

**Massachusetts Adult Basic Education
Curriculum Framework**

for the

English Language Arts

Massachusetts Department of Education
Adult and Community Learning Services

December 2005

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Acknowledgements

The English Language Arts Framework in Adult Basic Education evolved in Massachusetts over a period of nearly ten years. During that time many people – teachers, students, program directors, consultants, SABES staff and staff from the division of the Adult and Community Learning Services at the Department of Education – have made valuable contributions. For their knowledge, dedication and energy we thank the following individuals:

Jeri Bayer
Midge Bresnahan
Jackie Coelho
Cathy Coleman
Irene Duprey-Gutierrez
Susan Dupuis
Jeremy Earp
Diane Epstein
Robert Foreman
Becky Gullak
Sylvia Greene
Marie Hassett, Ph.D.
Martha Jean
Janet Kelly

Alice McSorley
Martha Merson
Andrea O'Brien
Kathy Penney
Emily Rubin
Sybil Schlesinger, Ph.D.
Jane Schwerdtfeger
Judy Sheese
Edna Shirley
Mary Ann Simmons
Jessica Spohn
David Stearns
Paula Travers

As well as those above, we thank all of the unnamed others who have seen this document in at least one of its many iterations and offered their thoughtful comments.

In this version of the framework, most sections were written by Marie F. Hassett, Ph.D. prior to 2001 and edited by Jeri Bayer in 2004-2005. Jeri Bayer developed the final version of strands, standards, and benchmarks. Andrea O'Brien compiled and wrote the Glossary in Appendix A.

Introduction

Educator Margaret Voss suggests the following definition of literacy:

...true literacy in any domain represents more than a style of working. Rather, it represents a way of seeing, understanding, and responding to problems and circumstances. Not all learning represents a literacy, for a literacy is a developed system of meaning making, which can be used in a number of ways . . . Thus, a person who is truly print literate not only reads and writes to get through life's chores and encounters, but also uses print to relate to others, to reflect on meanings (to think critically about what he or she reads and writes), and, sometimes, simply for personal enjoyment. Furthermore, a truly literate person uses his/her literacy *flexibly*, applying it as needed in new situations. (1996)

It is this way of looking at literacy that has informed the document you are now reading. When we began to prepare the English Language Arts (ELA) Framework, we hoped to provide a document that looked at literacy in its many forms and contexts as the most essential tool any of us possess.

Often in adult basic education, the enormity of our task—helping adult students to develop the skills necessary to read, write, and communicate effectively—forces us to focus on the basic elements of literacy as they are construed at each level. Thus, a teacher in a class of beginning readers might spend the bulk of class time teaching students to recognize letters, and write simple one-syllable words. An ASE class might be devoted to the structure of the 5-paragraph essay students need to learn to pass the GED Test. These are important and admirable uses of class time, but they are not all that the English language arts have to offer adult learners. Too often, when we focus on the rudiments, we forget to step back and consider the whole; in this case, the power and scope of English in both our own and our students' lives.

In her book *Hidden Literacies*, Margaret Voss lists three uses for the basic skills of literacy. Literacy must first be *functional*, allowing students access to the structures and codes of written and spoken language. Literacy is also *communicative*, the primary tool we have for connecting with others. Finally, literacy is *reflective*, and allows us not only to communicate with others but also to evaluate our own actions, preserve important memories, and plan for the future.

None of these uses for literacy should be neglected in our classrooms, for it is only by learning to see literacy not as a set of tasks to be mastered but as a system for enriching and enhancing the quality of life that our students will get all that they deserve and need from their education. Those of us who teach do so in part because of the gifts that literacy has given to us, and the meaning it has in our lives. Our students deserve no less.

Understanding This Document

Frame (fram) n. A skeletal structure designed to give shape or support.

The American Heritage Dictionary, Second College Edition

Frame is a term that can be used in numerous contexts to refer to a variety of things, from buildings to bodies to bowling. The definition quoted above is most appropriate for our purposes, although any of the others citing a rim, border, or outline would suffice.

A curriculum framework offers a basic structure for how and what we teach in adult basic education programs. It does *not* contain lesson plans or scope and sequence charts, but it does describe the content areas and skills with which each program and teacher can design a curriculum that is relevant to the needs of his/her particular group of learners. Curriculum frameworks are meant to provide a guide to instruction at the local level.¹

Some of the terms that are used throughout this document and the other frameworks may be unfamiliar to you, or you may associate them with other meanings than those intended here. It is important that you learn and practice using the terminology. Seek clarity from others if you are unsure about a word's meaning or use. By speaking the same curriculum language teachers across the state can discuss and share their ideas and experiences more easily. Below is a list of essential vocabulary.²

Core Concept: an articulation of the importance of the subject of a given framework to the lives of adult learners.

Guiding Principle: an underlying tenet or assumption that describes effective learning, teaching, or assessment in a subject area.

Habit of Mind: a disposition, tendency or practice that strengthens and supports life-long learning.

Strand: a category of knowledge within the study of a given discipline. A strand is also a cluster of learning standards in the content area organized around a central idea, concept, or theme.

