

**Florida Department of Education
Adult Basic Education - Language Arts
Curriculum Framework**

Program Title: Adult Basic Education (ABE)
Program Number: 9900000

ADULT BASIC EDUCATION	
Course Title	Adult Basic Education-Language Arts
Course Number	9900003
CIP Number	1532.0102000
Grade Equivalent	0.0 – 8.9
Standard Length	Varies (<i>See Program Length Section</i>)
Teacher Certification	Bachelor’s degree or higher

Purpose

The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts (language, speaking and listening, and writing), and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE instructors
- Ensure quality instruction through professional development
- Provide basic skills instruction (0.0 – 8.9) and critical thinking skills to prepare students for GED preparation (9.0 – 12.0), postsecondary education, and employment.

The content standards should be used as a basis for curriculum design and also to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

The ABE content standards have been revised to include the College and Career Readiness (CCR) standards. The integration of CCR standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

Program Structure

ABE is a non-credit course designed to develop literacy skills necessary to be successful workers, citizens and family members. A student enrolled in the ABE program may be receiving instruction in one or more of the following courses: Mathematics, Language Arts, or Reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal reporting and Literacy Completion Points (LCPs) for state reporting. Progress through levels must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's responsibility to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. It is not necessary for a student to master 100% of the benchmark skills to demonstrate proficiency in an anchor standard.

Program Lengths

The following table illustrates the maximum number of instructional hours recommended for each level. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended for each ABE instructional level.

Please visit the Assessment Technical Assessment Paper, Division of Career and Adult Education, at <http://www.fldoe.org/Workforce/AdultEd/pdf/1314Assessment.pdf> for both recommended and required assessment procedures and instruments.

Course Number	Course Title	Maximum Hours	NRS Levels
9900003	Language Arts – Beginning ABE Literacy	450 Hours	1 (0.0– 1.9)
	Language Arts – Beginning Basic Education	450 Hours	2 (2.0-3.9)
	Language Arts – Low Intermediate Basic Education	300 Hours	3 (4.0 – 5.9)
	Language Arts – High Intermediate Basic Education	300 Hours	4 (6.0 – 8.9)

Special Notes

The standards are separated into four strands: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of CCR Anchor Standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered CCR anchor standard. In other words, each anchor standard identifying broad college and career readiness skills has a corresponding level-specific standard illustrating specific level-appropriate expectations. The table below illustrates the numbering used to indicate strands, anchor standards, and skill standards.

Source	Strand	Program Area	Anchor Standard	NRS Level	Benchmark Skill
CCR.	WR.	ABE.	1.	2.	b)
CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
1.2. Write opinion pieces on topics or texts, supporting a point of view with reasons.					

b) Provide reasons that support the opinion.

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in areas such as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards are designed to be integrated into the ABE frameworks to assist students with career exploration and planning. Students can access an automated system of their choice for assistance with career exploration and development of a career plan.

Standards:

- CP.ABE.01 Develop skills to locate, evaluate, and interpret career information.
- CP.ABE.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.ABE.03 Identify career cluster and related pathways that match career and education goals.
- CP.ABE.04 Develop and manage a career and education plan.

Technology

Computer skills have become essential in today's world. Students use a variety of technology tools from cell phones to computers to communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Examples: Reading 7, Writing 6, and Speaking and Listening 5)

Standards:

- TN.ABE.01 Develop basic keyboarding skills.
- TN.ABE.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- TN.ABE.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- TN.ABE.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

Writing Standards

The CCR Writing Standards cultivate the development of three mutually reinforcing writing capacities: crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences or from research. Writing Standard 9 is a standout because it stresses the importance of the writing-reading connection by requiring students to draw upon and use evidence from literary and informational texts as they write arguments or inform/explain.

Writing (WR) Anchor Standards

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

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

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

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

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

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

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

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

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

Writing (WR)			
Anchor Standards and Benchmark Skills			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	1.2. Write opinion pieces on	1.3. Write opinion pieces on	1.4. Write arguments to

	<p>topics or texts, supporting a point of view with reasons.</p> <p>a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b) Provide reasons that support the opinion.</p> <p>c) Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d) Provide a concluding statement or section.</p>	<p>topics or texts, supporting a point of view with reasons and information.</p> <p>a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b) Provide logically ordered reasons that are supported by facts and details.</p> <p>c) Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d) Provide a concluding statement or section related to the opinion presented.</p>	<p>support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>
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CCR.WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>2.1 Write informative and explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2.2 Write informative and explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b) Develop the topic with facts, definitions, and details.</p> <p>c) Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d) Provide a concluding</p>	<p>2.3 Write informative and explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c) Link ideas within categories</p>	<p>2.4 Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (This includes the narration of historical events, scientific procedures/ experiments, or technical processes.)</p> <p>a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include</p>

	statement or section.	of information using words and phrases (e.g., <i>another, for example, also, because</i>). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a concluding statement or section related to the information or explanation presented.	formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CCR.WR.ABE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
3.1 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3.2 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.	Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

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

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
	4.2 Produce writing in which the development and organization are appropriate to task and purpose.	4.3 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and	4.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

		audience.	
CCR.WR.ABE 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
5.1 With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5.2 With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)	5.3 With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)	5.4 With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)
CCR.WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
6.1 With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. a) Discuss digital citizenship.	6.2 With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. a) Discuss how technology is used for communication, critical thinking, research, and innovation. b) Complete an electronic job application. c) Create simple data tables.	6.3 With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. a) Produce a one page resume. b) Insert a table or graph using drag and drop. c) Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	6.4 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. a) Develop a career plan. b) Create original works using a variety of programs such as Word and Excel. c) Locate, organize, analyze, evaluate, synthesize, and ethically use electronic information from a variety of sources and media.
CCR.WR.ABE 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
7.1 Participate in shared research and writing projects	7.2 Conduct short research projects that build	7.3 Conduct short research projects that use several	7.4 Conduct short research projects to answer a

