

Rhode Island Adult Education Content Standards Pilot Project

June 2007

Rhode Island Adult Education Content Standards Pilot Project

This document is the result of the Rhode Island Adult Education Content Standards Pilot Project, which took place from January – June 2007.

Section 1 includes the four standards documents – Read with Understanding, Use Math, Listen Actively, and Speak So Others Can Understand. All four standards have been formatted to provide a consistent system of coding and ensure that strands are labeled. Each document includes the revised standard as well as benchmarks based on the following:

- Feedback from Benchmark Pilot forms that teams have submitted,
- Reflections from the Classroom Activity forms,
- Content Standards Pilot Review Surveys,
- Feedback from administrators, and
- Feedback from May meeting.

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**SECTION 1:
THE STANDARDS**

READ WITH UNDERSTANDING

STANDARD: *Read With Understanding*¹

Adult learners use a process that integrates knowledge, skills, and strategies in order to read with understanding:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the content and reflect on its underlying meaning.
- Integrate the content with prior knowledge to address reading purpose.

LEVEL DESCRIPTIONS²:

Adult learners exiting each level can:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|--|--|---|---|--|---|
| Read and comprehend simplified or personal texts and important words in short, simple texts slowly and with some effort but with few errors, to independently accomplish simple, well-defined, and structured reading activities in a few comfortable and familiar settings. | Read and comprehend small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined, and structured reading activities in a range of comfortable and familiar settings. | Quickly and accurately read and comprehend multiple pages of simple text to independently accomplish simple, well-defined, and structured reading activities in a range of comfortable and familiar settings. | Read and comprehend a variety of everyday texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar settings. | Read and comprehend dense or multipart texts at an appropriate pace and with good comprehension to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings. | Read and comprehend long, complex texts at an appropriate pace and with good comprehension to independently accomplish structured or unstructured complex reading activities in a variety of familiar and novel settings. |

¹ Adapted from the Equipped for the Future Content Standard *Read With Understanding* (http://eff.cls.utk.edu/fundamentals/standard_read_with_understanding.htm).

² Adapted from the Equipped for the Future *Read With Understanding* Performance Continuum (http://eff.cls.utk.edu/eff_docs/EFFReadPC1.doc).

| <p>Level 1 Beginning ABE Literacy High Beginning ESL</p> | <p>Level 2 Beginning Basic Education Low Intermediate ESL</p> | <p>Level 3 Low Intermediate Basic Education High Intermediate ESL</p> | <p>Level 4 High Intermediate Basic Education Advanced ESL</p> | <p>Level 5 Low Adult Secondary Education</p> | <p>Level 6 High Adult Secondary Education</p> |
|---|---|--|--|--|---|
| <p><i>Examples</i></p> <ul style="list-style-type: none"> • Read a grocery list and recognize words and prices in a store ad to make decisions about what to buy. • Read personal names and addresses to make an invitation list. • Read personal information prompts to accurately fill out a simple registration form. • Read product and store names or symbols on signs and storefronts to identify places to shop. • Read months, days and dates on a personal calendar to identify and enter important events. • Read product names and quantities to fill a purchase order. • Read names and office numbers to distribute interoffice mail to the correct locations. • Read a simplified narrative or own writing for enjoyment. | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Read aloud a picture book with very simple text to a young child. • Read simple greeting cards to choose an appropriate card for a friend. • Read utility bills to understand how and when to pay them. • Read the weather forecast in the newspaper to decide on appropriate clothes for a weekend trip. • Read a simple description of entry-level job duties to decide whether to apply. • Read a simple work order in order to know what to do. • Read a simple short narrative about a community concern to identify and think about personal community issues. • Read short narratives about immigrant experiences to reflect on and learn about personal heritage. • Read simple poems about everyday items to experience looking at things in a new way. | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Read housing rental ads to compare housing options and make a decision about which house is better for a family. • Read a short story about losing a job to reflect on the ways job loss can affect family relationships. • Read a handout on changes in the company dress code to know what to wear. • Read a chart about a company's job benefits to make decisions about personal choice of benefits. • Read a minimum-wage poster to determine if a job wage is legal. • Read citizenship application procedures to decide whether to pursue citizenship. • Read a play about an historical figure to learn about his/her life. • Read a short story about how cultural differences can lead to conflict to reflect on and make decisions about personal issues. | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Read fast food nutrition charts to choose a meal that is low in fat. • Read a brochure from a health clinic to learn about signs of depression and helpful tips for dealing with it. • Read newspaper advice columns to stimulate thinking about personal issues. • Read TV Guide to determine if specific movies are appropriate for children. • Read information about labor unions to make a decision about joining a union. • Read part of a user's guide to find out how to scan a picture. • Read magazine articles about toddlers to identify strategies to use during a two-year-old's tantrums. • Read brief newspaper editorials on opposing sides of a subject of interest to clarify a personal opinion on the subject. • Read a popular novel to participate in a book club. • Read a screenplay of a TV show to compare the written and visual versions. | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Read ingredients, directions, and warnings on over-the-counter medicine labels to choose the right product for a sick child. • Read information about advertising techniques to make better purchases. • Read a self-help book about family finances to find ways to save money. • Read information from the Occupational Safety and Health Administration about noise exposure to solve a problem at work. • Read instructions from a web site for job seekers to find information and advice on effective résumé writing. • Read information about voter eligibility to decide if one is eligible to vote in an upcoming election. • Read essays and articles on an immigration issue to prepare to write an opinion essay. • Read poetry about certain universal themes to prepare to write own poem. | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Read a consumer guide about long-distance telephone services to choose a personal home service. • Read journal articles on childhood bullying to get ideas about how to cope with a child's bullying behavior. • Read a brochure on workplace medical benefits to distinguish between types of plans available and choose the best personal family plan. • Read data sheets on material safety to get guidance about safely handling toxic materials in the workplace. • Read newspaper editorials that take opposite stands on the same issue to develop a personal position on the issue. • Read information about financial aid for higher education to decide whether to apply for loans and to understand options available if applying for aid. • Read multiple information books, journal articles, and Internet sources about an historical event to prepare a research paper on the major causes and outcomes. • Read multiple texts by the same author to prepare a presentation on common themes and stylistic approaches. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|--|---|---|---|---|--|
| Strand 1: WORD IDENTIFICATION | | | | | |
| W.1.1 Recognize “on sight” simple one-syllable words, high-frequency irregular words (e.g., <i>the, is</i>), personally-relevant words (e.g., <i>names and roles of family members</i>), and very simple abbreviations (e.g., <i>Mr., St.</i>). | W.2.1 Recognize “on sight” most one-syllable words, common multi-syllable words (e.g., <i>student, neighbor, happen</i>), contractions (e.g., <i>I’m, can’t</i>), and common abbreviations (e.g., <i>Dr., Ave.</i>). | W.3.1 Recognize “on sight” most one-syllable and multi-syllable words and most abbreviations (e.g., <i>ft., lb.</i>) found in simple everyday texts. | W.4.1 Recognize “on sight” most words and abbreviations found in everyday texts (e.g., <i>in newspapers, magazines, web pages</i>) and some terms related to specialized topics of interest (e.g., <i>parenting, auto mechanics</i>) and academic content areas. | W.5.1 Recognize “on sight” most words and abbreviations found in everyday texts and a range of terms related to specialized topics and academic content areas. | W.6.1 Recognize “on sight” most words, abbreviations, and acronyms found in a range of texts, including a wide range of terms related to specialized topics and academic content areas. |
| W.1.2 Use knowledge of letters and sounds related to the English alphabet and of simple word patterns (e.g., <i>at, ig, ock, ump</i>) and high-frequency suffixes (e.g., <i>-s, -ing</i>) to decode one- and simple two-syllable words (e.g., <i>inside, kitchen</i>). | W.2.2 Use knowledge of a range of word patterns (e.g., <i>ea, ai, igh</i>), syllable types (e.g., <i>open vowel, closed vowel, VCe</i>), some syllabication guidelines (e.g., <i>VC/CV, compound words, consonant-le</i>), and high-frequency prefixes and suffixes (e.g., <i>re-, un-, dis-, -est, -ful</i>) to identify common multi-syllable words (e.g., <i>tallest, powerful</i>). | W.3.2 Use knowledge of word patterns, syllable types, syllabication guidelines (e.g., <i>V/CV, VC/V</i>), base words, and common prefixes and suffixes (e.g., <i>pre-, bi-, -ness, -ion</i>) to identify most multi-syllable words (e.g., <i>discussion</i>). | W.4.2 Use knowledge of syllabication, roots (e.g., <i>spect, port</i>), and less common prefixes and suffixes (e.g., <i>semi-, inter-, -cracy, -ist</i>) to identify unfamiliar multi-syllable words (e.g., <i>theocracy, introspection</i>). | W.5.2 Use knowledge of syllabication and a range of roots, prefixes, and suffixes to identify unfamiliar specialized terms. | W.6.2 Use knowledge of syllabication and a wide range of roots, prefixes, and suffixes to identify unfamiliar specialized terms. |
| W.1.3 Draw upon simple resources (e.g., picture dictionary) and prior knowledge of content, of simple grammar, and of oral vocabulary to identify unfamiliar words. | W.2.3 Draw upon simple resources (e.g., simplified dictionary) and prior knowledge of content, of grammar, and of oral vocabulary to identify unfamiliar words. | W.3.3 Draw upon resources (e.g., simple dictionary, glossary) and prior knowledge of content, of grammar, and of oral and simple written vocabulary to identify unfamiliar words. | W.4.3 Draw upon resources (e.g., standard dictionary, pronunciation charts) and prior knowledge of content, of grammar, and of oral and written vocabulary to identify unfamiliar words. | W.5.3 Draw upon resources and prior knowledge of content, of written syntax, and of vocabulary to identify unfamiliar words. | W.6.3 Draw upon resources and prior knowledge of content, of written syntax, and of vocabulary to identify unfamiliar words. |

