Texas Adult Education and Literacy

# Adult

## English Language Arts I

### 1 Reading Foundations I.1

A Beginning Reading Skills/Print Awareness. Understand that the function of conventional and digital print is to convey meaning and that there is a connection between oral and written language, recognize the ways print is organized, and recognize the conventions for reading and writing. I.1.A

1 Display ability to segment words into separate parts, blend sounds to form words, and manipulate sounds aurally and orally. I.1.A.1

B Beginning Reading Skills/Phonemic Awareness. Understand that the sounds of spoken language work together to make words. I.1.B

1 Display awareness of phonics (e.g., letter-sound knowledge, segmenting, blending, and manipulating sounds aurally and orally). I.1.B.1

C Beginning Reading Skills/Word Analysis and Phonics Instruction. Understand there is a relationship between letters and sounds through written language. I.1.C

1 Use the relationships between letters and sounds, spelling patterns, and analysis of word structure to decode/encode written and spoken English. I.1.C.1

2 Use word analysis skills such as phonetic and morphemic analysis. I.1.C.2

D Beginning Reading/Strategies. Develop increasingly sophisticated strategies for comprehending a variety of diverse texts. I.1.D

1 Determine what print and digital texts say explicitly and make logical inferences from texts (e.g., written directions, signs, captions, warning labels, and informational books). I.1.D.1

E Fluency. Read a text accurately and with fluency. I.1.E

1 Read developmentally appropriate text with fluency (rate, accuracy, expression, phrasing). I.1.E.1

### 2 Reading I.2

A Vocabulary Development. Apply vocabulary and concepts accurately in reading, speaking, and writing. I.2.A

1 Identify new words and concepts by studying their relationships to other words and concepts by using context clues. I.2.A.1

2 Apply knowledge of roots and affixes to infer the meanings of new words. I.2.A.2

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3 Use printed, digital, and web-based resources (e.g., dictionaries, glossaries, and thesauruses) to confirm the meanings of words. I.2.A.3

B Comprehension of Literary Texts in a Variety of Genres and Presentation Modes. Comprehend a wide range of literary texts (novels, poems, plays, etc.) from different world cultures and historical periods. I.2.B

1 Analyze themes, structures, and elements of contemporary, traditional, and classical literary texts from various cultures. I.2.B.1

2 Analyze and compare the use of language in diverse literary works from a variety of world cultures and historical periods. I.2.B.2

3 Analyze a wide variety of texts from different world cultures and historical periods to determine what they suggest about the historical period and cultural contexts in which they were written. I.2.B.3

C Comprehension of Literary Texts. Locate explicit textual information, draw inferences, and analyze and evaluate varied structural patterns, stylistic elements, and features of literary nonfiction and fiction. Identify supporting evidence from the text to support understanding. I.2.C

1 Draw and support inferences from texts to summarize what is presented, draw conclusions, and distinguish facts from opinions. I.2.C.1

2 Identify explicit and implicit information including main ideas, supporting evidence, and author's purpose. I.2.C.2

3 Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers: compare and analyze how features of genres are used across texts (e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, voice, understatement and overstatement, time and sequence, narrator, and poetic elements such as sound, imagery, and personification). I.2.C.3

D Comprehension of a Variety of Informational Texts. Describe, analyze, and evaluate diverse informational texts, and identify supporting evidence from the text to support understanding. I.2.D

1 Identify and distinguish differences in structure and purpose for a range of informational texts, regardless of print or digital presentation mode (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, manuals, procedures and other job-related materials, schedules, speeches, memoranda, public documents, and maps). I.2.D.1

2 Identify and analyze the purpose and message of informational texts, including pros and cons, author's bias, and alternate points of view when applicable. I.2.D.2

3 Analyze informational texts for what they suggest about the historical period and cultural contexts in which they were written. I.2.D.3

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E Comprehension of Persuasive Texts. Locate explicit textual information, draw inferences, and analyze and evaluate information about persuasive texts. Identify supporting evidence from the text to support understanding. I.2.E

1 Identify and analyze the audience, purpose, and message of a persuasive text. I.2.E.1

2 Draw and support inferences from texts to summarize, draw conclusions, and distinguish facts from opinions. I.2.E.2

3 Analyze the presentation of information in a range of persuasive texts to determine and judge the strength, sufficiency, and quality of evidence used by the author; the coherence and logic of the presentation; credibility of the argument (e.g., author's bias, author's expertise, authenticity); clarity of purpose; consistency; effectiveness of organizational pattern; validity of reasoning; and use of rhetorical devices to serve a purpose (e.g., propaganda techniques, appeal to a friendly or hostile audience, and effective modes of persuasion). I.2.E.3

4 Evaluate the use of print and digital text features, graphics, and informational aides in persuasive texts to determine where to locate information and enhance comprehension and credibility (e.g., guide words, title page, table of contents, index, glossary, headings, subheadings, keywords, and illustrations and photographs). I.2.E.4

5 Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, persuasive structure, format, arguments and evidence, and omissions or ambiguities). I.2.E.5

F Comprehension of Expository Texts. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. I.2.F

1 Identify explicit and implicit textual information, including main idea, point of view, and author's purpose (e.g., full-length feature articles in newspapers, magazines, and the Internet). I.2.F.1

2 Draw and support inferences from texts to summarize, draw conclusions, and distinguish facts from opinions. I.2.F.2

3 Analyze the presentation of information and the strength and quality of evidence used by the author. Assess the coherence and logic of the presentation and the credibility of the information presented. I.2.F.3

4 Evaluate the use of print and digital text features, graphics, and informational aides in informational texts to determine where to locate information and enhance comprehension (e.g., guide words, title page, table of contents, index, glossary, headings, subheadings, keywords, and illustrations and photographs). I.2.F.4

5 Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, expository structure, format, arguments and evidence, and omissions or ambiguities). I.2.F.5

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**Writing** I.3

A Writing Process. Use a recursive process to prewrite, compose, revise, and edit a variety of texts that demonstrate clear focus, logical development of ideas in well-organized paragraphs, and the use of language that advances the author's purpose. I.3.A

1 Use various prewriting strategies such as brainstorming, freewriting, listing, and mapping to generate ideas. I.3.A.1

2 Identify and evaluate effective strategies that demonstrate the writer's purpose and audience (e.g., to explain, inform, analyze, entertain, reflect, and persuade). I.3.A.2

3 Gather information relevant to the topic and purpose, keeping accurate records of outside sources to avoid plagiarism. I.3.A.3

4 Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information. Organize material generated and formulate a thesis. I.3.A.4

5 Craft multiple drafts and revisions to refine and revise key ideas to support thesis, and to organize for logic and flow using transitions; ensure accuracy of grammar, punctuation, and other conventions; confirm references and accuracy of information and cite references. I.3.A.5

6 Edit writing for proper voice, tense, sentence structure, and mechanics, assuring that it conforms to Standard American English (e.g., use a checklist to guide proofreading; edit for grammar, punctuation, capitalization; use resources to resolve issues of usage). I.3.A.6

7 Apply proper writing conventions (e.g., organizational pattern, format, language, and tone) to write personal and business correspondence (e.g., informal letters, memos, job application letters, and resumes); and use available digital and webbased resources, such as publishing software or graphics programs to produce and publish written work. I.3.A.7

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## 4 Oral and Written Conventions I.4

A Language Conventions. Understand the conventions of language when speaking and writing. I.4.A

1 Understand and apply the parts of speech in the context of reading, writing, and speaking. Use capitalization conventions in writing (e.g., within divided quotations, historical periods and events, geological eras, and scientific terms). I.4.A.1

2 Develop oral and written text (e.g., sentences, paragraphs, and longer works) that demonstrate control of vocabulary, voice, and structure suitable for specific audiences and purposes. I.4.A.2

3 Use proper punctuation conventions in writing (e.g., colons, quotation marks, and dashes; apostrophes in contractions and possessives; commas with introductory phrases and dependent clauses; semi colons or a comma in compound sentences; commas in a series; and ellipses to indicate a pause, break, or omission). I.4.A.3

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B Print Production. Use basic computer skills. I.4.B

1 Demonstrate basic computer processing skills, and make efficient use of technology such as spellcheck, font changes, printing, etc. I.4.B.1

2 Adapt email style to purpose and audience. I.4.B.2

3 Master a range of communication protocols for use in the workplace. I.4.B.3

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**5 Research** I.5

A Planning Research. Use a variety of strategies to plan research. I.5.A

1 Formulate research topics and questions from the curriculum, current events, and the workforce (e.g., identify possible topics by brainstorming, listing questions, using idea webs; organize prior knowledge about a topic; develop a course of action; and determine how to locate necessary information). I.5.A.1

2 Narrow research topics and develop a timeline for completing work. I.5.A.2

B Gathering Sources. Determine, locate, explore, and systematically document a broad range of relevant print, digital, and web-based resources for addressing a research question. I.5.B

1 Select information from credible sources related to the topic (e.g., informational books, pictures, charts, indexes, videos, television programs, speeches, technical documents, periodicals, Internet sources, such as websites, podcasts, blogs, and electronic bulletin boards, and personal observation). I.5.B.1

2 Use source material ethically to avoid plagiarism and note how to properly cite a variety of sources. I.5.B.2

3 Systematically record gathered information (e.g., use notes, maps, charts, graphs, tables, and other graphic organizers; paraphrase and summarize information; gather direct quotes; and provide narrative descriptions). I.5.B.3

4 Evaluate the validity and reliability of sources (e.g., the motives and perspectives of the author; credibility of the author and sources; date of publication; use of logic, propaganda, bias, and language; comprehensiveness of evidence; and strengths and limitations of the source relative to audience and purpose). I.5.B.4

C Organizing and Presenting Ideas. Design and produce a written or oral presentation. I.5.C

1 Organize and present ideas and information according to the purpose of the research and the audience. I.5.C.1

2 Synthesize the research into a written or oral presentation. I.5.C.2

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**6 Listening and Speaking** I.6