(e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	knowledge about a topic.	sources to build knowledge through investigation of different aspects of a topic.	question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCR.WR.ABE 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
8.1 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	8.2 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8.3 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	8.4 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCR.WR.ABE 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
	9.2 Draw evidence from literary or informational texts to support analysis, reflection, and research. a) Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”). b) Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”).	9.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. a) Apply Reading standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”). b) Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”).	Note: Students continue to draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

The Speaking and Listening Standards require students to develop a broad range of useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Speaking and Listening (SL) Anchor Standards

CCR.SL.ABE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCR.SL.ABE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

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

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

Speaking and Listening (SL)			
Anchor Standards and Benchmark Skills			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
CCR.SL.ABE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.			
1.1 Participate in collaborative conversations with diverse partners in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others’ talk in	1.2 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly. a) Come to discussions prepared by having read or studied required material; explicitly draw on that	1.3 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly. a) Come to discussions prepared by having read or studied required material; explicitly draw on that	1.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly. a) Come to discussions prepared by having read or researched material under study; explicitly draw on that

<p>conversations by responding to the comments of others through multiple exchanges.</p> <p>c) Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>preparation and other information known about the topic to explore ideas under discussion.</p> <p>b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d) Explain their own ideas and understanding in light of the discussion.</p>	<p>preparation and other information known about the topic to explore ideas under discussion.</p> <p>b) Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
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CCR.SL.ABE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
2.1 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2.3 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. a) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2.4 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
3.1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	3.4 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
4.1 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4.3 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
		5.3 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5.4 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
6.1 Speak audibly and express thoughts, feelings, and ideas clearly. a) Produce complete sentences when appropriate to task and situation.	6.2 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	6.3 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	6.4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Arts Standards

The Language Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary particularly general academic words and phrases.

Language Arts Anchor Standards

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

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

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

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

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

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

Language Arts Standards (LA)			
Anchor Standards and Benchmark Skills			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
CCR.LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Print all upper- and lowercase letters. b) Use common, proper, and	1.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Use collective nouns (e.g., <i>group</i>). b) Explain the function of	1.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular	1.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Ensure that pronouns are in the proper case (subjective, objective, possessive).

<p>possessive nouns.</p> <p>c) Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d) Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e) Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f) Use frequently occurring adjectives.</p> <p>g) Use frequently occurring nouns and verbs.</p> <p>h) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>i) Use determiners (e.g., articles, demonstratives).</p> <p>j) Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>k) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>l) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c) Form and use regular and irregular plural nouns.</p> <p>d) Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>e) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>f) Use abstract nouns (e.g., <i>childhood</i>).</p> <p>g) Form and use regular and irregular verbs.</p> <p>h) Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>i) Ensure subject-verb and pronoun-antecedent agreement.</p> <p>j) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k) Use coordinating and subordinating conjunctions.</p> <p>l) Produce simple, compound, and complex sentences.</p> <p>m) Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>sentences.</p> <p>b) Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>c) Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>d) Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>e) Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>f) Use verb tense to convey various times, sequences, states, and conditions.</p> <p>g) Recognize and correct inappropriate shifts in verb tense.</p> <p>h) Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>i) Form and use prepositional phrases.</p> <p>j) Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>k) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l) Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>b) Use intensive pronouns.</p> <p>c) Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d) Recognize and correct vague or unclear pronouns.</p> <p>e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>f) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>g) Form and use verbs in the active and passive voice.</p> <p>h) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>i) Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>j) Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>k) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>l) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
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CCR.LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b) Capitalize dates and names</p>	<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize holidays, product names, and geographic names.</p> <p>b) Capitalize appropriate words</p>	<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use correct capitalization.</p> <p>b) Use commas and quotation marks to mark direct speech</p>	<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical</p>

<p>of people.</p> <p>c) Recognize and name end punctuation.</p> <p>d) Use end punctuation for sentences.</p> <p>e) Use commas in dates and to separate single words in a series.</p> <p>f) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>g) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>h) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>i) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>in titles.</p> <p>c) Use commas in greetings and closings of letters.</p> <p>d) Use commas in addresses.</p> <p>e) Use commas and quotation marks in dialogue.</p> <p>f) Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>g) Form and use possessives.</p> <p>h) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>i) Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>j) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>k) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>and quotations from a text.</p> <p>c) Use punctuation to separate items in a series.</p> <p>d) Use a comma to separate an introductory element from the rest of the sentence.</p> <p>e) Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>f) Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>g) Use a comma before a coordinating conjunction in a compound sentence.</p> <p>h) Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>elements.</p> <p>b) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>c) Use an ellipsis to indicate an omission.</p> <p>d) Spell correctly.</p>
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CCR.LA.ABE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
	<p>3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Choose words and phrases for effect.</p> <p>b) Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Choose words and phrases to convey ideas precisely.</p> <p>b) Choose punctuation for effect.</p> <p>c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g.,</p>	<p>3.4 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b) Maintain consistency in style and tone.</p> <p>c) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and</p>

		<p>small-group discussion).</p> <p>d) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>e) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	redundancy.
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CCR.LA.ABE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>4.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b) Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c) Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>4.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>4.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a) Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, autograph, photograph, photosynthesis</i>).</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

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

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>5.1 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b) Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c) Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d) Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>5.2 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b) Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figurative language, including similes and metaphors, in context.</p> <p>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	

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

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>6.2 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>).</p> <p>a) Acquire and use accurately level-appropriate conversational, general academic, technology, and</p>	<p>6.3 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>). are basic to a particular topic (e.g., <i>wildlife, conservation</i>, and 	<p>6.4 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>a) Build a vocabulary of terms and actions frequently used by computer-based testing; such as, drag and</p>

	<p>domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><i>endangered</i> when discussing animal preservation).</p> <ul style="list-style-type: none"> • signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). 	<p>drop, drop-down, hot spot, short answer, and extended response).</p>
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**Florida Department of Education
Curriculum Framework**

Program Title: Adult Basic Education (ABE)
Program Type: Adult Basic Education Mathematics

ADULT GENERAL EDUCATION	
Program Number	9900000
Course Number	9900001
CIP Number	1532.010200
Grade Level	0.0 – 8.9
Standard Length	Varies
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the 8.9 grade level. The content develops basic literacy skills specifically in the area of Mathematics.