Standard: what learners should know and be able to do within a specific content area, such as a strand. Standards reflect the knowledge and skills of an academic discipline, and reflect what the stakeholders of educational systems recognize as essential to be taught and learned. The standards provide a clear outline of content and skills so that programs can develop and align curriculum, instruction, and assessments. Yet, standards should not dictate pedagogy or teaching styles, nor prescribe class lessons or assignments.

¹ The definitions for curriculum frameworks, standards and benchmarks are based on ones presented by Regie Stites at the State Adult Education Content Standards Consortia Meeting, October 2004.

² For an extensive list of words related to the English language art, instruction, and curriculum frameworks please see the Glossary in Appendix A.

Proficiency Level: portrays what students at a particular level know and can do in relation to what is being measured (e.g. a learner can do “x, y and z” in the Massachusetts ABE ELA Framework, Reading strand, *Proficiency Level 5*). Proficiency levels are not to be confused with a program’s class design levels. Programs should use proficiency levels, though, to closely crosswalk with their program class design levels.

Benchmark: the specific set of skills learners need to develop and achieve in order to meet a more broadly stated standard. Benchmarks provide more detailed information on the specific skills and contexts for learners to meet the standard. They reference specific proficiency levels in terms that are concrete and observable, and serve as checkpoints to monitor learner’s progress toward meeting a standard.

An Important Note about Benchmarks: The learner may be working on skills at one framework proficiency level **without** having necessarily mastered all the skills in the benchmarks before that level. The benchmarks encompass experienced teachers' knowledge of what is important for learners to know and be able to do at a specific level, and so most learners will likely need many of the benchmarks. What is important for each learner to master, however, will vary. Depending on a learner's goal(s) and his/her strengths and weaknesses, some benchmarks will be more important than others to master. It is up to the teacher and learner to determine which benchmarks are important for the learner to master in a particular proficiency level. Proficiency levels are not to be confused with a program’s class design levels. Programs should use proficiency levels, though, to closely crosswalk with their program class design levels.

The English Language Arts are considered by many to be the cornerstone of literacy education. However, they are not all that students need to learn. Massachusetts has Curriculum Frameworks for Adult Basic Education in the following additional areas:

- English for Speakers of Other Languages (ESOL)
- History and the Social Sciences
- Mathematics and Numeracy
- Science and Technology/Engineering
- Health

Like English Language Arts, these Frameworks include Core Concepts, Guiding Principles, Habits of Mind, Strands, and Standards. In the case of the English Language Arts, ESOL, and Mathematics and Numeracy frameworks, they also contain benchmarks and proficiency levels, to inform teaching and learning within the subject areas. You may also wish to read the Common Chapters for the Massachusetts Adult Basic Education Curriculum Frameworks, which are designed to provide an overview of and guide to working with the entire set of ABE Curriculum Frameworks. You can find a table listing the strands of each of these Frameworks in Appendix E. You may also download copies of the other Frameworks or the Common Chapters from the Massachusetts Department of Education’s website, <http://www.doe.mass.edu/acls/frameworks/>.

Core Concept

The importance of the English Language Arts for the adult learner.

English language skills are an essential tool for social and economic success in American society. Adult educators help students develop and refine their reading, writing, oral communication and critical literacy skills. This allows students to analyze, interpret, and express ideas in ways that allow them to gain greater control over and more choices within their personal, academic, and working lives.

The core concept of the English Language Arts Framework recognizes two critical dimensions of adult education. First, it focuses on skills, not content; secondly, it acknowledges that adults are developing their skills in order to use them in specific contexts.

The contexts that we consider here are the same ones addressed by the National Institute for Literacy's *Equipped for the Future* (EFF) framework. The EFF includes **role maps** for adults that consider their responsibilities as parents/family members, citizens/community members, and workers. (Appendix D includes the EFF role maps.)

The skills necessary for mastery of the English language arts are contained within the four strands of this framework—reading, writing, oral communication, and critical thinking. All of these skills, in turn, are necessary for mastery of what the EFF calls **generative skills**: communication, decision-making, interpersonal, and lifelong learning skills. (Appendix D also includes a list of these skills).

Considering language skills in these contexts and seeing their interrelatedness allow teachers to develop and implement curriculum that will help students to meet high academic standards and help them to meet the challenges and responsibilities of their many roles.

Guiding Principles

Underlying assumptions about effective learning, teaching, and assessment in the English Language Arts for adult learners.

Students practice all of the skills of the language arts curriculum in the classroom, with varied materials, in multiple formats.

If we want adult learners to gain proficiency in all areas of the English language arts—reading, writing, speaking, and listening—we must provide opportunities for them to practice all of those skills in a classroom setting, where we can assist them. Likewise, if we want students to think critically about what they hear, see, and read, we need to work with them to develop that capacity. Since adult learners fulfill public and private roles as family members, workers, and citizens, it is important that we provide a wide range of materials in the classroom.

Teachers respect students' diverse backgrounds, and the strengths they bring to the classroom.

Adult learners vary in age, ethnicity, and experience, to a degree far beyond that seen in most K-12 schools and colleges. This variety brings both opportunities for learning and additional responsibilities for teachers. In order to maximize learning for all students, adult educators should take the time to learn about students' backgrounds, previous schooling and work experiences. Adults who have struggled with literacy are often tremendously resourceful, and bring a variety of strengths and strategies to the classroom. When teachers build on these strengths and strategies, the learning climate is significantly enhanced.

