

Standard 1: Decode and Recognize Words					
Level 1 Beginning ABE Literacy	Level 2 Beginning Basic Education	Level 3 Intermediate Basic Education	Level 4 High Intermediate Basic Education	Level 5 Low Adult Secondary Education	Level 6 High Adult Secondary Education
<p>1.1 With assistance, decode words or word groups in simple text to *distinguish, generate, and manipulate sounds (segment, blend, substitute, isolate, rhyme) *associate sounds with the symbols that represent them recognize words from letter shapes, symbols, sight, picture clues, and common patterns *associate oral vocabulary with the written words</p> <p>Examples: *Segmenting sounds: say “<i>pig</i>”; now say the sounds</p>	<p>1.2 With some assistance, decode and recognize everyday, simple words in short, simple text to *pronounce words correctly, *analyze word parts *recognize words using picture aids recalling oral vocabulary, sight words, and common abbreviations. *identify prefixes and suffixes to determine meaning.</p> <p>Examples: *Break words into syllables: <i>hap / py</i> *A picture of a leopard with the</p>	<p>1.3 Decode and recognize most words in short to medium length passages by *break words into parts and applying pronunciation rules * Identify affixes, compound words and contractions and their correct meanings *Draw on content knowledge, and vocabulary</p> <p>Examples: *<i>Circus</i> is pronounced sir – kus because of the <i>c</i> rules. *<i>careless</i> has the root word <i>care</i>; <i>birdhouse</i> is a</p>	<p>1.4 Identify unfamiliar words and abbreviations by using prior knowledge of word parts and word relationships.</p> <p>Examples: *ID – Idaho; Dec – December; *Carnivores, herbivores, omnivores are from the same root *M.D. – Doctor of Medicine *AM and PM</p>	<p>1.5 Recognize and correctly interpret abbreviations and some content-specific vocabulary</p> <p>Examples: *NaCl (salt) peninsula hyperbole trade deficit hypotenuse O.J.T. (on-the-job training)</p>	<p>1.6 Recognize and correctly interpret symbols, acronyms and abbreviations</p> <p>Examples: *GOP (Grand Old Party or the Republican Party) *FYI (for your information) *OSHA (Occupational Safety and Health Act) COB (close of business)</p>

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<p>you hear in the word <i>pig</i> /p/i/g/</p> <p>*Blending sounds: What word do you hear when I say these sounds <i>p/i/g</i> ?</p> <p>*Recognize logos related to worker safety</p> <p>*Read simple want ads</p>	<p>word under it. The word is not <i>cat</i> because it starts with <i>l</i>. It has spots; it's a leopard.</p> <p>*Mr., Mrs., Dr., St., etc.</p> <p>*unfriendly means <i>not friendly</i>; colorful means <i>full of color</i></p> <p>*Read basic medical forms and job applications</p>	<p>house for a bird; didn't is a contraction for <i>did</i> and <i>not</i>.</p> <p>*One family tradition was singing carols on Christmas Eve.</p> <p>*<i>Insert</i> the peg into the hole.</p>			
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Standard 2: Read Fluently					
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<p>2.1 Read simple text orally with appropriate attention to basic punctuation and appropriate phrasing.</p> <p>Example: *Narrating a picture story in a sequence. *Reading a simple text (including directions, signs, ads, and forms) on a familiar subject with appropriate pauses and inflection suitable for the text; discussing the reading.</p>	<p>2.2 Read grade level appropriate material with correct pacing, inflection, phrasing and attention to punctuation, and appropriate emphasis including questions, quotation marks, and exclamations.</p> <p>Example: *Reading passages of conversation between two or more characters with pacing and inflection that demonstrate understanding of the passage. *Reading and discussing texts related to life roles.</p>	<p>2.3 Read grade level appropriate material with correct pacing, inflection, phrasing and attention to punctuation, including ellipses, and italics.</p> <p>Example: * Reading a conversation between two characters with appropriate phrasing and inflection *Reading simple employee handbooks, instructions, or procedures; discussing the reading.</p>	<p>2.4 Read grade level appropriate material with correct pacing, inflection, phrasing and attention to punctuation, including poetry and plays.</p> <p>Example: *Reading a part in a play or a poem with fluency that demonstrates understanding of the meaning *Reading a nutrition chart or health provider brochure *Reading simple multi-step directions, common legal forms, and manuals; discussing the reading.</p>	<p>2.5 Read grade level appropriate material with correct pacing, inflection, phrasing and attention to punctuation, demonstrating appropriate differences for different types of material.</p> <p>Example: *Reading a fiction and nonfiction selections differently with pacing and inflection appropriate for the subject matter *Reading medicine labels or job search website instructions</p>	<p>2.6 Read complex material with correct pacing, inflection, phrasing and attention to punctuation, demonstrating appropriate differences for different types of material.</p> <p>Example: *Reading poetry or drama selections with accuracy and fluency to convey complex meaning *Reading complex manuals, documents, and college texts</p>

