Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION REASONING THROUGH LANGUAGE ARTS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education Reasoning through Language Arts (RLA)
Course Number	School Districts: 9900023
	Florida College System: ABX0400-ABX0499
CIP Number	1532010200
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies (See Program Length section)

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the FDOE, the AGE Program encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.

---

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

Adult Basic Education Program: The ABE Program is a non-credit AGE program designed to maintain alignment and ensure educational continuity with Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The ABE Program consists of two courses, ABE Reasoning through Language Arts (RLA) and ABE Mathematics. Students may enroll in each course independently or in both courses simultaneously.

In accordance with s. 1004.02, F.S.,[4] the ABE Program is guided by the following objectives:

- Provide educational services that will enable adults to acquire:
  - The basic skills necessary to attain basic and functional literacy.
  - A high school diploma by completing the AHS program or by passing a high school equivalency examination.
  - An educational foundation that will enable them to become more employable, productive and self-sufficient citizens.
- Provide educational opportunities for adults who have earned a diploma or high school equivalency diploma but who lack the basic skills necessary to function effectively in everyday situations, to enter the job market or to enter career certificate instruction.
- Provide academic services to students in the following priority:
  - Students who demonstrate skills at less than a fifth-grade level, as measured by tests approved for this purpose by the State Board of Education and who are studying to achieve basic literacy.
  - Students who demonstrate skills at the fifth-grade level or higher, but below the ninth-grade level, as measured by tests approved for this purpose by the State Board of Education and who are studying to achieve functional literacy.
  - Students who are earning credits that are required for a high school diploma or who are preparing for the high school equivalency examination.
  - Students who have earned high school diplomas and require specific improvement to:
    - Obtain or maintain employment or benefit from certificate career education programs.
    - Pursue a postsecondary degree.
    - Develop competence in the English language to qualify for employment.

In accordance with AEFLA, the ABE Program is guided by the following objectives:

- Provide academic instruction and education services below the postsecondary level that increase an individual's ability to:
  - Read, write and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.
  - Progress to postsecondary education and training.
  - Obtain employment.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) General Requirements for Adult General Education [5], students eligible to enroll in the ABE RLA course are those who:

---

[4] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[5] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014

- Are 16 years of age or older.
- Are not enrolled in the K-12 educational system.
- May or may not have a high school diploma.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE Levels 1 – 4.

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462) that refers to the literacy levels in the ABE RLA course.[6] The ABE RLA course has 4 EFLs, each representing a specific set of ABE RLA skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

Table 1: NRS EFLs for the ABE RLA Course in relation to the Grade Equivalent for each level.

NRS Educational Functioning Levels	Course Title and Levels	Grade Equivalent
ABE Level 1	ABE RLA Level 1	0.0 – 1.9
ABE Level 2	ABE RLA Level 2	2.0 – 3.9
ABE Level 3	ABE RLA Level 3	4.0 – 5.9
ABE Level 4	ABE RLA Level 4	6.0 – 8.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours
ABE RLA - School Districts: 9900023 - Florida College System: ABX0400-ABX0499	ABE Level 1	450
	ABE Level 2	450
	ABE Level 3	300
	ABE Level 4	300

CURRICULUM AND INSTRUCTION

The ABE RLA curriculum framework provides instructors with the Anchor Standards in Reading, Writing and English Language Arts that the adult learner needs. Emphasizing the term "framework," it serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques and continuous assessment. The FDOE disseminates the ABE RLA curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**

---

[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[7] https://nrsweb.org/policy-data/nrs-ta-guide

- Clearly define the educational outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
   - Develop or select a set of core instructional materials (both print and digital) that are aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
   - Create a series of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Workbooks:**
   - Provide workbooks covering grammar, pronunciation and vocabulary within the context of academia, careers and the workforce.
5. **Pacing Guides and Matrices:**
   - Develop pacing guides and matrices that clearly outline the scope and sequence of the curriculum. This aids in organizing content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
   - Compile a list of recommended websites, films and digital learning tools that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
   - Provide an overview of the content to be covered in the course, including reading standards and any additional content created or collected by instructors.
8. **Learning Activities:**
   - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects and real-world application exercises.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards and benchmarks.

ASSESSMENT
For guidance on the assessment guidelines and requirements for ABE RLA, see State Board Rule 6.A-6.014, F.A.C.[8]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[9] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[10]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. New ABE RLA students are required to pre-test in the reading skill area. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

---

[8] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[9] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[10] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/

Post-testing: Once a student completes the recommended instructional hours specified by the test publisher, the local agency will administer post-tests in reading. Subsequently, the agency is required to submit the post-test results to the FDOE in accordance with the guidelines established by the DCAE Office of Research and Evaluation.

