Florida Adult Basic Education

Language Arts

Writing (WR) CCR.WR.ABE

1 **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** CCR.WR.ABE.1

1 NRS Level 1 (0.0-1.9): N/A CCR.WR.ABE.1.1

2 NRS Level 2 (2.0-3.9): Write opinion pieces on topics or texts, supporting a point of view with reasons. CCR.WR.ABE.1.2

a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CCR.WR.ABE.1.2.A

b Provide reasons that support the opinion. CCR.WR.ABE.1.2.B

c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CCR.WR.ABE.1.2.C

d Provide a concluding statement or section. CCR.WR.ABE.1.2.D

3 NRS Level 3 (4.0-5.9): Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCR.WR.ABE.1.3

a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CCR.WR.ABE.1.3.A

b Provide logically ordered reasons that are supported by facts and details. CCR.WR.ABE.1.3.B

c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). CCR.WR.ABE.1.3.C

d Provide a concluding statement or section related to the opinion presented. CCR.WR.ABE.1.3.D

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4 NRS Level 4 (6.0-8.9): Write arguments to support claims with clear reasons and relevant evidence. CCR.WR.ABE.1.4

a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. CCR.WR.ABE.1.4.A

b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCR.WR.ABE.1.4.B

c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. CCR.WR.ABE.1.4.C

d Establish and maintain a formal style. CCR.WR.ABE.1.4.D

e Provide a concluding statement or section that follows from and supports the argument presented. CCR.WR.ABE.1.4.E

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2 **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** CCR.WR.ABE.2

1 NRS Level 1 (0.0-1.9): Write informative and explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCR.WR.ABE.2.1

2 NRS Level 2 (2.0-3.9): Write informative and explanatory texts to examine a topic and convey ideas and information clearly. CCR.WR.ABE.2.2

a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCR.WR.ABE.2.2.A

b Develop the topic with facts, definitions, and details. CCR.WR.ABE.2.2.B

c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. CCR.WR.ABE.2.2.C

d Provide a concluding statement or section. CCR.WR.ABE.2.2.D

3 NRS Level 3 (4.0-5.9): Write informative and explanatory texts to examine a topic and convey ideas and information clearly. CCR.WR.ABE.2.3

a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCR.WR.ABE.2.3.A

b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCR.WR.ABE.2.3.B

c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). CCR.WR.ABE.2.3.C

d Use precise language and domain-specific vocabulary to inform about or explain the topic. CCR.WR.ABE.2.3.D

e Provide a concluding statement or section related to the information or explanation presented. CCR.WR.ABE.2.3.E

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4 NRS Level 4 (6.0-8.9): Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (This includes the narration of historical events, scientific procedures/ experiments, or technical processes.) CCR.WR.ABE.2.4

a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCR.WR.ABE.2.4.A

b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCR.WR.ABE.2.4.B

c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. CCR.WR.ABE.2.4.C

d Use precise language and domain-specific vocabulary to inform about or explain the topic. CCR.WR.ABE.2.4.D

e Establish and maintain a formal style. CCR.WR.ABE.2.4.E

f Provide a concluding statement or section that follows from and supports the information or explanation presented. CCR.WR.ABE.2.4.F

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3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCR.WR.ABE.3

1 NRS Level 1 (0.0-1.9): Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCR.WR.ABE.3.1

2 NRS Level 2 (2.0-3.9): Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. CCR.WR.ABE.3.2

3 NRS Level 3 (4.0-5.9): Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts. CCR.WR.ABE.3.3

4 NRS Level 4 (6.0-8.9): Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts. CCR.WR.ABE.3.4

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4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCR.WR.ABE.4

1 NRS Level 1 (0.0-1.9): N/A CCR.WR.ABE.4.1

2 NRS Level 2 (2.0-3.9): Produce writing in which the development and organization are appropriate to task and purpose. CCR.WR.ABE.4.2

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NRS Level 3 (4.0-5.9): Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CCR.WR.ABE.4.3