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A Listening. Apply listening skills in informal and formal situations as an individual and as a member of a group in a variety of settings (e.g., lecture, discussions, conversations, team projects, presentations, and interviews). I.6.A

1 Listen by critically evaluating content in a wide variety of situations (e.g. lectures, presentations, small groups, and oneon-one discourse). I.6.A.1

2 Interpret a speaker's message; identify the position taken and the evidence in support of that position. I.6.A.2

3 Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide and recognize verbal and nonverbal cues to ensure one's message is communicated, note cues such as change of pace or words that indicate a new point is about to be made, and select and organize key information). I.6.A.3

4 Listen actively and effectively in a variety of communication situations. I.6.A.4

5 Analyze and evaluate the effectiveness of an informal and formal presentation. I.6.A.5

B Speaking. Understand the elements of communication in group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information). I.6.B

1 Participate actively and effectively in one-on-one and group communication situations. I.6.B.1

2 Adjust presentation (e.g., delivery, vocabulary, and length) for specific audiences and purposes (e.g., to defend a position, to entertain, to inform, or to persuade). I.6.B.2

3 Deliver focused, coherent presentations that convey clear, distinct perspectives and demonstrate rationale. I.6.B.3

C Teamwork. Work collaboratively and communicate effectively with others. I.6.C

1 Understand and apply knowledge of team dynamics as well as expectations to participate and listen actively and effectively in team discussions and projects in either academic or workplace settings. I.6.C.1

2 Consider arguments and conclusions from one's own perspective and from the perspectives of other team members. I.6.C.2

3 Understand and apply rhetorical strategies to construct well-reasoned arguments to explain phenomena, validate conjectures, and support positions. I.6.C.3

4 Gather evidence systematically to support arguments, findings, and lines of reasoning as determined by team effort to solve a problem. I.6.C.4

5 Analyze, evaluate, and, as needed, adjust team efforts to achieve individual and group goals. I.6.C.5

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A Integrate the following mathematical processes through all mathematical content. II.0.A

1 Apply appropriate mathematics to problems arising in everyday life, society, and the workplace. II.0.A.1

2 Use a problem-solving model that incorporates analysis of given information along with relevant data to formulate a plan or strategy for determining a solution, justifying the solution, and evaluating the reasonableness of the solution and the problem-solving process used. II.0.A.2

3 Select tools (including real objects, manipulatives, and paper and pencil) and appropriate technology (such as software and graphing calculators) to solve problems. II.0.A.3

4 Apply cognitive strategies (such as mental math, estimation, and number sense) to solve problems that include rational numbers and the four basic operations (addition, subtraction, multiplication, and division). II.0.A.4

5 Communicate both orally and in writing mathematical concepts and reasoning and their associated implications, using multiple representations (including appropriate symbols, diagrams, charts, graphs, and language). II.0.A.5

6 Analyze mathematical relationships to connect and communicate mathematical concepts. II.0.A.6

7 Develop, display, explain, and justify mathematical concepts and logical arguments using precise mathematical language in written and oral communication. II.0.A.7

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## 1 Numerical Representations and Relationships II.1

A Recognizing Numbers and Counting. Develop an understanding of place value. II.1.A

1 Count and represent quantities accurately, efficiently, and fluently. II.1.A.1

2 Develop and apply an understanding of the base-10 place value system, and place value concepts using pictorial models, such as number lines and graphs. II.1.A.2

3 Compare and order quantities accurately, efficiently, and fluently. II.1.A.3

B Apply knowledge of two-dimensional and three-dimensional shapes, including exploration of early fraction concepts. II.1.B

1 Use attributes to compose and decompose two-dimensional shapes and three-dimensional solids. II.1.B.1

2 Separate objects into equal parts to represent a fraction. II.1.B.2

3 Demonstrate an understanding of equivalent fractions by representing a fraction in two ways of a uniform whole using objects or pictorial model such as 2/3 represented as 2/3 and 4/6. II.1.B.3

4 Equate fractions and decimals. II.1.B.4

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## :omputations II.2

A Adding and Subtracting Whole Numbers. Understand and apply place value and properties of operations to solve problems involving addition and subtraction of whole numbers. II.2.A

1 Identify situations in which addition and subtraction are necessary to solve problems. II.2.A.1

2 Use efficient, accurate, and generalizable methods based on the application of the principles of place value, the properties of operations, and the relationship between addition and subtraction to solve problems involving addition and subtraction of whole numbers. II.2.A.2

3 Solve multi-step problems involving addition and subtraction with whole numbers that include equations with a letter standing for the unknown quantity. II.2.A.3

B Multiplying Whole Numbers. Develop accuracy, efficiency, and flexibility in the use of mathematical operations (addition, subtraction, and multiplication) with whole numbers, and use this knowledge to solve problems. II.2.B

1 Add, subtract, and multiply whole numbers accurately, efficiently, and fluently, and justify these procedures. Use these operations to solve problems, including using formulas for perimeter and area. II.2.B.1

C Dividing Numbers. Use operations with positive rational numbers to solve problems. II.2.C

1 Develop procedures for addition, subtraction, multiplication, and division of real numbers, including rational and irrational numbers, to solve real-world problems. II.2.C.1

2 Relate multiplication and division as inverse operations. II.2.C.2

3 Evaluate rational expressions by substituting whole numbers and decimals for unknown quantities. II.2.C.3

D Performing a Variety of Operations with Rational Numbers. II.2.D

1 Accurately, efficiently, and fluently add, subtract, multiply, and divide rational numbers using the order of operations to solve problems in a variety of real-world contexts. II.2.D.1

E Determining and Simplifying Numeric and Algebraic Expressions. Understand and generate expressions and equations to solve problems. II.2.E

1 Demonstrate comprehension of the relationship between multiplication and division and use of the order of operations in solving problems with rational numbers. II.2.E.1

2 Use or generate expressions and equations to solve problems involving the four mathematical operations (addition, subtraction, multiplication, and division). II.2.E.2

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F Build foundations and develop an understanding of addition, subtraction, multiplication, and division of fractions and decimals, and perform these operations accurately, efficiently, and fluently. II.2.F

1 Recognize that equivalent fractions can have different denominators. II.2.F.1

2 Apply understanding of representations of equivalent fractions (with like and unlike denominators) when using multiplication and division operations. II.2.F.2

3 Demonstrate understanding of addition and subtraction to include adding and subtracting fractions and decimals. II.2.F.3

4 Make reasonable estimates of fraction and decimal sums and differences using the four basic mathematical operations to solve real-world problems. II.2.F.4

5 Apply an understanding of multiplication and division to fractions and decimals. II.2.F.5

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## 3 Geometry II.3

A Identify, analyze, and use attributes of two-dimensional shapes and three-dimensional solids. II.3.A

1 Identify, name, and create basic two-dimensional shapes and three-dimensional solids, and identify the attributes of each shape. II.3.A.1

2 Use attributes to identify, classify, and sort components of two-dimensional shapes and three-dimensional solids, including measurable attributes. II.3.A.2

3 Compose and decompose two-dimensional shapes and three-dimensional solids. II.3.A.3

4 Construct and use drawings, models, and coordinate representations of plane and space figures in order to solve problems with and without technology. II.3.A.4

B Use right triangle relationships, including the Pythagorean Theorem, to describe relationships. II.3.B

1 Select and use expressions and equations to represent and solve geometric problems involving rational numbers. II.3.B.1

2 Use geometric concepts, including the Pythagorean Theorem, to solve problems. II.3.B.2

3 Construct and use drawings, models, and coordinate representations of plane and space figures in order to solve problems with and without technology. II.3.B.3

C Represent, apply, and analyze proportional relationships by graphing on the coordinate plane. II.3.C

1 Use knowledge of proportions to draw representations on a coordinate plane (such as the slope of a line) and solve reallife applications. II.3.C.1

2 Compare and contrast proportional and non-proportional relationships. II.3.C.2

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## 4 Measurement Including Geometry II.4

A Understand units of measure and utilize measurement tools (i.e., tape measure). II.4.A

1 Demonstrate ability to convert between different units of measure, such as standard to the metric system. II.4.A.1

B Measuring length, area, volume, and weight/mass in different measuring systems. II.4.B

1 Identify length as an attribute that can be measured. List and use appropriate units to solve real-world problems related to length. II.4.B.1

2 Identify area as an attribute that can be measured. List and use appropriate units to solve real-world problems related to area. II.4.B.2

3 Identify volume as an attribute that can be measured. List and use appropriate units to solve real-world problems related to volume. II.4.B.3

4 Identify weight and mass as attributes that can be measured. List and use appropriate units to solve real-world problems related to weight/mass. II.4.B.4

5 When given the area or perimeter, use the appropriate formulas to calculate the missing side dimensions of triangles, rectangles, and other polygons. II.4.B.5

6 Understand units of measure and utilize measurement tools, such as a tape measure. II.4.B.6

7 Apply estimation in measuring, and use tools (e.g., rulers, tape measures, real objects, manipulatives, paper and pencil) and technology as appropriate. II.4.B.7

C Represent and solve problems with perimeter, area, and volume. II.4.C

1 Apply understanding of measurement to select appropriate units when measuring perimeter, area, and volume in realworld contexts. II.4.C.1

2 Use a variety of representations to build connections between the stated formulas and the direct measurement of perimeter, area, and volume. II.4.C.2

3 Solve real-world mathematical problems involving surface area and volume of three-dimensional shapes such as right prisms, pyramids, cylinders, spheres, cones, and composite figures. II.4.C.3

D Describe characteristics of 2-D and 3-D geometric figures, including measurable attributes. II.4.D

1 Use attributes to sort, classify, and measure two- and three-dimensional figures. II.4.D.1

2 Use the decomposition of rectangles into rows of squares to determine that area can be found through multiplication. II.4.D.2

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E Measuring Angles and Using Angle Relationships. II.4.E

1 Measure an angle. II.4.E.1

2 Recognize, identify, describe, and reason about intersecting and parallel lines and the associated angles in two dimensions. II.4.E.2