Program Structure

Adult Basic Education-Mathematics is a non-credit course designed to develop literacy and mathematic skills necessary to be a successful worker, citizen and family member. Adult Basic Education prepares students to enroll in GED® preparation courses, Adult High School programs, and/or ESOL instruction. A student enrolled in the ABE Mathematics program may be receiving instruction in one or more content areas as well; including ABE Language Arts, ABE Reading or other Adult General Education subject areas.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal funding and Literacy Completion Points (LCPs) for state funding. Progress through levels (EFLs and/or LCPs) must be measured by approved validation methods in accordance with Rule 6A-6.014(5), F.A.C. It is the teacher's job to inform the student of the criteria for demonstrating proficiency in a benchmark, and provide assistance in meeting the criteria. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn an education gain (EFL and/or LCP) using state-approved assessment instruments.

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900001	Mathematics – Beginning ABE Literacy	450	0.0 – 1.9
	Mathematics – Beginning Basic Education	450	2.0 – 3.9
	Mathematics – Low Intermediate Basic Education	300	4.0 – 5.9
	Mathematics – High Intermediate Basic Education	300	6.0 – 8.9

Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards should be integrated into Adult Basic Education framework. Students can access a system of their choice for assistance in career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing this program, the student will be able to understand mathematical concepts and demonstrate skills in the following:

Literacy Completion Point A Level 0.0 - 1.9 (Beginning ABE Literacy)

- A.01.00 Number Concepts
Represent, compare, and order whole numbers and join and separate sets.
- A.02.00 Addition and Subtraction
Use variety of addition and subtraction strategies to solve basic math facts.
- A.03.00 Measurement
Measure using the appropriate unit of measurement.
- A.04.00 Geometry
Compare, compose, and decompose two-dimensional and three-dimensional geometric shapes.
- A.05.00 Algebra
Use counting strategies, number patterns, and models as a means to explain commutative, associative, and additive properties. (MA.1.A.1.3)
- A.06.00 Financial Literacy
Solve real-world problems involving two purchases totaling less than \$1.00 using addition without regrouping.

Literacy Completion Point B Level 2.0 – 3.9 (Beginning Basic Education)

- B.01.00 Number Concepts
Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)
- B.02.00 Addition and Subtraction
Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)
- B.03.00 Multiplication and Division
Develop understandings of multiplication and division and strategies for basic

multiplication facts and related division facts. (Grade 3, Big Idea 1)

- B.04.00 Fractions and Decimals
Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.
- B.05.00 Measurement
Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.
- B.06.00 Geometry
Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)
- B.07.00 Algebra
Create, analyze, and represent patterns and relationships using numbers, words, and shapes.
- B.08.00 Financial Literacy
Solve real-world consumer problems involving money.

Literacy Completion Point C
Level 4.0 - 5.9 (Low Intermediate Basic Education)

- C.01.00 Number Concepts
Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.
- C.02.00 Addition and Subtraction
Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)
- C.03.00 Multiplication and Division
Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)
- C.04.00 Fractions and Decimals
Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)
- C.05.00 Measurement
Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.
- C.06.00 Algebra
Describe mathematics relationships using expressions, equations, and visual representations. (MA.4.A.4.2)
- C.07.00 Data Analysis

Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.

- C.08.00 Financial Literacy
Develop a personal budget for a set income based on an individual career plan.

Literacy Completion Point D
Level 6.0 – 8.9 (High Intermediate Basic Education)

- D.01.00 Number Concepts
Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.
- D.02.00 Geometry
Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.
- D.03.00 Fractions and Decimals
Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.04.00 Ratios and Proportions
Select the appropriate operation and solve real-world problems using ratios and/or proportions.
- D.05.00 Percents
Convert percents to/from fractions, decimals, and percents.
- D.06.00 Algebra
Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.
- D.07.00 Geometry
Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.
- D.08.00 Measurement
Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4).
- D.09.00 Data Analysis
Use tables, graphs, and models to represent, analyze, and solve real-world problems.
- D.10.00 Financial Literacy
Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

Florida Department of Education
Student Performance Standards

Course Title: Mathematics
Course Number: 9900001
Course Credit: Not Applicable

Course Description:

After successfully completing this program, the student will demonstrate knowledge regarding mathematical concepts and perform the following:

Literacy Completion Point A
Level 0.0 - 1.9 (Beginning ABE Literacy)

A.01.00 **Number Concepts**

Anchor Standard:

Represent, compare, and order whole numbers and join and separate sets.

Competencies (Benchmarks):

- A.01.01 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives. (MA.KA.1.1)
- A.01.02 Differentiate whole numbers up to 100 using names, written words, and standard numerals.
- A.01.03 Read words for numerals and match numbers with quantities, including recognizing number sequencing.
- A.01.04 Understand basic concepts (for example: equal, unequal, less than, greater than, more, less, add, subtract, same as, above, below, between, in, out, over, under).
- A.01.05 Identify the next item of a pattern or a number sequence.
- A.01.06 Count by 2, 5, and 10, 25, 50.
- A.01.07 Illustrate ordinal numbers first through tenth.
- A.01.08 Estimate the relative size of whole numbers between 0 and 100
- A.01.09 Classify numbers as even or odd.

A.02.00 **Addition and Subtraction**

Anchor Standard:

Use variety of addition and subtraction strategies to solve basic math facts.

Competencies (Benchmarks):

- A.02.01 Predict the effect of addition and subtraction on whole numbers.
- A.02.02 Solve 1 and 2-digit addition problems without regrouping given in both vertical and horizontal notation.
- A.02.03 Solve 1 and 2-digit subtraction problems without regrouping given in both vertical and horizontal notation.

