

READING & WRITING CONTENT STANDARDS WITH BENCHMARKS

ABE Level 4: Grade 6.0 - 8.9

Reading

→ **R.1 Print Concepts/Phonemic Awareness/Word Analysis** None at this level

→ **R.2 Vocabulary**

R.2.4.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary using word, sentence, and paragraph clues to determine meaning.

R.2.4.2 Use a dictionary to locate the meaning of words used in a statement and a thesaurus to find words with the same meaning.

R.2.4.3 Identify and interpret basic figurative language and idioms used in everyday life and in text.

R.2.4.4 Increase vocabulary of tier 2 words including academic terms and phrases.

→ **R.3 Comprehension**

R.3.4.1 Read and interpret information in common manuals and other functional readings.

R.3.4.2 Read and interpret expository writing on common topics in newspapers, periodicals, and non-technical journals.

R.3.4.3 Gather information from at least three reference materials and evaluate which information best serves the student's purpose.

R.3.4.4 Identify the implied main idea and supporting details from a level 4 passage.

R.3.4.5 Predict probable outcomes from knowledge of events obtained from a reading selection.

R.3.4.6 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.

R.3.4.7 Distinguish factual information from opinion or fiction. 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.

R.3.4.8 Determine the meaning of persuasive language and propaganda used in functional text.

R.3.4.9 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

R.3.4.10 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.

R.3.4.11 Identify and use the structural features of newspapers, magazines, and editorials to gain meaning from text.

R.3.4.12 Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.

→ **R.4 Fluency**

R.4.4.1 Read instructional level text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

→ **R.5 Literature and Informational Text**

R.5.4.1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

R.5.4.2 Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.

R.5.4.3 Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).

R.5.4.4 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 interpretation.

R.5.4.5 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

R.5.4.6 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.

R.5.4.7 Analyze the structure (sentence, paragraph, chapter, or section) an author uses to organize a text including how it fits into the overall structure of a text and contributes to the development of the ideas

R.5.4.8 Read and comprehend literature, including stories, dramas, and poetry, as well as nonfiction, for the current level, independently and proficiently.

Writing

→ **W.1 Readability/Accuracy** None at this level

→ **W.2 Capitalization, spelling, and punctuation.**

W.2.4.1 Appropriately use all forms of capitalization and punctuation including colons, semicolon, commas, dashes, and end punctuation.

W.2.4.2 Correctly spell all words in a written text

→ **W.3 Grammatical Concepts/Sentence Structure**

W.3.4.1 Recognize how parts of a sentence are used to manipulate meaning in sentences (independent clauses, introductory clauses, and phrases, etc.).

W.3.4.2 Write paragraphs with stated or implied topic sentences.

W.3.4.3 Write paragraphs with clear connections and transitions between sentences

W.3.4.4 Develop appropriate tense use throughout a multiple paragraph text.

W.3.4.5 Sustain a consistent point of view throughout a multiple paragraph text.

→ **W.4 Parts of Speech, Verb Tense, and Usage**

W.4.4.1 Identify all parts of speech, including nouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections, and verbals (verbs used as nouns, adjectives, or adverbs such as infinitives, participles, and gerunds).

W.4.4.2 Identify how parts of speech work in a particular sentence, i.e., noun used as an object instead of a subject.

W.4.4.3 Identify passive voice.

W.4.4.4 Demonstrate mastery of past and present tense.

W.4.4.5 Establish and maintain tense in a writing piece.

→ **W.5 Composition**

W.5.4.1 Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. The texts should:

- 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 formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid 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 style; and
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.5.4.2 Write arguments to support claims with clear reasons and relevant evidence. The argument should:

- a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
- b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;
- c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence;
- d) Establish and maintain a formal style; and
- e) Provide a concluding statement or section that follows from and supports the argument presented.

W.5.4.3 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.

W.5.4.4 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.

W.5.4.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.5.4.6 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.5.4.7 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4.8 Draw evidence from literary or informational texts to support analysis, reflection, and research by applying reading standards to literature and literary nonfiction.