Teachers work with students to develop clear short-term and long-term goals.

Most adult learners come to literacy programs with at least one clear goal (earning a credential, improving their English, etc.). Teachers need to work with learners to articulate the steps toward these goals, thereby providing intermediate steps by which to evaluate progress. Additionally, teachers can help students look beyond their original goals in ways that promote lifelong learning, and demonstrate that earning a credential is not an end point, but the beginning of further opportunities.

The whole is greater than the sum of the parts.

Our use of language is closely tied to our sense of self. Language patterns tell us about people's habits, beliefs, aspirations, and identity. When we teach language arts skills, therefore, we are teaching a way of looking at and presenting oneself to the world. Skillful teachers keep this in mind while they are planning and implementing language arts curriculum, and habitually look at their lesson plans not in isolation, but as they apply to the larger task of helping students develop comfort and facility with the English language.

Habits of Mind

Dispositions, tendencies or practices that strengthen and support life-long learning through the study of the English Language Arts.

Persistence helps students to work through the phases of their development when progress seems to slow, or even reverse. This is an especially critical skill for students whose past school experiences were often negative and unsuccessful. Academic success is largely dependent upon students' ability to persist through difficult activities and practice skills in order to develop proficiency. Without persistence, the chances for achieving long-term goals are severely limited.

Reflection is essential if students are to gain control of their learning and continue to learn throughout their lifetimes. While a variety of adult and continuing education programs are available to Massachusetts's adults, most adults need to plan and regulate their own learning, without the benefit of instruction. When students learn to reflect deliberately on their experiences, evaluate their learning styles and needs, and plan a course of action that is consistent with this self-awareness, they have a much greater chance for long-term success.

Self-confidence will enable students to take risks and face the challenges that arise over the course of their education. Significant gains in education demand sacrifice, effort, and a rock-bottom belief that the goal is worthwhile. If adult learners lack confidence about their ability to persist through difficulty and accomplish their goals, their motivation will be limited, and the likelihood that they will continue through difficult times is diminished.

We do not mean to suggest that teachers must serve as cheerleaders, nor that the need to be supportive should keep teachers from offering necessary corrections and constructive criticism. We do believe that teachers who make it a priority to foster these habits of mind in their students are creating environments in which more students are likely to thrive.

Strands and Standards³

The Reading Strand: All skills necessary to interpret printed material, including books, magazines, and correspondence and also charts, graphs, schedules, and environmental print. Those skills include symbol mastery, phonological awareness, decoding, word recognition, word analysis, and comprehension. The reading strand has three standards, each with multiple benchmarks⁴ across five competency levels.

The Writing Strand: The skills necessary for both physical and intellectual mastery of written communication. Arenas of competence include language structure and mechanics, organization, fluency. Development of every writer's unique and personal "voice" is also highly valued. Like reading, the writing strand has three standards, each with multiple benchmarks across five competency levels.

The Oral Communication Strand: Since communication is a two-way process, this strand includes the skills necessary for both speaking (expression) and listening (interpretation). It challenges the notion that listening is a passive activity, and through the clusters of skills at each level, indicates the ways that perceptive listening will help learners to participate as thoughtful contributors in a variety of formal and informal discussion formats. There are two standards in this strand, with benchmarks across three competency levels.

The Critical Thinking Strand: This broad and universal category may best be thought of as the skill set that contributes to students' perceptiveness, interpreting ability, and capacity for problem solving. Bloom's Taxonomy (Appendix G) is an essential reference, but this strand also includes both the use and understanding of *tools* for communication the thinking *strategies* that allow students to make the most of those tools. ***The two standards and accompanying benchmarks in this strand should be used as guides for all instruction, not only in the English Language Arts framework.***

A chart of the strands and standards is on the following page. Following that are the charts of each strand with its own standards and benchmarks.

³ *Strand:* a category of knowledge within the study of a given discipline. A strand is also a cluster of learning standards in the content area organized around a central idea, concept, or theme. *Standard:* what learners should know and be able to do within a specific content area, such as a strand. (See page 4 for more detailed definitions.)

An Important Note about Benchmarks

Benchmarks are the specific set of skills learners need to develop and achieve in order to meet a more broadly stated standard. Benchmarks provide more detailed information and contexts on the specific skills for learners to meet within a specific standard. They reference specific proficiency levels in terms that are concrete and observable, and serve as checkpoints to monitor learners' progress toward meeting a standard.

The learner may be primarily working on skills at one framework proficiency level **without** having necessarily mastered all the skills in the benchmarks before that level. The benchmarks encompass experienced teachers' knowledge of what is important for learners to know and be able to do at a specific level, and so most learners will likely need many of the benchmarks. What is important for each learner to master, however, will vary. Depending on a learner's goal(s) and his/her strengths and weaknesses, some benchmarks will be more important than others to master. It is up to the teacher and learner to determine which benchmarks are important for the learner to master in a particular proficiency level. Proficiency levels are not to be confused with a program's class design levels. Programs should use proficiency levels, though, to closely crosswalk with their program class design levels.