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|--|--|--|---|--|---|
| Strand 2: MEANINGS OF WORDS | | | | | |
| M.1.1 Recognize meanings of words and abbreviations (e.g., <i>Mrs., Rd.</i>) common to everyday family, work, and community life. | M.2.1 Recognize meanings of words, contractions, abbreviations (e.g., <i>Dr., Ave.</i>), and high-frequency idioms (e.g., <i>on sale, sign up</i>) found in simplified and some simple texts. | M.3.1 Recognize meanings of words, common abbreviations (e.g., <i>ft., in.</i>), and common idioms (e.g., <i>all in all, money talks</i>) found in simple texts and identify simple relationships between words (e.g., <i>synonyms, antonyms</i>). | M.4.1 Recognize meanings of words, abbreviations, and idioms found in everyday texts; meanings of terms specific to some specialized topics (e.g., <i>related to work, hobbies, interests</i>); and relationships between and among words/terms (e.g., <i>terms that belong in the same category</i>). | M.5.1 Recognize meanings of words, abbreviations, and idioms found across a range of everyday and academic texts, meanings of terms specific to a range of specialized and/or academic topics, and relationships between and among words/terms. | M.6.1 Recognize meanings of words found in sophisticated written texts, meanings of terms related to a range of specialized and/or academic topics, and often complex relationships within and across sets of words/terms. |
| M.1.2 Recognize meanings of a few high frequency suffixes (e.g., <i>-s, -ing</i>). | M.2.2 Recognize meanings of high-frequency prefixes and suffixes (e.g., <i>re-, un-, dis-, -est, -ful</i>). | M.3.2 Recognize meanings of a range of common prefixes and suffixes (e.g., <i>pre-, bi-, -ness, -ion</i>). | M.4.2 Recognize meanings of roots, prefixes, and suffixes found in everyday and some academic texts (e.g., <i>spect, port, bio, semi-, inter-, -ology</i>). | M.5.2 Recognize meanings of roots, prefixes, and suffixes found in a range of everyday and academic texts (e.g., <i>chron, cosm, amphi-, counter-, -cracy,</i>). | M.6.2 Recognize meanings of a range of roots, prefixes, and suffixes found in sophisticated written texts (e.g., <i>frater, domin, olig-, -pathy</i>). |
| M.1.3 Choose from among a few simple strategies to discern the meanings of unfamiliar words (e.g. <i>pictures, picture dictionary, context</i>). | M.2.3 Choose from a small set of simple strategies to discern the meanings of unfamiliar words (e.g. <i>simplified dictionary, context, cognates, breaking down compound words</i>). | M.3.3 Combine simple strategies to discern the meanings of unfamiliar words, choosing from among several simple meanings when needed (e.g., <i>simple dictionary, simple thesaurus, context, cognates, knowledge of common affixes</i>). | M.4.3 Draw from a range of strategies (e.g., <i>standard dictionary, thesaurus, paragraph-level context clues, footnotes, knowledge of roots, affixes, and cognates</i>) to discern the meanings of unfamiliar words, choosing from among different meanings and nuances when needed. | M.5.3 Draw from a range of strategies to discern the meanings—denotative and connotative-- of unfamiliar words, choosing from among different meanings and nuances when needed. | M.6.3 Draw from a range of strategies to discern the meanings of unfamiliar words, choosing from among different meanings and nuances when needed. |

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|---|--|--|--|--|---|
| Strand 3: COMPREHENSION STRATEGIES | | | | | |
| <p>C.1.1 Recall prior knowledge (e.g., from personal experience) throughout the reading process to aid in addressing the reading purpose.</p> | <p>C.2.1 Recall and apply prior knowledge (e.g., of simple English grammar, personal experience, cultural understandings, content) throughout the reading process to aid in addressing the reading purpose.</p> | <p>C.3.1 Actively apply prior knowledge (e.g., of common sentence structures, personal interests, cultural understandings, content) throughout the reading process to aid in addressing the reading purpose (e.g., ask "What do I know about this topic?").</p> | <p>C.4.1 Actively apply prior knowledge (e.g., of complex sentence structures, cultural understandings, specialized topics) throughout the reading process to aid in addressing the reading purpose (e.g., ask "What do I know about this topic that will help me understand this section?").</p> | <p>C.5.1 Evaluate prior knowledge in light of new information in texts to aid in addressing the reading purpose (e.g., ask "Does the content match what knew before? What do I think now?")</p> | <p>C.6.1 Actively integrate prior knowledge with new information to deepen understandings related to the reading purpose (e.g., develop a before and after concept map; reorganize notes).</p> |
| <p>C.1.2 Choose one or two strategies to determine and/or address the reading purpose, drawing from among a few simple strategies (e.g., prepare a word list in advance, make predictions from text type).</p> | <p>C.2.2 Choose from a small set of simple strategies to determine and/or address the reading purpose (e.g., preview title/pictures, make predictions based on text type, ask simple questions).</p> | <p>C.3.2 Choose from a range of strategies to determine and/or address the reading purpose (e.g., use table of contents, preview headings, select appropriate reading pace, ask questions, highlight).</p> | <p>C.4.2 Choose from sophisticated strategies to determine and/or address the reading purpose (e.g., use index, scan headings to find relevant starting point, skim text for an overview, scan for relevant information, highlight).</p> | <p>C.5.2 Choose from a range of sophisticated strategies to determine and/or address the reading purpose (e.g., ask higher-order questions to guide/ assess reading, use knowledge of text type/genre to make predictions, skim, scan, mark texts, make notes).</p> | <p>C.6.2 Choose from a range of sophisticated strategies to determine and/or address the reading purpose (e.g., ask higher-order questions to guide/assess reading, use knowledge of genre to make predictions, skim, scan, mark texts, make notes).</p> |
| <p>C.1.3 Check understanding and apply basic fix-up strategies (e.g. compare text to word list, reread, use pictures).</p> | <p>C.2.3 Check understanding and apply simple fix-up strategies (e.g. retell, answer simple questions, reread, adjust reading pace).</p> | <p>C.3.3 Check understanding and draw from a range of simple fix-up strategies (e.g., highlight relevant information, restate, explain text content, draw a picture, use a graphic organizer, reread, adjust pace).</p> | <p>C.4.3 Check understanding and draw from a range of fix-up strategies (e.g., mark text to note important ideas, make notes, select appropriate graphic organizer, write a summary, discuss with others).</p> | <p>C.5.3 Check understanding and draw flexibly from a range of sophisticated fix-up strategies (e.g., organize notes, make own graphic organizer/text map, write a summary).</p> | <p>C.6.3 Check understanding and draw flexibly from a range of sophisticated fix-up strategies (e.g., organize notes, make own graphic organizer/text map, write a summary, research other interpretations).</p> |

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|---|---|---|--|---|---|
| Strand 4: ANALYSIS AND INTERPRETATION | | | | | |
| <p>A.1.1 Identify stated information (e.g., <i>product name, price</i>) and/or implied messages (e.g., <i>purchase of product results in a happy family</i>) in simple/ simplified functional (e.g., <i>labels, coupons</i>) and/or persuasive text (e.g., <i>ads</i>) by attending to the text's purpose, format, and features (e.g., <i>illustrations, bold or large print</i>).</p> | <p>A.2.1 Identify stated information (e.g., <i>event on a calendar, amount owed on a bill</i>) and/or implied messages in simple/simplified functional, informational, and/or persuasive text (e.g., <i>bumper sticker</i>) by recognizing the text's purpose, format, and features (e.g., <i>headings, bold print</i>).</p> | <p>A.3.1 Identify the stated main idea and supporting details and/or implied messages in simple functional, informational, and/or persuasive text by recognizing the purpose of the text/author and how text is organized (e.g., <i>paragraph structure, bullets, subheadings, transition words</i>).</p> | <p>A.4.1 Identify stated and unstated main ideas and supporting details in functional, informational, and/or persuasive text by determining the author's purpose and corresponding (typical) way of organizing ideas/information (e.g. <i>chronological, compare/contrast, cause/effect, problem/solution, transition words, charts, graphs</i>).</p> | <p>A.5.1 Identify various levels of and relationships among stated and unstated ideas/themes/arguments in functional, informational, and/or persuasive text by recognizing the author's purpose and perhaps unique way of organizing ideas/information</p> | <p>A.6.1 Identify various levels of and relationships among stated and unstated ideas/themes/arguments in functional, informational, and/or persuasive text by recognizing the author's purpose and unique way of organizing/presenting ideas/information.</p> |
| <p>A.1.2 Identify the basic structural elements (e.g., <i>characters, setting, sequence of events, message</i>) in a simplified/self-written story or in a story heard aurally.</p> | <p>A.2.2 Identify a simplified or self-written literary work as a story, poem, or play and draw conclusions related to its basic structural elements (e.g., <i>major vs. minor characters, character's problem, theme, stanza, simple rhyme</i>).</p> | <p>A.3.2 Draw conclusions related to the basic structural elements of a simple literary work (e.g., <i>character traits/motivation, climax, types of external conflict, cause/effect, theme, simple rhythm and rhyme schemes</i>).</p> | <p>A.4.2 Draw conclusions related to the common structural elements of a literary work (e.g., <i>character development, types of internal and external conflict, cause/effect, point of view, flashback, rhythm and rhyme schemes</i>).</p> | <p>A.5.2 Draw conclusions related to the structural elements of a complex literary work, using literary terms and descriptions (e.g., <i>protagonists vs. antagonists, exposition, foreshadowing, monologue, sonnet</i>).</p> | <p>A.6.2 Draw conclusions related to the structural elements of a sophisticated literary work, using literary terms and descriptions (e.g., <i>comedy vs. tragedy, tragic flaw, parable, epic, elegy</i>).</p> |
| <p>A.1.3 Analyze the text in terms of word choice, simple literary techniques (e.g., <i>rhyme, alliteration</i>), and/or persuasive devices (e.g., <i>pictures, implied claims</i>).</p> | <p>A.2.3 Evaluate the author's style, attending to word choice, simple literary techniques (e.g., <i>alliteration, repetition</i>), use of facts/opinions (e.g., <i>as on a bumper sticker</i>), and/or use of simple persuasive techniques (e.g., <i>pictures, implied claims, celebrity statements</i>).</p> | <p>A.3.3 Evaluate the author's style, attending to the cultural and personal influences on the author and to the use of imagery, simple forms of figurative language (e.g., <i>simile, metaphor</i>), facts/opinions, and common persuasive/propaganda techniques (e.g., <i>pros/cons, bandwagon</i>).</p> | <p>A.4.3 Evaluate the author's style and/or the mood/tone of the text, attending to the cultural and personal influences on the author and to the use of imagery, common forms of figurative language (e.g., <i>symbolism, hyperbole</i>), and some sophisticated persuasive/propaganda techniques (e.g., <i>point/counterpoint</i>).</p> | <p>A.5.3 Evaluate the author's style and/or the mood/tone of the text, attending to the cultural, historical, and personal influences on the author and to the use of imagery, some sophisticated forms of figurative language (e.g., <i>irony, extended metaphors</i>), and the accuracy/bias of the information.</p> | <p>A.6.3 Evaluate the author's style and/or the mood/tone of the text, attending to the cultural, historical, and personal influences on the author and to the use of imagery, a range of sophisticated forms of figurative language (e.g., <i>allusions, satire, allegory</i>), and the accuracy/bias of the information.</p> |

