

# Language Arts (2014)

Adopted 2014

## The Standards for Reading

## The College and Career Readiness Anchor Standards for Reading

Key Ideas and Details (Literature and Informational Texts)

1. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from text. [CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas. [CCR.R.2](#)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [CCR.R.3](#)

Craft and Structure (Literature and Informational Texts)

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. [CCR.R.4](#)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. [CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [CCR.R.6](#)

Integration of Knowledge and Ideas (Literature and Informational Texts)

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [CCR.R.7](#)
8. Delineate and evaluate the argument and specific cases in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [CCR.R.8](#)
9. Analyze how two or more texts address similar themes or topics in order to build in knowledge or to compare the approaches the authors take. [CCR.R.9](#)

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

10. Read and comprehend complex literary and informational texts independently and proficiently. [CCR.R.10](#)

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## NRS Level 1 – Beginning ABE Literacy

### FS. Foundational Skills / Alphabetics (FS) 1.R.FS

#### Print Concepts

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

#### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.R.FS.2
  - a. Recognize and produce rhyming words. 1.R.FS.2.A
  - b. Count, pronounce, blend, and segment syllables in spoken words. 1.R.FS.2.B
  - c. Blend and segment onsets and rimes of single-syllable spoken words. 1.R.FS.2.C
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 1.R.FS.2.D
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 1.R.FS.2.E
  - f. Distinguish long from short vowel sounds in spoken single-syllable words. 1.R.FS.2.F
  - g. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. 1.R.FS.2.G
  - h. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.R.FS.2.H
  - i. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 1.R.FS.2.I

#### Phonics and Word Recognition

3. Know and apply level appropriate phonics and word analysis skills in decoding words. 1.R.FS.3

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or the most frequent sound for each consonant. **1.R.FS.3.A**
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **1.R.FS.3.B**
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **1.R.FS.3.C**
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **1.R.FS.3.D**
  - e. Know the spelling-sound correspondences for common consonant digraphs. **1.R.FS.3.E**
  - f. Decode regularly spelled one-syllable words. **1.R.FS.3.F**
  - g. Know final –e and common vowel team conventions for representing long vowel sounds. **1.R.FS.3.G**
  - h. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **1.R.FS.3.H**
4. Decode two-syllable words following basic patterns by breaking the words into syllables. **1.R.FS.4**
- a. Read words with inflectional endings. **1.R.FS.4.A**
  - b. Recognize and read level appropriate irregularly spelled words. **1.R.FS.4.B**

**VA. Vocabulary Acquisition and Usage (VA) 1.R.VA**

- 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled content utilizing an array of strategies. **1.R.VA.1**
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **1.R.VA.1.A**
  - b. Use sentence-level context as a clue to the meaning of a word or phrase. **1.R.VA.1.B**
  - c. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, -un, pre-, -ful, -less) as a clue to the meaning of an unknown word. **1.R.VA.1.C**
  - d. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). **1.R.VA.1.D**
- 2. With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. **1.R.VA.2**
  - a. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent. **1.R.VA.2.A**
  - b. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. **1.R.VA.2.B**

- c. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). **1.R.VA.2.C**
  - d. Identify real-life connections between words and their use (e.g., note a situation that is pleasant). **1.R.VA.2.D**
  - e. Distinguish various meanings of verbs describing the same general action (e.g., walk, march, strut, prance). **1.R.VA.2.E**
  - f. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. **1.R.VA.2.F**
  - g. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **1.R.VA.2.G**
3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships (e.g., because). **1.R.VA.3**
- a. Through print and oral work, give in-depth meaning of level appropriate words (e.g., words that are basic and concrete and are used in daily conversation). **1.R.VA.3.A**
4. Understand and use technology systems. **1.R.VA.4**
- a. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). **1.R.VA.4.A**
  - b. Perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, undo/redo). **1.R.VA.4.B**

**FL. Fluency (FL) 1.R.FL**

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

**CL. Comprehension: Literature (CL) 1.R.CL**

Key Ideas and Details: Literature

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

## Craft and Structure: Literature

2. Use effective strategies to determine unknown words in text. **1.R.CL.2**
  - a. Ask and answer questions about unknown words in a text. **1.R.CL.2.A**
  - b. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **1.R.CL.2.B**
3. Recognize common types of texts (e.g., storybooks, poems). **1.R.CL.3**
  - a. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **1.R.CL.3.A**
4. Identify point of view in stories. **1.R.CL.4**
  - a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **1.R.CL.4.A**
  - b. Identify who is telling the story at various points in a text. **1.R.CL.4.B**

## Integration of Knowledge and Ideas: Literature

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

## Range of Reading and Level of Text Complexity: Literature

6. Actively engage in group reading activities with purpose and understanding. **1.R.CL.6**
7. With prompting and support, read prose and poetry of complexity appropriate for NRS Level 1. **1.R.CL.7**

## CI. Comprehension: Informational Text (CI) **1.R.CI**

### Key Ideas and Details: Information

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

### Craft and Structure: Information

2. With prompting and support, ask and answer questions about key details in a text, and to help determine or clarify the meaning of unknown words and phrases in a text. **1.R.CI.2**
3. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **1.R.CI.3**
  - a. Identify the front cover, back cover, and title page of a book. **1.R.CI.3.A**
  - b. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **1.R.CI.3.B**
  - c. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **1.R.CI.3.C**

### Integration of Knowledge and Ideas: Information

4. Use illustrations to aid comprehension of text. **1.R.CI.4**
  - a. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **1.R.CI.4.A**
  - b. Use the illustrations and details in a text to describe its key ideas. **1.R.CI.4.B**
5. With prompting and support, identify the reasons an author gives to support points in a text. **1.R.CI.5**
6. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **1.R.CI.6**

### Range of Reading and Level of Text Complexity: Information

7. Actively engage in-group reading activities with purpose and understanding. **1.R.CI.7**
8. With prompting and support, read informational texts appropriate for NRS Level 1. **1.R.CI.8**

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## NRS Level 2 – Beginning Basic Education

### FS. Foundational Skills / Alphabetics (FS) 2.R.FS

#### Phonics and Word Recognition

1. Know and apply level appropriate phonics and word analysis skills in decoding words. 2.R.FS.1
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.R.FS.1.A
  - b. Know spelling-sound correspondence for additional common vowel teams. 2.R.FS.1.B
  - c. Decode regularly spelled two-syllable words with long vowels. 2.R.FS.1.C
  - d. Recognize and read level-appropriate irregularly spelled words. 2.R.FS.1.D
  - e. Decode multisyllable words. 2.R.FS.1.E
2. Decode words with common prefixes and suffixes. 2.R.FS.2
  - a. Identify or know the meaning of the most common prefixes and suffixes. 2.R.FS.2.A
  - b. Decode words with common Latin suffixes. 2.R.FS.2.B
3. Identify and read words with inconsistent but common spelling-sound correspondence. 2.R.FS.3

### VA. Vocabulary Acquisition And Usage (VA) 2.R.VA

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate content, choosing flexibly from an array of strategies. 2.R.VA.1
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. 2.R.VA.1.A
  - b. Determine the meaning of a new word formed when a known affix is added to a known word (prefix, suffix). 2.R.VA.1.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). 2.R.VA.1.C
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). 2.R.VA.1.D
  - e. Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2.R.VA.1.E
2. Demonstrate understanding of word relationships and nuances in word meanings. 2.R.VA.2
  - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). 2.R.VA.2.A

- b. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **2.R.VA.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). **2.R.VA.2.C**
- 3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). **2.R.VA.3**
- 4. Acquire and accurately use level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them). **2.R.VA.4**

**FL. Fluency (FL) 2.R.FL**

- 1. Read on-level text orally with sufficient accuracy and fluency to support comprehension. **2.R.FL.1**
  - a. Use context to confirm or self-correct word recognition and understanding, rereading a necessary. **2.R.FL.1.A**

**CL. Comprehension: Literature (CL) 2.R.CL**

Key Ideas and Details: Literature

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

Craft and Structure: Literature

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

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **2.R.CL.4**
5. Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **2.R.CL.5**
6. Identify point of view in stories. **2.R.CL.6**
  - a. Distinguish their own point of view from that of the narrator or those of the characters. **2.R.CL.6.A**
  - b. Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud. **2.R.CL.6.B**

#### Integration of Knowledge and Ideas: Literature

7. Use illustrations and details to aid in the understanding of a story. **2.R.CL.7**
  - a. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.R.CL.7.A**
  - b. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or situation). **2.R.CL.7.B**
8. Use compare and contrast techniques to aid in understanding of a text. **2.R.CL.8**
  - a. Compare and contrast two or more versions of the same story by different authors or from different cultures. **2.R.CL.8.A**
  - b. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series). **2.R.CL.8.B**

#### Range of Reading and Level of Text Complexity: Literature

9. Read and comprehend literature appropriate for NRS Level 2, including stories, drama, and poetry, with scaffolding as needed. **2.R.CL.9**

### CI. Comprehension: Informational Text (CI) **2.R.CI**

#### Key Ideas and Details: Information

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

- d. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect. **2.R.CI.1.D**

#### Craft and Structure: Information

2. Determine the meaning of words and phrases in a text relevant to a level-appropriate topic or subject area. **2.R.CI.2**
3. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **2.R.CI.3**
4. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **2.R.CI.4**
5. Distinguish the students' own point of view from that of the author of a text. **2.R.CI.5**
6. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a level-appropriate topic or subject area. **2.R.CI.6**
7. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **2.R.CI.7**