English Language Arts Strands and Standards Chart

Strands	Standards <i>Learners will...</i>
Reading	<ol style="list-style-type: none"> 1. Comprehend and analyze a variety of texts for various purposes. 2. Acquire skills and vocabulary for reading and comprehending written text. 3. Use a variety of strategies to comprehend written English.
Writing	<ol style="list-style-type: none"> 1. Express themselves through writing for a variety of purposes. 2. Apply knowledge of English vocabulary, language structure, and mechanics when they write. 3. Use a variety of strategies to convey meaning through written English.
Oral Communication	<ol style="list-style-type: none"> 1. Speak with ease and confidence for a variety of purposes. 2. Listen actively in order to learn and communicate effectively in a variety of situations.
Critical Thinking	<ol style="list-style-type: none"> 1. Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information. 2. Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning.

Understanding the Strand, Standard, and Benchmark Numbering System

This system for organizing strands, standards and benchmarks allows teachers and others to refer to specific ones when they are connecting them to their curriculum, or instruction, or to assessments. For example:

R2.3c: Follow punctuation cues when reading aloud

- **“R”** The uppercase letter “R” stands for the Strand, in this case *Reading* (W = Writing, OC = Oral Communication, CT = Critical Thinking)

- **“2”** The numeral before the dot “2” stands for the number of the Standard, in this case *Standard 2: Learners will acquire skills and vocabulary for reading and comprehending written text.*

- **“3”** The numeral after the dot “3” stands for the Level, in this case **Level 3, or Transitional**

- **“c”** The lower case “c” stands for the Benchmark, in this case: **Follow punctuation cues when reading aloud.**

Reading Strand: Standards and Benchmarks

Reading Standard 1: Learners will comprehend and analyze a variety of texts for various purposes.

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
<p><i>By the end of this level learners will . . .</i></p> <p>R1.1a Use visual clues to gain meaning (e.g. drawings, photographs)</p> <p>R1.1b Read simple sentences</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R1.2a Extract critical information from adapted formatted texts (e.g. forms, labels, maps, schedules)</p> <p>R1.2b Make predictions about the content of a reading passage on the basis of title, pictures, and type of material</p> <p>R1.2c Follow simply-written multi-step instructions</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R1.3a Identify critical information in formatted texts (e.g. forms, timelines, tables, maps, calendars, advertisements, charts, graphs)</p> <p>R1.3b Locate critical information in functional prose of increasing length and complexity of content (e.g. invitations, bulletins)</p> <p>R1.3c Determine author's purpose (e.g. to entertain, inform, persuade) from a variety of texts (e.g. newspaper article,</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R1.4a Distinguish between fact and opinion, fact and fiction, relevant and irrelevant information</p> <p>R1.4b Identify and interpret common figurative language (e.g. simile, metaphor) and other poetic devices such as alliteration, puns, personification, and hyperbole found in a literary work</p> <p>R1.4c Identify the main idea or theme in texts of increasing length and</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R1.5a Determine the tone (feeling that the writer is trying to convey) of a variety of writing samples (e.g. editorials, magazine articles, literary texts)</p> <p>R1.5b Evaluate the persuasiveness of a text on the basis of the quality of evidence provided to support its argument</p> <p>R1.5c Compare how the key elements of literature (e.g. events, setting, mood, plot) are treated by different authors</p>

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
		<p>travel brochure, store catalog, ad)</p> <p>R1.3c Identify the main idea, refer to supporting details, and draw inferences and conclusions from simple reading passages</p> <p>R1.3d Compare / contrast information from simple or adapted multi-paragraph texts</p>	<p>complexity of content</p> <p>R1.4d Summarize ideas and information from texts of increasing length and complexity of content</p> <p>R1.4e Describe the events, setting, mood, plot, characters and meaning of reading selections from works of fiction, drama, and poetry</p> <p>R1.4f Draw conclusions and make predictions and inferences from information or ideas presented in texts of various genres (e.g. historical documents, newspaper and magazine articles, fiction and non-fiction, job-related materials)</p>	<p>R1.5d Explain how an author’s life and time are reflected in his/her work</p> <p>R1.5e Describe the literary elements and characteristics of fiction, nonfiction, drama, and poetry</p>

Reading Standard 2: Learners will acquire skills and vocabulary for reading and comprehending written text.

<p>Level 1: Initial (GLE 0-1.9)</p>	<p>Level 2: Emerging (GLE 2-3.9)</p>	<p>Level 3: Transitional (GLE 4-5.9)</p>	<p>Levels 4 and 5: Advancing and Adept (GLE 6-12.9)</p>
<p><i>By the end of this level, learners will . . .</i></p> <p>R2.1a Recognize words though visual/picture cues</p> <p>R2.1b Recognize upper and lower case letters, and cardinal numbers</p> <p>R2.1c Recognize letter/sound correspondence</p> <p>R2.1d Recognize simple high frequency words (e.g. and, it), basic personal information words (e.g. name, address), and signs, (e.g. stop, exit)</p> <p>R2.1e Recognize common abbreviations (e.g. street/St., Monday/Mon.)</p> <p>R2.1f Recognize word and sentence boundaries</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R2.2a Decode familiar words of several syllables through recognition of phonological patterns (e.g. family, teacher)</p> <p>R2.2b Recognize an increased number of phonetically regular and irregular high-frequency words (e.g. today, there, have)</p> <p>R2.2c Distinguish the meanings of frequently used synonyms, antonyms and homonyms</p> <p>R2.2d Recognize common contractions, prepositions, and conjunctions (e.g. he’s, don’t, in the box, on the box, because)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R2.3a Use knowledge of common roots, prefixes, and suffixes to determine meaning of words (e.g. interest/disinterest, careful/careless)</p> <p>R2.3b Recognize intermediate function words (e.g. pronouns, prepositions, conjunctions, auxiliary verbs)</p> <p>R2.3c Follow punctuation cues when reading aloud</p> <p>R2.3d Use dictionary to learn meaning of an unfamiliar word</p>	<p><i>By the end of the level, continue demonstrating previous benchmarks at increasing degrees of complexity and ease.</i></p>