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|--|--|---|---|--|--|
| Strand 4: ANALYSIS AND INTERPRETATION (cont'd) | | | | | |
| A.1.4 Make connections between people/characters, events, and ideas presented in text (heard aurally or read in simplified text) with those presented in other texts, with own life, and/or with knowledge of the world (e.g., identify similarities between a character in a story and a friend or family member). | A.2.4 Make connections between people/characters, events, and ideas/themes presented in text with others in the same text, with those presented in other texts, with own life, and/or with knowledge of the world (e.g., relate the experience of a family of immigrants in a simplified story with parents' or own immigration; connect the theme of a poem to a story read previously). | A.3.4 Make connections between people/characters, events, information, and/or ideas/themes presented in text with others in the same text, with those presented in other texts, with own life, and/or with knowledge of the world (e.g., compare and contrast two classified ads for rental housing; identify with the way a particular character reacts in a particular situation). | A.4.4 Make connections between people/characters, events, information, and/or ideas/themes/arguments presented in text with others in the same text, with those presented in other texts, with own life, and/or with knowledge of the world (e.g., draw parallels between an historic event and a current event; compare/contrast information about a career option presented in two different sources). | A.5.4 Compare and contrast people/characters, events, ideas/themes/arguments, and/or writing styles from multiple texts (e.g., poems by the same poet, opinions expressed in editorials, causes of World War 1 and World War II). | A.6.4 Compare and contrast people/characters, events, ideas/themes/arguments, and/or writing styles from multiple texts (e.g., criticisms written about literary works; articles on global warming; visions of the future by various sci-fi authors). |
| A.1.5 Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., Do I want this product? Is this the address I need?). | A.2.5 Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., Is this the recipe I want to prepare? Which of these planting tips applies to me?). | A.3.5 Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., What information from this job benefits chart is important to me? What have I learned about why this person was famous?). | A.4.5 Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., Do I trust this information on parenting? Which part of this article answers my questions? What aspect of this chapter do I want to discuss in the book club?). | A.5.5 Determine the relevance of the ideas/information presented to the reading purpose (e.g., Which of these editorials makes the most defensible argument? How does this policy apply in this situation?). | A.6.5 Determine the relevance of the ideas/information presented to the reading purpose (e.g., What information from this resource do I need to include in my research paper? Which of these criteria for financial aid apply to me?). |

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|--|---|--|--|--|--|
| Strand 5: FLUENCY AND LIFELONG READING | | | | | |
| F.1.1 Read aloud simplified or self-written sentences, attending to end punctuation to aid expression. | F.2.1 Read sentences in simple paragraphs with ease and at an appropriate pace, attending to end punctuation, commas, quotation marks, and phrasing to aid expression. | F.3.1 Read simple paragraphs on familiar topics with ease, at an appropriate pace and with appropriate phrasing and expression. | F.4.1 Read complex sentences and paragraphs with ease, at an appropriate pace and with appropriate phrasing and expression. | F.5.1 Read complex sentences and paragraphs with ease, at an appropriate pace and with appropriate phrasing and expression. | F.6.1 Read complex sentences and paragraphs with ease, at an appropriate pace and with appropriate phrasing and expression. |
| <p>F.1.2 Read regularly for own purposes, inside and outside of class:</p> <ul style="list-style-type: none"> – simplified or self-written stories and poetry, – familiar store signs and product labels – common practical and survival signs and symbols (e.g., EXIT, DANGER, poison, restrooms), – parts of simple forms (e.g., name, address), – self-written lists (e.g., grocery lists, addresses), and – simple charts (e.g., pictorial pronunciation charts, scoreboards, simple order forms, calendars). | <p>F.2.2 Read regularly for own purposes, inside and outside of class:</p> <ul style="list-style-type: none"> – simple or self-written stories, poetry, and scripts – short, simple personal and functional texts (e.g., personal notes/letters, labels, greeting cards), – simple instructions (e.g., for a familiar recipe, directions to a residence), – simple forms or parts of more complex forms (e.g., work order forms, library card applications, “amount due” on a utility bill), and – some simple tables, graphs, and maps (e.g., child’s report card, medicine dosage chart, map of a familiar area), – high-interest, simplified informational sources (e.g., how to plant a bulb), | <p>F.3.2 Read regularly for own purposes, inside and outside of class:</p> <ul style="list-style-type: none"> – simple novels, biographies, stories, poetry, and scripts, – simple personal and functional texts (e.g., flyers of upcoming events, ads, recipes), – forms, tables, graphs, diagrams, and maps (e.g., catalog order forms, menus, nutrition labels, maps of the U.S., TV schedule), – high-interest, simple informational texts, – selected sections of magazines and newspapers, and – simple screen texts (e.g., personal e-mail, video games, DVD menus, simple web pages). | <p>F.4.2 Read regularly for own purposes, inside and outside of class:</p> <ul style="list-style-type: none"> – popular novels, biographies, essays, short stories, poetry, and scripts, – everyday functional texts (e.g., health brochures, political ads) – many forms, tables, graphs, diagrams, and maps (e.g., job applications, Food Pyramid, work flow diagram, nutrition charts, road maps), – common informational texts (e.g., self-help books, textbooks, books on special interests), – articles and editorials in popular magazines and local newspapers, and – many types of screen texts (e.g., most web pages, | <p>F.5.2 Read regularly for own purposes, inside and outside of class:</p> <ul style="list-style-type: none"> – novels, biographies, essays, short stories, poetry, and scripts, – some complex functional texts/documents (e.g., simple wills, voter eligibility materials), – a range of complex forms, tables, graphs, diagrams, and maps (e.g., organizational diagram for a workplace, census charts, climate maps), – specialized informational sources (e.g., training manuals, high school level textbooks), – articles and editorials in news magazines and major newspapers, and a | <p>F.6.2 Read regularly for own purposes, inside and outside of class:</p> <ul style="list-style-type: none"> – literary texts from various historical and cultural perspectives, – complex functional texts/documents (e.g., warranties, contracts), – a range of complex forms, tables, graphs, diagrams, and maps (e.g., financial aid table, stock market charts/graphs), – specialized informational sources (e.g., content-area journals), – articles, editorials, and literary criticisms in news and literary magazines, and – a range of screen texts. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|--|--|---|---|---|--|
| Strand 5: FLUENCY AND LIFELONG READING (cont'd) | | | | | |
| | – sections of newspapers and simplified magazines, and – some simple screen texts (e.g., personal e-mail) | | <i>electronic encyclopedias</i> . | range of screen texts. | |

Content Standard *Read With Understanding* GLOSSARY

Affix:

Appropriate expression: refers to reading sentences and paragraphs in a way that reflects understanding of the text. (The term *appropriate expression* is used instead of just *expression* to emphasize that the focus of instruction should not be on oratorical or theatrical skills when students are reading aloud.)

Appropriate pace: refers to reading connected text at a rate that is compatible with the reading purpose. The term *appropriate* is included to cue readers of the document that fast reading is not always the goal.

Base words:**Cognates/false cognates:**

Complex texts: text comprised of intricate arguments/explanations and/or sophisticated literary techniques, high-level vocabulary, and complex sentence structures.

Dense texts: text that may be short in length but may contain complicated ideas, explanations, or literary techniques

Everyday texts: texts which are easily accessible and prevalent in day-to-day living adults are likely to encounter (e.g., local newspapers, popular magazines, forms, personal and business letters, etc)

Figurative language:

Fix-up strategies: strategies that readers apply when they realize they do not understand something they have read (e.g., rereading, adjusting pace, highlighting key words).

Functional texts: texts that are used to accomplish practical tasks, such as ads, labels, invitations, recipes, posters, procedures, instructions

Graphic organizer:

High-frequency (words, patterns, affixes): occurring often in a wide variety of written texts

Imagery:

Informational texts: texts that readers use to gain/remember information, understand ideas, or deepen knowledge (e.g., dictionaries, how-to articles, websites, books on specific topics, textbooks).

Irregular words:**Literary techniques:**

Multipart texts: text that is divided into chapters or sections

Personal texts: text that was written by the reader for personal use (e.g., grocery lists, personal letters, addresses)

Persuasive techniques:

Persuasive texts: texts that are written to convince the reader of a certain viewpoint or course of action

Prefixes:

Propaganda techniques:

Purpose: This document refers to three types of purposes:

- **Reading purpose:** the authentic reason the *reader* has for reading a particular text(s). A reader usually has a *general* purpose (e.g., to gain information, to be entertained) and more *specific* purposes (e.g., to find the answers to particular questions, to identify what information to write in particular boxes on a form).
- **Author's purpose:** the reason the *author* has for writing a particular text. An author usually has a *general* purpose (e.g., to inform, to describe, to persuade, to entertain) and a *specific* purpose (e.g., to convince readers that a recycling program is needed at a local community center).
- **Text purpose:** the generally-recognized purpose of a particular type of *text*. For instance, the purpose of forms is to request information, the purpose of ads is to make sales, the purpose of a personal letter is to share personal information and maintain relationships, etc.

Roots:

Simple text: text that is comprised of high-frequency or everyday words and simple sentence structures

Simplified text: text that is specifically written for beginning readers

Sophisticated strategies: comprehension strategies that require several steps, original thinking, and/or integration of several strategies at once

Strategy: a mental or physical activity applied in order to accomplish a reading skill (e.g., using syllabication rules to identify a word; using a graphic organizer as a tool to identify the main idea).

Screen texts: text that appears on electronic devices (e.g., e-mail, video game prompts, web pages)

Structural elements (of literary works): refers to the organizing structure and common features of fiction, poetry, and drama. In short stories and novels, structural elements include such things as character, setting, plot, conflict, climax, resolution, theme, etc. These same structural elements are common in plays and screenplays, as well. In poetry, common structural elements are line, stanza, rhythm, rhyme scheme.