#### Integration of Knowledge and Ideas: Information

8. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **2.R.CI.8**
9. Describe how reasons support specific points the author makes in a text. **2.R.CI.9**
10. Compare and contrast the most important points and key details presented in two texts on the same topic. **2.R.CI.10**
11. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **2.R.CI.11**
12. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **2.R.CI.12**

#### Range of Reading and Level of Text Complexity: Information

13. Read and comprehend informational texts appropriate for NRS Level 2, including history/social studies, science, and technical texts. **2.R.CI.13**

#### **FW.** Functional and Workplace Skills (FW) **2.R.FW**

1. Communicate information, data, and observations to apply information learned from reading to actual practice. **2.R.FW.1**
2. Understand and use technology systems. **2.R.FW.2**
  - a. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). **2.R.FW.2.A**

- b. Perform basic hardware and software operations (e.g., use input devices, control sound and brightness of image) **2.R.FW.2.B**
- c. Demonstrate the ability to navigate in electronic environments (e.g., e-books, educational games and simulations, digital presentation software, mobile devices, and websites) with assistance as needed. **2.R.FW.2.C**

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## **NRS Level 3 – Low Intermediate Basic Education**

### **FS. Foundational Skills / Alphabetics (FS) 3.R.FS**

#### Phonics and Word Recognition

1. Know and apply phonics and word analysis in decoding words. **3.R.FS.1**
2. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **3.R.FS.2**

### **VA. Vocabulary Acquisition And Usage (VA) 3.R.VA**

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies. **3.R.VA.1**
  - a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase. **3.R.VA.1.A**
  - b. Use common, level appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). **3.R.VA.1.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. **3.R.VA.1.C**
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (including synonyms, antonyms, idioms) **3.R.VA.2**
  - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **3.R.VA.2.A**
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs. **3.R.VA.2.B**
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **3.R.VA.2.C**
3. Acquire and accurately use level-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). **3.R.VA.3**

### **FL. Fluency (FL) 3.R.FL**

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

### **CL. Comprehension: Literature (CL) 3.R.CL**

#### Key Ideas and Details: Literature

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

#### Craft and Structure: Literature

2. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes and those that allude to significant characters found in history. **3.R.CL.2**
3. Explain major differences between poems, drama, and prose, and refer to the structural elements or poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **3.R.CL.3**
4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **3.R.CL.4**
5. Determine and use point of view in characters to increase understanding. **3.R.CL.5**
  - a. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **3.R.CL.5.A**
  - b. Describe how a narrator's or speaker's point of view influences how events are described. **3.R.CL.5.B**

#### Integration of Knowledge and Ideas: Literature

6. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **3.R.CL.6**
7. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **3.R.CL.7**

8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **3.R.CL.8**
9. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **3.R.CL.9**

Range of Reading and Level of Text Complexity: Literature

10. Read and comprehend literature, including stories, dramas, and poetry, in texts appropriate for NRS Level 3, with scaffolding as needed. **3.R.CL.10**

**CI. Comprehension: Informational Text (CI)** **3.R.CI**

Key Ideas and Details: Information

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

Craft and Structure: Information

2. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a level-appropriate topic or subject area. **3.R.CI.2**
3. Identify and use structure of text to increase understanding. **3.R.CI.3**
  - a. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **3.R.CI.3.A**
  - b. Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided. **3.R.CI.3.B**
  - c. Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in 1 or 2 texts. **3.R.CI.3.C**

- d. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **3.R.CI.3.D**
4. Identify cause/effect signal words in sentences (e.g., as a result, because, consequently, thus). **3.R.CI.4**

#### Integration of Knowledge and Ideas: Information

5. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **3.R.CI.5**
6. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **3.R.CI.6**
7. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **3.R.CI.7**
8. Draw on information from multiple print or digital sources, demonstrating the ability to locate specific information to a question quickly or to solve a problem efficiently. **3.R.CI.8**

#### Range of Reading and Level of Text Complexity: Information

9. Read and comprehend informational texts, including history/social studies, science, and technical texts at NRS Level 3 text complexity. **3.R.CI.9**

#### **FW.** Functional and Workplace Skills (FW) **3.R.FW**

1. Communicate information, data and observations to apply information learned from reading to actual practice. **3.R.FW.1**
2. Locate written information used to communicate with co-workers and customers. **3.R.FW.2**
3. Understand and use technology systems. **3.R.FW.3**
  - a. Demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance. **3.R.FW.3.A**
  - b. Explore and apply a variety of technology systems and resources (e.g., smartphones, digital cameras, e-books, electronic white boards) to complete learning tasks. **3.R.FW.3.B**
  - c. Apply basic technology-based thinking strategies (e.g., automated search methods, storage and retrieval techniques) to a variety of problems. **3.R.FW.3.C**
4. Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks. **3.R.FW.4**
5. Evaluate the reliability of information from informational texts, internet web sites, and /or technical materials and resources. **3.R.FW.5**

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## NRS Level 4 – High Intermediate Basic Education

### VA. Vocabulary Acquisition and Usage (VA) 4.R.VA

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies. 4.R.VA.1
  - 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. 4.R.VA.1.A
  - b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 4.R.VA.1.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. 4.R.VA.1.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). 4.R.VA.1.D
  - e. Recognize and understand clipped and shortened words (e.g., examination). 4.R.VA.1.E
2. Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings. 4.R.VA.2
  - a. Interpret figures of speech (e.g., personification, allusions, verbal irony, puns) in context. 4.R.VA.2.A
  - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each word. 4.R.VA.2.B
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite). 4.R.VA.2.C
3. Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions. 4.R.VA.3
4. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 4.R.VA.4

### CL. Comprehension: Literature (CL) 4.R.CL

#### Key Ideas and Details: Literature

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. 4.R.CL.1
  - a. Summarize what has been read. 4.R.CL.1.A
  - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 4.R.CL.1.B

- c. Identify the implied main idea and supporting details from an instructional level passage. **4.R.CL.1.C**
- d. Identify cause and effect implied in a paragraph. **4.R.CL.1.D**
- e. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection. **4.R.CL.1.E**
- f. Describe how a story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. **4.R.CL.1.F**
- g. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **4.R.CL.1.G**
- h. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision. **4.R.CL.1.H**
- i. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis). **4.R.CL.1.I**

#### Craft and Structure: Literature

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

#### Integration of Knowledge and Ideas: Literature

- 3. Predict potential outcomes from knowledge of events obtained from a reading selection. **4.R.CL.3**
- 4. Compare and contrast different forms, genres, and media portrayals in terms of their approaches to similar themes and topics to analyze how a modern work of fiction draws on themes, patterns of events, or character types from

myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **4.R.CL.4**

- a. Integrate information presented in different media or formats (e.g., visually, qualitatively) as well as in words to develop a coherent understanding of a topic or issue. **4.R.CL.4.A**
- b. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). **4.R.CL.4.B**
- c. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. **4.R.CL.4.C**
- d. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **4.R.CL.4.D**

Range of Reading and Level of Text Complexity: Literature

5. Read and comprehend literature in texts appropriate for NRS Level 4, including stories, dramas, and poems, independently and proficiently. **4.R.CL.5**

#### CI. Comprehension: Informational Text (CI) **4.R.CI**

Key Ideas and Details: Information

1. Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **4.R.CI.1**
  - a. Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports. **4.R.CI.1.A**
  - b. Identify cause and effect implied in a paragraph. **4.R.CI.1.B**
  - c. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection. **4.R.CI.1.C**
2. Identify and analyze connections in text. **4.R.CI.2**
  - a. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text, through examples and anecdotes. **4.R.CI.2.A**
  - b. Analyze the interactions between individual, events, and ideas in texts (how ideas influence individuals, and how individuals influence ideas or events). **4.R.CI.2.B**
  - c. Analyze how a text makes connections among and distinctions between individuals, ideas, or events, through comparison, analogies, or categories. **4.R.CI.2.C**

- d. Determine the reading strategy or strategies needed to fully comprehend the content within a written document (e.g., skimming, reading for detail, reading for meaning or critical analysis). 4.R.CI.2.D

#### Craft and Structure: Information

- 3. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 4.R.CI.3
  - a. Identify the implied main idea and supporting details from an instructional level passage. 4.R.CI.3.A
  - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions. 4.R.CI.3.B
- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts. 4.R.CI.4
- 5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints. 4.R.CI.5

#### Integration of Knowledge and Ideas: Information

- 6. Integrate information from texts, charts, and graphs to draw a conclusion. 4.R.CI.6
- 7. Trace and evaluate/critique the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not; and assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Recognize when irrelevant evidence is introduced. 4.R.CI.7
- 8. Compare and contrast one author's presentation of events with that of another (e.g., a memoir and a biography of the same person), including how they emphasize different evidence or advance different interpretations of the facts. 4.R.CI.8
- 9. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 4.R.CI.9
- 10. Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks. 4.R.CI.10
- 11. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 4.R.CI.11

12. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **4.R.CI.12**

Range of Reading and Level of Text Complexity: Information

13. Read and comprehend literary nonfiction in texts, appropriate for NRS Level 4, independently and proficiently. **4.R.CI.13**

**RH.** Reading In The Content Areas: History And Social Studies (RH) **4.R.RH**

Key Ideas and Details: History and Social Studies

1. Cite specific textual evidence to support analysis of primary and secondary sources. **4.R.RH.1**
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion. **4.R.RH.2**
3. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies, using a dictionary or other appropriate resource. **4.R.RH.3**
4. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **4.R.RH.4**
5. Determine the appropriate reading strategy to acquire specific information (e.g., rereading, skimming, and scanning). **4.R.RH.5**

Craft and Structure: History and Social Studies

6. Describe how a text presents information (e.g., sequentially, comparatively, causally). **4.R.RH.6**
7. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **4.R.RH.7**

Integration of Knowledge and Ideas: History and Social Studies

8. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **4.R.RH.8**
9. Distinguish among fact, opinion, and reasoned judgment in a text. **4.R.RH.9**
10. Analyze the relationship between a primary and secondary source on the same topic. **4.R.RH.10**
11. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines). **4.R.RH.11**
12. Interpret information, data, and observations to apply information learned from reading to actual practice. **4.R.RH.12**

Range of Reading and Level of Text Complexity: History and Social Studies

13. Read and comprehend history/social studies texts, appropriate for NRS Level 4, independently and proficiently. **4.R.RH.13**

**RS.** Reading in the Content Areas: Science and Technical Subjects (RS) **4.R.RS**

## Key Ideas and Details: Science and Technical Subjects

1. Cite specific textual evidence to support analysis of science and technical texts. **4.R.RS.1**
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **4.R.RS.2**
3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. **4.R.RS.3**

## Craft and Structure: Science and Technical Subjects

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical contexts relevant to reading comprehension grade equivalent 6.0-8.9. **4.R.RS.4**
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **4.R.RS.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **4.R.RS.6**

## Integration of Knowledge and Ideas: Science and Technical Subjects

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flow chart, diagram, model, graph, figure, or table). **4.R.RS.7**
8. Distinguish among facts, reasoned judgment based on research findings and speculation in a text. **4.R.RS.8**
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. **4.R.RS.9**
10. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines). **4.R.RS.10**
11. Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice. **4.R.RS.11**

## Range of Reading and Level of Text Complexity: Science and Technical Subjects

12. Read and comprehend science/technical texts, appropriate for NRS Level 4, independently and proficiently. **4.R.RS.12**

## **FW.** Functional and Workplace Skills (FW) **4.R.FW**

1. Understand and use technology systems. **4.R.FW.1**
  - a. Demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance. **4.R.FW.1.A**
  - b. Explore and apply a variety of technology systems and resources (e.g., graphing calculators, internet connected digital devices, probes, individual response systems) to complete learning tasks. **4.R.FW.1.B**



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## NRS Level 5 – Low Adult Secondary Education

### VA. Vocabulary Acquisition and Usage (VA) 5.R.VA

1. Determine the most appropriate reading strategy for identifying the overarching purpose of a text (e.g., skimming, reading for detail, reading for meaning or critical analysis). 5.R.VA.1
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading comprehension equivalent NRS Level 5, choosing flexibly from a range of strategies. 5.R.VA.2
  - 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. 5.R.VA.2.A
  - b. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 5.R.VA.2.B
  - c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5.R.VA.2.C
3. Demonstrate understanding of language structure by focusing on idioms, expressions, colloquialisms, figures of speech, and literacy structures. 5.R.VA.3
  - a. Interpret figures of speech context in text. 5.R.VA.3.A
  - b. Analyze nuances in the meaning of words with similar denotations. 5.R.VA.3.B
4. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5.R.VA.4

### CL. Comprehension: Literature (CL) 5.R.CL

#### Key Ideas and Details: Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5.R.CL.1
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 5.R.CL.2
  - a. Identify the elements of a plot (i.e., exposition, rising action, climax, falling action, and resolution) within a literary work. 5.R.CL.2.A
  - b. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme. 5.R.CL.2.B

#### Craft and Structure: Literature

3. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of word

choice on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 5.R.CL.3

4. Analyze how an author's choices concerning the structure a text, order of events within it (e.g., parallel plots) and manipulation of time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 5.R.CL.4
5. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 5.R.CL.5

#### Integration of Knowledge and Ideas: Literature

6. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). 5.R.CL.6
7. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). 5.R.CL.7

#### Range of Reading and Level of Text Complexity: Literature

8. Read and comprehend literature in texts appropriate for NRS Level 5, including stories, dramas, and poems, independently and proficiently. 5.R.CL.8

### CI. Comprehension: Informational Text (CI) 5.R.CI

#### Key Ideas and Details: Information

1. Use graphic organizer to demonstrate the importance of and relationship between ideas (e.g., Venn diagram, webbing, and mapping). 5.R.CI.1
2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5.R.CI.2
3. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by particular details; provide an objective summary of the text. 5.R.CI.3
4. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 5.R.CI.4

#### Craft and Structure: Information

5. Recognize differences in structure, content, and tone of various texts. 5.R.CI.5
6. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning, tone/mood, and relationship of ideas (e.g., how the language of a court opinion differs from that of a newspaper). 5.R.CI.6

7. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter). **5.R.CI.7**
8. Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose. **5.R.CI.8**

#### Integration of Knowledge and Ideas: Information

9. Identify opinions, propaganda, and bias within written publications (e.g., newspaper, political cartoons). **5.R.CI.9**
10. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **5.R.CI.10**
11. Delineate and evaluate the argument and specific claims in a text, assessing accuracy, adequacy, appropriateness, whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **5.R.CI.11**
12. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **5.R.CI.12**

#### Range of Reading and Level of Text Complexity: Information

13. Read and comprehend literary nonfiction, in texts appropriate for NRS Level 5, independently and proficiently. **5.R.CI.13**
14. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions. **5.R.CI.14**

### **RH.** Reading in the Content Areas: History and Social Studies (RH) **5.R.RH**

#### Key Ideas and Details: History and Social Studies

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **5.R.RH.1**
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **5.R.RH.2**
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them (sequence). **5.R.RH.3**

#### Craft and Structure: History and Social Studies

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. **5.R.RH.4**
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **5.R.RH.5**

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **5.R.RH.6**

#### Integration of Knowledge and Ideas: History and Social Studies

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **5.R.RH.7**
8. Assess the extent to which the reasoning and evidence in a text support the author's claims. **5.R.RH.8**
9. Compare and contrast treatments of the same topic in several primary and secondary sources. **5.R.RH.9**
10. Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice. **5.R.RH.10**
11. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines). **5.R.RH.11**

#### Range of Reading and Level of Text Complexity: History and Social Studies

12. Read and comprehend history/social studies texts at the appropriate level of text complexity, independently and proficiently. **5.R.RH.12**

### **RS.** Reading in the Content Areas: Science and Technical Subjects (RS) **5.R.RS**

#### Key Ideas and Details: Science and Technical Subjects

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **5.R.RS.1**
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **5.R.RS.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **5.R.RS.3**

#### Craft and Structure: Science and Technical Subjects

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to level appropriate reading comprehension texts and topics. **5.R.RS.4**
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **5.R.RS.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **5.R.RS.6**

#### Integration of Knowledge and Ideas: Science and Technical Subjects

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **5.R.RS.7**
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **5.R.RS.8**
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **5.R.RS.9**
10. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines). **5.R.RS.10**
11. Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice. **5.R.RS.11**
12. Use internet resources to assist in separating fact from opinion and to draw conclusions. **5.R.RS.12**

Range of Reading and Level of Text Complexity: Science and Technical Subjects

13. Read and comprehend science/technical texts appropriate for NRS Level 5 independently and proficiently. **5.R.RS.13**

**FW. Functional and Workplace Skills (FW)** **5.R.FW**

1. Understand and use technology systems. **5.R.FW.1**
  - a. Use a variety of technology interfaces and operating systems (e.g., computer, printer, internet-connected mobile devices). **5.R.FW.1.A**
  - b. Apply technology systems and resources (e.g., graphing calculator, electronic microscope, simulations, programming languages, digital recorders and editors, generic productivity tools) to complete learning activities. **5.R.FW.1.B**
  - c. Use multiple file types and their related software applications. **5.R.FW.1.C**
  - d. Apply basic algorithmic concepts and methods (e.g., problem decomposition, data representation and abstraction, iteration, ordering of steps) to solve problems. **5.R.FW.1.D**
2. Use information technology tools to manage and perform work responsibilities. **5.R.FW.2**
  - a. Communicate using on-line resources (e.g., e-mail). **5.R.FW.2.A**
  - b. Access and navigate the Internet. **5.R.FW.2.B**
  - c. Compose, revise, and save written materials such as paragraphs or business letters using a word processing program. **5.R.FW.2.C**
  - d. Perform job seeking activities on the computer (e.g., conduct an Internet job search, complete an on-line application, and compose a resume). **5.R.FW.2.D**
  - e. Evaluate the reliability of information from informational texts, internet web sites, and/or technical material and resources. **5.R.FW.2.E**



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## NRS Level 6 – High Adult Secondary Education