4 NRS Level 4 (6.0-8.9): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCR.WR.ABE.4.4

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCR.WR.ABE.5

1 NRS Level 1 (0.0-1.9): With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CCR.WR.ABE.5.1

2 NRS Level 2 (2.0-3.9): With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) CCR.WR.ABE.5.2

3 NRS Level 3 (4.0-5.9): With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) CCR.WR.ABE.5.3

4 NRS Level 4 (6.0-8.9): With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) CCR.WR.ABE.5.4

6 Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others. CCR.WR.ABE.6

1 NRS Level 1 (0.0-1.9): With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. CCR.WR.ABE.6.1

a Discuss digital citizenship. CCR.WR.ABE.6.1.A

2 NRS Level 2 (2.0-3.9): With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CCR.WR.ABE.6.2

a Discuss how technology is used for communication, critical thinking, research, and innovation. CCR.WR.ABE.6.2.A

b Complete an electronic job application. CCR.WR.ABE.6.2.B

c Create simple data tables. CCR.WR.ABE.6.2.C

3 NRS Level 3 (4.0-5.9): With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CCR.WR.ABE.6.3

a Produce a one page resume. CCR.WR.ABE.6.3.A

b Insert a table or graph using drag and drop. CCR.WR.ABE.6.3.B

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c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. CCR.WR.ABE.6.3.C

4 NRS Level 4 (6.0-8.9): Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. CCR.WR.ABE.6.4

a Develop a career plan. CCR.WR.ABE.6.4.A

b Create original works using a variety of programs such as Word and Excel. CCR.WR.ABE.6.4.B

c Locate, organize, analyze, evaluate, synthesize, and ethically use electronic information from a variety of sources and media. CCR.WR.ABE.6.4.C

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

1 NRS Level 1 (0.0-1.9): Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). CCR.WR.ABE.7.1

2 NRS Level 2 (2.0-3.9): Conduct short research projects that build knowledge about a topic. CCR.WR.ABE.7.2

3 NRS Level 3 (4.0-5.9): Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCR.WR.ABE.7.3

4 NRS Level 4 (6.0-8.9): Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CCR.WR.ABE.7.4

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8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCR.WR.ABE.8

1 NRS Level 1 (0.0-1.9): With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CCR.WR.ABE.8.1

2 NRS Level 2 (2.0-3.9): Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CCR.WR.ABE.8.2

3 NRS Level 3 (4.0-5.9): Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CCR.WR.ABE.8.3

4 NRS Level 4 (6.0-8.9): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCR.WR.ABE.8.4

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Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.WR.ABE.9

1. NRS Level 1 (0.0-1.9): N/A CCR.WR.ABE.9.1
2. NRS Level 2 (2.0-3.9): Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR.WR.ABE.9.2
   a. Apply reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”). CCR.WR.ABE.9.2.A
   b. Apply reading standards from this level to informational text (e.g., “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.WR.ABE.9.2.B
3. NRS Level 3 (4.0-5.9): Draw evidence from literary or informational texts to support analysis, reflection, and research. CCR.WR.ABE.9.3
   a. Apply reading standards from this level to literature (e.g., “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.WR.ABE.9.3.A
   b. Apply reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). CCR.WR.ABE.9.3.B
4. NRS Level 4 (6.0-8.9): Note: Students continue to draw evidence from literary or informational texts to support analysis, reflection, and research. CCR.WR.ABE.9.4

Speaking and Listening (SL) CCR.SL.ABE

1. **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** CCR.SL.ABE.1
   1. NRS Level 1 (0.0-1.9): Participate in collaborative conversations with diverse partners in small and larger groups. CCR.SL.ABE.1.1
      a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCR.SL.ABE.1.1.A
      b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. CCR.SL.ABE.1.1.B
      c. Ask questions to clear up any confusion about the topics and texts under discussion. CCR.SL.ABE.1.1.C

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2 NRS Level 2 (2.0-3.9): Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. CCR.SL.ABE.1.2

- a Come to discussions prepared by having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCR.SL.ABE.1.2.A
- b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCR.SL.ABE.1.2.B
- c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCR.SL.ABE.1.2.C
- d Explain their own ideas and understanding in light of the discussion. CCR.SL.ABE.1.2.D

3 NRS Level 3 (4.0-5.9): Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. CCR.SL.ABE.1.3

- a Come to discussions prepared by having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCR.SL.ABE.1.3.A
- b Follow agreed-upon rules for discussions and carry out assigned roles. CCR.SL.ABE.1.3.B
- c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCR.SL.ABE.1.3.C
- d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CCR.SL.ABE.1.3.D

4 NRS Level 4 (6.0-8.9): Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. CCR.SL.ABE.1.4

- a Come to discussions prepared by having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCR.SL.ABE.1.4.A
- b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. CCR.SL.ABE.1.4.B
- c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. CCR.SL.ABE.1.4.C
- d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. CCR.SL.ABE.1.4.D

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ntegrate and evaluate information presented in diverse media and formats, ncluding visually, quantitatively, and orally. CCR.SL.ABE.2