Style:

Suffixes:

Syllabication guidelines:

Syllable types:

Text format:

Text features:

Tone:

Transition words:

Word patterns:

USE MATH

STANDARD: Use Math³

Adult learners use a process that integrates knowledge, skills, and strategies in order to use math:

- Identify and communicate a situation that requires a mathematical approach.
- Understand, interpret, and manipulate concrete objects and symbol representations (e.g. pictures, numbers, graphs, computer representations).
- Identify information needed for the situation, including distinguishing between relevant and irrelevant information.
- Determine the degree of precision required for the situation.
- Estimate before determining results, using estimation to check if results are reasonable.
- Access prior conceptual knowledge and life experiences to select and apply appropriate strategies for the situation.
- Communicate reasoning (e.g. strategies and process used and results found) in a variety of ways.

LEVEL DESCRIPTIONS⁴

Adult learners exiting each level can:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|---|---|--|--|---|---|
| Select and apply very limited knowledge, skills, and strategies to independently accomplish very simple, well-defined, and highly structured math tasks involving whole numbers between 0 and 100 or 1/2 or 50% in one or more comfortable and familiar settings. | Easily select and apply the knowledge, skills, and strategies to independently accomplish simple, well-defined, and highly structured math tasks involving whole numbers up to 1000 or basic benchmark fractions, decimals, and percents (50%, 25%, 1/2, 1/4, etc.) in one or more comfortable and familiar settings. | Easily select and apply the knowledge, skills, and strategies to independently accomplish simple, well-defined, and structured math tasks involving any whole number of common fractions, decimals, and percents in a range of comfortable and familiar, or highly structured, settings. | Easily select and apply the knowledge, skills, and strategies to independently accomplish well-defined and structured math tasks involving a wide variety of mathematical information (e.g. decimals, common fractions, percents and their equivalents, squares and their roots, properties of numbers) in a range of comfortable and familiar settings. | Easily select and apply the knowledge, skills, and strategies to independently accomplish structured math tasks involving interpretation and analysis of number relations in a variety of familiar and unfamiliar settings. | Easily select and apply the knowledge, skills, and strategies to independently accomplish minimally structured, complex math tasks involving the interpretation, analysis, and modeling of rational and irrational numbers in a variety of comfortable and familiar settings. |

³ Adapted from the Equipped for the Future Content Standard *Use Math* (http://eff.cls.utk.edu/fundamentals/standard_use_math.htm).

⁴ Adapted from the Equipped for the Future *Use Math* Performance Continuum (http://eff.cls.utk.edu/eff_docs/EFFMathPC.doc).

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|--|---|---|---|--|--|
| <p><i>Examples</i></p> <ul style="list-style-type: none"> • Give oral directions for getting from one familiar place to another (directions for a new worker to go from a work station to the cafeteria) • Sort laundry or bottles for recycling, telephone numbers by area code to determine which are long distance calls, • Locate and discuss specific information from a simple chart, diagram or graph, relate to relevant issues (comments on most popular political leader from data in a newspaper; nutrition graph in a health pamphlet) • Decide whether change should be expected when purchasing items (paying with \$10, counting dollar bills and verifying change at the store) • Plan a neighborhood party and keep track of who will or will not attend | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Estimate daily/weekly wages by adding on per-hour amounts • Use tallies to determine number of useable items from total number of items produced • Determine amount of flooring needed in a room by counting square units of material within the shape of the room • Interpret a simple horizontal bar graph in a brochure from a local clinic to understand information about children's health concerns • Develop schedule for how and when to take medication according to a doctor's order • Measure ingredients for simple recipes using benchmark fractions • Use manipulatives, mental math, calculator, or paper and pencil to calculate the cost for 2 people to go to the movies | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Describe a simple equation for determining weekly pay based on a consistent pattern, (e.g. \$5 per hr.) • Survey group and create bar graph to display data; explain findings • Stay within set budget while shopping for work clothes • Review a restaurant check for a group of 5 people to see if there are errors; estimate the sales tax on the meal • Measure approximate number of feet of baseboard that will be needed for a room • Design garden with at least 2 rectangular flowerbeds; cost out fencing and plants using a catalogue • Listen to 2 weather forecasters, graph the actual high and low temps each day for a week to see which forecaster is more accurate | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Figure estimated taxes • Develop a monthly budget • Figure a tip on a restaurant bill • Balance a checking account • Write a children's book on multiplication facts • Determine how much flooring is needed for a room by multiplying the length times the width of the room • Design a survey regarding a community issue, and collect and organize the results • Design a garden to get the most space with the least amount of fencing needed • Decide which product to buy based on a comparison of nutritional information | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Record product measurements on a chart to monitor whether the process is in control Keep track of monthly income and expenses • Design and measure shelves for a closet • Design a garden and determine the amount of fertilizer, fencing, and plants needed • Develop a yearly budget and illustrate it by creating a graph • Create a presentation using assorted charts and graphs to influence a committee • Choose which car to buy based on information such as down payment required, monthly installments, and insurance costs • Estimate the gallons of water in an irregularly shaped garden pond in order to purchase the right amount of pond clarifier | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Analyze effects of deductions on earnings, projecting annual income • Determine a budget for a grant proposal • Make a decision about how to consolidate bills and credit card payments Design a "dream house • Use an amortization table to decide whether to refinance the mortgage on a house • Design an archway or bridge to scale |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|---|--|--|--|---|--|
| Strand 1: ALGEBRA [Patterns, Relations, Symbolic Notation] | | | | | |
| A.1.1 Describe, represent, and compare basic number relations and patterns orally or in pictures (e.g., counting by 2s and 5s) | A.2.1 Describe, represent and interpret basic number relationships and patterns (e.g. making a table for an in-out process)) | A.3.1 Describe, represent, and interpret simple patterns and number relationships (e.g., in the form of a formula to represent a generalization such as simple geometric relationships like $P = 2L + 2W$) | A.4.1 Create formulae or rules to generalize straightforward number patterns or relationships from tables, verbal description, or observable data | A.5.1 Develop and analyze number relationships from sets of data, observable situations, or verbal descriptions using tables, graphs, and formulae | A.6.1 Develop and analyze algebraic expressions, rules, formulae or graphs to represent number patterns or observable relationships between variables in a wide variety of situations |
| A.1.2 Recognize and discuss very simple proportions as specific example of number relationship (e.g., 1 to 2 using pictures, concrete items) | A.2.2 Use simple ratios (Ex: create a table showing proportional relationship between increasing number of coins and total value) | A.3.2 Interpret and use familiar ratios and proportions (e.g. miles/gallon; unit conversions such as inches to feet) | A.4.2 Interpret and use less familiar ratios, using several different strategies (e.g. cross multiplication, graphs and tables) | A.5.2 Use proportions, when appropriate, to solve a variety of problems; know when a relationship is/isn't proportional | A.6.2 Create scale models |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|--|---|---|--|--|--|
| Strand 1: ALGEBRA (cont'd) [Patterns, Relations, Symbolic Notation] | | | | | |
| A.1.3 Describe simple qualitative change over time in daily contexts (e.g. <i>days getting longer; temp change over seasons</i>) | A.2.3 Describe qualitative and quantitative change in daily contexts (Ex: <i>saving a set amount each month</i>) | A.3.3 Interpret/discuss how a change in one variable relates to a change in a second variable | A.4.3 Interpret/discuss both constant and variable rates of change, from simple graphs or equations | A.5.3 Create and identify major characteristics (e.g., <i>slope, intercepts</i>) of linear relationships verbally, through graphs and equations | A.6.3 Model situations using a variety of functions (e.g., <i>linear, quadratic, exponential</i>) |
| A.1.4 Write mathematical expressions using +, -, = to represent simple oral situations | A.2.4 Write mathematical expression using +, -, x, ÷, = that represents simple verbal or written situation and vice versa and then solve | A.3.4 Write mathematical expression that represent verbal and written situations using simplified order of operations (multiplication and division before addition and subtraction) and then evaluate given a specific value | A.4.4 Read and write equations, expressions, or inequalities representing verbal/ written situations and vice versa using properties of numbers (e.g., <i>commutative, associative</i>) and complete order of operations | A.5.4 Read and write equations, expressions, or inequalities representing more complex verbal/ written situations and vice versa using properties of numbers and complete order of operations | A.6.4 Express/represent quantitative relationships from a variety of situations using algebraic terminology and properties of numbers with multiple variables |
| A.1.5 Solve simple mathematical expressions where a number is missing (Ex: $4 + ? = 7$) | A.2.5 Understand and use substitution of letter symbols for unknown numbers in expressions or equations (Ex: $4 + n = 7$) | A.3.5 Interpret and use variables in simple expressions and equations | A.4.5 Interpret, evaluate, plot and use variables in more complex expressions equations, and inequalities | A.5.5 Interpret, evaluate, plot and use 2 variables in more complex expressions equations, and inequalities | A.6.5 Evaluate/solve 2-step linear equations over the rational numbers |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|--|--|---|--|--|--|
| Strand 2: DATA AND STATISTICS | | | | | |
| [Representation and Interpretation of Data and Probability] | | | | | |
| D.1.1 Collect, organize, and represent a very small sample of categorical data in very simple tables | D.2.1 Collect, organize, and represent a limited sample of categorical data in simple tables, charts, and bar graphs | D.3.1 Collect, organize, and represent categorical and numerical data in tables, charts, and graphs (with and without the use of computer software) and explain how different representations of the data communicate different information | D.4.1 Collect, organize, and represent data in complex tables, charts, and graphs (with and without the use of computer software) | D.5.1 Collect, organize, and represent a variety of types of data, choosing the representation based on the purpose for communicating the results and converting from one format to another (e.g., <i>double bar graph to line graphs</i>) | D.6.1 Determine strategies to collect data from multiple viewpoints to answer a question or check a hypothesis; represent results in a variety of ways to show different interpretations of the data |
| D.1.2 Identify and describe orally, pictorially, or in writing very simple information in tables D.1.3 Make simple statements based on information in tables and very simple charts | D.2.2 Identify, describe, and evaluate simple information from lists, tables, and bar, line, or circle graphs D.2.3 Support simple statements from tables, charts, and graphs (e.g., <i>true/false statements</i>) | D.3.2 Interpret and evaluate numerical and categorical data with tables and graphs, and basic statistics (e.g., <i>mean/average, range</i>) D.3.3 Use data and data representations to support or reject statements or make arguments | D.4.2 Interpret and analyze more complex visual or graphic representations based on one or two sets of data and basic statistical measures of central tendency and explain how sample size and outliers can affect mean, median and mode D.4.3 Evaluate the validity of statements from others based on data and data representations | D.5.2 Identify and interpret trends in a variety of data and draw inferences D.5.3 Compare and contrast data and data representations to evaluate contradictory arguments | D.6.2 Interpret and analyze representations from multiple sets of data, including making judgments about the validity of the data and representations of the data D.6.3 Determine and evaluate the effect of variables on the results of data collection. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|---|--|--|---|--|---|
| Strand 2: DATA AND STATISTICS (cont'd) [Representation and Interpretation of Data and Probability] | | | | | |
| <p>D.1.4 Describe simple probability using relative size vocabulary (e.g. more than or less than a 50% chance)</p> <p>D.1.5 Conduct simple either-or probability experiments such as coin flips</p> | <p>D.2.4 Describe simple probability using estimates (e.g. certain, likely, unlikely, impossible), realizing that probability ranges from 0% to 100%</p> <p>D.2.5 Conduct simple probability experiments with outcomes limited to 1 – 4 choices (e.g., <i>four-sided dice</i>)</p> | <p>D.3.4 Make predictions for situations involving simple probability</p> <p>D.3.5 Conduct probability experiments to determine likeliness, and gather, analyze, and display the results</p> | <p>D.4.4 Relate numerical expressions of probability to the events that generate them</p> <p>D.4.5 Conduct probability experiments using independent events with many outcome possibilities</p> | <p>D.5.4 Describe how the measure of certainty/ uncertainty varies as more data is collected</p> <p>D.5.5 Conduct probability experiments using independent and dependent events and make predictions based on the results</p> | <p>D.6.4 Analyze problem situations and design appropriate simulation procedures</p> <p>D.6.5 Find the probability of compound events and make predictions by applying probability theory</p> |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|---|--|--|---|--|--|
| Strand 3: GEOMETRY AND MEASUREMENT [Measurement, Coordinate Geometry, Geometric Figures and Angle] | | | | | |
| G.1.1 Read, write, interpret, and compare familiar quantities such as length (<i>e.g., ruler to the nearest inch</i>), mass, capacity, time (to the nearest half-hour), and temperature, using visual clues and comparative language | G.2.1 Read, write, interpret, and compare familiar quantities such as length, weight (pound, ounce), capacity (cup), and time using simple instruments (<i>e.g., ruler, measuring cup</i>) graduated in familiar units, whole numbers and $\frac{1}{2}$ units | G.3.1 Compare, use (including adding and subtracting) and convert units of measurement within the same system to the nearest quarter (<i>e.g., $\frac{1}{4}$-inch, $\frac{1}{4}$ cup</i>) | G.4.1 Use units of measure (including adding, subtracting, multiplying, and dividing) within the same system (both metric and English systems) | G.5.1 Convert units of measurement from one system to another (<i>e.g., inches to centimeters, Fahrenheit to Celsius</i>) | G.6.1 Use measurement tools and units appropriately and recognize limitations in the precision of the measurement tools |
| G.1.2 Give orally and follow directions using everyday language of position (<i>e.g., east, west, up, down</i>) | G.2.2 Interpret simple coordinates contained in plans and maps, using the compass rose with secondary directions (<i>e.g., SW, SE, NE</i>) | G.3.2 Use coordinate plane to graph ordered pairs and data representing a straight line in the first quadrant | G.4.2 Identify and graph ordered pairs and calculate the slope of a line in any quadrant | G.5.2 Find, use, and interpret the slope of a line, the <i>y</i> - intercept of a line, and the intersection of two lines | G.6.2 Use coordinates to design and describe geometric figures or translations/ rotations of geometric figures |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