### VA. Vocabulary Acquisition and Usage (VA) 6.R.VA

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading comprehension equivalent to NRS Level 6. 6.R.VA.1
  - 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. 6.R.VA.1.A
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 6.R.VA.1.B
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 6.R.VA.1.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). 6.R.VA.1.D
2. Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings. 6.R.VA.2
  - a. Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in text. 6.R.VA.2.A
  - b. Analyze nuances in the meaning of words with similar denotations. 6.R.VA.2.B
3. Determine the most appropriate reading strategy for identifying the overarching purpose of a text (e.g., skimming, reading for detail, reading for meaning or critical analysis). 6.R.VA.3
4. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 6.R.VA.4
5. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions. 6.R.VA.5

### CL. Comprehension: Literature (CL) 6.R.CL

#### Key Ideas and Details: Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 6.R.CL.1
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 6.R.CL.2

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **6.R.CL.3**

#### Craft and Structure: Literature

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **6.R.CL.4**
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **6.R.CL.5**
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **6.R.CL.6**

#### Integration of Knowledge and Ideas: Literature

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

#### Range of Reading and Level of Text Complexity: Literature

9. Read and comprehend literature at the appropriate level of text complexity, including stories, dramas, and poems, independently and proficiently. **6.R.CL.9**

### CI. Comprehension: Informational Text (CI) **6.R.CI**

#### Key Ideas and Details: Information

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

#### Craft and Structure: Information

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

#### Integration of Knowledge and Ideas: Information

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **6.R.CI.7**
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **6.R.CI.8**
9. Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts. **6.R.CI.9**
10. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **6.R.CI.10**

#### Range of Reading and Level of Text Complexity: Information

11. Read and comprehend literary nonfiction in texts appropriate for NRS Level 6, independently and proficiently. **6.R.CI.11**
12. Read multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to identify assumptions, purpose, outcomes/solutions, and propaganda techniques. **6.R.CI.12**

#### **RH.** Reading in the Content Areas: History and Social Studies (RH) **6.R.RH**

##### Key Ideas and Details: History and Social Studies

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **6.R.RH.1**
2. Distinguish among fact, opinion, and reasoned judgement in a text. Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts. **6.R.RH.2**

3. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas and of how key events or ideas develop over the course of a text. **6.R.RH.3**
4. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **6.R.RH.4**

#### Craft and Structure: History and Social Studies

5. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the text (e.g., how Madison defines faction in Federalist No. 10). **6.R.RH.5**
6. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. **6.R.RH.6**
7. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **6.R.RH.7**

#### Integration of Knowledge and Ideas: History and Social Studies

8. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines). **6.R.RH.8**
9. Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice. **6.R.RH.9**
10. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively as well as in words) in order to address a question or solve a problem. **6.R.RH.10**
11. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **6.R.RH.11**
12. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **6.R.RH.12**

#### Range of Reading and Level of Text Complexity: History and Social Studies

13. Read and comprehend history/social studies texts appropriate for NRS Level 6 independently and proficiently. **6.R.RH.13**

### **RS.** Reading in the Content Areas: Science and Technical Subjects (RS) **6.R.RS**

#### Key Ideas and Details: Science and Technical Subjects

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **6.R.RS.1**
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **6.R.RS.2**

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **6.R.RS.3**

#### Craft and Structure: Science and Technical Subjects

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to reading comprehension at NRS Level 6. **6.R.RS.4**
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **6.R.RS.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **6.R.RS.6**

#### Integration of Knowledge and Ideas: Science and Technical Subjects

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **6.R.RS.7**
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information to clarify a validated conclusion/solution. **6.R.RS.8**
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible (regarding trends). **6.R.RS.9**
10. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines). **6.R.RS.10**
11. Apply scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification. **6.R.RS.11**
12. Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice. **6.R.RS.12**

#### Range of Reading and Level of Text Complexity: Science and Technical Subjects

13. Read and comprehend science/technical texts appropriate for NRS Level 6 independently and proficiently. **6.R.RS.13**

#### **FW.** Functional and Workplace Skills (FW) **6.R.FW**

1. Understand and use technology systems. **6.R.FW.1**
  - a. Routinely apply a variety of technology systems related to specific subject-matter learning (e.g., electronic microscopes, multifunction calculators, robotics, MIDI, electronic databases). **6.R.FW.1.A**
  - b. Configure necessary hardware, software, and network systems to optimize their use for a particular task. **6.R.FW.1.B**

- c. Actively interface with technology at both the hardware and software levels (e.g., programming, robotics, cloud computing). 6.R.FW.1.C
      - d. Use fundamental algorithmic thinking strategies (e.g., conditional branching, modularization, recursion). 6.R.FW.1.D
  - 2. Use information technology tools to manage and perform work responsibilities. 6.R.FW.2
    - a. Communicate using on-line resources. 6.R.FW.2.A
    - b. Access and navigate the Internet 6.R.FW.2.B
    - c. Compose, revise, and save written materials such as paragraphs or business letters using a word processing program; manage files. 6.R.FW.2.C
    - d. Perform job seeking activities on the computer (e.g., conduct an internet job search, complete an on-line application, and compose a resume). 6.R.FW.2.D
    - e. Evaluate the reliability of informational texts, Internet web sites, and/or technical materials and resources. 6.R.FW.2.E
    - f. Manage own and work group schedules and contacts. 6.R.FW.2.F
  - 3. Apply environmental reading to life skills (e.g., a brochure on workplace medical benefits and/or a consumer guide about long distance service). 6.R.FW.3
    - a. Locate written information used to communicate with co-workers and customers. 6.R.FW.3.A
    - b. Use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks. 6.R.FW.3.B
    - c. Develop and maintain a career plan and portfolio to meet career goals and objectives. 6.R.FW.3.C
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## The Standards for Writing and Language

### The College and Career Readiness Anchor Standards for Writing

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [CCR.W.1](#)
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.W.2](#)
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [CCR.W.3](#)

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [CCR.W.4](#)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [CCR.W.5](#)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. [CCR.W.6](#)

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [CCR.W.7](#)
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.W.8](#)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. [CCR.W.9](#)

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. [CCR.W.10](#)

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## The College and Career Readiness Anchor Standards for Language

### Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [CCR.L.1](#)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [CCR.L.2](#)

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [CCR.L.3](#)

### Vocabulary Usage

4. Appropriately and effectively use figurative language, word relationships, and nuances in word meaning. [CCR.L.4](#)
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. [CCR.L.5](#)

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## **NRS Level 1 – Beginning ABE Literacy**

### **TT. Text Types and Purposes (TT) 1.W.TT**

1. Draw, write, or dictate opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.W.TT.1
2. Draw, write, or dictate informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.TT.2
3. Draw, write, or dictate narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 1.W.TT.3

### **PD. Production and Distribution of Writing (PD) 1.W.PD**

1. With guidance and support from instructors, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 1.W.PD.1
2. Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and convey messages, writings, pictures. 1.W.PD.2
3. Understand and use technology systems. 1.W.PD.3
  - a. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). 1.W.PD.3.A
  - b. Perform basic hardware and software operations (e.g. copy and paste, navigate among open windows, undo/redo). 1.W.PD.3.B

### **RB. Research to Build and Present Knowledge (RB) 1.W.RB**

1. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write or dictate a sequence of instructions). 1.W.RB.1
2. Recall information from experiences or gather information from provided sources to answer a question. 1.W.RB.2

### **CS. Conventions of Standard English (CS) 1.W.CS**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing. 1.W.CS.1
  - a. Recognize and print all uppercase and lowercase letters of the alphabet. 1.W.CS.1.A
  - b. Copy and appropriately space letters to form words and sentences. 1.W.CS.1.B
  - c. Use frequently occurring nouns, verbs and adjectives. 1.W.CS.1.C
  - d. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 1.W.CS.1.D

- e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). **1.W.CS.1.E**
  - f. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). **1.W.CS.1.F**
  - g. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). **1.W.CS.1.G**
  - h. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with, during, beyond, toward). **1.W.CS.1.H**
  - i. Use frequently occurring conjunctions (e.g., and, but, or, so, because) and determiners (e.g., articles, demonstratives). **1.W.CS.1.I**
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **1.W.CS.1.J**
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **1.W.CS.2**
- a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people. **1.W.CS.2.A**
  - b. Identify and use end punctuation for sentences. **1.W.CS.2.B**
  - c. Use commas in dates and to separate single words in a series. **1.W.CS.2.C**
  - d. Punctuate abbreviations of common titles (e.g., Mr., Mrs., Ms.). **1.W.CS.2.D**
  - e. Write a letter or letters for most consonant and short-vowel sounds (phonemes). **1.W.CS.2.E**
  - f. Spell simple words phonetically, drawing on knowledge of sound-letter relationships, and use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **1.W.CS.2.F**
  - g. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **1.W.CS.2.G**

**VU. Vocabulary Usage (VU) 1.W.VU**

1. With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. **1.W.VU.1**
- a. Sort common objects and words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **1.W.VU.1.A**
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **1.W.VU.1.B**
  - c. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). **1.W.VU.1.C**
  - d. Identify real-life connections between words and their use (e.g., note places at school that are colorful). **1.W.VU.1.D**
  - e. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **1.W.VU.1.E**