- A.02.04 Select the appropriate operation (addition/subtraction) to solve real-world problems using 1 and 2-digit subtraction problems without regrouping. A variety of appropriate methods for computing may be used (for example: manipulatives, mental mathematics, paper and pencil).
- A.02.05 Recite addition facts using a number line, table, or memory.
- A.02.06 Recite subtraction facts using a number line, table, or memory.

A.03.00 Measurement

Anchor Standard:

Measure using the appropriate unit of measurement.

Competencies (Benchmarks):

- A.03.01 Measure by using iterations of a unit and count the unit measures by grouping units; such as, inches, pounds, degrees, and cups,. (MA.1G.5.1)
- A.03.02 Compare and order objects according to descriptors of length, weight, and capacity. (MA.1G.5.2)
- A.03.03 Identify the larger of two U.S. measures (for example: inches or feet or yards).
- A.03.04 Measure using the appropriate unit of measurement.
- A.03.05 State and predict dates by month, day, and year, using a calendar.
- A.03.06 Tell time to the hour and half-hour.

A.04.00 Geometry

Anchor Standard:

Compare, compose, and decompose two-dimensional and three-dimensional geometric shapes.

Competencies (Benchmarks):

- A.04.01 Identify a square, circle, rectangle, and triangle.
- A.04.02 Use appropriate vocabulary to compare and classify shapes according to attributes and properties such as number and lengths of sides and number of vertices. (MA.1.G.3.1)
- A.04.02 Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part/whole relationships and properties of shapes. (MA1.G.3.2)

A.05.00 Algebra

Anchor Standard:

Use counting strategies, number patterns, and models as a means to explain commutative, associative, and additive properties. (MA.1.A.1.3)

Competencies (Benchmarks):

- A.05.01 Extend repeating and growing patters, fill in missing terms, and justify reasoning. (MA.1A.4.1)
- A.05.02 Recognize and create examples of Commutative Property.
Example: $2 + 3 = 5$ and $3 + 2 = 5$
- A.05.03 Recognize and create examples of Associative Property.
Example: $2 + (3+1) = 6$ and $(2 + 3) + 1 = 6$

- A.05.04 Recognize and create examples of Additive Property
Example: $7 + 8 = 7 + 7 + 1$

A.06.00 Financial Literacy

Anchor Standard:

Solve real-world problems involving two purchases totaling less than \$1.00 using addition without regrouping.

Competencies (Benchmarks):

- A.06.01 Identify coins and currency of different values.
A.06.02 Identify sets of coins equivalent to \$1.00 or less.
A.06.03 Read and write numerals for money using appropriate monetary symbols.

**Literacy Completion Point B
Level 2.0 - 3.9 (Beginning Basic Education)**

B.01.00 Number Concepts

Anchor Standard:

Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)

Competencies (Benchmarks):

- B.01.01 Distinguish place value for ones, tens, hundreds, thousands, tenths and hundredths.
- B.01.02 Investigate that math has four basic operations: addition, subtraction, multiplication, and division.
- B.01.03 Recognize clue words in choosing operations to be used to solve real-world problems (for example: add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per).
- B.01.04 Select the appropriate operation to solve specific problems involving addition (+), subtraction (-), multiplication (x), and division (\div).
- B.01.05 Explain the reasoning steps in solving real-world problems by:
- identifying the question;
 - identifying the information given;
 - choosing the operation;
 - solving and checking; and,
 - analyzing the answer for logic.
- B.01.06 Apply rounding techniques to estimate the solution to a real-world addition or subtraction problem then determine the actual result through computation.
- B.01.07 Identify whole numbers, commonly-used fractions, or mixed numbers and relate these numbers to real-world situations (for example: $\frac{1}{4}$ pizza, $\frac{1}{2}$ sandwich, 1 and $\frac{1}{2}$ pies).

B.02.00 Addition and Subtraction

Anchor Standard:

Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)

Competencies (Benchmarks):

- B.02.01 Explain the inverse (opposite) relationship of addition and subtraction.
- B.02.02 Solve addition problems using up to 5-digits without regrouping given in both vertical and horizontal notation.
- B.02.03 Solve real-world problems using addition of whole numbers up to 5-digits with and without regrouping to solve real-world problems using appropriate methods of computing, such as manipulatives, mental mathematics, paper and pencil;
Example: Add a 4 or 5-digit number to a 3 or 4-digit number, without regrouping, given in vertical notation.
- B.02.04 Solve subtraction problems using up to 5-digits without regrouping given in both vertical and horizontal notation.
- B.02.05 Borrow where the minuend is a digit followed by three zeros and regrouping is necessary (for example: 6000 - 495).
- B.02.06 Solve real-world problems using subtraction of whole numbers up to 5-digits with and without regrouping to solve real-world problems using a variety of methods, such as manipulatives, mental mathematics, paper and pencil;
Example: Subtract up to 4 or 5-digit number from 3 or 4-digit number without regrouping, given in horizontal notation.

B.03.00 Multiplication and Division

Anchor Standard:

Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts. (Grade 3, Big Idea 1)

Competencies (Benchmarks):

- B.03.01 Predict the effect of multiplication and division on whole numbers.
- B.03.02 Identify terminology and symbols for multiplication and division.
- B.03.03 Explain the inverse relationship between multiplication and division.
- B.03.04 Recite multiplication and division facts using a table or memory.
- B.03.05 Multiply 2-digit and 3-digit numbers by a 1-digit number without regrouping.
- B.03.06 Divide a 2-digit number by a 1-digit number without remainders.

B.04.00 Fractions and Decimals

Anchor Standard:

Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.

Competencies (Benchmarks):

- B.04.01 Read and write names, words, and standard numerals for commonly used fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$, $\frac{2}{3}$.

- B.04.02 Identify fractions on a number line.
- B.04.03 Examine the relationship between money and decimals.
- B.04.04 Locate decimals on a number line.

B.05.00 Measurement

Anchor Standard:

Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.