| Level 1 Beginning ABE Literacy High Beginning ESL | Level 2 Beginning Basic Education Low Intermediate ESL | Level 3 Low Intermediate Basic Education High Intermediate ESL | Level 4 High Intermediate Basic Education Advanced ESL | Level 5 Low Adult Secondary Education | Level 6 High Adult Secondary Education |
|---|---|---|--|---|--|
| Strand 3: GEOMETRY AND MEASUREMENT (cont'd) [Measurement, Coordinate Geometry, Geometric Figures and Angle] | | | | | |
| <p>G.1.3 Identify, name, describe, compare, and draw common basic two-dimensional shapes (e.g. square, circle) using everyday language (straight, curve)</p> <p>G.1.4 Find the perimeter of simple shapes</p> | <p>G.2.3 Identify, describe, classify, and draw polygons (e.g., <i>pentagon, hexagon, parallel and perpendicular lines</i>)</p> <p>G.2.4 Find the area of simple shapes</p> | <p>G.3.3 Identify, describe, classify, and draw different quadrilaterals (e.g., <i>parallelogram, rhombus</i>), triangles (e.g., <i>isosceles, scalene, equilateral</i>) and common three-dimensional geometric shapes (e.g., <i>cube, sphere</i>)</p> <p>G.3.4 Find the radius, diameter, and circumference of circles</p> | <p>G.4.3 Identify, describe, classify, and draw common 2-D and 3-D shapes using their properties (e.g., <i>similarity, congruency</i>) and appropriate tools (e.g. <i>protractors, drawing software</i>)</p> <p>G.4.4 Find the area of circles, perimeter and area of irregular shapes, and the surface area and volume of common rectangular solids</p> | <p>G.5.3 Find the perimeter, area and volume of more complex shapes (e.g. <i>pyramid, cone</i>)</p> <p>G.5.4 Predict the impact of changes in linear dimensions on the perimeter and area of basic two-dimensional shapes</p> | <p>G.6.3 Describe how two or more objects are related in space (e.g., <i>skew lines, intersection of planes</i>)</p> <p>G.6.4 Use reasoning to determine the properties of and relationships among geometric figures</p> |
| <p>G.1.5 Identify, describe, compare, and draw right angles</p> | <p>G.2.5 Identify, describe, classify, and draw angles greater than or less than 90°</p> | <p>G.3.5 Identify, describe, compare, and draw 90°, 180°, 270°, and 360° angles</p> | <p>G.4.5 Apply the understanding that the sum of the angle measures of any triangle is 180° (including external and internal angles cut by transversals) and the sum of the angle measures of any quadrilateral is 360°</p> | <p>G.5.5 Apply the properties of right triangles and the Pythagorean relationship</p> | <p>G.6.5 Derive and use formulas for area, surface area, and volume of many types of figures</p> |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the reading process:

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|--|---|---|--|---|---|
| Strand 4: NUMBER AND OPERATION SENSE [Whole Numbers, Parts of Numbers, and Operations] | | | | | |
| N.1.1 Recognize, represent, interpret and compare very simple types of mathematical information (e.g., numbers up to 100 including the concept of zero and simple negative number used in daily life) | N.2.1 Read, represent, interpret and compare common types of mathematical information (e.g., numbers up to 10,000 including the concept of zero and negative numbers in everyday situations such as debt vs. credit) | N.3.1 Read, write, interpret and compare mathematical information using larger numbers such as millions, squares of whole numbers between 1 and 15, and simple negative numbers | N.4.1 Read, write, interpret and compare a wide variety of mathematical information using all whole numbers and squares and square roots | N.5.1 Read, write, interpret and compare a wide variety of often complex mathematical information using exponents, square roots, scientific notation | N.6.1 Read, write, interpret, compare a wide variety of complex mathematical information using both rational and irrational numbers, absolute values, and different number systems (e.g., binary) |
| N.1.2 Understand and use the three equivalent forms of one half ($\frac{1}{2}$, 50%, .50) | N.2.2 Read, represent and compare simple, common parts (e.g., halves, quarters, three-quarters as percents, fractions, and decimals) | N.3.2 Read, interpret, write and compare common fractions (e.g., tenths, fourths, thirds), decimals to two decimal places, and equivalent percentages | N.4.2 Interpret, represent, compare, and convert between fractions, decimals, mixed numbers and percents | N.5.2 Compare and order positive and negative fractions, decimals, and mixed numbers | |
| N.1.3 Use relative size vocabulary (e.g. more than, less than, equal to) N.1.4 Estimate and solve problems using addition and subtraction of simple whole numbers | N.2.3 Estimate, solve problems and explain solutions using: -All 4 operations with up to 2-digit numbers -Addition and subtraction of money (decimals) -Addition of common fractions with like denominators | N.3.3 Estimate, solve problems and explain solutions using: -All 4 operations with all positive whole numbers -Addition, subtraction, and multiplication of decimals -Addition and subtraction of fractions with unlike denominators -Simple order of operations (multiplication/division before addition/subtraction) | N.4.3 Estimate, solve problems, and explain solutions using: -All 4 operations with decimals and common fractions -Exponents -Complete order of operations -Addition and subtraction of negative integers | N.5.3 Estimate, solve problems, and explain solutions using: -All 4 operations with both positive and negative integers | N.6.2 Explain operations with number systems other than base ten N.6.3 Use various techniques to approximate solutions, determine the reasonableness of answers, and justify the results |

Content Standard *Use Math*

GLOSSARY

Categorical data (sometimes called frequency or qualitative data): Data that are labels used to describe a category or classification rather than numbers. For example, categorical data could be male vs. female or color or make of car. Data labeled using numbers is called continuous data. These data have a potentially infinite number of possible values along a continuum (e.g., weight, test scores).

Coordinate plane (formally called the Cartesian plane): The 2-dimensional plane determined by a horizontal number line (x-axis) and a vertical number line (y-axis) intersecting at a point called the origin (0, 0). Each point in the coordinate plane can be specified by an ordered pair of numbers.

Function: a relationship in which one quantity depends on another. An in-out table is an example of a function.

Irrational number: A number that cannot be represented as an exact ratio of two integers, such as decimal number that never ends; for example, the square root of 2 and pi are irrational numbers.

Linear function: A function whose ordered pairs (x, y), when graphed, form a straight line.

Mean: A number that describes what is average or typical of the distribution, in this case, the arithmetic average obtained by adding up all the items in the data set and dividing by the total number of items; for example, in the data set - 1, 2, 3, 1, 2, 3, 1 - the mean is 1.857 ($13 \div 7$).