- f. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. [1.W.VU.1.F](#)
  - g. Produce a personal dictionary that includes words and their multiple meanings (both personal and accepted). [1.W.VU.1.G](#)
2. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [1.W.VU.2](#)

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## **NRS Level 2 – Beginning Basic Education**

### **TT. Text Types and Purposes (TT) 2.W.TT**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 2.W.TT.1
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 2.W.TT.1.A
  - b. Provide reasons that support the opinion. 2.W.TT.1.B
  - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 2.W.TT.1.C
  - d. Provide a concluding statement or section. 2.W.TT.1.D
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 2.W.TT.2
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 2.W.TT.2.A
  - b. Develop the topic with facts, definitions, and details. 2.W.TT.2.B
  - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 2.W.TT.2.C
  - d. Provide a concluding statement or section. 2.W.TT.2.D
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 2.W.TT.3
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 2.W.TT.3.A
  - b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 2.W.TT.3.B
  - c. Use temporal words and phrases to signal event order. 2.W.TT.3.C
  - d. Provide a sense of closure. 2.W.TT.3.D

### **PD. Production and Distribution of Writing (PD) 2.W.PD**

1. With guidance and support from instructor and peers, produce writing in which the development and organization are appropriate to task and purpose (e.g., business memo, personal email, academic paragraph). 2.W.PD.1
2. With guidance and support from instructor and peers, develop and strengthen writing as needed by planning, revising, and editing. 2.W.PD.2
3. With guidance and support from instructor and peers, use technology to produce and publish writing (using keyboarding skills), and to interact and collaborate with others (e.g., email, text, file sharing, multi-media applications). 2.W.PD.3

### **RB. Research to Build and Present Knowledge (RB) 2.W.RB**

1. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **2.W.RB.1**
2. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Record information needed to prepare report. **2.W.RB.2**
3. Conduct short independent research projects that build knowledge about a topic. **2.W.RB.3**

**RW.** Range of Writing (RW) **2.W.RW**

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **2.W.RW.1**

**CS.** Conventions of Standard English (CS) **2.W.CS**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing. **2.W.CS.1**
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **2.W.CS.1.A**
  - b. Use collective and abstract nouns (e.g., group). **2.W.CS.1.B**
  - c. Form and use frequently occurring regular and irregular plural nouns (e.g., feet, children, teeth, mice, fish). **2.W.CS.1.C**
  - d. Use reflexive pronouns (e.g., myself, ourselves). **2.W.CS.1.D**
  - e. Form and use regular and irregular verbs in all tenses. **2.W.CS.1.E**
  - f. Ensure subject-verb and pronoun-antecedent agreement. **2.W.CS.1.F**
  - g. Use adjectives and adverbs (including comparative and superlative) and choose between them depending on what is to be modified. **2.W.CS.1.G**
  - h. Use coordinating and subordinating conjunctions. **2.W.CS.1.H**
  - i. Produce, expand, and rearrange complete simple, compound, and complex sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). **2.W.CS.1.I**
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **2.W.CS.2**
  - a. Capitalize holidays, product names, geographic names, and appropriate words in titles. **2.W.CS.2.A**
  - b. Use commas in greetings/closing of letters and addresses. **2.W.CS.2.B**
  - c. Use commas and quotation marks in dialogue. **2.W.CS.2.C**
  - d. Use an apostrophe to form contractions and possessives. **2.W.CS.2.D**
  - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **2.W.CS.2.E**

- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **2.W.CS.2.F**
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **2.W.CS.2.G**

**KL. Knowledge of Language (KL)** **2.W.KL**

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

**VU. Vocabulary Usage (VU)** **2.W.VU**

- 1. Demonstrate understanding of word relationships and nuances in word meanings. **2.W.VU.1**
  - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy or people who are friendly or helpful). **2.W.VU.1.A**
  - b. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **2.W.VU.1.B**
  - c. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **2.W.VU.1.C**
  - d. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **2.W.VU.1.D**
- 2. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **2.W.VU.2**
  - a. Use adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). **2.W.VU.2.A**
  - b. Use general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). **2.W.VU.2.B**

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## NRS Level 3 – Low Intermediate Basic Education

### TT. Text Types and Purposes (TT) 3.W.TT

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 3.W.TT.1
  - a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 3.W.TT.1.A
  - b. Provide logically ordered reasons that are supported by facts and details. 3.W.TT.1.B
  - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition, consequently, specifically). 3.W.TT.1.C
  - d. Provide a concluding statement or section related to the opinion presented. 3.W.TT.1.D
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3.W.TT.2
  - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 3.W.TT.2.A
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3.W.TT.2.B
  - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 3.W.TT.2.C
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 3.W.TT.2.D
  - e. Provide a concluding statement or section related to the information or explanation presented. 3.W.TT.2.E
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 3.W.TT.3
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3.W.TT.3.A
  - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3.W.TT.3.B
  - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 3.W.TT.3.C
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3.W.TT.3.D
  - e. Provide a conclusion that follows from the narrated experiences or events. 3.W.TT.3.E

**PD. Production and Distribution of Writing (PD)** 3.W.PD

1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (e.g., business memo, personal email, academic essay). 3.W.PD.1
2. With guidance and support from instructors and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 3.W.PD.2
3. With some guidance and support from instructors and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others (e.g., email, text, file sharing, multi-media applications). 3.W.PD.3
4. With guidance and support from instructors and peers, create tables, charts and figures to support written and oral communication. 3.W.PD.4
5. Perform job-seeking activities on the computer (e.g., conduct an Internet job search, complete an online application, and compose a resume). 3.W.PD.5

**RB. Research to Build and Present Knowledge (RB)** 3.W.RB

1. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Record information needed to prepare report. 3.W.RB.1
2. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; summarize or paraphrase information in notes and finished work, and provide a list of sources. 3.W.RB.2
3. Draw evidence from literary or informational texts to support analysis, reflection, and research. 3.W.RB.3
4. Communicate information, data, and observations to apply information earned from reading to actual practice. 3.W.RB.4

**RW. Range of Writing (RW)** 3.W.RW

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 3.W.RW.1

**CS. Conventions of Standard English (CS)** 3.W.CS

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 3.W.CS.1
  - a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 3.W.CS.1.A
  - b. Form and use the progressive verb tense (e.g., I was walking; I am walking; I will be walking) and the perfect verb tense (e.g., I had walked; I have walked; I will have walked). 3.W.CS.1.B
  - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 3.W.CS.1.C

- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). **3.W.CS.1.D**
  - e. Form and use prepositional phrases. **3.W.CS.1.E**
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **3.W.CS.1.F**
  - g. Correctly use frequently confused words (e.g., to, too, two; there, their). **3.W.CS.1.G**
  - h. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. **3.W.CS.1.H**
  - i. Use verb tense to convey various times, sequences, states, and conditions. **3.W.CS.1.I**
  - j. Recognize and correct inappropriate shifts in verb tense. **3.W.CS.1.J**
  - k. Use correlative conjunctions (e.g., either/or, neither/nor). **3.W.CS.1.K**
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **3.W.CS.2**
- a. Use correct capitalization. **3.W.CS.2.A**
  - b. Use commas and quotation marks to mark direct speech and quotations from a text. **3.W.CS.2.B**
  - c. Use a comma before a coordinating conjunction in a compound sentence. **3.W.CS.2.C**
  - d. Spell level-appropriate words correctly, consulting references as needed. **3.W.CS.2.D**
  - e. Use punctuation to separate items in a series. **3.W.CS.2.E**
  - f. Use a comma to separate an introductory element from the rest of the sentence. **3.W.CS.2.F**
  - g. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). **3.W.CS.2.G**
  - h. Use underlining, quotation marks, or italics to indicate titles of works. **3.W.CS.2.H**
- KL. Knowledge of Language (KL) 3.W.KL**
- 1. Use knowledge of language and its conventions when writing. **3.W.KL.1**
    - a. Choose words and phrases to convey words precisely. **3.W.KL.1.A**
    - b. Choose punctuation for effect. **3.W.KL.1.B**
    - c. Differentiate between contexts that call for formal English and situations where informal English is appropriate. **3.W.KL.1.C**
    - d. Compare and contrast the varieties of English used in stories, dramas, or poems. **3.W.KL.1.D**

- e. Expand, combine, and reduce sentences for meaning, reader interest, and style. **3.W.KL.1.E**

**VU. Vocabulary Usage (VU) 3.W.VU**

1. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **3.W.VU.1**
  - a. Explain simple similes and metaphors and interpret other figurative language in context. **3.W.VU.1.A**
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs. **3.W.VU.1.B**
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **3.W.VU.1.C**
2. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered); those that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation); and those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). **3.W.VU.2**

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## NRS Level 4 – High Intermediate Basic Education

### TT. Text Types and Purposes (TT) 4.W.TT

1. Write arguments to support claims with clear reasons and relevant evidence. 4.W.TT.1
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 4.W.TT.1.A
  - b. Support claim(s) with clear and logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 4.W.TT.1.B
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 4.W.TT.1.C
  - d. Establish and maintain a formal style. 4.W.TT.1.D
  - e. Provide a concluding statement or section that follows from and supports the argument presented. 4.W.TT.1.E
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 4.W.TT.2
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 4.W.TT.2.A
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective. 4.W.TT.2.B
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 4.W.TT.2.C
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.TT.2.D
  - e. Establish and maintain a formal style. 4.W.TT.2.E
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 4.W.TT.2.F
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 4.W.TT.3
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 4.W.TT.3.A

- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 4.W.TT.3.B
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 4.W.TT.3.C
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 4.W.TT.3.D
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4.W.TT.3.E

**PD. Production and Distribution of Writing (PD) 4.W.PD**

1. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective. 4.W.PD.1
2. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. 4.W.PD.2
3. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships. 4.W.PD.3
4. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 4.W.PD.4
  - a. Appropriately link to and cite sources in published written work. 4.W.PD.4.A
  - b. Write and edit paragraph(s) using a word processing program. 4.W.PD.4.B
  - c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing. 4.W.PD.4.C
  - d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history). 4.W.PD.4.D

**RB. Research to Build and Present Knowledge (RB) 4.W.RB**

1. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration. 4.W.RB.1
2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

plagiarism and following a standard format for citation using word processing to produce a completed professional document. [4.W.RB.2](#)

3. Draw evidence from informational texts to support analysis reflection, and research. [4.W.RB.3](#)

**RW.** Range of Writing (RW) [4.W.RW](#)

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences to include descriptive, narrative, and expository writing while demonstrating the command/mastery of simple, compound, and complex sentences; utilizing all eight parts of speech and correct usage of conventions. [4.W.RW.1](#)

**CS.** Conventions of Standard English (CS) [4.W.CS](#)

1. Demonstrate command of the conventions of English grammar and usage when writing. [4.W.CS.1](#)
  - a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). [4.W.CS.1.A](#)
  - b. Use intensive pronouns (e.g., myself, ourselves). [4.W.CS.1.B](#)
  - c. Explain the function of phrases and clauses in general and in specific sentences. [4.W.CS.1.C](#)
  - d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [4.W.CS.1.D](#)
  - e. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. [4.W.CS.1.E](#)
  - f. Recognize and correct inappropriate shifts in pronoun number and person. [4.W.CS.1.F](#)
  - g. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). [4.W.CS.1.G](#)
  - h. Recognize variations from Standard English in their own and other's writing and speaking, and identify and use strategies to improve expression in conventional language. [4.W.CS.1.H](#)
  - i. Form and use verbs in the active and passive voice. [4.W.CS.1.I](#)
  - j. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [4.W.CS.1.J](#)
  - k. Recognize and correct inappropriate shifts in verb voice and mood. [4.W.CS.1.K](#)
  - l. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [4.W.CS.1.L](#)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [4.W.CS.2](#)
  - a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements. [4.W.CS.2.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). 4.W.CS.2.B
- c. Use punctuation (comma, ellipsis, dash) to indicate pause or break. 4.W.CS.2.C
- d. Use an ellipsis to indicate an omission. 4.W.CS.2.D
- e. Spell correctly. 4.W.CS.2.E

**KL. Knowledge of Language (KL) 4.W.KL**

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

**VU. Vocabulary Usage (VU) 4.W.VU**

- 1. Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings. 4.W.VU.1
  - a. Interpret figures of speech (e.g., verbal irony, puns) in context. 4.W.VU.1.A
  - b. Use the relationship between particular words to better understand each of the words. 4.W.VU.1.B
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 4.W.VU.1.C
- 2. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 4.W.VU.2

**WL. Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects (WL) 4.W.WL**

**Text Types and Purposes: History, Social Studies, Science, and Technical Subjects**

- 1. Using relevant documentation of sources in the content area, write a variety of essays such as argumentative, informative/exploratory, and research in nature using correct format (introduction, supporting details, and conclusion), using correct grammar, relevant data, and appropriate style to avoid plagiarism using word processing and other forms of electronic means. 4.W.WL.1
  - a. Write arguments focused on discipline-specific content. 4.W.WL.1.A

- b. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. 4.W.WL.1.B
  - c. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 4.W.WL.1.C
  - d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) counterclaims, reasons, and evidence. 4.W.WL.1.D
  - e. Establish and maintain a formal style. 4.W.WL.1.E
  - f. Provide a concluding statement or section that follows from and supports the argument presented. 4.W.WL.1.F
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 4.W.WL.2
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 4.W.WL.2.A
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective. 4.W.WL.2.B
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 4.W.WL.2.C
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.WL.2.D
  - e. Establish and maintain a formal style and objective tone. 4.W.WL.2.E
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 4.W.WL.2.F

#### Production and Distribution of Writing: History, Social Studies, Science, and Technical Subjects

- 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4.W.WL.3
- 4. With some guidance and support from teacher and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 4.W.WL.4
- 5. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. 4.W.WL.5

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

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

Range of Writing: History, Social Studies, Science, and Technical Subjects

7. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences. 4.W.WL.7

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## NRS Level 5 – Low Adult Secondary Education

### TT. Text Types and Purposes (TT) 5.W.TT

1. Write arguments using drafting, editing, and rewriting techniques to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 5.W.TT.1
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 5.W.TT.1.A
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Include tables, graphs, and other visuals as effective. 5.W.TT.1.B
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 5.W.TT.1.C
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5.W.TT.1.D
  - e. Provide a concluding statement or section that follows from and supports the argument presented. 5.W.TT.1.E
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 5.W.TT.2
  - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. 5.W.TT.2.A
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 5.W.TT.2.B
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 5.W.TT.2.C
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5.W.TT.2.D
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5.W.TT.2.E
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 5.W.TT.2.F

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **5.W.TT.3**
  - a. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **5.W.TT.3.A**
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters. **5.W.TT.3.B**
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **5.W.TT.3.C**
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **5.W.TT.3.D**
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **5.W.TT.3.E**

**PD. Production and Distribution of Writing (PD)** **5.W.PD**

1. Produce clear, varied, and coherent writing, presented with an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience. **5.W.PD.1**
2. Develop and strengthen writing as needed, using feedback from a variety of sources, by planning, brainstorming, evaluating, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific topic, purpose and audience. Include tables, graphs, and other visuals as effective. **5.W.PD.2**
3. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships. **5.W.PD.3**
4. Use technology, including the Internet, to research, evaluate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **5.W.PD.4**

**RB. Research to Build and Present Knowledge (RB)** **5.W.RB**

1. Conduct short as well as more sustained research projects to answer a question (including a self-generating question) or solve a problem. **5.W.RB.1**
  - a. Narrow or broaden the inquiry when appropriate **5.W.RB.1.A**
  - b. Use computer search tools such as search engines to broaden the scope of research. **5.W.RB.1.B**
  - c. Synthesize multiple sources on the subject, demonstrating the understanding of the subject under investigation. **5.W.RB.1.C**

- d. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. **5.W.RB.1.D**
- e. Assess the usefulness of each source in answering the research question. **5.W.RB.1.E**
- f. Integrate information into the text selectively to maintain standard format for citation. **5.W.RB.1.F**
- g. Draw evidence from literary or informational texts to support analysis, reflection, and research. **5.W.RB.1.G**

**RW.** Range of Writing (RW) **5.W.RW**

- 1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **5.W.RW.1**

**CS.** Conventions of Standard English (CS) **5.W.CS**

- 1. Demonstrate command of the conventions of Standard English grammar and usage when writing. **5.W.CS.1**
  - a. Use parallel structure. **5.W.CS.1.A**
  - b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing. **5.W.CS.1.B**
- 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **5.W.CS.2**
  - a. Use a semicolon, a comma and coordinating conjunction, or a conjunctive adverb preceded by a semicolon and followed by a comma, to link two or more closely related independent clauses. **5.W.CS.2.A**
  - b. Use a colon to introduce a list or quotation. **5.W.CS.2.B**
  - c. Spell correctly. **5.W.CS.2.C**

**KL.** Knowledge of Language (KL) **5.W.KL**

- 1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **5.W.KL.1**
- 2. Use brainstorming, clustering, and free writing to write, edit, and rewrite work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type, using the Internet and word processing as resources. **5.W.KL.2**

**VU.** Vocabulary Usage (VU) **5.W.VU**

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

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

**WL.** Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects (WL) **5.W.WL**

Text Types and Purposes: History, Social Studies, Science, and Technical Subjects

1. Write arguments focused on discipline-specific content, informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process. **5.W.WL.1**
  - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence. **5.W.WL.1.A**
  - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. **5.W.WL.1.B**
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. **5.W.WL.1.C**
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **5.W.WL.1.D**
  - e. Provide a concluding statement or section that follows from or supports the argument presented. **5.W.WL.1.E**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures, experiments, or technical processes. **5.W.WL.2**
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, headings, graphics (figures and tables) and multimedia when useful to aiding comprehension. **5.W.WL.2.A**
  - b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **5.W.WL.2.B**
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **5.W.WL.2.C**

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **5.W.WL.2.D**
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **5.W.WL.2.E**
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **5.W.WL.2.F**
- g. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Include tables, charts, and other visuals as effective communication tools. **5.W.WL.2.G**
- h. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **5.W.WL.2.H**

#### Production and Distribution of Writing: History, Social Studies, Science, and Technical Subjects

- 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **5.W.WL.3**
- 4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **5.W.WL.4**
- 5. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **5.W.WL.5**