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Levels 4 and 5: Advancing and Adept (GLE 6-12.9)
<p>R2.1g Recognize and sound out simple letter combinations⁵</p> <p>R2.1h Recognize basic punctuation and capitalization (make sure this is included in other reading charts here)</p> <p>R2.1i Identify simple words by sounding out letter combinations</p>	<p>R2.2e Identify common base words that comprise compound words (e.g. birthday, toothbrush)</p> <p>R2.2f Locate and arrange words alphabetically</p> <p>R2.2g Recognize basic parts of speech (e.g. noun, verb, adjective, adverb)</p> <p>R2.2h Recognize more complex punctuation (e.g. apostrophe for possession and contraction, quotation marks)</p> <p>R2.2i Read aloud short, simple sentences with minimal hesitation</p>		

⁵ See next page for specific descriptions of the phonological combinations and patterns referred to in R1.1g, R1.1.h, R1.2a and R1.2b.

Phonological Combinations and Patterns to Be Mastered at Reading Levels 1 and 2

Note: These concepts and skills should be taught and mastered in a sequential order. For students with dyslexia, multi-sensory teaching, structure and sequence are critical. One possible order is below, which was adapted from the Wilson Reading System. There are various structured, sequential, multi-sensory phonics programs, most based in the Orton-Gillingham method originally developed in the 1930's.

- short vowels with single consonants (one syllable words) (CVC).
- short vowels with initial and final consonant digraphs (ship, "mash," "thin," "path")
- short vowels with final "ff," "ll," "ss," and "ck" ("egg," "cliff," "clock")
- suffix "s"
- sounds with -ng and -nk
- short vowels with two letter initial or final consonant blends (CCVC e.g. stop, CVCC e.g. last)
- long vowel sounds with -ild, -ind, -old, -ost, -olt
- short vowels with two and three letter blends, initial and/or final (CCCVC e.g. splash, CCVCC e.g. branch)
- syllable division and reading multi-syllable words, where each syllable follows patterns already learned
- -ed and -ing endings
- vowel, consonant, silent "e" in one-syllable and multi-syllable words
- long vowels at the end of words ("be", "go", "why").
- long vowels at the end of syllables, in multi-syllable words (candy, donut)
- more words with suffixes: -er, -est, -ful, -ness, -ment)
- final -le (little, castle)
- soft "c" and "g" words ("cent," "gem"), -dge ending (fudge)
- "tch" ("match")
- "tion" and "sion"
- "r-controlled" vowel sounds (e.g. er, ir, ur, ar, or) in one- and multi-syllable words
- vowel digraph in one- and two-syllable words (e.g. ai, ay, ee, ea, oa, oe, ui, ue)
- vowel diphthongs (e.g. ou, ow, au, aw, oi, oy) in one and two syllable words
- plural -es ("dishes") and plurals of nouns ending in "y" or "f" (babies, "lives")
- "ei/ie," "igh," "eigh"
- silent consonants (e.g. "kn," "gh")
- "w" affecting vowels ("water")

Reading Standard 3: Learners will use a variety of strategies to comprehend written English.

<p>Level 1: Initial (GLE 0-1.9)</p>	<p>Level 2: Emerging (GLE 2-3.9)</p>	<p>Level 3: Transitional (GLE 4-5.9)</p>	<p>Level 4: Advancing (GLE 6-8.9)</p>	<p>Level 5: Adept (GLE 9-12.9)</p>
<p><i>By the end of this level learners will . . .</i></p> <p>R3.1a Seek assistance when aware that own reading is not accurate</p> <p>R3.1b Re-read to clarify meaning</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R3.2a Identify, count, and divide syllables to decode words (e.g. fam/i/ly, moth/er)</p> <p>R3.2b Use a place-holder word (e.g. “something”) for an unknown word and continue reading</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R3.3a Focus on units or chunks of meaning rather than on individual words</p> <p>R3.3b Think-aloud (verbalize thoughts) and visualize (make a mental picture) while reading (e.g. ask yourself questions as you read, visualize the characters or scenes)</p> <p>R3.3c Scan text before reading and note chapter titles and/or sub-headings</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R3.4a Identify and search for key words to make meaning (e.g. If reading for information about diabetes, look for words like “cause,” “symptom,” “treatment” to aid comprehension)</p> <p>R3.4b Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. “In other words,” “that is to say,” “for example”)</p> <p>R3.4c Underline or highlight key ideas or words while reading</p> <p>R3.4d Adjust reading</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R3.5a Take notes of key ideas while reading (e.g. paraphrase in the margins, outline)</p> <p>R3.5b Vary reading strategies for different texts and for different purposes</p>

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
			<p>rate depending on the purpose (e.g. reading for detail vs. for general idea)</p> <p>R3.4e Use a graphic organizer to organize information, ideas, words (e.g. web, Venn diagram, timeline, k-w-1 chart)</p>	

Writing Strand: Standards and Benchmarks

Writing Standard 1: Learners will express themselves through writing for a variety of purposes.