Competencies (Benchmarks):

- B.05.01 Recognize other units of measurement such as metric measures.
- B.05.02 Differentiate and compare common units of U.S. measurements for length, capacity, weight, and temperature.
- B.05.03 Measure to the nearest $\frac{1}{4}$ inch on a 12-inch ruler.
- B.05.04 Use appropriate tools from the U.S. system and metric system for measuring length, capacity, weight and temperature.
- B.05.05 Tell time on the half-hour, quarter hour, and in minutes.

B.06.00 Geometry

Anchor Standard:

Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)

Competencies (Benchmarks):

- B.06.01 Describe, analyze, compare, and classify two-dimensional shapes using sides and angles, including acute, obtuse, and right angles, and connect these ideas to the definition of shapes. (MA.3.G.3.1)
- B.06.02 Compose and decompose and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides. (MA.3.G.3.2)
- B.06.03 Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry. (MA.3.G.3.3)
- B.06.04 Select appropriate units, strategies, and tools to solve problems involving perimeter. (MA.3.G.5.1)

B.07.00 Algebra

Anchor Standard:

Create, analyze, and represent patterns and relationships using numbers, words, and shapes.

Competencies (Benchmarks):

- B.07.01 Predict and explain the missing variable in a sequence.
- B.07.02 Recognize symbols and concepts of equal (=) and unequal (\neq), less than (<) and greater than (>).
- B.07.03 Solve problems that involve repeated addition.

B.08.00 Financial Literacy

Anchor Standard:

Solve real-world consumer problems involving money.

Competencies (Benchmarks):

- B.08.01 Count coins and currency up to \$10.00.
- B.08.02 Create equivalent amounts of \$1, \$5, and \$10 dollars using coins and paper currency.
- B.08.03 Calculate change after purchases with a \$1, \$5, and \$10 dollar bill.
- B.08.04 Solve real-world problems involving comparison shopping for purchases up to ten dollars using a variety of methods such as manipulatives, mental mathematics, paper and pencil.
- B.08.05 Estimate the total cost of a purchase using an order form and/or menu.
- B.08.06 Calculate the total cost for an order after calculating the cost of two items, sales tax (using a tax table), and shipping.
- B.08.07 Calculate the total cost of multiple items using a menu, advertisement, internet, or catalog, including one item having multiple quantities.

Literacy Completion Point C

Level 4.0 - 5.9 (Low Intermediate Basic Education)

C.01.00 Number Concepts

Anchor Standard:

Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.

Competencies (Benchmarks):

- C.01.01 Read and write names, words, and whole numbers using place value up to billions (billions, millions, thousands, hundreds, tens, and ones).
- C.01.02 Investigate the relative size of whole numbers up to billions.
- C.01.03 Compare a variety of estimation strategies in real-world problem situations to determine the reasonableness of calculations results.
- C.01.04 Round a whole number less than one million to any given place value.

C.02.00 Addition and Subtraction

Anchor Standard:

Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)

Competencies (Benchmarks):

- C.02.01 Apply rounding techniques to estimate the solution to real-world addition and/or subtraction problems, then determine the actual result.
- C.02.02 Add a 9-digit number to a 9-digit number with and without regrouping given in horizontal and vertical notations.
- C.02.03 Subtract two 9-digit numbers with and without regrouping given in horizontal and vertical notations.

C.02.04 Formulate the proof method for addition and subtraction.

Example:

$$45,900 + 1,100 = 47,000 \text{ and } 47,000 - 1,100 = 45,900$$

C.03.00 Multiplication and Division

Anchor Standard:

Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)

Competencies (Benchmarks):

- C.03.01 Multiply a 2-digit number by a 2-digit number.
- C.03.02 Multiply a 3-digit number by a 1-, 2- or 3-digit number.
- C.03.03 Multiply a 4-digit number by a 1-, 2- or 3-digit number.
- C.03.04 Divide 3- or 4-digit numbers by a 1-digit number with and without remainder.
- C.03.05 Divide 3-or 4-digit numbers by a 2-digit number with and without remainder.
- C.03.06 Formulate the proof method for problems.
Examples: $12 \div 2 = 6 \times 2$
 $15 \times 5 = 25 \div 5$
 $64 \times 27 = 27 \times 64$
- C.03.07 Divide by a 3-digit number with or without remainder.

C.04.00 Fractions and Decimals

Anchor Standard:

Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)

Competencies (Benchmarks):

- C.04.01 Identify and explain the purpose of numerators and denominators.
- C.04.02 Recognize proper and improper fractions and mixed numbers.
- C.04.03 Convert mixed numbers to improper fractions and improper fractions to mixed numbers.
- C.04.04 Round fractions and mixed numbers to the nearest whole numbers.
- C.04.05 Reduce fractions to an equivalent fraction ($1/2 = 2/4 = 4/8$).
- C.04.06 Reduce common fractions to the lowest common denominator.
- C.04.07 Add and subtract fractions with common denominators.
- C.04.08 Multiply proper fractions.
Example: $1 \times 1/2 = 2/2 \times 1/2$
- C.04.09 Identify fractions represented as equivalent forms such as decimals and percents.
Examples:
 $1/2 = 50\% = .5$
- C.04.10 Read and write names, and standard numerals for decimals, including tenths, hundredths, and thousandths.
- C.04.11 Distinguish and compare the relative size of decimals.
- C.04.12 Convert common fractions to decimals and decimals to common fractions.
- C.04.13 Add and subtract decimals up to thousands.

- C.04.14 Select the appropriate operation and solve real-world problems involving decimals.

C.05.00 Measurement

Anchor Standard:

Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.