3 Analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe, and compare geometric models and their transformations. Use geometric relations and patterns to solve real-world problems. II.4.E.3

F Use relationships between measures to analyze rates of change. II.4.F

1 Interpret, calculate, and apply rates including those involving time, such as velocity (e.g., mi/hr, ft/sec, and m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day and kw/hr), flow (e.g., gal/min), and change (e.g., degrees/min and inches/year). II.4.F.1

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## 5 Algebraic Relationships II.5

A Represent and use algebra to solve problems for the unknown. II.5.A

1 Identify properties of real numbers for addition, subtraction, multiplication, division, and exponents. II.5.A.1

2 Use mathematical symbols to represent linear relationships and formulas. II.5.A.2

3 Use words, tables, and graphs as well as algebraic expressions and equations to model the mathematical relationships (particularly functional relationships) found in real-world problems. II.5.A.3

4 Simplify expressions. II.5.A.4

5 Solve one-step linear equations using addition, subtraction, multiplication, and division properties of equality including proportions. II.5.A.5

6 Solve two- and three-step linear equations. II.5.A.6

7 Solve linear equations involving fractions and decimals by clearing them from the problem. II.5.A.7

8 Solve application problems involving linear equations to include percent, interest, sales and sales tax, distance, and geometrical problems. II.5.A.8

9 Solve systems of equations in real-world applications. II.5.A.9

10 Solve application problems involving systems of equations. II.5.A.10

11 Solve and graph absolute value equations. II.5.A.11

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B Linear Inequalities II.5.B

1 Solve linear inequalities in one variable using the addition, subtraction, multiplication, and division properties. II.5.B.1

2 Graph linear inequalities on a number line. II.5.B.2

3 Solve and graph compound inequalities on a number line. II.5.B.3

4 Use set builder notation and interval notation with linear inequalities. II.5.B.4

5 Solve and graph absolute value inequalities. II.5.B.5

C Graphing II.5.C

1 Select and use expressions and equations to represent and solve problems involving rational numbers. II.5.C.1

2 Use properties of addition, subtraction, multiplication, and division with radicals. II.5.C.2

3 Understand and use a rectangular coordinate system to interpret a graph, plot points, and determine coordinates of points from a graph. II.5.C.3

4 Graph linear functions by plotting points, including vertical and horizontal lines. II.5.C.4

5 Understand and use x- and y-intercepts to graph a linear function. II.5.C.5

6 Identify and calculate the slope of a line from both a graph and given coordinates, including vertical and horizontal functions. II.5.C.6

7 Determine if two lines are parallel or perpendicular. II.5.C.7

8 Write linear functions with information given for slope and a point on a line. II.5.C.8

9 Graph linear inequalities in two dimensions. II.5.C.9

10 Graph systems of linear functions. II.5.C.10

11 Use linear equations and inequalities to model or solve problems using real-world data. II.5.C.11

12 Solve linear functions, with and without technology, and evaluate the reasonableness of their solutions. II.5.C.12

D Use numeric and algebraic methods. II.5.D

1 Identify functions using sets of ordered pairs, tables, mappings, and graphs, including using the vertical line test. II.5.D.1

2 Solve quadratic equations using the quadratic formula. II.5.D.2

3 Apply algebraic methods to define, solve, analyze, split into parts, and evaluate equations, relations, and functions, including finding the domain and range. II.5.D.3

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E Understand and apply ratios and rates by using equivalent ratios to represent percentages and proportional relationships. II.5.E

1 Use knowledge of fractions to develop procedures for modeling and solving real-world ratio and rate problems. II.5.E.1

2 Extend knowledge of equivalent fractions to create equivalent ratios that describe real-world situations that involve proportionality. II.5.E.2

3 Use various representations (e.g., graphs, tables, and equations) to solve real-world problems, involving proportional relationships. II.5.E.3

4 Use knowledge of both direct and inverse variations to solve real-world problems. II.5.E.4

5 Use reasoning to solve real-world problems, including proportions, and percentages (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error). II.5.E.5

F Polynomials and properties of exponents. II.5.F

1 Use properties of exponents to simplify expressions. II.5.F.1

2 Use the properties of addition, subtraction, multiplication, and division to simplify polynomials. II.5.F.2

3 Use various representations (e.g., graphs, tables, and equations) to solve real-world problems involving polynomial relationships. II.5.F.3

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**6 Non-Linear Equations, Functions, and Inequalities** II.6

A Use Quadratic Functions and Equations. II.6.A

1 Factor polynomials by identifying the greatest common factor. II.6.A.1

2 Factor polynomials, including the use of grouping, trial and error method, difference of squares and sum, and difference of two cubes. II.6.A.2

3 Solve quadratic equations, with and without technology, by using the zero-product rule, including applications to model situations, solve problems, and make predictions. II.6.A.3

B Rational Expressions II.6.B

1 Use properties of addition, subtraction, multiplication, and division to simplify rational expressions. II.6.B.1

2 Solve rational equations. II.6.B.2

3 Use properties of rational equations to solve real-world problems. II.6.B.3

4 Select and justify appropriate symbolic representations to solve problems in varied contexts, including use of geometric formulas for triangles and pyramids as well as the equation of a circle. II.6.B.4

5 Write a representative quadratic equation based on a graph or other given attributes. II.6.B.5

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C Radicals II.6.C

1 Apply properties of radicals to simplify radical exponents and expressions. II.6.C.1

2 Use properties of addition, subtraction, multiplication, and division with radicals. II.6.C.2

3 Solve radical equations involving one radical. II.6.C.3

4 Solve radical equations involving more than one radical. II.6.C.4

5 Use properties of complex numbers to simplify expressions. II.6.C.5

D Use quadratic and square-root functions, equations, and inequalities. II.6.D

1 Solve quadratic equations using completing-the-square and square-root property. II.6.D.1

2 Solve quadratic equations using the quadratic formula. II.6.D.2

3 Apply quadratic and square-root equations and quadratic inequalities to model situations, solve problems, and make predictions. II.6.D.3

4 Understand that quadratic and square-root equations and quadratic inequalities can be used to model situations, solve problems, and make predictions. II.6.D.4

E Use cubic, cube root, absolute value, and rational functions, equations, and inequalities. II.6.E

1 Use cubic, cube root, absolute value, and rational functions, equations, and inequalities to model situations, solve problems, and make predictions. II.6.E.1

2 Perform computations and write numerical expressions with cubes and cube roots of non-zero rational numbers. II.6.E.2

F Use exponential functions and equations. II.6.F

1 Use the properties of exponential functions and their related transformations to represent exponential functions graphically, in a table, and as equation—with and without technology. II.6.F.1

2 Use exponential functions to model or solve problems using real-world data. Evaluate the reasonableness of the solutions, with and without technology. II.6.F.2

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**7 Data Analysis** II.7

A Organizing, Representing, and Interpreting Sets of Data. Select and apply appropriate visual representations of data. II.7.A

1 Organize and construct graphical displays of data (e.g., line plots, bar graphs, histograms, box plots, scatter plots, and coordinate planes) to describe data based on the attributes of a given data set. II.7.A.1

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B Read, analyze, interpret, and draw conclusions from data. II.7.B

1 Understand the relevance and importance of reliable data sampling techniques to ensure more accurate statistical results. II.7.B.1

2 Use and understand the meaning of representative and non-representative samples. II.7.B.2

3 Understand and use descriptions of center, spread, and shape to summarize and compare data sets. II.7.B.3

4 Make predictions and draw inferences using summary statistics. II.7.B.4

5 Analyze data sets using graphs and summary statistics. II.7.B.5

6 Analyze relationships between paired data using spreadsheets, graphing calculators, or software. II.7.B.6

C Determine and use probability to solve problems. II.7.C

1 Understand probability in real-world situations. II.7.C.1

2 Understand the influence of independence and dependence of events and variables. II.7.C.2

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8 **Financial Literacy** II.8

A Understand the Connections Among Income, Expenses, and Careers. II.8.A

1 Research and analyze college and career opportunities. II.8.A.1

2 Understand skills needed for a specific career and income potential of different types of jobs and careers. II.8.A.2

3 Understand taxes (e.g., income, sales, property, etc.). II.8.A.3

4 Understand fixed and variable expenses and how to develop your personal budget. Relevant Life Skill Industry Examples Estimate market value of products or services. Uses the U.S. Department of Labor's Occupational II.8.A.4

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B Develop and use an economic way of thinking and problem solving useful in one's life as a knowledgeable employee, consumer, provider, and investor. II.8.B

1 Apply critical thinking skills to analyze the costs and benefits of personal financial decisions, including assumption of large amounts of debt. II.8.B.1

2 Understand how to provide for basic needs while living and working within a budget. II.8.B.2

3 Compare and understand the various financial-aid methods available for college and other postsecondary education and training. II.8.B.3

4 Develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer, employee, and investor. II.8.B.4

5 Understand the role of financial markets/institutions in saving, borrowing, and capital formation. II.8.B.5

6 Understand the role of individuals in financial markets as well as banking and credit systems. II.8.B.6

7 Calculate and compare simple interest and compound interest as it applies to saving, borrowing, and lines of credit. II.8.B.7

8 Navigate and use banking, credit, and financial markets in saving, borrowing, and capital formation. II.8.B.8

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**English as a Second Language** III

1 **Listening Skills English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.** III.1

A Distinguish sounds and intonation patterns of English with increasing ease. III.1.A

B Demonstrate understanding when listening to spoken language in different situations and spoken with a variety of regional accents. III.1.B

C Listen to, follow, and give directions and/or instructions. III.1.C

D Listen to and participate in a variety of settings (e.g., academic, work, and social) and situations (e.g., conversation, teamwork, meetings, presentation, and interviews). III.1.D

E Participate in and comprehend conversations face-to-face or via electronic media. III.1.E

F Comprehend questions in order to engage in conversation. III.1.F

G Use comprehension strategies such as indicating misunderstanding, repeating and rephrasing, or asking for help as appropriate for the communication context. III.1.G