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

- 6. Conduct short research as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, demonstrating understanding of the subject under investigation. **5.W.WL.6**
  - a. Narrow or broaden the inquiry as appropriate. **5.W.WL.6.A**
  - b. Synthesize multiple sources on the subject **5.W.WL.6.B**
- 7. Gather relevant information from multiple print and digital sources to support analysis, reflection, and research. **5.W.WL.7**
  - a. Use search engines effectively, assessing the credibility and accuracy of each source. **5.W.WL.7.A**
  - b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. **5.W.WL.7.B**
  - c. Integrate information into the text selectively to maintain the flow of ideas. **5.W.WL.7.C**

- d. Follow a standard format for citation. [5.W.WL.7.D](#)
- e. Draw evidence from informational texts to support analysis, reflection, and research. [5.W.WL.7.E](#)

Range of Writing: History, Social Studies, Science, and Technical Subjects

- 8. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences. [5.W.WL.8](#)

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## NRS Level 6 – High Adult Secondary Education

### TT. Text Types and Purposes (TT) 6.W.TT

1. Write arguments from a prompt in a formatted manner which support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 6.W.TT.1
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 6.W.TT.1.A
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 6.W.TT.1.B
  - c. Use words phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 6.W.TT.1.C
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 6.W.TT.1.D
  - e. Provide a concluding statement or section that follows from and supports the argument presented. 6.W.TT.1.E
2. Write informative/explanatory texts from a prompt in a formatted manner which examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 6.W.TT.2
  - a. Introduce a topic or thesis; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), resumes, and multimedia when useful to aiding comprehension. 6.W.TT.2.A
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 6.W.TT.2.B
  - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 6.W.TT.2.C
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 6.W.TT.2.D
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are

writing. **6.W.TT.2.E**

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **6.W.TT.2.F**

3. Write narratives from a prompt in a formatted manner to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **6.W.TT.3**

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **6.W.TT.3.A**

b. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters. **6.W.TT.3.B**

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **6.W.TT.3.C**

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **6.W.TT.3.D**

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **6.W.TT.3.E**

**PD. Production and Distribution of Writing (PD)** **6.W.PD**

1. Produce clear, varied, coherent, consistent, and engaging writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. Write an analysis based on a given prompt. **6.W.PD.1**

a. Differentiate between example and reason when given a writing prompt. **6.W.PD.1.A**

b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or evaluating and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **6.W.PD.1.B**

2. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships. **6.W.PD.2**

3. Use technology, including the Internet, to research, evaluate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **6.W.PD.3**

**RB. Research to Build and Present Knowledge (RB)** **6.W.RB**

1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. **6.W.RB.1**

- a. Narrow or broaden the inquiry when appropriate. 6.W.RB.1.A
- b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 6.W.RB.1.B
- c. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively. 6.W.RB.1.C
- d. Assess the strengths and limitations of each source in terms of task, purpose, and audience. 6.W.RB.1.D
- e. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. 6.W.RB.1.E
- f. Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.W.RB.1.F

**RW.** Range of Writing (RW) 6.W.RW

- 1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 6.W.RW.1

**CS.** Conventions of Standard English (CS) 6.W.CS

- 1. Demonstrate command of the conventions of Standard English grammar and usage when writing. 6.W.CS.1
  - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 6.W.CS.1.A
  - b. Resolve issues of complex or contested usage, consulting references (e.g., Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. 6.W.CS.1.B
- 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 6.W.CS.2
  - a. Observe hyphenation conventions. 6.W.CS.2.A
  - b. Use correct spelling. 6.W.CS.2.B

**KL.** Knowledge of Language (KL) 6.W.KL

- 1. Apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning and style. 6.W.KL.1
  - a. Vary syntax for effect, consulting references for guidance as needed. 6.W.KL.1.A

**VU.** Vocabulary Usage (VU) 6.W.VU

- 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.W.VU.1

**WL.** Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects (WL) 6.W.WL

## Text Types and Purposes: History, Social Studies, Science, and Technical Subjects

1. Write arguments and/or a thesis focused on discipline-specific content, formatted using information/explanatory texts, narrative of historical events, scientific procedures/experiments, or technical process. **6.W.WL.1**
  - a. Introduce and establish the significance of precise, knowledgeable claims, distinguish the claims from alternate or opposing ones, and create an organization that logically sequences claims, counterclaims, reasons, and evidence. **6.W.WL.1.A**
  - b. Develop claims and counter-claims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both. **6.W.WL.1.B**
  - c. Write in a discipline-appropriate form that anticipates the reader's knowledge level, concerns, values, and possible biases. **6.W.WL.1.C**
  - d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claim and counterclaims. **6.W.WL.1.D**
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **6.W.WL.1.E**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **6.W.WL.2**
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, headings, graphics (figures and tables) and multimedia when useful to aid comprehension. **6.W.WL.2.A**
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **6.W.WL.2.B**
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts. **6.W.WL.2.C**
  - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. **6.W.WL.2.D**
  - e. Provide a concluding statement or section that follows from and support the information or explanation provided (articulating implication or significance of the topic). **6.W.WL.2.E**
3. Use updated technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link

to other information and to display information flexibly and dynamically. 6.W.WL.3

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

#### Production and Distribution of Writing: History, Social Studies, Science, And Technical Subjects

5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W.WL.5
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6.W.WL.6
7. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. 6.W.WL.7

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

8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, demonstrating understanding of the subject under investigation. 6.W.WL.8
  - a. Narrow or broaden the inquiry as appropriate. 6.W.WL.8.A
  - b. Synthesize multiple sources on the subject. 6.W.WL.8.B
9. Gather relevant information from multiple print and digital sources. 6.W.WL.9
  - a. Use search engines effectively, assessing the credibility and accuracy of each source. 6.W.WL.9.A
  - b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. 6.W.WL.9.B
  - c. Integrate information into the text selectively to maintain the flow of ideas. 6.W.WL.9.C
  - d. Follow a standard format for citation. 6.W.WL.9.D
  - e. Draw evidence from informational texts to support analysis, reflection, and research. 6.W.WL.9.E

#### Range of Writing: History, Social Studies, Science, and Technical Subjects

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting in a day or two) for a range of

## The Standards for Speaking and Listening

### The College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCR.SL.1](#)

**Anchor Standard** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCR.SL.2](#)

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. [CCR.SL.3](#)

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCR.SL.4](#)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCR.SL.5](#)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. [CCR.SL.6](#)

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## NRS Level 1 – Beginning ABE Literacy

### CC. Comprehension and Collaboration (CC) 1.S.CC

1. Participate in collaborative conversations with diverse partners about topics and texts appropriate to skill level, with peers in small and larger groups. 1.S.CC.1
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1.S.CC.1.A
  - b. Continue a conversation through multiple exchanges, and build on others' talk by responding to the comments of others. 1.S.CC.1.B
2. Demonstrate active listening skills. 1.S.CC.2
  - a. Interpret verbal and non-verbal cues and behaviors to enhance communication. 1.S.CC.2.A
3. Ask questions to clear up any confusion about the topics and texts under discussion. 1.S.CC.3
  - a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 1.S.CC.3.A
  - b. Ask and answer questions in order to seek help, get information, clear up confusion, or gather additional information about the topics and texts under discussion. 1.S.CC.3.B
4. Predict potential outcomes and/or solutions based on oral information regarding trends. 1.S.CC.4

### PK. Presentation of Knowledge and Ideas (PK) 1.S.PK

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

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## NRS Level 2 – Beginning Basic Education

### CC. Comprehension and Collaboration (CC) 2.S.CC

1. Engage effectively in a range of collaborative discussions (one on one, small and large groups, and teacher-led) with diverse partners on topics and texts. 2.S.CC.1
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2.S.CC.1.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). 2.S.CC.1.B
  - c. Build on others' talk in conversations by linking their comments to the remarks of others. 2.S.CC.1.C
  - d. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.S.CC.1.D
  - e. Explain their own ideas and understanding in light of the discussion. 2.S.CC.1.E
  - f. Recount the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 2.S.CC.1.F
2. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.S.CC.2
  - a. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 2.S.CC.2.A
3. Demonstrate active listening skills. 2.S.CC.3
  - a. Interpret verbal and non-verbal cues and behaviors to enhance communication. 2.S.CC.3.A
4. Comprehend key elements of oral information for:
  - a
  - cause and effect
  - compare and contrast
  - conclusions
  - context
  - purpose
  - charts, tables, graphs
  - evaluation/critiques
  - mood2.S.CC.4
5. Analyze and evaluate key elements of oral information of persuasive text for:
  - a
  - sequence
  - summaries
  - technical/subject matter
  - accuracy
  - appropriateness and clarity
  - conclusions, solutions
  - identify and evaluate oral information for
  - fact and opinion
  - propaganda
  - assumptions
  - relevancy
  - validity
  - relationship of ideas2.S.CC.5
6. Predict potential outcomes and/or solutions based on oral information regarding trends. 2.S.CC.6

### PK. Presentation of Knowledge and Ideas (PK) 2.S.PK

1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and clearly at an understandable pace in coherent sentences. **2.S.PK.1**
2. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **2.S.PK.2**
3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **2.S.PK.3**

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## NRS Level 3 – Low Intermediate Basic Education

