.W.PD.4 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Clear, varied, and coherent writing includes an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience. • Writing is developed and strengthened using a variety of sources and strategies. • Effective workplace correspondence conveys information clearly and positively. • Technology can be used to research, evaluate, write, produce, publish, and update individual or shared writing products. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the intended audience influence the choice of writing style and format? • What are effective strategies for prewriting and revision? • What technology tools are available to enhance writing tasks? |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB) |
| 5.W.RB.1 |
| <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Research projects are used to answer a question or solve a problem. |
| <p>Essential Question:</p> <ul style="list-style-type: none"> • What are the steps to writing a research project? |

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| RANGE OF WRITING (RW) |
| 5.W.RW.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Writing for specific tasks, purposes, and audiences is done over both extended and brief time frames. |
| Essential Question: <ul style="list-style-type: none"> • What is the relationship between the writing process and the writing task? |
| CONVENTIONS OF STANDARD ENGLISH (CS) |
| 5.W.CS.1 / 5.W.CS.2 |
| Essential Understanding: <ul style="list-style-type: none"> • Conventions of Standard English must be applied. |
| Essential Question: <ul style="list-style-type: none"> • What are the conventions of Standard English? |
| KNOWLEDGE OF LANGUAGE (KL) |
| 5.W.KL.1 / 5.W.KL.2 |
| Essential Understandings: <ul style="list-style-type: none"> • Language choices affect meaning, style, and comprehension. • Writing should conform to the guidelines required for the discipline and writing type. |
| Essential Question: <ul style="list-style-type: none"> • How do guidelines assist effective writing? |
| VOCABULARY USAGE (VU) |
| 5.W.VU.1 / 5.W.VU.2 |
| Essential Understandings: <ul style="list-style-type: none"> • Figurative language and word relationships affect meaning. • Acquisition and use of Tier Two and Tier Three words is necessary for writing at the college and career readiness level. |
| Essential Questions: <ul style="list-style-type: none"> • What are Tier Two and Tier Three words? • What strategies can be applied to identify and interpret figurative language? |

WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)

5.W.WL.1 / 5.W.WL.2 / 5.W.WL.3 / 5.W.WL.4 / 5.W.WL.5 / 5.W.WL.6 / 5.W.WL.7 / 5.W.WL.8

Essential Understandings:

- Effective arguments focusing, on discipline-specific content, use domain-specific words and phrases at the college and career readiness levels.
- Informative/explanatory writing conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- The methods of production and distribution should be appropriate to task, purpose, and audience.
- Research projects answer a question or solve a problem, demonstrate an understanding of the subject under investigation, and use information drawn from a variety of print and digital resources.

Essential Questions:

- How is the most effective method chosen for production and distribution of content-specific projects?
- What are the domain-specific words and phrases that make arguments more effective?

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)

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| TEXT TYPES AND STANDARDS (TT) |
| 6.W.TT.1 / 6.W.TT.2 / 6.W.TT.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • An argument written in response to a prompt, follows an effective format, and contains a claim(s) supported by valid reasoning and relevant and sufficient evidence. • Informative/explanatory text conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Narrative text develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How is supporting evidence identified? • What is the difference between informative/explanatory and narrative text? • How does the prompt influence the choice of format? |
| PRODUCTION AND DISTRIBUTION OF WRITING (PD) |
| 6.W.PD.1 / 6.W.PD.2 / 6.W.PD.3 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Clear, varied, and coherent writing in response to a given prompt includes development, organization, style, tone, and voice appropriate to task, purpose, and audience. • Effective workplace correspondence conveys information clearly and positively. • Technology can be used to research, evaluate, produce, publish, and update individual or shared writing products and then respond to ongoing feedback. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the intended audience influence the choice of writing style and format? • What technology tools are available to enhance writing tasks? |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB) |
| 6.W.RB.1 |
| <p>Essential Understanding:</p> <ul style="list-style-type: none"> • Research projects are used to answer a question or solve a problem. |
| <p>Essential Question:</p> <ul style="list-style-type: none"> • What are the steps to writing a research project? |