Median: A number that describes what is average or typical of the distribution, in this case, the score that divides the distribution into two equal parts so that half the cases are above it and half below it; for example, in the data set - 1, 2, 3, 1, 2, 3, 1 - the median is 2 because there are three items above it and three below it (1, 1, 1, 2, 2, 3, 3).

Mode: A number that describes what is average or typical of the distribution, in this case, the category with the most items; for example, in the data set - 1, 2, 3, 1, 2, 3, 1 - the mode is 1 because there are more 1s than 2s or 3s in the data set.

Nonlinear function: A function that is not proportional. The graph of a nonlinear function is a curved rather than straight line whose direction constantly changes.

Order of operations: A set of rules that determines the order for simplifying expressions when more than one operation is involved. PEMDAS is one abbreviation that is often used to describe the order of operations: P - parentheses (or any type of grouping symbol) E - exponents M - multiplication D - division A - addition S - subtraction.

Outliers: An observation that is far away from the rest of the data, possibly caused by bad measuring or other anomalies.

Pythagorean Theorem: The theorem that the sum of the squares of the lengths of the sides of a right triangle is equal to the square of the length of the hypotenuse ($a^2 + b^2 = c^2$).

Quadrilateral: A four sided figure.

Rational number: A number that can be written as the ratio (fraction or decimal) of two integers. Finite decimals, repeating decimals, mixed numbers and whole numbers are all rational numbers.

Relationship: The dependence of one quantity on another.

Scientific notation: A shorthand method for writing very large or very small numbers without writing many beginning or trailing zeros that is expressed as a number between 1 and 10, multiplied by a power of ten. For example: 500,000 written in scientific notation is 5×10^5 .

Types of triangles:

- **Equilateral triangle:** A triangle with all sides of equal length.
- **Scalene triangle:** A triangle with no sides of the same length.
- **Isosceles triangle:** A triangle with two sides of the same length.
- **Right triangle:** A triangle having one angle equal to 90° .

LISTEN ACTIVELY

STANDARD: *Listen Actively*⁵

Adult learners use a process that integrates knowledge, skills, and strategies in order to listen actively:

- Determine purpose for listening
- Use listening strategies appropriate to the purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

LEVEL DESCRIPTIONS⁶:

Adult learners exiting each level can:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|--|---|---|--|--|--|
| Comprehend a limited numbers of learned words, short phrases and questions on predictable, familiar topics in face-to-face situations when tasks are highly structured and include supports such as visual cues, pre-learned vocabulary and phrases, or collaborative listening. Speech is considerably adjusted for listeners who require a slow rate of speech with frequent opportunities for repetition or rephrasing. Ease and confidence in using English may be low, even in familiar contexts. | Comprehend the gist of simple conversations and explanations on familiar topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learned vocabulary and phrases, or collaborative listening. Speech is considerably adjusted for listeners. Ease and confidence in using English may be low, even in familiar contexts. | Comprehend structured interactions such as personal conversations, acquiring information, or completing basic transactions, either face-to-face or in a brief telephone conversation when language is simplified and there are frequent opportunities for repetition, rewording and clarification. Ease in using English varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context. | Comprehend and respond to most basic content related to personal background information, everyday transactions, and simple routine tasks but understanding the full range of details on less familiar topics may still be uneven. Limited adjustments in speech are needed. Learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts. | Comprehend conversations and presentations of moderate length and in somewhat complex and unfamiliar situations when language is not adjusted for non-native speakers; however they may be unable to fully follow all main ideas, details, cultural nuances and implied meanings. May have some difficulty following conversations between native speakers but display growing ease in communicating with native speakers. | Function independently in most social and work situations and comprehend relatively complex conversations or presentations requiring the integration of information from several sources with limited need for guidance or repetition. May have some difficulty following the thematic organization of longer discourse or may have difficulty understanding when tense markers are complex. Can understand most English at normal speed and function in classes with native English speakers. |

⁵ Adapted from the Equipped for the Future Content Standard *Listen Actively* (http://eff.cls.utk.edu/fundamentals/standard_listen_actively.htm).

⁶ Adapted from the Equipped for the Future *Listen Actively* Performance Continuum (http://eff.cls.utk.edu/eff_docs/EFFListenPC.doc).