1 NRS Level 1 (0.0-1.9): Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CCR.SL.ABE.2.1

2 NRS Level 2 (2.0-3.9): Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCR.SL.ABE.2.2

3 NRS Level 3 (4.0-5.9): Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCR.SL.ABE.2.3

a Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCR.SL.ABE.2.3.A

4 NRS Level 4 (6.0-8.9): Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCR.SL.ABE.2.4

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3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCR.SL.ABE.3

1 NRS Level 1 (0.0-1.9): Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCR.SL.ABE.3.1

2 NRS Level 2 (2.0-3.9): Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CCR.SL.ABE.3.2

3 NRS Level 3 (4.0-5.9): Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CCR.SL.ABE.3.3

4 NRS Level 4 (6.0-8.9): Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCR.SL.ABE.3.4

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4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCR.SL.ABE.4

1 NRS Level 1 (0.0-1.9): Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCR.SL.ABE.4.1

2 NRS Level 2 (2.0-3.9): Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCR.SL.ABE.4.2

3 NRS Level 3 (4.0-5.9): Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. CCR.SL.ABE.4.3

4 NRS Level 4 (6.0-8.9): Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and wellchosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCR.SL.ABE.4.4

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5 **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** CCR.SL.ABE.5

1 NRS Level 1 (0.0-1.9): N/A CCR.SL.ABE.5.1

2 NRS Level 2 (2.0-3.9): N/A CCR.SL.ABE.5.2

3 NRS Level 3 (4.0-5.9): Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CCR.SL.ABE.5.3

4 NRS Level 4 (6.0-8.9): Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCR.SL.ABE.5.4

6 **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Note: See Language Standards 1 and 3)** CCR.SL.ABE.6

1 NRS Level 1 (0.0-1.9): Speak audibly and express thoughts, feelings, and ideas clearly. CCR.SL.ABE.6.1

a Produce complete sentences when appropriate to task and situation. CCR.SL.ABE.6.1.A

2 NRS Level 2 (2.0-3.9): Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CCR.SL.ABE.6.2

3 NRS Level 3 (4.0-5.9): Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. CCR.SL.ABE.6.3

4 NRS Level 4 (6.0-8.9): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CCR.SL.ABE.6.4

Language Arts Standards (LA) CCR.LA.ABE

1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCR.LA.ABE.1

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1 NRS Level 1 (0.0-1.9): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR.LA.ABE.1.1

- a Print all upper- and lowercase letters. CCR.LA.ABE.1.1.A
- b Use common, proper, and possessive nouns. CCR.LA.ABE.1.1.B
- c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) CCR.LA.ABE.1.1.C
- d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CCR.LA.ABE.1.1.D
- e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). CCR.LA.ABE.1.1.E
- f Use frequently occurring adjectives. CCR.LA.ABE.1.1.F
- g Use frequently occurring nouns and verbs. CCR.LA.ABE.1.1.G
- h Use frequently occurring conjunctions (e.g., and, but, or, so, because). CCR.LA.ABE.1.1.H
- i Use determiners (e.g., articles, demonstratives). CCR.LA.ABE.1.1.I
- j Use frequently occurring prepositions (e.g., during, beyond, toward). CCR.LA.ABE.1.1.J
- k Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). CCR.LA.ABE.1.1.K
- l Produce and expand complete simple and compound declarative, interrogative, imperative, and CCR.LA.ABE.1.1.L

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2 NRS Level 2 (2.0-3.9): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR.LA.ABE.1.2

- a Use collective nouns (e.g., group). CCR.LA.ABE.1.2.A
- b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCR.LA.ABE.1.2.B
- c Form and use regular and irregular plural nouns. CCR.LA.ABE.1.2.C
- d Use reflexive pronouns (e.g., myself, ourselves). CCR.LA.ABE.1.2.D
- e Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). CCR.LA.ABE.1.2.E
- f Use abstract nouns (e.g., childhood). CCR.LA.ABE.1.2.F
- g Form and use regular and irregular verbs. CCR.LA.ABE.1.2.G
- h Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. CCR.LA.ABE.1.2.H
- i Ensure subject-verb and pronoun antecedent agreement. CCR.LA.ABE.1.2.I
- j Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. CCR.LA.ABE.1.2.J
- k Use coordinating and subordinating conjunctions. CCR.LA.ABE.1.2.K
- l Produce simple, compound, and complex sentences. CCR.LA.ABE.1.2.L
- m Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). CCR.LA.ABE.1.2.M

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3 NRS Level 3 (4.0-5.9): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR.LA.ABE.1.3