Course Completion: For state and federal reporting purposes, completion of the ABE RLA course occurs when the student's post-test scores exceed NRS ABE level 4. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

ACCOMMODATIONS

Both federal and state laws mandate the provision of accommodation(s) for students with disabilities to address individual needs and guarantee equal access. Adult students with disabilities are required to self-identify, submit documentation and request the necessary accommodation(s). Accommodation(s) for students with disabilities may be necessary in various areas, including instructional methods and materials, assignments and assessments, time constraints and schedules, learning environments, assistive technology and special communication systems. Documentation detailing the requested and provided accommodation(s) should be securely stored in a confidential file.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

As per s. 1012.39 (1)(b), F.S.,[11] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE INTEGRATED EDUCATION AND TRAINING (IET) SERVICE APPROACH[12]

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of ABE students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for ABE students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[13]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).

---

[11] https://www.flsenate.gov/laws/statutes/2011/1012.39
[12] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml
[13] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities function cooperatively.

ABE STANDARDS BACKGROUND

In Program Year 2022-2023, the FDOE aligned its ABE RLA Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for RLA in accordance with Executive Order 19-32[14] dated January 31, 2019. This current version of the ABE RLA Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. The current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ABE RLA STANDARDS FOR ADULT EDUCATION

The ABE RLA curriculum framework has these components: Strands, Standards and Benchmarks. The Strands include Foundations, Reading, Communication and Vocabulary. Each Standard is associated with one or more Benchmarks. Instructors may present topic-centered and/or project-based lessons that integrate standards from multiple strands.

Table 3: The Coding Scheme used in the ABE RLA Curriculum Framework

Coding Scheme used in the ABE RLA Strands and Standards				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
RLA	L1 = NRS Level 1	R = Reading	2 = Reading Informational Text	1 = Structure
Strands	F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand			
Example: RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.				

Table 4: Overarching Expectations found in each component of the ABE RLA Curriculum Framework.

---

[14] https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/

RLA EXPECTATIONS	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

FOUNDATIONS STRAND (0.0 – 8.9)

Foundational skills are the building block skills for students functioning within NRS Levels 1-4. 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. The Foundations (F) Strand for ABE EFLs 1 – 4 includes 1 standard and 4 benchmarks.

STANDARD	BENCHMARK	CODE
Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
	Phonological Awareness	F.1.2
	Phonics and Word Analysis	F.1.3
	Fluency	F.1.4

Foundations (F) Learning and Applying Foundational Reading Skills		
Print Concepts F.1.1		
NRS Level 1 GE: 0.0–1.9	RLA.L1.F.1.1	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Locate the title, table of contents, names of author(s) and illustrator(s) and glossary of books. f. Move top to bottom and left to right on the printed page, returning to the beginning of the next line. g. Identify all upper- and lowercase letters of the alphabet. h. Recognize that print conveys specific meaning and pictures may support meaning.
NRS Level 2 GE: 2.0–3.9	N/A	None for this level
NRS Level 3 GE: 4.0–5.9	N/A	None for this level
NRS Level 4 GE: 6.0–8.9	N/A	None for this level

Phonological Awareness F.1.2		

NRS Level 1
GE: 0.0–1.9
	RLA.L1.F.1.2	Phonological Awareness: Demonstrate phonological awareness.
		  a. Identify and produce alliterative and rhyming words.
		  b. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
		  c. Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs.
		  d. Orally blend initial, medial and final phonemes together to produce a single-syllable word that includes digraphs, blends or trigraphs.
		  e. Blend single-syllable spoken words with at least five phonemes.
		  f. Segment single-syllable spoken words with at least five phonemes.
		  g. Segment and blend phonemes in multi-syllable spoken words.

NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
Phonics and Word Analysis F.1.3		

NRS Level 1
GE: 0.0–1.9
	RLA.L1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		  a. Demonstrate knowledge of the most frequent sound for each consonant.
		  b. Demonstrate knowledge of the short and long sounds for the five major vowels.
		  c. Decode and encode consonant-vowel-consonant (CVC) words.
		  d. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.
		  e. Decode simple words with r-controlled vowels.
		  f. Decode and encode regularly spelled one-syllable words.
		  g. Decode words with inflectional endings.
		  h. Decode two-syllable words with regular patterns by breaking the words into syllables.
		  i. Decode words that use final –e and vowel teams to make long-vowel sounds.