| <p>L1 Beginning ESL Literacy</p> | <p>L2 Low Beginning ESL</p> | <p>L3 High Beginning ESL</p> | <p>L4 Low Intermediate ESL</p> | <p>L5 High Intermediate ESL</p> | <p>L6 Advanced ESL</p> |
|---|---|---|---|---|--|
| <p><i>Examples</i></p> <ul style="list-style-type: none"> • Listen and respond appropriately to greetings, goodbyes, and a familiar range of answers to, "How are you?" • Listen and respond to a friend asking if the listener has pain in various body parts • Follow simple requests related to participating in class (e.g., open your book, please repeat, etc.). | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Follow instructions with a few basic steps, visual cues, and sequence markers (such as instructions for sending a package or giving a child medicine) and ask questions to signal understanding or get clarification. • Listen and respond to a familiar speaker describing opinions related to familiar topics (such a classmate talking about the neighborhood). • Follow a simple class discussion about where to find things in the community and contribute ideas | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Listen for and identify relevant information to pass along in a face-to-face conversation (such as a safety problem and to whom it should be reported). • Participate in a conversation where a speaker gives background information about his/her experiences and the listener shares one or two experiences about the same topic. • Listen to a recorded telephone message adjusted for English language learners (such as weather-related school closings) and pass on details to another person. • Follow a series of multi-step instructions and use several strategies to confirm and clarify understanding. • Listen for and follow the main idea of small group presentations (such as about a school field trip). | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Listen and make relevant contributions in a small-group planning meeting (such as planning for a parent's meeting). • Listen to a simple, authentic television news report and express an opinion on the topic. • Listen to a presentation to identify key information relevant to one's own situation (such as information related to enrolling in a vocational program). • Listen and provide appropriate feedback and response as a familiar, non-threatening speaker describes a personal problem (such as a classmate describing a problem). • Take part in a simulated job interview, responding appropriately to open-ended questions related to one's own experience and skills. | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Listen to a presentation of moderate length and complexity, asking appropriate questions related to unfamiliar content or vocabulary and taking notes of key points to share with others. • Listen and respond appropriately in a simulated conversation where a speaker is critical or displeased with the listener (such as a traffic cop or landlord). • Follow and carry out detailed instructions. • Listen and contribute in a small group meeting where a difficult decision must be made. • Listen and respond successfully to job interview questions that require adapting responses to the speaker and context, such as questions related to why one left one's previous job. | <p><i>Examples</i></p> <ul style="list-style-type: none"> • Listen for, identify and evaluate the viewpoints and truthfulness of various types of marketing in TV commercials. • Listen to a simulated community college/GED lecture on a literary topic, take notes to prepare a brief summary of what was heard, and discuss one's own ability to listen to college lectures. • Listen and provide appropriate feedback and advice in a simulated discussion with a teenager who wants to drop out of school. • Listen to several candidates for election and summarize their positions on key issues of interest. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the listening process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|--|---|--|---|--|---|
| Strand 1: DECODE SPOKEN ENGLISH | | | | | |
| D.1.1 Distinguish English sounds in clearly enunciated, highly relevant and common words. | D.2.1 Distinguish English sounds in clearly enunciated, highly relevant and common words. | D.3.1 Distinguish between minimal pairs, especially in commonly confused words used in daily life (live/leave). | D.4.1 Distinguish between minimal pairs in decoding the meaning of words (e.g., tank/thank, rice/rice). | D.5.1 Comprehend the varied pronunciation of a variety of speakers. | D.6.1 Begin to distinguish regional and non-native pronunciation of words. |
| D.1.2 Distinguish between the stress and intonation of questions and statements. | D.2.2 Distinguish between the stress and intonation of questions, statements, and simple commands. | D.3.2 Comprehend the stress and intonation of common words, phrases and questions, especially where they affect identification of common words (e.g., THIRty vs. thirTEEN). | D.4.2 Recognize how stress and intonation are used to convey emphasis or emotion in everyday conversation. | D.5.2 Identify how stress and intonation are used to convey a speaker's emotion, mood, and emphasis in presentations (e.g., speeches, poetry). | D.6.2 Identify how stress and intonation indicate speaker's intention (e.g., sarcasm, irony, humor). |
| D.1.3 | D.2.3 | D.3.3 Recognize the role of particular sounds (e.g., the third person singular "s") in changing the meaning of words. | D.4.3 Identify one's own strengths and weaknesses in distinguishing English sounds. | D.5.3 Use strategies to address weaknesses in hearing/distinguishing English sounds (e.g., identify problem sounds and the words that have them). | D.6.3 Anticipate breakdowns in communication due to problems distinguishing particular sounds (e.g., V and W, R and L) and use strategies to assist comprehension. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the listening process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|---|---|--|---|--|--|
| Strand 2: COMPREHENSION STRATEGIES | | | | | |
| C.1.1 Recognize common, high relevance vocabulary related to immediate needs. | C.2.1 Recognize common, high relevance vocabulary related to immediate needs, including simple warnings, objects and activities of daily life. | C.3.1 Recognize vocabulary related to topics of interest and the daily demands of home, school, work, and community. | C.4.1 Recognize vocabulary related to a broad range of topics and some idioms encountered in everyday conversation. | C.5.1 Recognize an expanded vocabulary (e.g., that conveys shades of meaning and detail) and understand common slang, idioms, and colloquialisms. | C.6.1 Recognize vocabulary related to a variety of specialized, abstract and/or academic topics. |
| C.1.2 Recognize meaning of one or two simple suffixes (e.g., the plural "s"). | C.2.2 Recognize meaning of one or two simple suffixes (e.g., the plural "s"). | C.3.2 Recognize meaning of simple prefixes and suffixes (e.g., <i>un-</i> , <i>re-</i> , <i>-ing</i>). | C.4.2 Recognize meaning of a range of common prefixes and suffixes (e.g., <i>dis-</i> , <i>pre-</i> , <i>-ion</i> , <i>-ful</i> , <i>in-</i>). | C.5.2 | C.6.2 Recognize meanings of suffixes that signal abstract or intangible meaning (e.g., <i>-ness</i> , <i>-cracy</i> , <i>-ism</i>). |
| C.1.3 Use knowledge of basic grammar structures to distinguish between statements and questions. | C.2.3 Use knowledge of basic grammar structures to distinguish between statements, commands, and questions. | C.3.3 Identify patterns in English word order (e.g., <i>subject + verb</i>) and use knowledge of basic grammatical markers to aid comprehension (e.g., <i>plural s</i> , <i>simple past and future tenses</i>). | C.4.3 Use knowledge of prepositions, pronouns, conjunctions, transition words, and common contractions, including reduced speech (e.g., <i>going to = gonna</i> , 'Howya doin?') to aid comprehension. | C.5.3 Use knowledge of irregular or complex grammar structures (e.g., <i>adverbial clauses</i> , <i>compound tenses</i> , <i>conditionals</i>) to aid comprehension. | C.6.3 Use knowledge of varied and complex grammar structures (e.g., <i>dependent clauses</i> , <i>passive voice</i>) to aid comprehension. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the listening process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|---|---|---|---|---|---|
| Strand 2: COMPREHENSION STRATEGIES (cont'd) | | | | | |
| C.1.4 Use a couple of simple strategies to understand the main idea (e.g., use visual clues such as facial expressions, predict meaning from context – work, a doctor's office, etc.) or specific information (e.g., listen for key words or numbers). | C.2.4 Use a couple of simple strategies to understand the main idea (e.g., use visual clues such as facial expressions, predict meaning from context – work, a doctor's office, etc.) or specific information (e.g., listen for key words or numbers). | C.3.4 Use simple strategies to understand a general idea (e.g., listen for the main idea, listen for familiar phrases or predictable exchanges) or to extract relevant detail (e.g., focus on your listening purpose without trying to understand everything). | C.4.4 Draw from a range of strategies to understand information and ideas (e.g., make predictions based on prior knowledge and check the accuracy of predictions as you listen, paraphrase what's been heard). | C.5.4 Draw from a range of strategies to understand complex information and ideas (e.g., take notes, distinguish between more and less important details, supported and unsupported ideas). | C.6.4 Draw from a range of strategies to understand explicit and implied meanings (e.g., draw conclusions and make inferences based on context and intent of speaker – to inform, persuade, accuse, etc.). |
| C.1.5 Comprehend a limited number of learned words, and some simple, short phrases and questions. | C.2.5 Comprehend learned words, and simple, short sentences and questions. | C.3.5 Comprehend simple face-to-face conversations, short narratives, simple instructions, and simple question and answer sequences. | C.4.5 Comprehend short conversations and narratives (e.g., main points with supporting examples, chronological events) and simple, repetitive media (e.g., ads, news, songs). | C.5.5 Comprehend extended conversations or explanations and detailed, multi-step instructions. | C.6.5 Comprehend extended presentations of information (e.g., lectures or debates) and complex, multi-party conversations that may include interruptions or digressions. |
| C.1.6 Use primarily non-verbal strategies and some simple words to demonstrate understanding and/or lack of understanding (e.g., nodding, "Repeat, please"). | C.2.6 Use non-verbal and some simple verbal strategies to demonstrate understanding and/ or lack of understanding (e.g., ask speaker to repeat or slow down). | C.3.6 Use questioning and rephrasing strategies to clarify the speaker's meaning, gather missing information, or check understanding of basic concepts (e.g., ask for repetition, rephrasing, or a picture). | C.4.6 Use questioning and rephrasing strategies to clarify the speaker's meaning, gather missing information, or repair misunderstanding of basic concepts (e.g., ask for examples, listen for tone). | C.5.6 Use strategies to monitor and repair gaps in comprehension, even when opportunities to seek clarification or repetition are limited (e.g., make notes for clarification later, check with someone else). | C.6.6 Use a wide range of strategies to monitor and repair gaps in comprehension (e.g., take notes or record for later review, confirm understanding by investigating other sources of information). |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the listening process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|--|--|---|---|--|---|
| Strand 3: ANALYSIS AND INTERPRETATION | | | | | |
| A.1.1 Recall prior knowledge to aid in comprehension and as point of reference for new information. | A.2.1 Recall prior knowledge to aid in comprehension and as point of reference for new information. | A.3.1 Make connections between new information and prior experience. | A.4.1 Compare prior knowledge to multiple perspectives expressed through conversations or presentations. | A.5.1 Evaluate prior knowledge and understanding in light of new information, ideas, or perspectives. | A.6.1 Synthesize, interpret, and evaluate what you've heard, considering how it fits with what you already know. |
| A.1.2 | A.2.2 | A.3.2 Determine usefulness and relevance of ideas or information to the listening purpose. | A.4.2 Identify the perspective or bias of the speaker (<i>e.g., by analyzing word choice, what has not been said</i>). | A.5.2 Identify multiple possible interpretations of a conversation or presentation, based on the perspectives and assumptions of the listeners. | A.6.2 Select relevant meaning from language that has multiple meanings, as in puns. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the listening process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|--|---|--|---|---|---|
| Strand 4: LANGUAGE IN CULTURAL CONTEXT | | | | | |
| L.1.1 Apply limited knowledge of cultural and conversational practices (e.g., hand shaking, a few stock openings and closings). | L.2.1 Apply limited knowledge of cultural and conversational practices (e.g., personal distance). | L.3.1 Apply some knowledge of cultural and conversational practices (e.g., turn-taking, gestures). | L.4.1 Apply cultural and contextual knowledge (e.g., body language, interrupting appropriately, eye contact). | L.5.1 Apply broad cultural and contextual knowledge (e.g., showing interest and attention by nodding, etc., appropriate levels of formality). | L.6.1 Apply broad socio-cultural and contextual knowledge (e.g., holding questions until the speaker has finished, exiting a conversation). |
| L.1.2 Use own prior knowledge and limited U.S. cultural and contextual knowledge to aid understanding (e.g., the expected responses to "How are you?"). | L.2.2 Use limited U.S. cultural and contextual knowledge to understand simple interactions (e.g., the protocol for making a purchase at the market). | L.3.2 Use limited U.S. cultural and contextual knowledge to aid understanding (e.g., understanding what's expected when your child is invited for a play date). | L.4.2 Use U.S. cultural and contextual knowledge to understand meaning and intent of a speaker (e.g., understanding interviewer's intent in asking follow-up questions). | L.5.2 Use broad socio-cultural and contextual knowledge to understand most explicit meanings and some implicit meanings. (e.g., understanding the meaning when boss asks employee "Can you work overtime?"). | L.6.2 Consistently use socio-cultural and contextual knowledge to understand the explicit and implicit meaning of the speaker (e.g., humor). |

SPEAK SO OTHERS CAN UNDERSTAND

STANDARD: *Speak So Others Can Understand*⁷

Adult learners use a process that integrates knowledge, skills, and strategies in order to speak so others can understand:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

LEVEL DESCRIPTIONS⁸:

Adult learners exiting each level can:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|---|---|--|---|--|---|
| Speak rehearsed words and phrases in a familiar, predictable, setting with a familiar audience (usually face-to-face with one person). Learners have a high level of support (visual or verbal prompts). Pronunciation is often inaccurate or nonstandard and speech may, at times, be difficult to understand even by a supportive listener. | Speak rehearsed words and phrases in familiar settings with familiar audiences (usually face-to-face with one person). Learners have a high level of support (visual or verbal prompts). Pronunciation is often inaccurate or nonstandard and speech may, at times, be difficult to understand even by a supportive listener. | Speak mostly short utterances (expansions of rehearsed materials and stock phrases) in familiar settings with familiar audiences (usually face-to-face with one person) when provided with a high level of support. Pronunciation is often inaccurate and speech may be difficult to understand. | Speak fluently in familiar settings (either face-to-face or in a brief telephone conversation) with some prompting. There may be some errors in pronunciation but, with repetition, speech can be understood. | Speak fluently and accurately in less familiar contexts when provided with some support (in the form of guided practice, listening to a model, or advance organizers). There may be occasional pronunciation, word choice, or structural errors. | Speak fluently and accurately in most familiar and unfamiliar contexts, with minimal support (e.g., opportunities to rehearse). Pronunciation does not impede understanding and speech can generally be understood. |
| <i>Examples</i> • Give short answers about personal | <i>Examples</i> • Give short answers about personal information | <i>Examples</i> • Participate in simple and straightforward social | <i>Examples</i> • Call a neighbor to arrange a daycare swap | <i>Examples</i> • Give a short presentation to the class on a familiar | <i>Examples</i> • Describe in detail a child's illness or ailment to a |

⁷ Adapted from the Equipped for the Future Content Standard *Speak So Others Can Understand* (http://eff.cls.utk.edu/fundamentals/standard_speak_understand.htm).

⁸ Adapted from the Equipped for the Future *Speak So Others Can Understand* Performance Continuum (http://eff.cls.utk.edu/eff_docs/EFSSpeakPC.doc).