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
<p><i>By the end of this level learners will . . .</i></p> <p>W1.1a Write basic personal information (e.g. name, address, date of birth) on a simplified lined form and from dictation on lined paper</p> <p>W1.1b Write a simple sentence on a familiar topic using a model</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.2a Complete a simple form requiring additional personal information (e.g. place of birth, signature) and the use of abbreviations</p> <p>W1.2b Write one word or simple phrase answers to basic written or spoken questions</p> <p>W1.2c Write lists (e.g. shopping, names and phone numbers of classmates)</p> <p>W1.2d Compose a short message or note using a model</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.3a With assistance, describe a personal experience using correct punctuation and spelling</p> <p>W1.3b With assistance, write a paragraph on an assigned topic, including a topic sentence followed by details to support the main idea</p> <p>W1.3c With assistance, compose a correctly punctuated and constructed formal letter</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.4a Write correctly punctuated and constructed paragraphs describing how to make, build or do something</p> <p>W1.4b Compose a personal opinion (e.g. letter to the editor of a newspaper) that consists of at least three paragraphs</p> <p>W1.4c Write a summary of an article or story</p> <p>W1.4d With assistance, compose an essay that includes an</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.5a Respond to a prompt in essay form with a clearly focused main idea that addresses the prompt, followed by coherent development with specific and relevant details and examples</p> <p>W1.5b Compose a formal business letter using appropriate tone, style, and organization</p> <p>W1.5c Complete an application for a job or college that requires paragraph-length responses to personal questions</p>

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
	<p>W1.2e With assistance, compose a brief descriptive paragraph</p> <p>W1.2f List a simple set of instructions for a common task</p>		<p>introductory paragraph, supporting body paragraphs, and a conclusion</p>	<p>W1.5d Write an analysis of an article from a primary source or professional journal</p> <p>W1.5e Write a character analysis that addresses role, impact, personality traits, physical attributes, and symbolic meaning</p> <p>W1.5f Write an analysis of a poem, play, or short story</p> <p>W1.5g Write a personal narrative that develops a story line in meaningful sequence, describes events and characters to convey a theme or tone, and includes descriptive details and concrete language</p> <p>W1.5h Write a resume and cover letter</p> <p>W1.5i With assistance,</p>

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
				complete a research paper of 8-10 pages that draws from varied, cited reference materials and includes evidence of comprehensive understanding of the subject through ample facts, details, and examples

Writing Standard 2: Learners will apply knowledge of English vocabulary, language structure, and mechanics when they write.

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
<p><i>By the end of this level learners will . . .</i></p> <p>W2.1a Copy words, as well as times, dates, and money, from examples</p> <p>W2.1b Write numerals and uppercase and lowercase letters from memory</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.2a Spell familiar words correctly</p> <p>W2.2b Spell unfamiliar words phonetically and apply basic spelling rules</p> <p>W2.2c Use capitalization and end punctuation correctly</p> <p>W2.2e Use proper syntax in writing simple sentences (e.g. noun-verb agreement, word order)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.3a Use basic punctuation (e.g. periods in abbreviations, commas in a series of words)</p> <p>W2.3b Combine simple sentences using commas and conjunctions to form complex sentences</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.4a Use quotation marks and apostrophes</p> <p>W2.4b Change fragments and run-ons to complete sentences</p> <p>W2.4c Compose complex sentences using a variety of subordinate clauses, appropriate punctuation, and verb tense consistency</p> <p>W2.4d Use expanded vocabulary with increasing frequency and precision</p> <p>W2.4e With assistance, proofread and revise an</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.5a Use correct sentence structure and follow the conventions of Edited American English (EAE) in all formal writing</p> <p>W2.5b Use figurative language in appropriate contexts with increasing frequency</p> <p>W2.5c Proofread and revise an essay to assure correct punctuation, spelling, grammar, cohesiveness, idea development, clarity, and relevant supporting details</p>

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
			essay to assure correct punctuation, spelling, grammar, verb tense consistency, idea development, clarity, and relevant supporting details	

Writing Standard 3: Learners will use a variety of strategies to convey meaning through written English.