### CC. Comprehension and Collaboration (CC) 3.S.CC

1. Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts appropriate to skill level, building on others' ideas and expressing their own clearly. 3.S.CC.1
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and/or other information known about the topic and explore ideas under discussion. 3.S.CC.1.A
  - b. Follow agreed-upon rules for discussions and carry out assigned roles. 3.S.CC.1.B
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 3.S.CC.1.C
2. Understand the key points of discussions. 3.S.CC.2
  - a. Review the key ideas expressed, explain their own ideas and understanding, and draw conclusions in light of the discussion. 3.S.CC.2.A
  - b. Paraphrase and summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.S.CC.2.B
  - c. Identify the reasons and evidence a speaker provides to support particular points. 3.S.CC.2.C
  - d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 3.S.CC.2.D
3. Demonstrate active listening skills. 3.S.CC.3
  - a. Interpret verbal and non-verbal cues and behaviors to enhance communication. 3.S.CC.3.A
4. Comprehend key elements of oral information for:
  - a. cause and effect
  - b. comparison/contrast
  - c. conclusions
  - d. context
  - e. purpose
  - f. charts, tables, graphs
  - g. evaluation/critique
  - h. mood
  - i. persuasive text
  - j. sequence
  - k. summaries
  - l. technical subject matter 3.S.CC.4
5. Identify and evaluate oral information for:
  - a. accuracy
  - b. adequacy/sufficiency
  - c. appropriateness/clarity
  - d. conclusions/solutions
  - e. fact/opinion
  - f. assumptions
  - g. propaganda
  - h. relevancy
  - i. validity
  - j. relationship of ideas 3.S.CC.5
6. Predict potential outcomes and/or solutions based on oral information regarding trends. 3.S.CC.6

### PK. Presentation of Knowledge and Ideas (PK) 3.S.PK

1. Report on a topic or text, tell a story, recount an experience in an organized manner, or present opinions, using appropriate facts and relevant, descriptive

details presented in a logical sequence, to support main idea or themes; speak clearly at an understandable pace. **3.S.PK.1**

2. Add audio recordings, charts, graphs, tables, or other visual displays and other support materials to presentations when appropriate to enhance the development of main ideas or themes. **3.S.PK.2**
3. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **3.S.PK.3**
4. Adapt speech to a variety of contexts, tasks, audiences, and purposes, using formal English when appropriate to task and situation, and informal where appropriate. **3.S.PK.4**

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## NRS Level 4 – High Intermediate Basic Education

### CC. Comprehension and Collaboration (CC) 4.S.CC

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly. 4.S.CC.1
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 4.S.CC.1.A
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 4.S.CC.1.B
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 4.S.CC.1.C
  - d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 4.S.CC.1.D
  - e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 4.S.CC.1.E
  - f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 4.S.CC.1.F
  - g. Acknowledge new information expressed by others and, when warranted, modify their own views. 4.S.CC.1.G
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 4.S.CC.2
  - a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 4.S.CC.2.A
  - b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 4.S.CC.2.B
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. 4.S.CC.3
4. Demonstrate active listening skills. 4.S.CC.4
  - a. Interpret verbal and non-verbal cues and behaviors to enhance communication. 4.S.CC.4.A
5. Comprehend key elements of oral information for:
  - cause and effect
  - compare and contrast
  - conclusions
  - context

<li>purpose</li><li>charts, tables, graphs</li><li>evaluation/critiques</li>  
<li>mood</li><li>persuasive text</li><li>sequence</li><li>summaries</li>  
<li>technical subject matter</li></ol> 4.S.CC.5

6. Identify and evaluate oral information for:<ol type="a"><li>accuracy</li>  
<li>adequacy/sufficiency</li><li>appropriateness/clarity</li><li>identify and  
evaluate oral information for conclusions/solutions</li><li>fact/opinion</li>  
<li>assumptions</li><li>propaganda</li><li>relevancy</li><li>validity</li>  
<li>relationship of ideas</li></ol> 4.S.CC.6
7. Predict potential outcomes and/or solutions based on oral information  
regarding trends. 4.S.CC.7

**PK.** Presentation of Knowledge and Ideas (PK) 4.S.PK

1. Present claims and findings, sequencing ideas logically and using pertinent  
descriptions, facts and details to accentuate main ideas or themes; emphasizing  
salient points in a focused, coherent manner with pertinent evidence,  
descriptions, facts, details, and examples, using sound, valid reasoning; use  
appropriate eye contact, adequate volume, and clear pronunciation. 4.S.PK.1
2. Include multimedia components (e.g., graphics, images, music, sound) and  
visual displays in presentations to clarify information. 4.S.PK.2
3. Present formal and informal speeches including discussion, information  
requests, interpretation, and persuasion. 4.S.PK.3
4. Adapt speech to a variety of contexts, tasks, audiences, and purposes using  
formal English when appropriate to task and situation. 4.S.PK.4

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## NRS Level 5 – Low Adult Secondary Education

### CC. Comprehension and Collaboration (CC) 5.S.CC

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, topics, and issues appropriate to skill level, building on others' ideas and expressing their own clearly and persuasively. 5.S.CC.1
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 5.S.CC.1.A
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presenting alternate views), clear goals and deadlines, and individual roles as needed. 5.S.CC.1.B
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 5.S.CC.1.C
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 5.S.CC.1.D
  - e. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 5.S.CC.1.E
  - f. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 5.S.CC.1.F
2. Demonstrate active listening skills. 5.S.CC.2
  - a. Interpret verbal and non-verbal cues and behaviors to enhance communication. 5.S.CC.2.A
3. Comprehend key elements of oral information for:
  - a. cause and effect
  - b. comparison/contrast
  - c. conclusion
  - d. context
  - e. purpose
  - f. charts, tables, graphs
  - g. evaluation/critiques
  - h. mood
  - i. persuasive text
  - j. sequence
  - k. summaries
  - l. technical subject matter 5.S.CC.3
4. Identify and evaluate oral information for:
  - a. conclusions/solutions
  - b. fact/opinion
  - c. assumptions
  - d. propaganda
  - e. relevancy
  - f. accuracy/sufficiency
  - g. appropriateness/clarity
  - h. validity
  - i. relationships of ideas 5.S.CC.4
5. Predict potential outcomes and/or solutions based on oral information regarding trends. 5.S.CC.5

**PK. Presentation of Knowledge and Ideas (PK) 5.S.PK**

- 1.** Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **5.S.PK.1**
- 2.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **5.S.PK.2**
- 3.** Troubleshoot systems and applications. **5.S.PK.3**
  - a.** Locate and use documentation and online resources to help solve hardware and software problems. **5.S.PK.3.A**
  - b.** Provide accurate descriptions of the problems using correct terminology (e.g., keep a log of solutions tried for hardware, software, and network issues in the classroom) and, when appropriate, propose a plan of action to resolve unexpected problems and prevent future occurrences. **5.S.PK.3.B**
- 4.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **5.S.PK.4**
- 5.** Present formal and informal speeches including discussion, information requests, interpretation, and persuasion. **5.S.PK.5**

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## NRS Level 6 – High Adult Secondary Education

### CC. Comprehension and Collaboration (CC) 6.S.CC

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, topics, and issues appropriate to skill level building on others' ideas and expressing their own clearly and persuasively. 6.S.CC.1
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 6.S.CC.1.A
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 6.S.CC.1.B
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 6.S.CC.1.C
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 6.S.CC.1.D
2. Integrate multiple sources of information presented in diverse formats and media (visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 6.S.CC.2
3. Evaluate a speaker's point of view, reasoning, and use of evidence or rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 6.S.CC.3
4. Demonstrate active listening skills. 6.S.CC.4
  - a. Interpret verbal and non-verbal cues and behaviors to enhance communication. ESS01.02.01 6.S.CC.4.A
5. Comprehend key elements of oral information for:
  - a. cause and effect
  - b. comparison/contrast
  - c. conclusion
  - d. context
  - e. purpose
  - f. charts, tables, graphs
  - g. evaluation/critiques
  - h. mood
  - i. persuasive text
  - j. sequence
  - k. summaries
  - l. technical subject matter 6.S.CC.5
6. Identify and evaluate oral information for:
  - a. conclusions/solutions
  - b. fact/opinion
  - c. assumptions
  - d. propaganda
  - e. relevancy
  - f. accuracy/sufficiency
  - g. appropriateness/clarity
  - h. validity
  - i. relationships of ideas 6.S.CC.6
7. Predict potential outcomes and/or solutions based on oral information regarding trends. 6.S.CC.7

**PK. Presentation of Knowledge and Ideas (PK) 6.S.PK**

- 1.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **6.S.PK.1**
- 2.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **6.S.PK.2**
- 3.** Troubleshoot systems and applications. **6.S.PK.3**
  - a.** Locate and use documentation and online resources to help solve hardware and software problems. **6.S.PK.3.A**
  - b.** Provide accurate descriptions of the problems using correct terminology (e.g., keep a log of solutions tried for hardware, software, and network issues in the classroom) and, when appropriate, propose a plan of action to resolve unexpected problems and prevent future occurrences. **6.S.PK.3.B**
- 4.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **6.S.PK.4**
- 5.** Present formal and informal speeches including discussion, information requests, interpretation, and persuasion. **6.S.PK.5**