H Exhibit knowledge and appropriate interpretation of cultural conventions in conversation, such as the use of titles, eye contact, registers, and expected responses (schemata). III.1.H

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Level 1 Beginning Language Ability. These ELLs are true beginners and can obtain limited meaning from spoken communication. They demonstrate their understanding by using limited responses (e.g., responding with an action such as pointing, drawing, and marking an answer). III.1.L1

1 Respond to spoken commands and show understanding (e.g., nodding and using body language, drawing, and pointing) after listening to brief messages. III.1.L1.1

2 Listen to spoken language and respond verbally after repeated listening. III.1.L1.2

3 Listen actively and interpret listening to spoken language utilizing visual props, gestures, and facial expressions to provide a response. III.1.L1.3

4 Actively listen and respond to conversations about familiar topics and situations (e.g., such as short phone message or simple dialogue between two people). III.1.L1.4

5 Interpret spoken communication expressed in a few words and in simple sentences. III.1.L1.5

6 Respond verbally to simple spoken communication in familiar contexts using words, phrases, and simple sentences. III.1.L1.6

7 Respond with an action (e.g., raise your hand, sit, walk, stop, put pencil down, or look and listen) to basic spoken commands. III.1.L1.7

8 Respond verbally to yes/no questions, either/or questions, and other types of questions which require simple answers. III.1.L1.8

9 Use simple language formulas to ask for clarification (e.g., “Repeat please!” “Say that again?” ”What do you mean?” “I don’t understand,” “Please repeat,” “Do you agree?”). III.1.L1.9

Level 2 Low Beginning Language Ability. These ELLs respond to questions that require one- or two-word answers, can participate in interactions in familiar contexts, and are able to ask the speaker for repetition. III.1.L2

1 Use verbal communication to respond to moderately complex phrases, interactions, and questions in familiar contexts. III.1.L2.1

2 Follow orally-presented directions to accomplish a multi-step task. III.1.L2.2

3 Identify high-frequency words that occur in English texts (e.g., he, she, you, I, ask, is, but, the, have, good). III.1.L2.3

4 Listen actively, use context and familiar terms, and identify the main topic of a conversation in familiar situations. III.1.L2.4

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Level 3 High Beginning Language Ability. These ELLs understand the central idea within spoken conversation or oral presentation, but may require context clues, restatement, or paraphrasing of ideas to fully comprehend the spoken message. III.1.L3

1 Comprehend messages while engaged in face-to-face conversations such as simple social exchanges. III.1.L3.1

2 Comprehend messages in routine listening tasks (e.g., phone interactions, brief messages, announcements over the loud speaker in a store, and simple directions). III.1.L3.2

3 Identify and begin to understand highly contextualized words and phrases, including aural cognates (words in two languages that share a similar meaning, spelling, and pronunciation) and borrowed words (words from other languages). III.1.L3.3

4 Listen and respond to spoken language that conveys basic information and contains high-frequency vocabulary. III.1.L3.4

5 After listening to spoken language (several times), identify more than one phrase and provide an answer to a question or repeat what was heard. III.1.L3.5

Level 4 Low Intermediate Language Ability. These ELLs apply increasingly complex listening strategies to comprehend conversations that include new vocabulary. Thus, they are able to participate in information gap listening activities. III.1.L4

1 Actively listen, determine new meanings of new vocabulary, and interpret complex spoken communication. III.1.L4.1

2 Listen to, identify main facts and supporting details, and comprehend messages from mass media communication (e.g., radio, movies, and TV) and other spoken communication. III.1.L4.2

3 Actively listen and comprehend information and provide a response to a question that requires making inferences from spoken language. III.1.L4.3

4 Recognize abbreviated phrases, including informal language, slang, and idioms, when listening to a conversation (e.g., Want some?, Like it?, Heard that?). III.1.L4.4

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Level 5 High Intermediate Language Ability. These ELLs are able to identify main ideas and supportive information and recognize the speaker's hidden messages. III.1.L5

1 Comprehend spoken language that deals with unfamiliar topics or situations. III.1.L5.1

2 Identify and retell the main facts and supportive details from an oral presentation. III.1.L5.2

3 Comprehend extended social interactions (e.g., a person telling an anecdote or discussing a social topic). III.1.L5.3

4 Recognize and respond to routine spoken messages, instructions, or questions (e.g., "Next customer, please!"). III.1.L5.4

5 Identify and respond to descriptions (of people and places), narratives (of past, present, and future events), and argumentative speech, as well as complex factual products of spoken language. III.1.L5.5

6 Comprehend facts presented in spoken discourse and recognize speaker intended inferences. III.1.L5.6

7 Take notes during a workshop, lecture, or oral presentation to capture main ideas and supporting details. III.1.L5.7

8 Use background knowledge and contextual clues to participate in conversations. III.1.L5.8

9 Can participate in conversations over the telephone or other telecommunication devices. III.1.L5.9

Level 6 Advanced Language Ability. These ELLs comprehend abstract topics, hidden messages, and conversations that include new vocabulary and new topics. Their vocabulary knowledge is extensive. III.1.L6

1 Listen actively to comprehend and respond to increasingly complex spoken language in a variety of contexts (e.g., news broadcasts, political speeches, and mass media). III.1.L6.1

2 Identify main ideas and supporting details in spoken language on specialized topics (e.g., news broadcasts or spoken instructions). III.1.L6.2

3 Comprehend spoken language that uses specialized or technical vocabulary and complex grammatical structures (e.g., multiple verbal tenses, idioms) and that contains cultural references (e.g., TV news, a presidential speech, or a product of pop culture). III.1.L6.3

4 When listening to spoken language, summarize and take notes. III.1.L6.4

5 Make inferences about spoken language, evaluating the accuracy and relevance of what is presented. III.1.L6.5

6 Participate actively in and comprehend conversations in unfamiliar settings (e.g., one's child's school, medical offices, government agencies, and unfamiliar worksites). III.1.L6.6

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2 **Speaking Skills The ELLs are able to speak in a variety of situations and settings using increasingly challenging vocabulary and language fluency and accuracy.** III.2

A Communicate needs verbally using increasingly complex words and phrases. III.2.A

B Give directions to places and instructions for accomplishing specific tasks. III.2.B

C Demonstrate an increasing range of English vocabulary appropriate for speaking in informal and formal settings. III.2.C

D Produce spoken communications at each proficiency level that demonstrate increasing language complexity. III.2.D

E Demonstrate appropriate speaking skills and strategies for persuading and discussing. III.2.E

F Demonstrate appropriate speaking skills and strategies for seeking and relaying information. III.2.F

G Demonstrate appropriate speaking skills and strategies for expressing feelings and emotions. III.2.G

H Demonstrate appropriate speaking skills and strategies for collaborating and solving problems. III.2.H

I Construct an oral argument presenting a particular point of view and provide evidence to refute an opposing point of view. III.2.I

Level 1 Beginning Language Ability. These ELLs are true beginners; their oral communication depends on gestures, their first language, visual aids, and a small number of English words. III.2.L1

1 Demonstrate mastery of a basic English vocabulary. III.2.L1.1

2 Use individual words and phrases to communicate verbally (e.g., Look, Go, Stop). III.2.L1.2

3 Conduct conversations using simple/controlled dialogue lines or formulaic phrases (e.g., “My name is….”). III.2.L1.3

4 Within familiar situations ask simple questions and provide answers verbally using key words, phrases, and questions for clarification. III.2.L1.4

5 Speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts. III.2.L1.5

6 Gain increasing awareness of categorization of English vocabulary into different parts of speech such as nouns and verbs. III.2.L1.6

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Level 2 Low Beginning Language Ability. These ELLs can communicate using basic vocabulary and common English expressions to express themselves and engage in conversations. III.2.L2

1 Gain increasing command of common expressions in simple dialogues and social exchanges (e.g., to express feelings or health, to describe weather, or to ask how others are doing). III.2.L2.1

2 Engage in brief, guided conversation with peers. III.2.L2.2

3 Use high-frequency words to verbally describe things or people. III.2.L2.3

4 Convey brief messages (e.g., “I am sick,” or “Jose is absent”). III.2.L2.4

5 Gain increasing command of English vocabulary, selecting words that express ideas. III.2.L2.5

Level 3 High Beginning Language Ability. These ELLs participate in brief original exchanges, including communicating immediate needs through simple conversation. III.2.L3

1 Engage in simple dialogues with others. III.2.L3.1

2 Actively engage in natural communication exchanges in different settings (e.g., classroom, phone conversations, and social media). III.2.L3.2

3 Conduct guided conversations using high frequency words, phrasal verbs, and idioms and following grammatical conventions of conversational English. III.2.L3.3

4 Provide detailed descriptions of places and people. III.2.L3.4

5 Clarify and elaborate on a message when asked by using different terms and providing descriptions or examples. III.2.L3.5

6 Expand vocabulary by gaining increasing command of technical and specialized terms. III.2.L3.6

Level 4 Low Intermediate Language Ability. These ELLs can initiate and engage in simple conversations that include descriptions, personal opinions, and inferences on familiar topics. III.2.L4

1 Engage in simple conversations (e.g., ask about personal information such as name, address, and phone number) using wh-questions. III.2.L4.1

2 Provide descriptions, arguments, and simple inferences when using spoken language. III.2.L4.2

3 Provide and defend an opinion to support a point of view on familiar topics or situations. III.2.L4.3

4 Carry on extensive conversations in a social narrative context (e.g., a description of family-related weekend activities). III.2.L4.4

5 Speak in ways that clearly communicate the topic, main ideas, and essential ideas. III.2.L4.5

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6 Demonstrate some understanding of the differences between standard and non-standard spoken English vocabulary and grammar. III.2.L4.6

Level 5 High Intermediate Language Ability. These ELLs comprehend and participate in extended conversation and other verbal exchanges that go beyond personal needs and familiar topics. III.2.L5

1 Comprehend and participate in complex spoken communication. III.2.L5.1

2 Speak fluently about a variety of familiar topics in low-anxiety situations. III.2.L5.2

3 Verbally provide a personal opinion, logical argument, or examples about a given situation or topic to support one's responses in debates or conversations. III.2.L5.3