Competencies (Benchmarks):

- C.05.01 Apply estimating techniques to estimate measurements including length, time, weight, temperature, and money. Then, calculate and compare actual measurements.
- C.05.02 Read and write abbreviations for length, weight, and capacity measurements in the U.S. system and metric system.
- C.05.03 Identify metric units of measure for length, weight/mass, or capacity (meter, gram, liter) most appropriate for a given situation.
- C.05.04 Select prefixes used in the metric system with their decimal equivalents (kilo, deci, centi, and milli).
- C.05.05 Measure capacity quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters.
- C.05.06 Determine and interpret measurement instruments such as Fahrenheit and/or Celsius thermometers, rules, scales, gauges, and dials.
- C.05.07 Interpret diagrams, illustrations, and scale drawings.
- C.05.08 Interpret measurements in recipes.
- C.05.09 Apply geometric formulas for perimeter and area of squares, rectangles and triangles.
- C.05.10 Convert equal measures defined in different units.
Example: Feet to yards, yards to feet and cups to quarts, quarts to cups

C.06.00 Algebra

Anchor Standard:

Describe mathematics relationships using expressions, equations, and visual representations. (MA.4.A.4.2)

Competencies (Benchmarks):

- C.06.01 Describe a variety of patterns and relationships through models such as manipulatives, tables, graphs, and rules.
- C.06.02 Restate a problem in words into a number symbol sentence.
Example:
Six plus one equals seven to $6 + 1 = 7$
- C.06.03 Recognize simple algebraic formulas.
Example:
 $1 + 3 = x$

C.07.00 Data Analysis

Anchor Standard:

Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.

Competencies (Benchmarks):

- C.07.01 Solve problems using bar graphs, circle graphs, line graphs, pictographs, and charts.
- C.07.02 Interpret data in charts, tables, plots, graphs, and maps.
- C.07.03 Calculate averages (means).
- C.07.04 Calculate mileage on a highway map.

C.08.00 Financial Literacy

Anchor Standard:

Develop a personal budget for a set income based on an individual career plan.

Competencies (Benchmarks):

- C.08.01 Investigate a variety of methods to purchase goods and services such as news paper, yellow pages, catalogs, internet, order forms, and related information.
- C.08.02 Interpret a variety of information such as advertisements, labels, coupons, charts, letters, articles, and/or price tags, to select goods and services.
- C.08.03 Investigate and calculate earnings based on a variety of reported differences for wages (for example: minutes spent working on two jobs, working two hourly wages, hourly and daily wages).
- C.08.04 Investigate and calculate personal banking statements and forms, such as deposit and withdrawal forms for accuracy, and calculate account balances using computer-generated bank statements.
- C.08.05 Calculate wage increases using figures from a comparison table and bar graphs.
- C.08.06 Calculate the amount of fines accrued for several driving violations.
- C.08.07 Compare costs for major purchases (for example: car, refrigerator).

Literacy Completion Point D

Level 6.0 – 8.9 (High Intermediate Basic Education)

D.01.00 Number Concepts

Anchor Standard:

Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.

Competencies (Benchmarks):

- D.01.01 Develop an understanding of and apply proportionality, including similarity.
- D.01.02 Recognize the structure of number systems other than the decimal number system (Roman number system).

- D.01.03 Solve real-world and mathematical problems with the help of estimating measurements (for example: length, time, weight/mass, temperature, money, perimeter, area, volume) in either U.S. system or metric units.

D.02.00 Geometry

Anchor Standard:

Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.

Competencies (Benchmarks):

- D.02.01 Illustrate the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.
- D.02.02 Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids to solve real-world and mathematical problems.

D.03.00 Fractions and Decimals

Anchor Standard:

Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.

Competencies (Benchmarks):

- D.03.01 Add and subtract whole numbers, fractions, and mixed numbers with and without common denominators.
- D.03.02 Multiply and divide common mixed fractions, mixed numbers and whole numbers.
- D.03.03 Select the appropriate operation and solve specific problems involving fractions.
- D.03.04 Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.03.05 Multiply and divide a decimal by a whole number and/or another decimal.
- D.03.06 Select the appropriate operation and solve real-world problems involving decimals.

D.04.00 Ratios and Proportions

Anchor Standard:

Select the appropriate operation and solve real-world problems using ratios and/or proportions.

Competencies (Benchmarks):

- D.04.01 Read and write names, words, and standard numerals with ratios.
- D.04.02 Illustrate/comprehend the concept of ratio and proportion.
- D.04.03 Identify/comprehend concrete and symbolic representations of ratios in real world situations.
- D.04.04 Recognize that ratios can be represented in other equivalent forms.

- D.04.05 Produce the process of cross-multiplying to solve proportion.
- D.04.06 Solve real-world problems involving ratios and proportions.

D.05.00 Percents

Anchor Standard:

Convert percents to/from fractions, decimals, and percents.

Competencies (Benchmarks):

- D.05.01 Read and write names, words, and standard numerals with percents.
- D.05.02 Compare and differentiate the relative size of percents.
- D.05.03 Identify concrete and symbolic representations of percents in real-world situations.
- D.05.04 Recognize that percents can be represented in a variety of equivalent forms.
- D.05.05 Calculate a percent of a number.
- D.05.06 Calculate the total when a percent is given.
Example:
50% of 20 = 10
- D.05.07 Convert percents to/from fractions, decimals, and percents.
- D.05.08 Solve real-world problems involving percents.

D.06.00 Algebra

Anchor Standard:

Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.