- a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCR.LA.ABE.1.3.A
- b Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CCR.LA.ABE.1.3.B
- c Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. CCR.LA.ABE.1.3.C
- d Use modal auxiliaries (e.g., can, may, must) to convey various conditions. CCR.LA.ABE.1.3.D
- e Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCR.LA.ABE.1.3.E
- f Use verb tense to convey various times, sequences, states, and conditions. CCR.LA.ABE.1.3.F
- g Recognize and correct inappropriate shifts in verb tense. CCR.LA.ABE.1.3.G
- h Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CCR.LA.ABE.1.3.H
- i Form and use prepositional phrases. CCR.LA.ABE.1.3.I
- j Use correlative conjunctions (e.g., either/or, neither/nor). CCR.LA.ABE.1.3.J
- k Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CCR.LA.ABE.1.3.K
- l Correctly use frequently confused words (e.g., to, too, two; there, their). CCR.LA.ABE.1.3.L

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4 NRS Level 4 (6.0-8.9): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR.LA.ABE.1.4

- a Ensure that pronouns are in the proper case (subjective, objective, and possessive). CCR.LA.ABE.1.4.A
- b Use intensive pronouns. CCR.LA.ABE.1.4.B
- c Recognize and correct inappropriate shifts in pronoun number and person. CCR.LA.ABE.1.4.C
- d Recognize and correct vague or unclear pronouns. CCR.LA.ABE.1.4.D
- e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. CCR.LA.ABE.1.4.E
- f Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. CCR.LA.ABE.1.4.F
- g Form and use verbs in the active and passive voice. CCR.LA.ABE.1.4.G
- h Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. CCR.LA.ABE.1.4.H
- i Recognize and correct inappropriate shifts in verb voice and mood. CCR.LA.ABE.1.4.I
- j Explain the function of phrases and clauses in general and their function in specific sentences. CCR.LA.ABE.1.4.J
- k Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. CCR.LA.ABE.1.4.K
- l Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. CCR.LA.ABE.1.4.L

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2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** CCR.LA.ABE.2

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1. NRS Level 1 (0.0-1.9): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCR.LA.ABE.2.1
   - a. Capitalize the first word in a sentence and the pronoun I. CCR.LA.ABE.2.1.A
   - b. Capitalize dates and names of people. CCR.LA.ABE.2.1.B
   - c. Recognize and name end punctuation. CCR.LA.ABE.2.1.C
   - d. Use end punctuation for sentences. CCR.LA.ABE.2.1.D
   - e. Use commas in dates and to separate single words in a series. CCR.LA.ABE.2.1.E
   - f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCR.LA.ABE.2.1.F
   - g. Spell simple words phonetically, drawing on knowledge of soundletter relationships. CCR.LA.ABE.2.1.G
   - h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCR.LA.ABE.2.1.H
   - i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCR.LA.ABE.2.1.I
2. NRS Level 2 (2.0-3.9): Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCR.LA.ABE.2.2
   - a. Capitalize holidays, product names, and geographic names. CCR.LA.ABE.2.2.A
   - b. Capitalize appropriate words in titles. CCR.LA.ABE.2.2.B
   - c. Use commas in greetings and closings of letters. CCR.LA.ABE.2.2.C
   - d. Use commas in addresses. CCR.LA.ABE.2.2.D
   - e. Use commas and quotation marks in dialogue. CCR.LA.ABE.2.2.E
   - f. Use an apostrophe to form contractions and frequently occurring possessives. CCR.LA.ABE.2.2.F
   - g. Form and use possessives. CCR.LA.ABE.2.2.G
   - h. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCR.LA.ABE.2.2.H
   - i. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy → boil). CCR.LA.ABE.2.2.I
   - j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCR.LA.ABE.2.2.J
   - k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCR.LA.ABE.2.2.K

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3 NRS Level 3 (4.0-5.9): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCR.LA.ABE.2.3

- a Use correct capitalization. CCR.LA.ABE.2.3.A
- b Use commas and quotation marks to mark direct speech and quotations from a text. CCR.LA.ABE.2.3.B
- c Use punctuation to separate items in a series. CCR.LA.ABE.2.3.C
- d Use a comma to separate an introductory element from the rest of the sentence. CCR.LA.ABE.2.3.D
- e Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCR.LA.ABE.2.3.E
- f Use underlining, quotation marks, or italics to indicate titles of works. CCR.LA.ABE.2.3.F
- g Use a comma before a coordinating conjunction in a compound sentence. CCR.LA.ABE.2.3.G
- h Spell gradeappropriate words correctly, consulting references as needed. CCR.LA.ABE.2.3.H

4 NRS Level 4 (6.0-8.9): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCR.LA.ABE.2.4

- a Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. CCR.LA.ABE.2.4.A
- b Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). CCR.LA.ABE.2.4.B
- c Use an ellipsis to indicate an omission. CCR.LA.ABE.2.4.C
- d Spell correctly. CCR.LA.ABE.2.4.D