Level 1: Initial (GLE 0-1.9)	Level 2: Emerging (GLE 2-3.9)	Level 3: Transitional (GLE 4-5.9)	Level 4: Advancing (GLE 6-8.9)	Level 5: Adept (GLE 9-12.9)
<p><i>By the end of this level learners will . . .</i></p> <p>W3.1a Copy models (of letters, words, phrases, numbers, language experience stories)</p> <p>W3.1b Seek assistance when needed</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W3.2a Use free-writing (without regard to punctuation and capitalization) to compose simple, original sentences and short paragraphs</p> <p>W3.2b Practice sentence structure and mechanics by copying sentences and simple, short paragraphs</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W3.3a Record thoughts, experiences, and reminders in a journal</p> <p>W3.3b Use word processing tools when writing on the computer (e.g. spell check, thesaurus)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W3.4a Use graphic organizers to generate and organize ideas (e.g. word web, mind map, timeline)</p> <p>W3.4b Practice all steps of the writing process: prewriting, drafting, eliciting feedback, revising, editing, producing finished copy</p> <p>W3.4c Engage in peer editing with classmates</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W3.5a Observe how other writers express themselves and practice using their techniques</p>

Oral Communication Strand: Standards and Benchmarks

In most cases adult learners have already developed significant oral communication skills, even if they have limited skills in print. Instead of five competency levels for this strand there are only three, and it is important to remember that these levels are not intended to correspond to the levels in the reading and writing strands. Another difference between this strand and those of reading and writing is that instead of three standards there are only two, one focused on speaking and the other on listening. It's purposeful that there are no GLE (Grade level Equivalents) levels associated with the Oral Communication Levels 1-3.

Oral Communication Standard 1: Learners will speak with ease and confidence for a variety of purposes.

Level 1: Basic	Level 2: Adequate	Level 3: Accomplished
<p><i>By the end of this level learners will . . .</i></p> <p>OC1.1a Articulate words clearly so that others can understand</p> <p>OC1.1b Participate in routine social conversations (e.g. greetings, introductions)</p> <p>OC1.1c Use new vocabulary with appropriate pronunciation</p> <p>OC1.1d Follow oral directions for simple tasks (e.g. classroom routines, making a sandwich)</p> <p>OC1.1e Express own thoughts or opinion about a topic or situation</p> <p>OC1.1f Recognize the role of tone and body language in communication and</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>OC1.2a Employ formal and informal social courtesies depending on the social context (e.g. “How are you today?” vs. “What’s up?”)</p> <p>OC1.2b Ask for clarification of oral instructions or explanations when needed</p> <p>OC1.2c Request and provide detailed information (e.g. workplace routines, multi-step directions)</p> <p>OC1.2d Summarize orally events from a story, article, or experience</p> <p>OC1.2e Use personal anecdotes to illustrate a concept in conversation</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>OC1.3a Elaborate on complex ideas when questioned</p> <p>OC1.3b Express themselves in problematic situations (e.g. advocate for special services for child or self, address supervisor about difficult situation at work)</p> <p>OC1.3c Deliver a well-organized oral presentation with consideration of audience, purpose, and the nature of the selected information</p>

Level 1: Basic	Level 2: Adequate	Level 3: Accomplished
adjust according to the social context	<p>OC1.2f Restate ideas to clarify meaning</p> <p>OC1.2g Participate effectively in structured conversations (e.g. interview, workplace meeting, community forum)</p> <p>OC1.2h Respond respectfully to another speaker, regardless of a difference of opinion</p>	

Oral Communication Standard 2: Learners will listen actively in order to learn and communicate effectively in a variety of situations.

Level 1: Basic	Level 2: Adequate	Level 3: Accomplished
<p><i>By the end of this level learners will . . .</i></p> <p>OC2.1a Follow oral directions for simple tasks (e.g. classroom routines, making a sandwich)</p> <p>OC2.1b Use body language to show attentiveness to speaker</p> <p>OC2.1c Recognize the role that tone and body language play in communication</p> <p>OC2.1d Demonstrate comprehension of speech or discussion on familiar topics</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>OC2.2a Demonstrate comprehension of short speech, lecture or discussion on unfamiliar topics</p> <p>OC2.2b Take notes from oral directions for complex tasks (e.g. how to create a computer document, how to drive to a specific destination) and successfully complete tasks</p> <p>OC2.2c Focus on content of what is being said in a speech or lecture, and not delivery</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>OC2.3a Demonstrate comprehension of longer speech, lecture or discussion on unfamiliar topics</p> <p>OC2.3b Ask oneself questions during a speech or lecture to stay focused and retain information</p> <p>OC2.3c Facilitate a discussion amongst others as they attempt to solve a problem or debate an issue</p>

Critical Thinking Strand: Standards and Benchmarks

The Critical Thinking strand is similar to Oral Communication in that it has two standards with three levels each, none of which are intended to correspond to the levels of Reading and Writing. It's purposeful that there are no GLE (Grade level Equivalents) levels associated with the Oral Communication Levels 1-3. The teacher is strongly encouraged, however, to use the Critical Thinking strand when addressing any subject, not only the language arts, since these skills are universal and necessary for all good learning.

Critical Thinking Standard 1: Learners will solve problems by comprehending, comparing, applying, analyzing, evaluating, and synthesizing information.