Competencies (Benchmarks):

- D.06.01 Read and write names, words, and standard numerals with integers.
- D.06.02 Identify concrete and symbolic representations of integers to real-world situations.
Example: Temperature
- D.06.03 Locate integers using a number line.
- D.06.04 Compare and differentiate the relative size of integers.
- D.06.05 Add, subtract, multiply and divide integers.
- D.06.06 Select the appropriate operation to solve specific problems involving integers.
- D.06.07 Solve real-world problems involving integers.
- D.06.08 Calculate the square of numbers 1 – 20.
- D.06.09 Calculate the square roots of perfect squares.
- D.06.10 Apply place value concepts of grouping based on powers of 10 (1, 10, 100, 1000, 10,000, 100,000, 1,000,000).
- D.06.11 Solve simple problems by applying the algebraic order of operations.
- D.06.12 Write algebraic expressions (for example: $2x$; $2m - 10$).
- D.06.13 Solve one-step equations involving any mathematical operations.
Example: $x + 9 - 27$; $x/4 = 3$; $x - (-4) = 2$.
- D.06.14 Comprehend commutative and associative properties.
Example: $6 \times 2 = 2 \times 6$; $1 + 3 + 4 = 3 + 1 + 4$

D.07.00 Geometry

Anchor Standard:

Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Competencies (Benchmarks):

- D.07.01 Apply and calculate using the properties of the following geometric shapes: circle, square, rectangle, triangle, parallelogram, pentagon, cube, rectangular solid, pyramid, cone, and cylinder.
- D.07.02 Recognize types of angles (acute, obtuse, straight, right).
- D.07.03 Recognize types of triangles (equilateral, right, scalene, isosceles).
- D.07.04 Know the number of degrees in a triangle and a quadrilateral.
- D.07.05 Label geometric figures using appropriate geometric vocabulary (parallel, perpendicular, similar, congruent).
- D.07.06 Apply geometric formulas for circumference, cubes, rectangular solids and cylinders.

D.08.00 Measurement

Anchor Standard:

Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4)

Competencies (Benchmarks):

- D.08.01 Solve linear measurement problems with inches, feet, or yards.
- D.08.02 Solve capacity problems with cups, pints, quarts, or gallons.
- D.08.03 Solve mass/weight problems with ounces, pounds, or tons.
- D.08.04 Convert within the metric system measures from one prefix to another such as deci, centi, and milli.
- D.08.05 Research a variety of instruments and tools, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.
- D.08.06 Predict capacity results such as mass and volume to check the reasonableness of data using a variety of estimation strategies.
- D.08.07 Solve real-world problems of length, perimeter, area, mass, volume, and capacity using estimation strategies.
- D.08.08 Solve real-world and mathematical problems with the help of estimating Measurements, such length, time, weight/mass, temperature, money, perimeter, area, volume, in either U.S. system or metric units.
- D.08.09 Predict capacity results such as mass and volume to check the reasonableness of data using a variety of estimation strategies.
- D.08.10 Solve real-world problems of length, perimeter, area, mass, volume, and capacity using estimation strategies.

D.09.00 Data Analysis

Anchor Standard:

Use tables, graphs, and models to represent, analyze, and solve real-world problems.

Competencies (Benchmarks):

- D.09.01 Solve real-world problems using data from charts and tables, such as determining tax on purchases using sales tax table or calculating tax from a withholding tax schedule or income tax schedule.
- D.09.02 Compare and differentiate the concepts of mean, median, and mode.
- D.09.03 Convert distances on a map using the map scale.
- D.09.04 Interpret a time zone map to determine the time in one location using a specified time in another time zone.

D.10.00 Financial Literacy

Anchor Standard:

Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

Competencies (Benchmarks):

- D.10.01 Calculate and compare the unit price of food based on different sizes and brands using a calculator and/or pencil and paper.
- D.10.02 Calculate sales tax using the sales tax percentage rate and the total cost of a purchase.
- D.10.03 Compute percentage discounts and sale prices to determine final cost.
- D.10.04 Calculate and interpret interest and interest-earning savings plans.

**Florida Department of Education
Adult Basic Education - Reading
Curriculum Framework**

Program Title: Adult Basic Education (ABE)
Program Number: 9900000

ADULT BASIC EDUCATION	
Course Title	Adult Basic Education-Reading
Course Number	9900002
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Standard Length	Varies (<i>see Program Length section</i>)
Teacher Certification	Bachelor’s degree or higher

Purpose

The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts (language, speaking and listening, and writing), and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE instructors
- Ensure quality instruction through professional development
- Provide basic skills instruction (0.0 – 8.9) and critical thinking skills to prepare students for the GED® Preparation Program (9.0 – 12.0), postsecondary education, and employment.

The content standards should be used as a basis for curriculum design and also to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

The ABE content standards have been revised to include the College and Career Readiness (CCR) standards. The integration of CCR standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

Program Structure

ABE is a non-credit course designed to develop literacy skills necessary to be successful workers, citizens and family members. A student enrolled in the ABE program may be receiving instruction in one or more of the following courses: Mathematics, Language Arts, or Reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal reporting and Literacy Completion Points (LCPs) for state reporting. Progress through levels must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's responsibility to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. It is not necessary for a student to master 100% of the benchmark skills to demonstrate proficiency in an anchor standard.

Program Lengths

The following table illustrates the maximum number of instructional hours recommended for each level. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended for each ABE instructional level.

Please visit the Assessment Technical Assessment Paper, Division of Career and Adult Education, at <http://www.fldoe.org/Workforce/AdultEd/pdf/1314Assessment.pdf> for both recommended and required assessment procedures and instruments.

Course Number	Course Title	Recommended Length	NRS Level/Grade Equivalent (GE)
9900002	Reading – Beginning ABE Literacy	450 Hours	1 (0.0 – 1.9)
	Reading – Beginning Basic Education	450 Hours	2 (2.0 – 3.9)
	Reading – Low Intermediate Basic Education	300 Hours	3 (4.0 – 5.9)
	Reading – High Intermediate Basic Education	300 Hours	4 (6.0 – 8.9)

Special Notes

The standards are separated into four strands: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of CCR anchor standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered CCR anchor standard. In other words, each anchor standard identifying broad college and career readiness skills has a corresponding level-specific standard illustrating specific level-appropriate expectations. The table below illustrates the numbering used to indicate strands, anchor standards, and skill standards.

Source	Strand	Program Area	Anchor Standard	NRS Level	Benchmark Skill
CCR.	RE.	ABE.	2.	3.	a)
<p>CCR.RE.ABE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p> <p>2.3: Determine the main idea of a text and explain how it is supported by key details; summarize the</p>					

text.

- a) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in areas such as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards are designed to be integrated into the ABE frameworks to assist students with career exploration and planning. Students can access an automated system of their choice to assist with career exploration and development of a career plan.

