Florida Adult Basic Education

Adult Basic Education-Reading

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.RE.ABE.1

1 **NRS Level 1 (0.0-1.9): Ask and answer questions about key details in a text.** CCR.RE.ABE.1.1

2 **NRS Level 2 (2.0-3.9): Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.** CCR.RE.ABE.1.2

3 **NRS Level 3 (4.0-5.9): Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** CCR.RE.ABE.1.3

- a Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCR.RE.ABE.1.3.A

4 **NRS Level 4 (6.0-8.9): Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** CCR.RE.ABE.1.4

- a Cite specific textual evidence to support analysis of primary and secondary sources. CCR.RE.ABE.1.4.A
- b Cite specific textual evidence to support analysis of science and technical texts. CCR.RE.ABE.1.4.B

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.RE.ABE. 2

1 **NRS Level 1 (0.0-1.9): Identify the main topic and retell key details of a text.** CCR.RE.ABE. 2.1

2 **NRS Level 2 (2.0-3.9): Determine the main idea of a text; recount the key details and explain how they support the main idea.** CCR.RE.ABE. 2.2

3 **NRS Level 3 (4.0-5.9): Determine the main idea of a text and explain how it is supported by key details; summarize the text.** CCR.RE.ABE. 2.3

- a Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCR.RE.ABE. 2.3.A

4 **NRS Level 4 (6.0-8.9): Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.** CCR.RE.ABE. 2.4

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a Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. CCR.RE.ABE. 2.4.A

Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.RE.ABE.3

1 **NRS Level 1 (0.0-1.9): Describe the connection between two individuals, events, ideas, or pieces of information in a text.** CCR.RE.ABE.3.1

2 **NRS Level 2 (2.0-3.9): Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.** CCR.RE.ABE.3.2

3 **NRS Level 3 (4.0-5.9): Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.** CCR.RE.ABE.3.3

4 **NRS Level 4 (6.0-8.9): Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).** CCR.RE.ABE.3.4

a Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCR.RE.ABE.3.4.A

b Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. CCR.RE.ABE.3.4.B

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.R.ABE.4

1 **NRS Level 1 (0.0-1.9): Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.** CCR.R.ABE.4.1

2 **NRS Level 2 (2.0-3.9): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.** CCR.R.ABE.4.2

3 **NRS Level 3 (4.0-5.9): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.** CCR.R.ABE.4.3

a Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCR.R.ABE.4.3.A

4 **NRS Level 4 (6.0-8.9): Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.** CCR.R.ABE.4.4

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a s sce to each other and the

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1 **NRS Level 1 (0.0-1.9): Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.** CCR.RE.ABE.5.1

2 **NRS Level 2 (2.0-3.9): Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.** CCR.RE.ABE.5.2

whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.RE.ABE.5

- a Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCR.RE.ABE.5.2.A

3 **NRS Level 3 (4.0-5.9): Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text.** CCR.RE.ABE.5.3

- a Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CCR.RE.ABE.5.3.A

4 **NRS Level 4 (6.0-8.9): Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.** CCR.RE.ABE.5.4

- a Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. CCR.RE.ABE.5.4.A

Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.R.ABE.6

1 **NRS Level 1 (0.0-1.9): No Standard at this level** CCR.R.ABE.6.1

2 **NRS Level 2 (2.0-3.9): Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** CCR.R.ABE.6.2

- a Distinguish their own point of view from that of the author of a text. CCR.R.ABE.6.2.A

3 **NRS Level 3 (4.0-5.9): Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** CCR.R.ABE.6.3

- a Describe how a narrator's or speaker's point of view influences how events are described. CCR.R.ABE.6.3.A

4 **NRS Level 4 (6.0-8.9): Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.** CCR.R.ABE.6.4

- a Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCR.R.ABE.6.4.A

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of ap as

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1 **NRS Level 1 (0.0-1.9): Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).** CCR.RE.ABE.7.1

2 **NRS Level 2 (2.0-3.9): Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).** CCR.RE.ABE.7.2

- a Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CCR.RE.ABE.7.2.A

Standard 10.) CCR.RE.ABE.7	3	**NRS Level 3 (4.0-5.9): Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.** CCR.RE.ABE.7.3 a Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CCR.RE.ABE.7.3.A
	4	**NRS Level 4 (6.0-8.9): Integrate information presented in different media or formats, such as in charts, graphs, photographs, videos, or maps, as well as in words to develop a coherent understanding of a topic or issue.** CCR.RE.ABE.7.4 a Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually, such as in a flowchart, diagram, model, graph, or table. CCR.RE.ABE.7.4.A
Delineate and evaluate the argument an specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outline by Reading Standard 10.) CCR.RE.ABE.8	1	**NRS Level 1 (0.0-1.9): Identify the reasons an author gives to support points in a text.** CCR.RE.ABE.8.1
	2	**NRS Level 2 (2.0-3.9): Describe how reasons support specific points the author makes in a text.** CCR.RE.ABE.8.2
	3	**NRS Level 3 (4.0-5.9): Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).** CCR.RE.ABE.8.3
	4	**NRS Level 4 (6.0-8.9): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.** CCR.RE.ABE.8.4
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.RE.ABE.9	1	**NRS Level 1 (0.0-1.9): Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** CCR.RE.ABE.9.1
	2	**NRS Level 2 (2.0-3.9): Compare and contrast the most important points and key details presented in two texts on the same topic.** CCR.RE.ABE.9.2
	3	**NRS Level 3 (4.0-5.9): Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.** CCR.RE.ABE.9.3
	4	**NRS Level 4 (6.0-8.9): Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.** CCR.RE.ABE.9.4
Read and comprehend complex literary and inf	1	**NRS Level 1 (0.0-1.9): Actively engage in group reading activities with purpose and understanding; with prompting and support, read prose and poetry of approximate complexity for NRS Level 1.** CCR.RE.ABE.10.1