Standard 3: Develop vocabulary					
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<p>3.1 Identify basic preprimer, primer, and first grade sight words</p> <p>Identify meanings of high-frequency words used in context</p> <p>Examples: (See Dolch list.)</p> <p>*I stepped in the water. My dog drank the water. The fish swam in the water.</p>	<p>3.2 Identify basic second and third grade sight words.</p> <p>Use context clues to identify unfamiliar words in context.</p> <p>Examples: (See Dolch list.)</p> <p>*The <i>schooner</i> sailed on the ocean.</p>	<p>3.3 Use affixes, multiple-meaning words, and word relationships to increase vocabulary and determine meanings.</p> <p>Examples: *My shoe is untied. We ran swiftly.</p> <p>*We are living in the present. I gave my friend a present.</p> <p>*The United States is a great nation. The flag is a national symbol.</p>	<p>3.4 Use a variety of strategies to determine meanings of words.</p> <p>Use correct basic vocabulary in content areas.</p> <p>Examples: *(combined context and structural analysis clues)</p> <p>*Friction of the brakes on a bicycle wheel caused the bike to stop.</p> <p>*Use correct job-related and health-related vocabulary</p>	<p>3.5 Use and identify meanings of specialized vocabulary in content areas.</p> <p>Examples: *The organisms require water to live.</p> <p>*The abolitionists set up a network of safe houses.</p> <p>*Vocabulary on insurance or tax forms</p>	<p>3.6 Use a variety of strategies to determine meanings of complex vocabulary in content and specialized areas (e.g. sciences, economics, political science, finances, insurance)</p> <p>Examples: *Global warming could have severe effects from melting ice caps.</p> <p>*Some states have caucuses instead of primaries to determine who the party candidates will be in election years.</p>

Standard 4: Build comprehension and critical thinking					
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<p>4.1 Monitor own accuracy of decoding and word recognition using simple strategies, such as rereading or asking for help.</p> <p>Example: *Demonstrate rereading or asking for help when reading aloud and not understanding *Relate story or biography to own life. *Ask for clarification of unclear written directions in the workplace</p>	<p>4.2 Monitor and build comprehension using strategies such as making and verifying or rejecting predictions and visualizing.</p> <p>Example: *Predict before reading and verify or reject the prediction after reading and describing in own words the mental images formed from reading the text *Read about job duties in the workplace to decide whether to apply *Read a word problem and create a simple equation *Answer questions about pictures, maps, or signs</p>	<p>4.3 Monitor and build comprehension using strategies such as identifying main ideas and summarizing.</p> <p>Example: *Retell information from text in own words, such as re-stating an incident report *Explain in a single statement the important idea from a reading selection *Identify patterns and themes in songs and stories and compare to own life</p>	<p>4.4 Monitor and build comprehension using strategies such as comparing and contrasting and generalizing information to different situations</p> <p>Example: *Make accurate comparisons and identify similarities and differences based on reading *Apply information from one reading selection to another situation *Read information about labor unions or health clinics and apply to own situation in the work place</p>	<p>4.5 Independently monitor and build comprehension using a variety of reading material and reading strategies (summarize, identify main idea and supporting details, discriminate between fact and opinion)</p> <p>Example: *Predict and appropriately adjust predictions according to information gained from reading *List questions based on prior knowledge before reading a health article or workplace document</p>	<p>4.6 Independently monitor and build comprehension with a wide variety of subject matter and reading strategies (identify implications, infer, draw conclusions)</p> <p>Example: *Use SQ4R, semantic mapping, and graphic organizers with college-level texts * Apply information to reach make? accurate predictions and inferences * Identify safety guidelines in workplace manuals and OSHA information and identify consequences of not following them</p>

Standard 5: Locate information					
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<p>5.1 Locate information in simple text in response to questions</p> <p>Example: *Find and read the sentences that tell what the dog looks like *Find the phone number to call for job information in a want ad</p>	<p>5.2 Locate basic information in simple text and graphic information to answer basic questions</p> <p>Example: *Find the beginning page of a story from the table of contents *Read information on a graph to determine which month has the most birthdays *Read a chart about job benefits to determine if hospitalization is covered</p>	<p>5.3 Locate information from text sources to answer questions using skimming and scanning and context cues</p> <p>Example: * Read to find which presidential candidate has gotten the most votes in the primaries by reading and interpreting a graph. *Use key words to read an article to find out where the Taj Mahal is *Scan health flyer, first aid chart, or information attached to medications to identify areas of concern</p>	<p>5.4 Locate information from a variety of sources using varied strategies appropriate to the question or prompt</p> <p>Example: *Identify key words in a question or topic: <i>what are the primary countries that produce cotton?</i> *Find correct tire pressure in auto owner’s manual *Find low-fat meal on fast-food nutrition chart *Develop a list of sources for information about a given topic using an internet search engine *Use resources in a media center to locate information on a given topic</p>	<p>5.5 Locate information from a variety of sources using varied strategies appropriate to the question or prompt and determine the legitimacy of the source</p> <p>Example: *Choose sources from an internet search that would be most likely to give accurate and authentic information *Discriminate among various employment, education, and health websites</p>	<p>5.6 Locate information from a complex variety of sources using varied strategies to read a wide range of sources and find evidence to support inferences, draw conclusions, make predictions, and recognize opinion, bias, and propaganda</p> <p>Example: *Identify bias in a political cartoon *Read and interpret opinions in letters to the editor *Make inferences based on graphic data *Distinguish among workplace medical benefit plans</p>