Standards:

- CP. ABE.01 Develop skills to locate, evaluate, and interpret career information.
- CP. ABE.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP. ABE.03 Identify career cluster and related pathways that match career and education goals.
- CP. ABE.04 Develop and manage a career and education plan.

Technology

Computer skills have become essential in today's world. Students use a variety of technology tools from cell phones to computers to communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Examples: Reading 7, Writing 6, and Speaking and Listening 5).

Standards:

- TN. ABE.01 Develop basic keyboarding skills
- TN. ABE.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- TN. ABE.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- TN. ABE.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

Reading Standards

To become college and career ready, students need to grapple with a variety of fiction, non-fiction, and informational reading materials that span across genres, subject areas, cultures, and centuries. By engaging students with increasingly complex readings, students gain the ability to evaluate, analyze, and synthesize arguments and challenges posed by complex text.

The reading standards are divided into two sections; Reading Foundations and Reading Standards. Reading Foundations are the basic word decoding skills students need to learn to become proficient readers. The Reading Standards found below are skills students need to understand the structure of complex text required for reading comprehension. Standards 1 and 10 play a special role in complex readings since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the complexity of what students need to read.

Reading (RE) Anchor Standards

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

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

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

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

CCR.RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

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

CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)*

CCR.RE.ABE.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)*

CCR.RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR.RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently

Reading (RE)			
Anchor Standards and Benchmark Skills			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>CCR.RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>			
<p>1.1. Ask and answer questions about key details in a text.</p>	<p>1.2. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>1.3. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>a) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1.4. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>a) Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>b) Cite specific textual evidence to support analysis of science and technical texts.</p>
<p>CCR.RE.ABE. 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>2.1. Identify the main topic and retell key details of a text.</p>	<p>2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>2.3. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>a) Determine a theme of a story, drama, or poem</p>	<p>2.4. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal</p>

		from details in the text; summarize the text.	opinions or judgments. a) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
3.1. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.2. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3.4. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). a) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). b) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
4.1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4.2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.	4.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. a) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCR.RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>5.1. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>5.2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>a) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>5.3. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text.</p> <p>a) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>5.4. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>a) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
CCR.R.ABE.6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
	<p>6.2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>a) Distinguish their own point of view from that of the author of a text.</p>	<p>6.3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>a) Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>6.4. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>a) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)			

NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>7.1. Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).</p>	<p>7.2. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>a) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>7.3. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>a) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>7.4. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>a) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>

CCR.RE.ABE.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)

NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>8.1. Identify the reasons an author gives to support points in a text.</p>	<p>8.2. Describe how reasons support specific points the author makes in a text.</p>	<p>8.3. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>8.4. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>

CCR.RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>9.1. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or</p>	<p>9.2. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>9.3. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>9.4. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or</p>

procedures).			interpretation.
CCR.RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently.			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>10.1. Actively engage in group reading activities with purpose and understanding; with prompting and support, read prose and poetry of approximate complexity for NRS Level 1.</p> <p>a) Actively engage in group reading activities with purpose and understanding; with prompting and support, read informational text appropriate for NRS Level 1.</p>	<p>10.2. Read and comprehend literature, including stories and poetry, of appropriate complexity for NRS Level 2 proficiently.)</p> <p>a) Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 2.</p>	<p>10.3. Read and comprehend literature, including stories, dramas, and poetry, of appropriate complexity for NRS Level 3, independently and proficiently.</p> <p>a) Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 3.</p>	<p>10.4. Read and comprehend literature, including stories, dramas, and poems, of appropriate complexity for NRS Level 4, independently and proficiently.</p> <p>a) Read and comprehend literary non-fiction of appropriate complexity for NRS Level 4 complexity.</p>

Reading Foundations-Foundational Skills (0.0 – 5.9)

Reading Foundational Skills are the building block skills for students functioning within NRS Levels 1-3. These skills increase a student’s understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English reading and writing systems. They are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Teachers can integrate these standards into instruction as needed for students that may not be proficient in these skills.

Reading Foundations (RF) Anchor Standards 0.0 – 5.9

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

CCR.RF.ABE.2. Know and apply grade-level phonics and word analysis skills in decoding words.

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

Reading Foundations (RF) Anchor Standards and Benchmark Skills		
NRS Level 1	NRS Level 2	NRS Level 3
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9
CCR.RF.ABE.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes, Phonological Awareness)		
<p>1.1. Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a) Recognize and produce rhyming words.</p> <p>b) Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>c) Count, pronounce, blend, and segment syllables in spoken words.</p> <p>d) Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>e) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>		

<p>f) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>g) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>h) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>		
CCR.RF.ABE.2. Know and apply grade-level phonics and word analysis skills in decoding words.		
NRS Level 1	NRS Level 2	NRS Level 3
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9
<p>2.1. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.</p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c) Know the spelling-sound correspondences for common consonant digraphs.</p> <p>d) Decode regularly spelled one-syllable words.</p> <p>e) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>f) Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> <p>g) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>h) Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>i) Read words with inflectional endings.</p>	<p>2.2. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.</p> <p>a) Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b) Know spelling-sound correspondences for additional common vowel teams.</p> <p>c) Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>d) Identify words with inconsistent but common spelling-sound correspondences.</p> <p>e) Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f) Decode words with common Latin suffixes.</p> <p>g) Decode multi-syllable words.</p> <p>h) Recognize and read grade-appropriate irregularly spelled words.</p>	<p>2.3. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.</p> <p>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

<p>j) Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>k) Recognize and read grade-appropriate irregularly spelled words.</p>		
CCR.RF.ABE.3: Read with sufficient accuracy and fluency to support comprehension. (Fluency)		
NRS Level 1	NRS Level 2	NRS Level 3
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9
<p>3.1. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read grade-level text with purpose and understanding.</p> <p>b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read grade-level text with purpose and understanding.</p> <p>b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.3. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read grade-level text with purpose and understanding.</p> <p>b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>