4 Use complex vocabulary to express opinions and defend a point of view. III.2.L5.4

5 Switch between standard and non-standard English as the situation warrants (e.g., use colloquial language when appropriate). III.2.L5.5

6 Convey the emotional content of a spoken message (e.g., anger, compliment, condolence, or sarcasm) through intonation, rhythm, and stress. III.2.L5.6

7 Become increasingly able to change grammatical style in formal and informal settings by adjusting language used for a particular purpose or in a particular social setting. III.2.L5.7

8 Gain increasing command of academic and work-related vocabulary. III.2.L5.8

Level 6 Advanced Language Ability. These ELLs comprehend the main ideas of a speech and can deliver an oral presentation. They are able to converse effectively with fluent English speakers. III.2.L6

1 Present ideas concisely, logically, and persuasively using grammatically correct spoken language. III.2.L6.1

2 Give an extended discourse on a topic of special interest (e.g., lectures, speeches, and presentations). III.2.L6.2

3 Demonstrate expanded vocabulary knowledge by delivering a speech/presentation on a specific topic. III.2.L6.3

4 Converse fluently in English with peers and native speakers. III.2.L6.4

5 Participate in impromptu conversations on a given topic. III.2.L6.5

6 Orally convey humor, jokes, sarcasm, innuendo, irony, etc., as situations demand. III.2.L6.6

7 Orally respond to questions and comments by providing suggestions and alternative viewpoints. III.2.L6.7

8 Orally demonstrate mastery of broad and deep vocabulary appropriate for use in a variety of formal and informal settings. III.2.L6.8

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**eading Skills The ELL reads a variety of texts at different levels of complexity for variety of purposes with an increasing level of comprehension and**

**fluency.** III.3

A Implement a variety of reading comprehension strategies (e.g., predicting, inferring, comparing, and contrasting) and know when they are appropriate to use. III.3.A

B Identify the central ideas or hypothesis and supporting details. III.3.B

C Read critically to analyze information and make connections to interpret authors' purpose and viewpoints. III.3.C

D Read from a variety of genres for different purposes (e.g., to accomplish a personal or work-related task, for academic work, or for pleasure). III.3.D

E Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the English language. III.3.E

F Increase background knowledge, concepts, and skills by reading in diverse texts. III.3.F

G Ability to interpret a variety of texts, including visual and quantitative. III.3.G

H Use digital resources to locate evidence to answer a question, solve a problem, or support an argument. III.3.H

Level 1 Beginning Language Ability. These ELLs are true beginners and can obtain very limited meaning from print written in English. As they build reading skills, it is important for them to draw on any literacy skills they possess in their first language(s) and on their emerging speaking and listening skills in English. III.3.L1

1 Read from left to right, top to bottom, and front to back. III.3.L1.1

2 Identify the letters of the English alphabet (upper and lower case). III.3.L1.2

3 Decode and comprehend phonetically regular vocabulary words and common sight words in the environment, in isolation, on lists, or in short phrases or simple sentences. III.3.L1.3

4 Use basic reading strategies (e.g., word identification, think-alouds, underlining, cues, letter-sound associations, environmental print, word walls, and lists) to strengthen emerging reading skills. III.3.L1.4

5 Obtain basic meaning from simple printed and digital material (e.g., prices, dates, and times). III.3.L1.5

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Level 2 Low Beginning Language Ability. These ELLs can interpret and respond to information presented in simple passages with familiar words and language structures. They can answer literal questions that require one or two words for an answer. III.3.L2

1 Decode phonetically regular and irregular words and use context to gain meaning from simple texts. III.3.L2.1

2 Read and understand the meaning of simple passages and print that contain familiar words and structures. III.3.L2.2

3 Respond to printed phrases, interactions, and questions in familiar contexts by relying on non-verbal communication. III.3.L2.3

4 Identify information in a text when asked to answer basic wh-questions (e.g., who, what, where, why, when, and how). III.3.L2.4

5 Answer literal comprehension questions that are asked verbally (e.g., in discussion) or in writing (e.g., in class assignment). III.3.L2.5

6 Use supporting illustrations to interpret text. III.3.L2.6

7 Interpret information in charts and tables (e.g., bus schedules). III.3.L2.7

Level 3 High Beginning Language Ability. These ELLs know how to use context and basic reading comprehension strategies to make sense of print. They can answer literal questions asking wh-questions (e.g., who, what, where, why, when, and how). III.3.L3

1 Interpret moderately complex reading passages. III.3.L3.1

2 Use context to determine the meaning of unfamiliar words when reading on familiar topics. III.3.L3.2

3 Apply appropriate reading strategies (e.g., preview, view, and review) as a tool to comprehend text. III.3.L3.3

4 Answer literal comprehension questions (e.g., true/false and multiple-choice questions) to show understanding of text. III.3.L3.4

5 Identify information to answer wh-questions (e.g., who, what, where, why, when, and how). III.3.L3.5

6 Identify main and supporting details of an extended-paragraph or multi-paragraph text on a familiar topic. III.3.L3.6

7 Scan complex or extended texts (e.g., web pages, documents, narratives, work manuals, or procedures) to find specific information or general meaning. III.3.L3.7

8 Generate questions about what has been read. III.3.L3.8

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Level 4 Low Intermediate Language Ability. These ELLs can read texts representing different genres to answer basic comprehension questions, identify main ideas and supporting details, and make simple inferences. III.3.L4

1 Identify elements of different reading genres and use text structure to help in comprehension. III.3.L4.1

2 Read and comprehend multi-paragraph texts on a variety of topics and in a variety of text types (e.g., newspaper and magazine articles, how-to materials, and literature). III.3.L4.2

3 Identify the intended audience and purpose for a variety of text types. III.3.L4.3

4 Make connections between related information across different sections of a text, from different texts, or presented on different platforms (e.g., print or electronic media). III.3.L4.4

5 Compare and contrast what has been read, considering factors such as presentation format (print or electronic media), point of view, accuracy, etc. III.3.L4.5

6 Interpret simple analogies, idioms, and other rhetorical devices when reading a text about familiar topics. III.3.L4.6

7 Accurately paraphrase and summarize information that has been read in print or in electronic media. III.3.L4.7

8 Use a variety of strategies (e.g., concept mapping, outlining, underlining, and annotating) to assist in comprehension. III.3.L4.8

Level 5 High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high-level reading comprehension strategies. III.3.L5

1 Interpret moderately complex written texts. III.3.L5.1

2 Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation). III.3.L5.2

3 Analyze and summarize information to strengthen reading comprehension. III.3.L5.3

4 Read critically and identify information in text that will support one's opinions about and interpretations of the text. III.3.L5.4

5 Interpret the meaning in context of increasingly complex figures of speech and rhetorical devices. III.3.L5.5

6 Use reference tools to support reading comprehension (e.g., book, manual, computer application help features, or Internet-based reference tools). III.3.L5.6

7 Determine the sequence of events in a complex narrative and understand techniques that show sequence (e.g., foreshadowing). III.3.L5.7

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8 Identify, interpret, and evaluate the role and impact of ambiguity, bias subtleties, contradictions, irony, and incongruities in a text. III.3.L5.8

Level 6 Advanced Language Ability. These ELLs can read increasingly complex text and use advanced reading strategies for comprehension. III.3.L6

1 Use advanced reading strategies (e.g., inference, making predictions, identifying an author's assumptions and biases, and evaluating the credibility and adequacy of evidence presented). III.3.L6.1

2 Evaluate print and digital texts using criteria to determine aesthetic value, reliability, and credibility. III.3.L6.2

3 Read, comprehend, and use increasingly complex print and digital texts for a variety of purposes, about a variety of topics, and in a variety of settings (e.g., to be informed, expand knowledge and skills, or conduct research). III.3.L6.3

4 Identify and evaluate an author's purpose and arguments and refer to the text to support, defend, or clarify one's interpretations. III.3.L6.4

5 Identify, analyze, and evaluate an author's implicit and explicit assumptions and beliefs about a topic, time, or theme. III.3.L6.5

6 Document one's reading by recording citations, taking notes, developing graphics, and writing summaries or abstracts, etc. III.3.L6.6

7 Paraphrase accurately and summarize information from texts in print or in electronic media. III.3.L6.7

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4 **Writing Skills The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.** III.4

A Fill out a variety of forms, applications, and contracts for everyday life and work purposes by hand or electronically. III.4.A

B Write for a variety of purposes (e.g., reminder lists, notes, email, academic papers and reports, letters or other documents to persuade, complain, or express opinions). III.4.B

C Write across a variety of genres (e.g., description, argumentation, fiction, persuasive, and workplace). III.4.C

D Write using appropriate format and structure for different purposes (e.g., outlines, memos, letters, reports, procedural lists, work-related documents). III.4.D

E Use a multi-step process to compose, revise, and edit a variety of texts. III.4.E

F Write with logic, organization, and accuracy. III.4.F

G Consider context, audience, and purpose (e.g., reader's perspective, cultural influence, social norms, etc.) when writing. III.4.G

H Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the written English language. III.4.H

I Integrate graphics or multimedia to support written compositions or oral presentations. III.4.I

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Level 1 Beginning Language Ability. These ELLs are true beginners and can write isolated words, individual short sentences, and phrases. If their first language used a different orthography, they are in the process of acquiring the Roman alphabet and its organizing conventions. They can also copy familiar words from a source. III.4.L1

1 Write from left to right, top to bottom, and front to back. III.4.L1.1

2 Write the letters of the English alphabet (upper and lower case). III.4.L1.2

3 Write words and simple phrases and sentences. III.4.L1.3

4 Write simple lists of words for specific purposes (e.g., a list of ingredients or a shopping list). III.4.L1.4

5 Copy/transcribe familiar words from a variety of sources. III.4.L1.5

6 Use capitalization and punctuation to mark the beginning and end of sentences. III.4.L1.6

Level 2 Low Beginning Language Ability. These ELLs can write basic phrases and sentences. III.4.L2