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independently and proficiently CCR.RE.ABE.10

a Actively engage in group reading activities with purpose and understanding; with prompting and support, read informational text appropriate for NRS Level 1. CCR.RE.ABE.10.1.A

2 **NRS Level 2 (2.0-3.9): Read and comprehend literature, including stories and poetry, of appropriate complexity for NRS Level 2 proficiently.** CCR.RE.ABE.10.2

a Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 2. CCR.RE.ABE.10.2.A

3 **NRS Level 3 (4.0-5.9): Read and comprehend literature, including stories, dramas, and poetry, of appropriate complexity for NRS Level 3, independently and proficiently.** CCR.RE.ABE.10.3

a Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 3. CCR.RE.ABE.10.3.A

4 **NRS Level 4 (6.0-8.9): Read and comprehend literature, including stories, dramas, and poems, of appropriate complexity for NRS Level 4, independently and proficiently.** CCR.RE.ABE.10.4

a Read and comprehend literary non-fiction of appropriate complexity for NRS Level 4 complexity. CCR.RE.ABE.10.4.A

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) CCR.RF.ABE.1

1 **NRS Level 1 (0.0-1.9): Demonstrate understanding of spoken words, syllables, and sounds.** CCR.RF.ABE.1.1

a Recognize and produce rhyming words. CCR.RF.ABE.1.1.A

b Distinguish long from short vowel sounds in spoken single-syllable words. CCR.RF.ABE.1.1.B

c Count, pronounce, blend, and segment syllables in spoken words. CCR.RF.ABE.1.1.C

d Blend and segment onsets and rimes of single-syllable spoken words. CCR.RF.ABE.1.1.D

e Orally produce singlesyllable words by blending sounds (phonemes), including consonant blends. CCR.RF.ABE.1.1.E

f Segment spoken singlesyllable words into their complete sequence of individual sounds (phonemes). CCR.RF.ABE.1.1.F

g Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCR.RF.ABE.1.1.G

h Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CCR.RF.ABE.1.1.H

Know and apply grade-level phonics and word an de wo

1 **NRS Level 1 (0.0-1.9): Know and apply NRS Level 1 phonics and word analysis skills in decoding words.** CCR.RF.ABE.2.1

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a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCR.RF.ABE.2.1.A

b Associate the long and short sounds with common spellings (graphemes) for the five major vowels CCR.RF.ABE.2.1.B

c Know the spelling-sound correspondences for common consonant digraphs. CCR.RF.ABE.2.1.C

d Decode regularly spelled one-syllable words. CCR.RF.ABE.2.1.D

e Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CCR.RF.ABE.2.1.E

f Know final -e and common vowel team conventions for representing long vowel sounds. CCR.RF.ABE.2.1.F

g Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. CCR.RF.ABE.2.1.G

h Decode two-syllable words following basic patterns by breaking the words into syllables. CCR.RF.ABE.2.1.H

i Read words with inflectional endings. CCR.RF.ABE.2.1.I

j Read common highfrequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCR.RF.ABE.2.1.J

k Recognize and read gradeappropriate irregularly spelled words. CCR.RF.ABE.2.1.K

2 **NRS Level 2 (2.0-3.9): Know and apply NRS Level 1 phonics and word analysis skills in decoding words.** CCR.RF.ABE.2.2

a Distinguish long and short vowels when reading regularly spelled one-syllable words. CCR.RF.ABE.2.2.A

b Know spelling-sound correspondences for additional common vowel teams. CCR.RF.ABE.2.2.B

c Identify and know the meaning of the most common prefixes and derivational suffixes. CCR.RF.ABE.2.2.C

d Identify words with inconsistent but common spelling-sound correspondences CCR.RF.ABE.2.2.D

e Identify words with inconsistent but common spelling-sound correspondences. CCR.RF.ABE.2.2.E

f Decode words with common Latin suffixes. CCR.RF.ABE.2.2.F

g Decode multi-syllable words. CCR.RF.ABE.2.2.G

h Recognize and read gradeappropriate irregularly spelled words. CCR.RF.ABE.2.2.H

3 **NRS Level 3 (4.0-5.9): Know and apply NRS Level 1 phonics and word analysis skills in decoding words.** CCR.RF.ABE.2.3

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a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCR.RF.ABE.2.3.A

Read with sufficient accuracy and fluency to support comprehension. (Fluency) CCR.RF.ABE.3

1 **NRS Level 1 (0.0-1.9): Read with sufficient accuracy and fluency to support comprehension.** CCR.RF.ABE.3.1

a Read grade-level text with purpose and understanding CCR.RF.ABE.3.1.A

b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings CCR.RF.ABE.3.1.B

c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCR.RF.ABE.3.1.C

2 **NRS Level 2 (2.0-3.9): Read with sufficient accuracy and fluency to support comprehension.** CCR.RF.ABE.3.2

a Read grade-level text with purpose and understanding. CCR.RF.ABE.3.2.A

b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCR.RF.ABE.3.2.B

c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCR.RF.ABE.3.2.C

3 **NRS Level 3 (4.0-5.9): Read with sufficient accuracy and fluency to support comprehension.** CCR.RF.ABE.3.3

a Read grade-level text with purpose and understanding. CCR.RF.ABE.3.3.A

b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCR.RF.ABE.3.3.B

c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCR.RF.ABE.3.3.C