NRS Level 2
GE: 2.0–3.9
	RLA.L2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
		  a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		  b. Decode regularly spelled two-syllable words with long and short vowels.
		  c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
		  d. Decode words with common prefixes and suffixes.
		  e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).
		  f. Decode words with common Greek and Latin roots and affixes.
		  g. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).
		  h. Decode multisyllabic words.

NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.F.1.3**	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

		a. Apply knowledge of all letter-sound correspondences, syllabication patterns and morphology to read, comprehend and write unfamiliar single-syllable and multisyllabic words in and out of context.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.F.1.3**	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode and encode single-syllable and multisyllabic words. b. Accurately read and comprehend multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
Fluency F.1.4		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.

READING STRAND (0.0 – 8.9)

To become college and career ready, students need to grapple with a variety of 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.

STANDARD	BENCHMARK	CODE
Reading Informational Text	Structure	R.2.1
	Central Idea	R.2.2
	Purpose and Perspective	R.2.3
	Argument	R.2.4
	Connecting Ideas	R.2.5
Reading Across Genres	Interpreting Figurative Language	R.3.1
	Paraphrasing and Summarizing	R.3.2
	Comparative Reading	R.3.3
	Understanding Rhetoric	R.3.4

Reading (R) **Reading Informational Text**		
Structure R.2.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.1**	Use text features including titles, headings, captions, graphs, maps, glossaries and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L1.R.2.1**	Explain how text features (print and digital) contribute to meaning and identify the text structures of chronology, comparison and cause/effect in texts.
NRS Level 3	**RLA.L3.R.2.1**	Explain how text features (including charts, graphs, diagrams, time lines, animations or

GE: 4.0–5.9		interactive elements on Web pages) contribute to the overall meaning and identify the text structures of problem/solution, sequence and description in texts.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

Central Idea R.2.2		
NRS Level 1 GE: 0.0–1.9	RLA.L1.R.2.2	Identify the topic of and relevant details in a text.
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.2	Analyze two or more central ideas, implied or explicit and their development throughout a text.

Purpose and Perspective R.2.3		
NRS Level 1 GE: 0.0–1.9	N/A	None for this level
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.3	Explain an author's purpose and its development in an informational text.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.3	Analyze an author's purpose and/or perspective in an informational text. a. Analyze authors' purpose(s) in multiple accounts of the same event or topic.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.3	Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.

Argument R.2.4		
NRS Level 1 GE: 0.0–1.9	RLA.L1.R.2.4	Identify and explain an author's opinion(s) and supporting evidence.
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.4	Identify and explain an author's claim and the reasons and evidence used to support the claim.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence and reasoning.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Connecting Ideas R.2.5		
NRS Level 1 GE: 0.0–1.9	RLA.L1.R.2.5	Describe the connection between two individuals, events, ideas or pieces of information in a text.
NRS Level 2 GE: 2.0–3.9	RLA.L2.R.2.5	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.
NRS Level 3 GE: 4.0–5.9	RLA.L3.R.2.5	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.
NRS Level 4 GE: 6.0–8.9	RLA.L4.R.2.5	Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

Reading (R) Reading Across Genres		
Interpreting Figurative Language R.3.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.1**	Identify and explain descriptive words and phrases, in text(s) and how people use them to communicate.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.1**	Identify and explain similes, idioms, alliteration, metaphors, personification and hyperbole in text(s).
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.1**	Analyze and explain how figurative language contributes to meaning in text(s).
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.1**	Analyze how figurative language contributes to tone and meaning and explain examples of allusions and symbolism in text(s).
Paraphrasing and Summarizing R.3.2		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.2**	Retell a text in oral or written form to enhance comprehension (use topic and relevant details for an informational text).
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.2**	Retell a text to enhance comprehension (use the central idea and relevant details for an informational text).
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.2**	Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text).
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.2**	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
Comparative Reading R.3.3		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.3**	Compare and contrast two texts on the same topic.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.3**	Compare and contrast how two authors present information on the same topic or theme. a. Compare and contrast how authors from different time periods address the same or related topics.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.3**	Compare and contrast primary and secondary sources related to the same topic or event.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.3**	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
Understanding Rhetoric R.3.4		
NRS Level 1 **GE: 0.0–1.9**	N/A	None for this level
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.4**	Identify rhetorical appeals in a text; explain how an author uses rhetorical devices to support or advance an appeal.

COMMUNICATION STRAND (0.0 – 8.9)

The Communication standards cover the development of critical writing skills (including narrative, argumentative and expository writing) as well as skills in presentation, research and use of multimedia and technology. Interwoven in the standards are benchmarks that address the writing process as well as grammar and conventions. The Communication (C) strand includes 5 standards and 10 benchmarks.