1 Use pronoun referents correctly across a statement or passage (e.g., “Maria travels with her dog.”). III.4.L2.1

2 Write using high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, learned, or highly familiar material. III.4.L2.2

3 Compose simple paragraphs that include a main idea. III.4.L2.3

4 Write a simple narrative that includes a clear sequence of events. III.4.L2.4

5 Use basic grammatical agreement and structures with the present tense of regular and irregular verbs. III.4.L2.5

6 Complete everyday functional forms and applications (e.g., job applications, banking forms, rental agreements, and other contracts). III.4.L2.6

7 Demonstrate expanded vocabulary knowledge, identify different registers for writing and speaking (e.g., the need to adjust the level of formality with which they write and speak). III.4.L2.7

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Level 3 High Beginning Language Ability. These ELLs can write messages, simple descriptions, and brief narratives about familiar topics. III.4.L3

1 Use comparative forms of adjectives and adverbs. III.4.L3.1

2 Write a simple description or narrative using familiar words and phrases. III.4.L3.2

3 Write a complete paragraph about a familiar topic. III.4.L3.3

4 Demonstrate mastery of conventions of personal correspondence, including different conventions for email or print formats (e.g., addressing an envelope or writing subject lines in an email). III.4.L3.4

5 Expand vocabulary knowledge and use formal and academic registers (e.g., the need to adjust the level of formality with which they write and speak). III.4.L3.5

Level 4 Low Intermediate Language Ability. These ELLs can write with an audience in mind and for personal and workrelated communication. III.4.L4

1 Write compositions that show consideration of audience and purpose (e.g., work-related versus personal correspondence). III.4.L4.1

2 Write short compositions that show understanding of different genres. III.4.L4.2

3 Use transition words and phrases appropriately and with correct punctuation (e.g., however, next, then, and after). III.4.L4.3

4 Understand vocabulary knowledge and show understanding of how idioms, figures of speech, juxtaposed words, and comparisons enrich one's writing. III.4.L4.4

5 Use words that are appropriate for informal (colloquial or slang) written discourse or formal written discourse. III.4.L4.5

6 Engage in all steps of the writing process (e.g., drafting, editing, and publishing) to create a range of short compositions. III.4.L4.6

7 Write supporting points or details for a statement, position, or argument on a familiar topic. III.4.L4.7

8 Recognize word families (e.g., verbs and nouns, adjectives and adverbs, etc.) to develop vocabulary in writing. III.4.L4.8

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**Level 5** High Intermediate Language Ability. These ELLs can write about previously discussed topics, use complex transition words, and follow the basic steps of the writing process. III.4.L5

1. Write multi-paragraph compositions that are argumentative or opinion-based and that concern a variety of topics. III.4.L5.1
2. Write multi-paragraph descriptive and narrative compositions that concern a variety of topics. III.4.L5.2
3. Use transition words and phrases (e.g., therefore, nevertheless, and in addition) to make writing more complex. III.4.L5.3
4. Understand the writing process (e.g., drafting, editing, and publishing) to create longer compositions, whether in print or digital formats. III.4.L5.4
5. Use a wide range of vocabulary including synonyms, antonyms, precise knowledge, and phrasal verbs on a variety of topics. III.4.L5.5
6. Write increasingly sophisticated multi-paragraph compositions that present information and ideas concisely, logically, and persuasively. III.4.L5.6

**Level 6** Advanced Language Ability. These ELLs can write multi-paragraph compositions with fluency, logic, and organization and with an audience in mind for a variety of purposes (e.g., personal needs, academic assignments, work-related needs, and for civic participation). III.4.L6

1. Write commentaries that summarize and then analyze and evaluate a specific topic. III.4.L6.1
2. Write outlines and analytic summaries prior to writing a research report. III.4.L6.2
3. Edit writing to conform to conventions of Standard English, including voice, tense, structure, and grammar, using print and digital aids as needed. III.4.L6.3
4. Write with increasing fluency and sophistication for different audiences and purposes (e.g., workplace, classroom, and daily life needs). III.4.L6.4
5. Demonstrate a range of different styles of writing for different purposes. III.4.L6.5
6. Apply strategies used to influence or entertain audiences (e.g., ethos, pathos, logos, and humor). III.4.L6.6
7. Explain and extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration. III.4.L6.7
8. Write increasingly complex texts (e.g., newspaper and magazine articles, technical materials, and research reports). III.4.L6.8
9. Select from a full range of vocabulary choices to express one's ideas in rich, precise, and flowing language through the use of print or digital reference guides. III.4.L6.9

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A Make and pursue plans for self- improvement IV.1.A

1 Set personal goals and commit to them by visualizing and talking about them. IV.1.A.1

2 Evaluate ways to meet personal needs, generate alternatives for achieving plans, and access resources such as libraries and educational institutions to address goals. IV.1.A.2

3 Allocate efforts and resources, including time and money, to meet goals. IV.1.A.3

4 Achieve goals for personal growth with the support of other family members. IV.1.A.4

5 Practice lifelong learning. IV.1.A.5

B Guide and mentor other family members IV.1.B

1 Adjust expectations of family members based on age, individual skills, abilities, and interests. IV.1.B.1

2 Guide decision making by other family members by fostering critical thinking. IV.1.B.2

3 Provide opportunities to expand knowledge and abilities by nurturing a sense of adventure. IV.1.B.3

4 Provide a proper balance of challenge and support to encourage risk taking. IV.1.B.4

5 View all family members as both teachers and learners. IV.1.B.5

C Foster informal education of children IV.1.C

1 Provide a wide variety of experiences to support learning. IV.1.C.1

2 Respect cultural differences in communication and learning styles. IV.1.C.2

3 Encourage language development by reading, singing, telling stories, and counting. IV.1.C.3

4 Stimulate learning and real life experiences through choice, play, instruction, and sensory perception. IV.1.C.4

5 Express pleasure when children master a concept or task. IV.1.C.5

6 Foster initiative and social relations by listening to children's ideas, encouraging them to solve problems, and supporting the building of relationships with other children and adults. IV.1.C.6

7 Monitor external influences such as television. IV.1.C.7

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D Support children's formal education IV.1.D

1 Remain involved in children's education from prekindergarten through high school by participating in conferences, school programs, and assignments. IV.1.D.1

2 Create an environment in which children can successfully complete their homework, including creating quiet space, allocating time, helping them directly, or helping them get help. IV.1.D.2

3 Advocate for better education by voicing opinions and concerns and by networking with others. IV.1.D.3

4 Seek to understand all aspects of school operations and use this information to work with the school system and to guide children. IV.1.D.4

5 Find ways to contribute to child's classroom, such as sharing stories and cultural objects, cooking, or volunteering. IV.1.D.5

6 Build effective parent/teacher relationships by increasing communication and becoming involved as a mentor, tutor, or teachers' aide. IV.1.D.6

E Direct and discipline children IV.1.E

1 Practice a family code of conduct that affirms and supports all its members. IV.1.E.1

2 Provide consistent and loving adult supervision with appropriate discipline. IV.1.E.2

3 Set, communicate, and enforce limits, rules, and guidelines. IV.1.E.3

4 Allow children to make mistakes within safe boundaries in order to learn from them. IV.1.E.4

5 Adjust discipline based on child's age and understanding. IV.1.E.5

6 Reinforce expected behaviors by reasoning with children rather than demanding obedience. IV.1.E.6

7 Serve as a positive role model by modeling self-discipline, including controlling anger, organizing time, valuing relationships, and dealing effectively with life situations. IV.1.E.7

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2 **Meet Family Needs and Responsibilities** IV.2

A Provide for safety and physical needs IV.2.A

1 Meet physical needs and provide a safe environment. IV.2.A.1

2 Provide adequate clean clothing, appropriate to the season. IV.2.A.2

3 Provide regular, nutritious meals. IV.2.A.3

4 Ensure health care matched to wellness or illness. IV.2.A.4

5 Guide child's behavior to prevent injury. IV.2.A.5

6 Protect all family members from abuse. IV.2.A.6

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7 Choose child care providers carefully. IV.2.A.7

- B Manage family resources IV.2.B
  - 1 Manage personal, financial, and community resources. IV.2.B.1
  - 2 Maintain consistent employment. IV.2.B.2
  - 3 Develop and use a financial plan with realistic goals. IV.2.B.3
  - 4 Recognize family members as resources. IV.2.B.4
- C Balance priorities to meet multiple needs and responsibilities IV.2.C
  - 1 Maintain balance among personal, family, work, and community. IV.2.C.1
  - 2 Responsibilities consistent with family priorities and individual needs. IV.2.C.2
  - 3 Reserve and use time for personal, family, and community activities. IV.2.C.3
  - 4 Establish routines and schedules that reflect family priorities. IV.2.C.4
  - 5 Share responsibilities among family members to accomplish tasks. IV.2.C.5
  - 6 Practice organizational and time management skills. IV.2.C.6
- D Give and receive support outside the immediate family IV.2.D
  - 1 Create and participate in a social network of friends and relatives for support, recreation, dealing with problems, and coping with change. IV.2.D.1
  - 2 Identify the problem and admit to the need for help. IV.2.D.2
  - 3 Identify individual and community resources and services to match the need. IV.2.D.3
  - 4 Seek help. IV.2.D.4
  - 5 Attend to others' needs and offer help as appropriate. IV.2.D.5

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**3 Strengthen the Family System** IV.3

- A Create a vision for the family and work to achieve it IV.3.A
  - 1 Develop, implement, and evaluate strategies to achieve the family vision. IV.3.A.1
  - 2 Reflect upon and support family's common goals and values. IV.3.A.2
  - 3 Consider social, political, and economic realities that affect the vision. IV.3.A.3
  - 4 Allocate time and resources consistent with the family's vision. IV.3.A.4

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B Promote values, ethics, and cultural heritage within the family IV.3.B