| L1 | L2 | L3 | L4 | L5 | L6 |
|--|---|---|--|--|--|
| <p>Beginning ESL Literacy information (name, address, phone number, etc.) in response to simple, learned questions</p> <ul style="list-style-type: none"> Greet familiar people (co-workers, classmates, etc.) in a familiar setting Ask for simple, specific information (such as the price of an item in a store) Express lack of understanding and ask for repetition in a familiar situation such as with the secretary in an adult education program | <p>Low Beginning ESL (name, address, phone number, etc.) in response to simple, learned questions</p> <ul style="list-style-type: none"> Greet familiar people (co-workers, classmates, etc.) in a familiar setting Ask for simple, specific information (such as the date classes will resume) Ask for help lifting or moving a heavy object Express lack of understanding and ask for repetition in a familiar situation such as with the secretary in an adult education program | <p>High Beginning ESL conversations on predictable and familiar topics</p> <ul style="list-style-type: none"> Give simple directions to a coworker on what needs to be done next Describe the body parts that hurt to a doctor Ask questions to get help filling out a simple form (such as obtaining a library card) Explain to a supervisor that a missed day of work was due to a family emergency Identify self and leave a short, simple (learned and rehearsed) message on telephone voicemail | <p>Low Intermediate ESL</p> <ul style="list-style-type: none"> Describe an on-the job problem to a supervisor Formally welcome a visitor to the workplace or classroom Respond to questions about experience and qualifications in a simple job interview Articulate an opinion in class on a community issue Place an order for several food items in a restaurant Describe a few basic symptoms to a nurse | <p>High Intermediate ESL topic</p> <ul style="list-style-type: none"> Give clear instructions to a coworker on how to do a task Give a 2-minute oral response to a common job interview question Summarize and comment on a short fictional excerpt Tell a story about a child to the child's teacher Describe the main ideas and issues presented in a newspaper article or textbook | <p>Advanced ESL doctor</p> <ul style="list-style-type: none"> Ask a police officer questions to understand why you were stopped for a traffic violation Ask a salesperson questions about a product to help decide whether or not to buy it Describe the process that is used to prepare a favorite food Make appropriate contributions during an informal meeting (such as a meeting of parents to plan a school event) Express an opinion or point of view in a discussion with familiar people (classmates or coworkers) about a sensitive topic |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the speaking process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|--|--|--|---|---|---|
| Strand 1: PRONUNCIATION | | | | | |
| P.1.1 Repeat the sounds of English as modeled. | P.2.1 Repeat the sounds of English as modeled to produce understandable oral English. | P.3.1 Orally produce understandable English words, phrases, and questions. | P.4.1 Orally produce understandable English and identify pronunciation problems that interfere with communication. | P.5.1 Orally produce understandable oral English and use one or two strategies to address pronunciation difficulties (e.g., <i>repeat more slowly</i>). | P.6.1 Consistently produce understandable oral language and use strategies to address pronunciation difficulties (e.g., <i>rephrase with different vocabulary</i>). |
| P.1.2 Repeat the stress and intonation of common and high-relevance words and phrases as modeled. | P.2.2 Produce the stress and intonation of familiar words and phrases as modeled. | P.3.2 Produce the stress and intonation of common English words that are similar (e.g., <i>THIRty and thirTEEN</i>). | P.4.2 Produce stress, intonation, and rhythm of common English words, phrases, and questions. | P.5.2 Produce stress, intonation, and rhythm appropriate to the speaking purpose. | P.6.2 Consistently produce stress, intonation, and rhythm of spoken English, conveying mood, tone, and intention. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the speaking process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|---|--|--|---|---|---|
| Strand 2: VOCABULARY | | | | | |
| V.1.1 Use common and high relevance vocabulary related to immediate needs. | V.2.1 Use common and high relevance vocabulary related to immediate needs, including simple warnings, objects and activities of daily life. | V.3.1 Use descriptive words to add detail to communication about topics of interest and the daily demands of home, school, work, and community. | V.4.1 Use vocabulary related to a broad range of topics and some common idioms, and draw from a growing lexicon to express meaning in more than one way (e.g., <i>a very large/huge apartment</i>). | V.5.1 Select and use an expanded vocabulary to express shades of meaning and detail, and use slang, idioms and colloquialisms appropriately. | V.6.1 Select and use vocabulary to convey precise ideas and information, or to talk about a variety of specialized, abstract and/or academic topics. |
| V.1.3 Use one or two simple <i>suffixes</i> (e.g., <i>the plural "s"</i>) to construct words. | V.2.3 Use one or two simple <i>suffixes</i> (e.g., <i>the plural "s"</i>) to construct words. | V.3.3 Use simple prefixes and suffixes to construct words (e.g., <i>un-, re-, -ing, -ed</i>) to construct words. | V.4.3 Use a range of common prefixes and suffixes (e.g., <i>dis-, pre-, ion-, -ful, in-</i>) to construct words. | V.5.3 Use knowledge of cognates and word morphology (prefixes, roots, and suffixes) to build lexicon. | V.6.3 Use prefixes and suffixes to build words that express intangible concepts (e.g., <i>-ness, -cracy, -ism</i>). |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the speaking process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|--|---|--|--|---|---|
| Strand 3: GRAMMAR | | | | | |
| G.1.1 Repeat simple English word order patterns as modeled. | G.2.1 Use a few basic grammar structures (e.g., <i>present tenses, pluralization, pronouns</i>) and simple English word order patterns. | G.3.1 Use basic grammar structures (e.g., <i>question formation, negation, prepositions, possessives</i>). | G.4.1 Consistently use basic grammar structures and begin to use irregular or complex grammar structures (e.g., <i>perfect tenses, modals, gerunds</i>). | G.5.1 Consistently and accurately use basic grammar structures and often irregular or complex grammar structures, demonstrating awareness of how grammar choices affect meaning (e.g., <i>past vs. past perfect</i>). | G.6.1 Consistently and accurately use complex grammar structures (e.g., <i>perfect continuous tenses, passive constructions</i>) and make grammar choices appropriate to the purpose and formality of the task. |
| G.1.2 Use single words and telegraphic speech (e.g., <i>"Me go home"</i>) in short phrases to communicate simple or partial messages to a familiar audience. | G.2.2 Use simple phrases to communicate short statements or questions to a familiar audience. | G.3.2 Use and combine simple phrases and sentences to communicate short messages to a familiar audience. | G.4.2 Connect a series of sentences to communicate a coherent, extended, personal narrative to a familiar audience. | G.5.2 Connect a series of sentences, including simple and compound sentences, to make a coherent, extended, narrative or expository presentation to a familiar audience. | G.6.2 Connect a series of sentences, including simple and compound sentences, to make a coherent, extended, narrative or expository presentation to an unfamiliar audience. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the speaking process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|---|--|---|--|---|---|
| Strand 4: SPEAKING STRATEGIES | | | | | |
| S.1.1 Use one or two simple strategies to convey meaning, relying heavily on non-verbal communication (e.g., <i>gestures, facial expressions</i>) or stock words and phrases. | S.2.1 Use simple strategies to convey meaning, relying on non-verbal communication (e.g., <i>gestures, facial expressions</i>) or stock words and phrases. | S.3.1 Use simple strategies to organize and convey meaning, such as using sequence words (e.g. <i>first, then</i>), asking rehearsed questions, or using visual prompts (e.g., <i>family pictures, notes</i>). | S.4.1 Use varied strategies to select, organize and convey meaning, such as considering the needs and interests of the listener, comparing and contrasting (e.g., <i>before/now, here/there</i>), or using a beginning, middle, and end. | S.5.1 Choose from a range of strategies to select, organize, and convey meaning, such as using transitional words and phrases (e.g., <i>at the beginning, in addition, instead</i>), using graphic organizers, providing examples, etc. | S.6.1 Choose from a wide range of strategies to select, organize and convey meaning: e.g., - <i>elaborate with details</i> - <i>select most important and right amount of information</i> - <i>consider audience needs and interests</i> - <i>predict likely questions</i> |
| S.1.2 Use one or two simple strategies to clarify and organize thoughts before speaking (e.g., <i>make notes, discuss ideas first in native language</i>). | S.2.2 Use simple strategies to clarify and organize thoughts before speaking (e.g., <i>make notes, learn key vocabulary</i>). | S.3.2 Use strategies to clarify and organize thoughts (e.g., <i>consider alternative perspectives and information, discuss ideas with a supportive listener</i>). | S.4.2 Use strategies that support making a clear and credible case (e.g., <i>provide context for the point you're making, provide supporting details</i>). | S.5.2 Select register, pace, and tone appropriate to the speaking purpose (e.g., <i>to persuade, inform, request</i>) and context (work, home, etc.). | S.6.2 Use a variety of speaking strategies, flexibly, in order to communicate both literal and implied meanings. |
| S.1.3 Monitor listener comprehension by paying attention to listener's non-verbal cues (e.g., <i>facial expression and gestures</i>). | S.2.3 Monitor listener comprehension by paying attention to listener's non-verbal and verbal cues (e.g., <i>eye contact, facial expression, "What?"</i>). | S.3.3 Monitor and enhance listener comprehension by requesting feedback from the listener (e.g., <i>"Do you understand?"</i>) and clarifying the message (e.g., <i>repeat or change voice pattern when listener does not understand, substitute another word</i>). | S.4.3 Monitor and enhance listener comprehension by adding verbal or visual illustrations (e.g., <i>provide an example, spell or write the word, explain something in a variety of ways</i>). | S.5.3 Choose from a range of strategies to monitor and enhance listener comprehension (e.g., <i>ask questions to confirm listener's comprehension, observe the attention level of the listener</i>). | S.6.3 Choose from a range of strategies to monitor and enhance listener comprehension by anticipating possible sources of confusion (e.g., <i>monitor own tone and pace, provide background information, elaborate details</i>); adjust strategies when necessary. |

BENCHMARKS

When exiting each level, adult learners are able to draw from the following sets of knowledge, skills, and strategies during the speaking process:

| L1 Beginning ESL Literacy | L2 Low Beginning ESL | L3 High Beginning ESL | L4 Low Intermediate ESL | L5 High Intermediate ESL | L6 Advanced ESL |
|---|--|--|--|---|--|
| Strand 5: LANGUAGE IN CULTURAL CONTEXT | | | | | |
| L.1.1 Use one or two conversation strategies to participate in a very simple conversation (e.g., gestures and turn-taking). | L.2.1 Use one or two conversation strategies to participate in a simple conversation (e.g., gestures and turn-taking). | L.3.1 Use conversation strategies to participate actively (e.g., turn taking, interrupting appropriately, and attracting attention). | L.4.1 Use conversation strategies to participate actively (e.g., asking follow-up questions, asking for explanation, keeping your turn, resuming after interruption). | L.5.1 Select from a range of conversation strategies to participate actively (e.g., changing the topic, holding the floor). | L.6.1 Select from a wide range of conversation strategies to participate actively (e.g., taking into account the interest of others, getting to the point directly, predicting likely questions and responses). |
| L.1.2 Use limited U.S. cultural and contextual knowledge to guide what to say and how to say it (e.g., appropriate personal distance). | L.2.2 Use limited U.S. cultural and contextual knowledge to guide what to say and how to say it (e.g., not bargaining at a supermarket, "excuse me"). | L.3.2 Use knowledge of U.S. cultures and contexts to guide communication and respond to others appropriately (e.g., asking questions in class). | L.4.2 Use knowledge of U.S. cultures and contexts to guide the tone, content, and formality of the communication (e.g., making an appointment at a clinic). | L.5.2 Use broad socio-cultural and contextual knowledge to guide the tone, content, and formality of the communication (e.g., discussing a child's progress with a teacher). | L.6.2 Use broad socio-cultural and contextual knowledge to guide the tone, content, and formality of the communication (e.g., commenting on own work during performance review, talking to the police). |