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3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCR.LA.ABE.3

1 NRS Level 1 (0.0-1.9): N/A CCR.LA.ABE.3.1

2 NRS Level 2 (2.0-3.9): Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCR.LA.ABE.3.2

- a Choose words and phrases for effect. CCR.LA.ABE.3.2.A
- b Recognize and observe differences between the conventions of spoken and written standard English. CCR.LA.ABE.3.2.B

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3 NRS Level 3 (4.0-5.9): Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCR.LA.ABE.3.3

a Choose words and phrases to convey ideas precisely. CCR.LA.ABE.3.3.A

b Choose punctuation for effect. CCR.LA.ABE.3.3.B

c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). CCR.LA.ABE.3.3.C

d Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCR.LA.ABE.3.3.D

e Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. CCR.LA.ABE.3.3.E

4 NRS Level 4 (6.0-8.9): Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCR.LA.ABE.3.4

a Vary sentence patterns for meaning, reader/listener interest, and style. CCR.LA.ABE.3.4.A

b Maintain consistency in style and tone. CCR.LA.ABE.3.4.B

c Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CCR.LA.ABE.3.4.C

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4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CCR.LA.ABE.4

1 NRS Level 1 (0.0-1.9): Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. CCR.LA.ABE.4.1

a Use sentence-level context as a clue to the meaning of a word or phrase. CCR.LA.ABE.4.1.A

b Use frequently occurring affixes as a clue to the meaning of a word. CCR.LA.ABE.4.1.B

c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). CCR.LA.ABE.4.1.C

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2 NRS Level 2 (2.0-3.9): Determine or clarify the meaning of unknown and multiplemeaning words and phrases, choosing flexibly from an array of strategies CCR.LA.ABE.4.2

- a Use sentence-level context as a clue to the meaning of a word or phrase. CCR.LA.ABE.4.2.A
- b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). CCR.LA.ABE.4.2.B
- c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). CCR.LA.ABE.4.2.C
- d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook). CCR.LA.ABE.4.2.D
- e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. CCR.LA.ABE.4.2.E

3 NRS Level 3 (4.0-5.9): Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. CCR.LA.ABE.4.3

- a Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCR.LA.ABE.4.3.A
- b Use common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis). CCR.LA.ABE.4.3.B
- c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. CCR.LA.ABE.4.3.C

4 NRS Level 4 (6.0-8.9): Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. CCR.LA.ABE.4.4

- a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CCR.LA.ABE.4.4.A
- b Use common, gradeappropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). CCR.LA.ABE.4.4.B
- c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. CCR.LA.ABE.4.4.C
- d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCR.LA.ABE.4.4.D

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCR.LA.ABE.5

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1 NRS Level 1 (0.0-1.9): With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. CCR.LA.ABE.5.1

a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. CCR.LA.ABE.5.1.A

b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). CCR.LA.ABE.5.1.B

c Identify real-life connections between words and their use (e.g., note places at home that are cozy). CCR.LA.ABE.5.1.C

d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. CCR.LA.ABE.5.1.D

2 NRS Level 2 (2.0-3.9): Demonstrate understanding of word relationships and nuances in word meanings. CCR.LA.ABE.5.2

a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). CCR.LA.ABE.5.2.A

b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). CCR.LA.ABE.5.2.B

c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). CCR.LA.ABE.5.2.C

3 NRS Level 3 (4.0-5.9): Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCR.LA.ABE.5.3

a Interpret figurative language, including similes and metaphors, in context. CCR.LA.ABE.5.3.A

b Recognize and explain the meaning of common idioms, adages, and proverbs. CCR.LA.ABE.5.3.B

c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. CCR.LA.ABE.5.3.C

4 NRS Level 4 (6.0-8.9): N/A CCR.LA.ABE.5.4

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6 **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.** CCR.LA.ABE.6

1 NRS Level 1 (0.0-1.9): Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). CCR.LA.ABE.6.1

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2 NRS Level 2 (2.0-3.9): Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy CCR.LA.ABE.6.2

a Acquire and use accurately level-appropriate conversational, general academic, technology, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). CCR.LA.ABE.6.2.A

3 NRS Level 3 (4.0-5.9): Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:-signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).-are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).-signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). CCR.LA.ABE.6.3

4 NRS Level 4 (6.0-8.9): Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCR.LA.ABE.6.4

a Build a vocabulary of terms and actions frequently used by computer-based testing; such as, drag and drop, drop-down, hot spot, short answer, and extended response. CCR.LA.ABE.6.4.A