1 Establish and value family traditions and teach and model family customs. IV.3.B.1

2 Emphasize family strengths. IV.3.B.2

3 Identify and communicate cultural roots. IV.3.B.3

4 Draw upon knowledge of elders. IV.3.B.4

5 Establish and maintain a strong identity. IV.3.B.5

6 Provide for spiritual needs of family members. IV.3.B.6

7 Participate in rituals associated with faith, birth, marriage, worship, and death to foster spiritual growth. IV.3.B.7

C Form and maintain supportive family relationships IV.3.C

1 Encourage, acknowledge, and consider the opinions, values, and beliefs of all family members. IV.3.C.1

2 Support efforts of other family members to make decisions at home, school, work, and in the community. IV.3.C.2

3 Foster a spirit of kinship and interdependence by making a conscious effort to gather as a group and to discuss issues and problems together. IV.3.C.3

4 Demonstrate trust in other family members by accepting explanations, allowing choice, keeping promises, and accepting various perspectives. IV.3.C.4

5 Demonstrate effective conflict resolution strategies by using language that bridges differences. IV.3.C.5

D Provide opportunities for each family member to experience success IV.3.D

1 Exhibit sensitivity to family members' social, emotional, and intellectual needs. IV.3.D.1

2 Provide opportunities for each family member to express feelings and experience success. IV.3.D.2

3 Respect individual rights to privacy. IV.3.D.3

4 Demonstrate enjoyment and enthusiasm for others' interests by supporting their activities. IV.3.D.4

E Encourage open communications among the generations IV.3.E

1 Encourage family members to speak and listen. IV.3.E.1

2 Name, own, and express feelings and respond to feelings of other family members. IV.3.E.2

3 Recognize non-verbal messages. IV.3.E.3

4 Honor the right to tell one's story without disapproval and criticism. IV.3.E.4

5 Recognize and use reconciliation techniques, such as offering an apology or using problem-solving strategies. IV.3.E.5

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**Citizen/Community Member** V

1 **Become and Stay Informed** V.1

A Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others V.1.A

1 Talk with people knowledgeable about the problem or need. V.1.A.1

2 Ask questions that produce relevant information. V.1.A.2

3 Monitor a variety of media resources routinely, including local and national newspapers, television, radio, magazines, and the Internet. V.1.A.3

4 Review and revise information about needs and strengths in order to stay on top of the situation. V.1.A.4

5 Connect issues of personal concern to community needs and problems. V.1.A.5

B Recognize and understand human, legal, and civic rights and responsibilities for yourself and others V.1.B

1 Identify instances of injustice and illegality. V.1.B.1

2 Base decisions on knowledge of rights and responsibilities. V.1.B.2

3 Take responsibility for own actions. V.1.B.3

C Figure out how the system that affects an issue works V.1.C

1 Use relevant services and agencies to gain access to or understand the system. V.1.C.1

2 Identify formal and informal rules. V.1.C.2

3 Identify positions of power and powerlessness with the system. V.1.C.3

4 Identify personal relationship to the system. V.1.C.4

5 Determine the system's timetable, calendar, and other schedules and plan actions accordingly. V.1.C.5

6 Predict correctly the conditions and changes that will result from a course of action. V.1.C.6

D Identify how to have an impact and recognize that individuals can make a difference V.1.D

1 Find and review historical examples and precedents to determine best course of action. V.1.D.1

2 Analyze the situation with other people to take action. V.1.D.2

3 Identify risks and potential consequences. V.1.D.3

4 Plan doable steps toward goal. V.1.D.4

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E Find, interpret, analyze, and use diverse sources of information, including personal experience V.1.E

1 Seek up-to-date and historical information supporting all sides of the issue. V.1.E.1

2 Identify biases and hidden agendas in the presentation of the information. V.1.E.2

3 Distinguish between fact and fiction. V.1.E.3

4 Take into consideration the role and influence of the media. V.1.E.4

5 Apply new information thoughtfully in real-life situations. V.1.E.5

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**2 Form and Express Opinions and Ideas** V.2

A Strengthen and express a sense of self that reflects your personal history, values, beliefs, and roles in the larger community V.2.A

1 Place yourself in history as to race, gender, and geography. V.2.A.1

2 Identify your own perspectives, points of view, values, and beliefs. V.2.A.2

3 Identify your own roles in larger community. V.2.A.3

4 Exhibit self-confidence and personal authority. V.2.A.4

5 Share your own culture and beliefs with others. V.2.A.5

B Learn from others' experiences and ideas V.2.B

1 Find effective role models or mentors and act on their guidance. V.2.B.1

2 Ask questions that reflect what the speaker has said. V.2.B.2

3 Integrate new ideas and experiences gained from reading, listening, and viewing into own thinking. V.2.B.3

4 Recognize and articulate points of view different than your own. V.2.B.4

C Communicate so that others understand V.2.C

1 Use a variety of ways for communicating. V.2.C.1

2 Know who the audience is and how to reach its members. V.2.C.2

3 Organize thoughts, opinions, and ideas. V.2.C.3

4 Defend your own position and opinions. V.2.C.4

5 Use communication strategies that help build consensus and understanding. V.2.C.5

D Reflect on and reevaluate personal opinions and ideas V.2.D

1 Distinguish between personal opinions and facts. V.2.D.1

2 Seek and use feedback from others. V.2.D.2

3 Identify how your original position has changed. V.2.D.3

4 Incorporate reflections and new ideas into action. V.2.D.4

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**3 Work Together** V.3

A Get involved in the community and get others involved V.3.A

1 Volunteer time and resources. V.3.A.1

2 Participate in community events. V.3.A.2

3 Reach out to a diversity of people. V.3.A.3

4 Network with others. V.3.A.4

5 Support the efforts of others actively. V.3.A.5

6 Orient newcomers to the group or community. V.3.A.6

B Respect others and work to eliminate discrimination and prejudice V.3.B

1 Recognize and address instances of prejudice and stereotyping. V.3.B.1

2 Create an environment in which others are included and welcomed. V.3.B.2

3 Encourage and consider a wide range of opinions and beliefs. V.3.B.3

4 Work well in diverse situations and with diverse groups. V.3.B.4

C Define common values and goals V.3.C

1 Identify common views and disagreements through open discussion. V.3.C.1

2 Achieve consensus or compromise on the priorities and purposes of the group. V.3.C.2

D Manage and resolve conflict V.3.D

1 Address conflict and resistance openly and persistently, in a timely manner. V.3.D.1

2 Use a variety of techniques to find common ground. V.3.D.2

3 Focus on issues rather than personality. V.3.D.3

4 Analyze what happens in conflict situations and use this knowledge in the future. V.3.D.4

E Participate in group processes and decision making V.3.E

1 Understand the roles of group members. V.3.E.1

2 Contribute to planning and implementing activities. V.3.E.2

3 Follow through on group decisions. V.3.E.3

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**4 Take Action to Strengthen Communities** V.4

A Help yourself and others V.4.A

1 Assess personal needs and strengths to determine and/or inform participation in community activities. V.4.A.1

2 Manage and share personal resources, including time, money, and materials. V.4.A.2

3 Advocate for yourself and others. V.4.A.3

4 Report crimes and injustices. V.4.A.4

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B Educate others V.4.B

1 Share information and knowledge from personal experience and other sources. V.4.B.1

2 Use methods appropriate to the audience and event, such as flyers, forums, speeches, and public service announcements. V.4.B.2

3 Inform others of their rights. V.4.B.3

4 Solicit feedback on effectiveness of educational activity. V.4.B.4

C Influence decision makers and hold them accountable V.4.C

1 Identify and gain access to decision makers. V.4.C.1

2 Express views to elected officials by publicly challenging officials, letter writing, or phone calling. V.4.C.2

3 Work for and support a candidate for public office. V.4.C.3

4 Vote. V.4.C.4

D Provide leadership within the community V.4.D

1 Initiate and maintain a community activity. V.4.D.1

2 Serve as a resource or role model. V.4.D.2

3 Serve on committees, boards, and other positions of responsibility. V.4.D.3

4 Develop leadership skills in others. V.4.D.4

5 Represent and express the opinions and needs of others accurately. V.4.D.5

6 Follow through on commitments to individuals and organizations. V.4.D.6

7 Document, evaluate, and reflect on action taken. V.4.D.7

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**Digital Literacy** VI

**1 Gateway Skills** VI.1

A Understand Devices VI.1.A

1 Identify screen, volume buttons, power button, and charging port on a cell phone. VI.1.A.1

2 Identify the screen, keyboard, trackpad, speakers, and port plugs on a laptop computer. VI.1.A.2

3 Identify monitor, CPU, keyboard, mouse, speakers, and port plugs on a desktop computer. VI.1.A.3

4 Recognize the different features of Android and iOS, Windows, and Mac operating systems. VI.1.A.4

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B Use Computer Components VI.1.B

1 Demonstrate the ability to identify buttons on the mouse or trackpad and understand what each button does. VI.1.B.1

2 Identify keys on the keyboard and understand their functions. VI.1.B.2

3 Use basic keyboard shortcuts on a Mac or Windows, such as those used for copying and pasting. VI.1.B.3

4 Recognize basic desktop icons such as the file explorer, web browser, and recycle bin. VI.1.B.4

5 Access and control audio output features (volume, mute, speakers, and headphones). VI.1.B.5

C Use the Internet VI.1.C

1 Demonstrate the ability to connect to the internet on a variety of devices. VI.1.C.1

2 Locate and open a browser on a computer or mobile device. VI.1.C.2

3 Identify the web address bar and locate search engine websites, such as Google or Yahoo. VI.1.C.3

4 Perform an internet search using specific terms or filters for personal/family or workplace tasks. VI.1.C.4

D Create and Manage Passwords VI.1.D

1 Practice generating secure and unique passwords using a mix of uppercase and lowercase letters, numbers, and symbols. VI.1.D.1

2 Recognize and fix weak/unsecure passwords that use common words, phrases, patterns, and personal information such as names, birthdates, addresses, and number strings. VI.1.D.2