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| RANGE OF WRITING (RW) |
| 6.W.RW.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Writing for specific tasks, purposes, and audiences is practiced over both extended and brief time frames. |
| Essential Question: <ul style="list-style-type: none"> • What is the relationship between the writing process and the writing task? |
| CONVENTIONS OF STANDARD ENGLISH (CS) |
| 6.W.CS.1 / 6.W.CS.2 |
| Essential Understanding: <ul style="list-style-type: none"> • Conventions of Standard English must be applied |
| Essential Questions: <ul style="list-style-type: none"> • What are the conventions of Standard English? • How are issues of complex or contested usage resolved? |
| KNOWLEDGE OF LANGUAGE (KL) |
| 6.W.KL.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Language choices affect meaning, style, and comprehension. |
| Essential Question: <ul style="list-style-type: none"> • What is syntax and how can it be varied for effect? |
| VOCABULARY USAGE (VU) |
| 6.W.VU.1 |
| Essential Understanding: <ul style="list-style-type: none"> • Figurative language and word relationships affect meaning. |
| Essential Question: <ul style="list-style-type: none"> • What strategies can be applied to identify and interpret figurative language? |

WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)

6.W.WL.1 / 6.W.WL.2 / 6.W.WL.3 / 6.W.WL.4 / 6.W.WL.5 / 6.W.WL.6 / 6.W.WL.7 / 6.W.WL.8 / 6.W.WL.9 / 6.W.WL.10

Essential Understandings:

- Effective arguments and/or a thesis, focusing on discipline-specific content, use domain-specific words and phrases at the college and career readiness levels, formatted in a way that is consistent with the discipline.
- Informative/explanatory writing conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of its content.
- The methods of production and distribution of writings should be appropriate to task, purpose, and audience.
- Research projects, drawn from a variety of print and digital resources, answer a question or solve a problem and demonstrate an understanding of the subject under investigation.

Essential Question:

- How is the correct method chosen for the production and distribution of content-specific writing projects?

Curriculum Guide 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)

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| COMPREHENSION AND COLLABORATION (CC) |
| 1.S.CC.1 / 1.S.CC.2 / 1.S.CC.3 / 1.S.CC.4 |
| Essential Understandings: <ul style="list-style-type: none">• Group discussions provide opportunities for practicing effective speaking and active listening skills• Questioning during discussions clarifies understanding.• Discussions allow for predictions to be made and solutions to be found. |
| Essential Questions: <ul style="list-style-type: none">• What does active listening look like?• What guides a successful discussion? |
| PRESENTATION OF KNOWLEDGE AND IDEAS (PK) |
| 1.S.PK.1 |
| Essential Understanding: <ul style="list-style-type: none">• Presentations can express ideas and feelings about familiar topics. |
| Essential Questions: <ul style="list-style-type: none">• How are emotions and feelings presented clearly?• What can enhance a presentation? |

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)

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| COMPREHENSION AND COLLABORATION (CC) |
| 2.S.CC.1 / 2.S.CC.2 / 2.S.CC.3 / 2.S.CC.4 / 2.S.CC.5 / 2.S.CC.6 |
| Essential Understandings: <ul style="list-style-type: none">• Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening skills.• Discussion aids comprehension.• There are identified strategies that make communication in a group more effective• Potential outcomes and solutions can be predicted from discussions. |
| Essential Questions: <ul style="list-style-type: none">• What strategies contribute to the interpretation and use of oral information?• How is the validity of persuasive oral information evaluated? |
| PRESENTATION OF KNOWLEDGE AND IDEAS (PK) |
| 2.S.PK.1 / 2.S.PK.2 / 2.S.PK.3 |
| Essential Understandings: <ul style="list-style-type: none">• Facts and details are used when reporting on a topic, text, or story.• Audio recordings and visual displays can be used to convey a story or poem. |
| Essential Questions: <ul style="list-style-type: none">• What audio visuals can be used to enhance a presentation?• What things determine if a presentation has been effective? |

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)