STANDARD	BENCHMARK	CODE
Communicating Through Writing	Handwriting	C.1.1
	Narrative Writing	C.1.2
	Argumentative Writing	C.1.3
	Expository Writing	C.1.4
	Improving Writing	C.1.5
Communicating Orally	Oral Presentation	C.2.1
Following Conventions	Conventions	C.3.1
Researching	Researching and Using Information	C.4.1
Creating and Collaborating	Multimedia	C.5.1
	Technology in Communication	C.5.2

Communication (C) Communicating Through Writing		
Handwriting C.1.1		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.1.1	Print all upper- and lowercase letters legibly.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.1.1	Write in cursive all upper- and lowercase letters, including fluently joining letters to create words.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.1.1	Demonstrate fluent and legible cursive writing skills.
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
Narrative Writing C.1.2		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases and an ending.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating effective use of techniques such as dialogue, description and transitional words and phrases.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a clearly established point of view.

Argumentative Writing C.1.3		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.3**	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.3**	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.3**	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.1.3**	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions.
Expository Writing C.1.4		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.4**	Write expository texts about a topic, using a source, providing facts and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.4**	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions and a conclusion.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.4**	Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.1.4**	Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.
Improving Writing C.1.5		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.5**	With guidance and support from adults, improve writing, as needed, by planning, revising and editing.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.5**	Improve writing as needed by planning, revising and editing with guidance and support from adults and feedback from peers.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.5**	Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.1.5**	Improve writing by planning, editing, considering feedback from adults and peers and revising for clarity, cohesiveness, purpose and audience.

Communication (C) Communicating Orally		
Oral Presentation C.2.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.2.1**	Present information orally using complete sentences and appropriate volume.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.2.1**	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.2.1**	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.2.1**	Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear

		pronunciation and appropriate pacing.

Communication (C) **Following Conventions**[15]		
Conventions C.3.1		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.

Communication (C) **Researching**		
Researching and Using Information C.4.1		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.4.1	Recall information or participate in research to gather information to answer a question about a single topic.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate and generating additional questions for further research.

Communication (C) **Creating and Collaborating**		
Multimedia C.5.1		
NRS Level 1 **GE: 0.0–1.9**	RLA.L1.C.5.1	Use a multimedia element to enhance oral or written tasks.
NRS Level 2 **GE: 2.0–3.9**	RLA.L2.C.5.1	Use two or more multimedia elements to enhance oral or written tasks.
NRS Level 3 **GE: 4.0–5.9**	RLA.L3.C.5.1	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
NRS Level 4 **GE: 6.0–8.9**	RLA.L4.C.5.1	Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.

---

[15] See Appendix A: Conventions Progression by NRS Level

Technology in Communication C.5.2		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.5.2**	Identify and use a variety of technology and digital tools to produce and publish writing individually or with peers and with support from adults.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.5.2**	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.5.2**	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.5.2**	Use a variety of digital tools to produce and collaborate with others to produce writing.

VOCABULARY STRAND (0.0 – 8.9)

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. The Vocabulary (V) strand has 1 standard and 3 benchmarks.

STANDARD	BENCHMARK	CODE
Finding Meaning	Academic Vocabulary	V.1.1
	Morphology	V.1.2
	Context and Connotation	V.1.3

Vocabulary (V) Finding Meaning		
Academic Vocabulary V.1.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.V.1.1**	Use grade-level academic vocabulary appropriately in speaking and writing.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.V.1.1**	Use grade-level academic vocabulary appropriately in speaking and writing.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.V.1.1**	Use grade-level academic vocabulary appropriately in speaking and writing.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.V.1.1**	Integrate academic vocabulary appropriate to grade level in speaking and writing.
Morphology V.1.2		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.V.1.2**	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.V.1.2**	Identify and apply knowledge of common Greek and Latin roots, base words and affixes to determine the meaning of unfamiliar words in grade-level content.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.V.1.2**	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.V.1.2**	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Context and Connotation V.1.3		
NRS Level 1 GE: 0.0–1.9	RLA.L1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.
NRS Level 2 GE: 2.0–3.9	RLA.L2.V.1.3	Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
NRS Level 3 GE: 4.0–5.9	RLA.L3.V.1.3	Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
NRS Level 4 GE: 6.0–8.9	RLA.L4.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

APPENDIX A: CONVENTIONS OF STANDARD AMERICAN ENGLISH – PROGRESSION BY NRS LEVEL

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4			Levels 5-6			
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1				Level 2		Level 3		Level 4			Levels 5-6			
Use conjunctions.	-	-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of averb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses and subordinateclauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words andphrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives and participle phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives.	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number and person, correcting for vague pronounreference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases andclauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow inwriting and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R