3 Identify solutions for managing passwords such as using cloud-based password managers or personal notebooks. VI.1.D.3

4 Understand how to reset or recover a password using password recovery tools like a backup email, phone verification, or security question. VI.1.D.4

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**2 Device Ownership and Use** VI.2

A Understand and Use Mobile Devices VI.2.A

1 Identify basic device functions, such as the power button, volume controls, device settings, passcode, and camera. VI.2.A.1

2 Demonstrate the ability to navigate the internet using a mobile device. VI.2.A.2

3 Understand device storage and capacity functions, such as local and cloud-based storage. VI.2.A.3

4 Identify and manage pre-installed apps and programs downloaded from an app store on a mobile device, including removing or disabling non-essential programs to optimize device performance. VI.2.A.4

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B Get Help for Devices VI.2.B

1 Recognize when a software and/or other device update is warranted to keep the device in proper working condition. VI.2.B.1

2 Recognize basic device troubleshooting options, such as the task manager, device restart, and app restart functions. VI.2.B.2

3 Identify when and how to update device operating systems. VI.2.B.3

4 Understand device maintenance and technology support protocols for borrowed or public devices. VI.2.B.4

5 Recognize reputable technology support services, such as the Apple Store or local retailers, and when to use them. VI.2.B.5

C Keep Devices Safe VI.2.C

1 Recognize why privacy and security settings are critical to use on personal devices. VI.2.C.1

2 Understand what antivirus software is and how it works to protect your device and personal information over time. VI.2.C.2

3 Identify internal and external device storage systems and learn effective maintenance practices, such as scanning backup drives for viruses, to ensure their proper functioning and security. VI.2.C.3

4 Understand the importance of connecting to secure, private networks to protect personal information and keep devices safe. VI.2.C.4

5 Recognize suspicious links and downloads, including those in phishing emails, that compromise device safety or provide unauthorized access to confidential personal information. VI.2.C.5

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**3 Life Online** VI.3

A Understanding Basic Online Safety VI.3.A

1 Understand types of privacy policies, including what information is being gathered and/or shared about identity. VI.3.A.1

2 Understand and manage access rights requested by any third party websites or apps, for example when a social media app requests access to a user's contacts or a website requests access to location data. VI.3.A.2

3 Verify secure website status by identifying common indicators, such as a web address with https (the 's' indicating it is secure) or the lock symbol next to a website address. VI.3.A.3

4 Recognize attempts to access personal information for unauthorized and illegal use, including suspicious emails or texts requesting account passwords or account numbers, or suspicious links embedded in advertisements or websites. VI.3.A.4

5 Implement one-time passcodes or two-factor authentication for online accounts to enhance security and prevent unauthorized access. VI.3.A.5

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B Manage Online Reputation VI.3.B

1 Maintain privacy on shared devices, such as using strong passwords, locking devices, and logging out of browsers. VI.3.B.1

2 Recognize and avoid social media hacking attempts, such as clicking on links in direct messages or accepting suspicious friend requests, to safeguard personal social media accounts. VI.3.B.2

3 Evaluate the potential impact of posting, commenting, sharing, and resharing information online. VI.3.B.3

4 Identify methods for protecting online personal data such as monitoring information and images shared on social media apps, websites, and learning management systems. VI.3.B.4

C Use Websites or Applications for Everyday Purposes VI.3.C

1 Understand and use online forms and questionnaires for the purpose of opening financial accounts such as a checking or saving account, credit card, or loan. VI.3.C.1

2 Explore and select websites to complete family tasks and activities such as banking, shopping, education, and leisure. VI.3.C.2

3 Understand the functions of digital payments and mobile wallets for online and in-app purchases. VI.3.C.3

4 Access and utilize websites and apps through various means, including web links, QR codes, and shortened URLs. VI.3.C.4

5 Use apps and websites for transportation tasks, including purchasing or renewing toll tags, bus passes, or requesting a lift from a ride sharing company. VI.3.C.5

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**4 Creating and Managing Digital Documents** VI.4

A Understand File Management and Proper Use VI.4.A

1 Understand acceptable, responsible, and lawful use of digital content. VI.4.A.1

2 Determine what type of format (word processing document, spreadsheet, slides, etc.) is best to use based on digital content's purpose and use. VI.4.A.2

3 Name and save a file on various devices. VI.4.A.3

4 Create, locate, and organize folders. VI.4.A.4

5 Understand the difference between cloud and internal storage for documents. VI.4.A.5

6 Demonstrate how to save and share files on a cloud-based storage platform and an internal device storage. VI.4.A.6

7 Determine permission settings (viewer, commenter, editor) for sharing a cloud-based document and be able to share the link to the document. VI.4.A.7

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B Create Documents Using Common Software Applications, Such as Microsoft Word or Google Docs VI.4.B

1 Open and save a new document with a specific naming convention. VI.4.B.1

2 Open an existing document or template. VI.4.B.2

3 Identify features and functions of the toolbar, such as alignment, spacing, spell checking, headers/ footers, etc. VI.4.B.3

4 Choose appropriate text formatting, including font, font size, and color. VI.4.B.4

5 Apply bullets and automatic numbering. VI.4.B.5

C Create Presentations Using Common Software Applications, Such as PowerPoint or Google Slides VI.4.C

1 Open and save a new slide presentation with a specific naming convention. VI.4.C.1

2 Open an existing presentation or template. VI.4.C.2

3 Identify features and functions of the screen, such as slide navigation pane, notes, ribbon, etc. VI.4.C.3

4 Demonstrate ability to insert new slides and duplicate existing slides. VI.4.C.4

5 Apply or change a slide theme. VI.4.C.5

D Create Spreadsheets Using Common Software Applications, Such as Excel or Google Sheets VI.4.D

1 Open and save a new spreadsheet or sheet using a specific naming convention. VI.4.D.1

2 Open an existing spreadsheet or template. VI.4.D.2

3 Identify features and functions of the interface such as cells, formula bar, toolbar, etc. VI.4.D.3

4 Locate a specific cell, row, or column. VI.4.D.4

5 Enter data in a cell, row, or column. VI.4.D.5

6 Insert commonly used formulas, such as sum or average, in a cell. VI.4.D.6

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**5 Use Devices to Communicate Effectively** VI.5

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A Use Communication Etiquette VI.5.A

1 Understand the difference between personal communication and professional communication. VI.5.A.1

2 Choose appropriate usernames when creating accounts. VI.5.A.2

3 Use proper conventions to write a professional email, utilizing appropriate tone, including all components of a professional email (opening, closing), and adhering to proper grammar. VI.5.A.3

4 Apply accepted norms for response time when sending and replying to messages in various online communication formats, taking into consideration the expectations and urgency of the communication. VI.5.A.4

5 Demonstrate courteous behaviors for turn taking, chatting, reacting, muting, camera use, and screen sharing during virtual meetings. VI.5.A.5

B Communicate Online VI.5.B

1 Compare and contrast different video and webinar conferencing applications such as Microsoft Teams, Zoom, and WebEx. VI.5.B.1

2 Select and use online communication platform(s), such as Remind, WhatsApp, and Facebook Messenger, based on purpose and audience. VI.5.B.2

3 Use web-conferencing tools and features, such as muting, screen sharing, and applying virtual backgrounds. VI.5.B.3

4 Troubleshoot common issues, such as connectivity problems or microphone/speaker issues, when using digital communication tools. VI.5.B.4

C Use Email to Communicate VI.5.C

1 Set up a new email account, including choosing a desired email address and password. VI.5.C.1

2 Identify features and functions of email menus, such as compose/new mail, subject, format, and spell check, etc. VI.5.C.2

3 Send, receive, and reply to emails with attention to features such as reply vs. reply all, forward, bcc, and cc. VI.5.C.3

4 Attach email documents and open received attachments. VI.5.C.4

5 Recognize common malicious email threats such as phishing, junk, ransomware, chain mail, viruses, etc. VI.5.C.5

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**6 Career and Life Development** VI.6

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A Use Digital Resources for Learning VI.6.A

1 Understand basic features of a learning management system (LMS). VI.6.A.1

2 Leverage available digital resources, including TX AEL approved distance learning curricula, to achieve personal learning goals. VI.6.A.2

3 Search for, evaluate, and use online learning websites, such as LinkedIn Learning, Coursera, or disciplinespecific resources, to access relevant educational content aligned with personal learning goals. VI.6.A.3

4 Utilize digital tools and resources, such as educational apps, interactive tutorials, or online simulations, to actively explore and practice new concepts and skills relevant to personal learning and career development. VI.6.A.4

B Find a Job Online VI.6.B

1 Create an online professional profile and upload a resume on online platforms. VI.6.B.1

2 Search for jobs online, using websites such as Indeed, WorkInTexas, and CareerBuilder. VI.6.B.2

3 Research and analyze potential new career opportunities, using platforms such as O*NET. VI.6.B.3

4 Apply for jobs using online platforms, including completing and submitting an online application. VI.6.B.4

C Use Online Platforms for Collaboration VI.6.C

1 Collaborate in real-time with others on a shared document, using tools such as Google Docs or Microsoft Word. VI.6.C.1

2 Share documents securely and with appropriate access levels, such as view-only or edit rights. VI.6.C.2

3 Use comment and suggestion features to provide constructive feedback on others' work and receive feedback on your own work. VI.6.C.3

4 Respect others' contributions to the document, avoiding deleting or overwriting others' work without proper communication or agreement. VI.6.C.4

5 Utilize version history and revision tracking features to keep track of changes and maintain a clear record of document evolution. VI.6.C.5

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D Information Literacy VI.6.D

1. Identify the purpose for accessing information and type of information needed to complete a task. VI.6.D.1
2. Evaluate the source of information and the quality of both the source and the information itself, identifying possible bias. VI.6.D.2
3. Monitor the extent to which information solves a problem and know when additional information is needed. VI.6.D.3
4. Evaluate the result of using the information. VI.6.D.4
5. Know how and when to cite information found online. VI.6.D.5
6. Access and evaluate information on platforms that utilize artificial intelligence. VI.6.D.6

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**Standard**