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| COMPREHENSION AND COLLABORATION (CC) |
| 3.S.CC.1 / 3.S.CC.2 / 3.S.CC.3 / 3.S.CC.4 / 3.S.CC.5 / 3.S.CC.6 |
| Essential Understandings: <ul style="list-style-type: none">• Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening skills.• There are key elements for comprehending, analyzing, evaluating, and discussing oral information.• Potential outcomes and solutions can be predicted from discussions. |
| Essential Questions: <ul style="list-style-type: none">• What strategies contribute to the interpretation and use of oral information?• What are the key elements for an effective discussion?• How is the validity of persuasive oral information evaluated? |
| PRESENTATION OF KNOWLEDGE AND IDEAS (PK) |
| 3.S.PK.1 / 3.S.PK.2 / 3.S.PK.3 / 3.S.PK.4 |
| Essential Understandings: <ul style="list-style-type: none">• Facts and details are used when reporting on a topic, text, or story.• Multimedia components and visual aids support and enhance the development of main ideas or themes.• Task, audience, and purpose determine whether formal or informal English is used. |
| Essential Questions: <ul style="list-style-type: none">• When is it appropriate to use informal vs. formal English?• What can be used to enhance a presentation? |

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)

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| COMPREHENSION AND COLLABORATION (CC) |
| 4.S.CC.1 / 4.S.CC.2 / 4.S.CC.3 / 4.S.CC.4 / 4.S.CC.5 / 4.S.CC.6 / 4.S.CC.7 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening. • Effective collaborative discussions include the use of active listening and responding to the ideas of others while remaining anchored to the topic. • There are key elements for comprehending, analyzing, evaluating, and discussing oral information. • Potential outcomes and solutions can be predicted based on trends. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies contribute to the interpretation and use of oral information? • What are the key elements for an effective discussion? • How does active listening improve discussion? • How can information in diverse media and formats contribute to a discussion? • How is the validity of an argument determined? |
| PRESENTATION OF KNOWLEDGE AND IDEAS (PK) |
| 4.S.PK.1 / 4.S.PK.2 / 4.S.PK.3 / 4.S.PK.4 |
| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Facts and details are used in presenting claims or findings from formal and informal speeches. • Multimedia components and visual aids can support, enhance and clarify information. • Task, audience, and purpose determine whether to use informal or formal English. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • When is it appropriate to use informal vs. formal English? • What makes a presentation impactful? |

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)

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| COMPREHENSION AND COLLABORATION (CC) |
| 5.S.CC.1 / 5.S.CC.2 / 5.S.CC.3 / 5.S.CC.4 / 5.S.CC.5 |
| Essential Understandings: <ul style="list-style-type: none">• Collaborative discussions consist of building on the ideas of others and expressing one’s own ideas clearly and persuasively.• Oral information should be understood and evaluated, leading to a predicted outcome or solution. |
| Essential Question: <ul style="list-style-type: none">• What are the essentials for effective oral communication in discussions? |
| PRESENTATION OF KNOWLEDGE AND IDEAS (PK) |
| 5.S.PK.1 / 5.S.PK.2 / 5.S.PK.3 / 5.S.PK.4 / 5.S.PK.5 |
| Essential Understandings: <ul style="list-style-type: none">• Information and ideas must be presented clearly, concisely, and logically.• Using digital media in presentations enhances understanding and adds interest.• Presentations should be adapted to a variety of contexts and tasks. |
| Essential Questions: <ul style="list-style-type: none">• What can be used to enhance a presentation?• What determines if a presentation has been effective? |

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)

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| COMPREHENSION AND COLLABORATION (CC) |
| 6.S.CC.1 / 6.S.CC.2 / 6.S.CC.3 / 6.S.CC.4 / 6.S.CC.5 / 6.S.CC.6 / 6.S.CC.7 |
| Essential Understandings: <ul style="list-style-type: none">• Collaborative discussions consist of building on the ideas of others and expressing one’s own ideas clearly and persuasively.• Evaluation of a speaker’s point of view, reasoning, and use of evidence or rhetoric is necessary for understanding.• Oral information should be understood and evaluated, leading to a predicted outcome or solution. |
| Essential Questions: <ul style="list-style-type: none">• What are the essentials for effective oral communication?• What has gone wrong if the predicted outcome or solution is not reached? |
| PRESENTATION OF KNOWLEDGE AND IDEAS (PK) |
| 6.S.PK.1 / 6.S.PK.2 / 6.S.PK.3 / 6.S.PK..4 / 6.S.PK.5 |
| Essential Understandings: <ul style="list-style-type: none">• Information and ideas must be presented clearly, concisely, and logically.• Using digital media in presentations enhances understanding and adds interest.• Presentations should be adapted to a variety of contexts and tasks. |
| Essential Questions: <ul style="list-style-type: none">• What can be used to enhance a presentation?• What determines if a presentation has been effective? |