Level 1: Basic	Level 2: Adequate	Level 3: Accomplished
<p><i>By the end of this level learners will . . .</i></p> <p>CT1.1a Relate new information to prior experiences</p> <p>CT1.1b Connect what they read or hear with what they know about the world</p> <p>CT1.1c Compare and contrast different products, people, places, viewpoints, and documents</p> <p>CT1.1d Recognize conflicting opinions on an issue</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>CT1.2a Group and classify information</p> <p>CT1.2b Apply familiar information to a new situation to solve a problem</p> <p>CT1.2c Summarize and prioritize information</p> <p>CT1.2d Distinguish between fact and opinion, fact and fiction, relevant and irrelevant information</p> <p>CT1.2e Identify a speaker's perspective or opinion about a particular topic or idea</p> <p>CT1.2f Determine whether there are adequate facts to support a conclusion</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>CT1.3a Recognize situations in which there is not a "right" answer</p> <p>CT1.3b Make inferences, form hypotheses, extrapolate information, and draw conclusions from a speech, text, illustration, chart or graph</p> <p>CT1.3c Determine the implications, effects, and value of presenting information in different ways</p> <p>CT1.3d Recognize the role that values play in beliefs and decision-making</p> <p>CT1.3e Separate a response to a message from a response to the speaker</p>

Level 1: Basic	Level 2: Adequate	Level 3: Accomplished
		CT1.3f Judge the extent to which information satisfies criteria CT1.3g Recognize logical fallacies and identify faulty reasoning

Critical Thinking Standard 2: Learners will demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning.

Level 1: Basic	Level 2: Adequate	Level 3: Accomplished
<p><i>By the end of this level learners will . . .</i></p> <p>CT2.1a Identify what they know and what they don't know about a topic</p> <p>CT2.1b Set long and short-term goals, and monitor progress towards reaching them</p> <p>CT2.1c Recognize when they are and are not attending to a task</p> <p>CT2.1d Work with others to benefit from their knowledge and experiences</p> <p>CT2.1e Recognize value of computer technologies (e.g. word processing, Internet) and other tools (e.g. tape recorder) that can facilitate their learning</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>CT2.2a Recognize learning strengths and weaknesses and utilize appropriate learning strategies with regard to profile</p> <p>CT2.2b Develop and apply test-taking strategies</p> <p>CT2.2c Utilize different memory strategies effectively for various kinds of tasks</p> <p>CT2.2d Monitor the degree to which they understand information being communicated to them and recognize failures to comprehend</p> <p>CT2.2e Utilize diverse sources of information (dictionary, encyclopedia, Internet, atlas, thesaurus, newspaper) appropriately</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>CT2.3a Employ repair strategies when they have failed to understand information being communicated to them (e.g. ask questions, re-read, research additional explanations)</p> <p>CT2.3b Create charts, graphs, graphic organizers, and outlines to organize information</p>

Reading and Writing Learning Levels

Level One: Initial (GLE 0-1.9)

The beginning literacy level learner presents a variety of challenges to the instructor. Placement at this level often, though not always, indicates that some substantial obstacle to learning exists beyond the usual lack of access. Often, these students have undiagnosed learning disabilities, may present signs of mental retardation or psychiatric illness, and have had severely limited access to schooling (usually less than 8th grade).

Reading	Writing
<p>Reading Standard 1 Learners will comprehend and analyze a variety of texts for various purposes.</p> <p>R1.1a Use visual clues to gain meaning (e.g. drawings, photographs)</p> <p>R1.1b Read simple sentences</p>	<p>Writing Standard 1: Learners will express themselves through writing for a variety of purposes.</p> <p>W1.1a Write basic personal information (e.g. name, address, date of birth) on a simplified lined form and from dictation on lined paper</p> <p>W1.1b Write a simple sentence on a familiar topic using a model</p>

Reading	Writing
<p>Reading Standard 2: Learners will acquire skills and vocabulary for reading and comprehending written text.</p> <p>R2.1a Recognize words through visual/picture cues</p> <p>R2.1b Recognize upper and lower case letters, and cardinal</p> <p>R2.1c Recognize letter/sound correspondence</p> <p>R2.1d Recognize simple high frequency words (e.g. and, it), basic personal information words (e.g. name, address), and signs, (e.g. stop, exit)</p> <p>R2.1e Recognize common abbreviations (e.g. street/St., Monday/Mon.)</p> <p>R2.1f Recognize word and sentence boundaries</p> <p>R2.1g Recognize and sound out simple letter combinations</p> <p>R2.1h Identify simple words by sounding out letter combinations.</p>	<p>Writing Standard 2: Learners will apply knowledge of English vocabulary, language structure, and mechanics when they write.</p> <p>W2.1a Copy words, as well as times, dates and money, from examples</p> <p>W2.1b Write numerals and uppercase and lowercase letters from memory</p>
<p>Reading Standard 3: Use a variety of strategies to comprehend written English.</p> <p>R3.1a Seek assistance when aware that own reading is not accurate</p> <p>R3.1b Re-read to clarify meaning</p>	<p>Writing Standard 3: Learners will use a variety of strategies to convey meaning through written English.</p> <p>W3.1a Copy models (of letters, words, phrases, numbers, language experience stories)</p> <p>W3.1b Seek assistance when needed</p>

Level Two: Emerging
(GLE 2-3.9)

Reading	Writing
<p>Reading Standard 1: Learners will read and comprehend a variety of texts for various purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R1.2a Extract critical information from adapted formatted texts (e.g. forms, labels, maps, schedules)</p> <p>R1.2b Make predictions about the content of a reading passage on the basis of title, pictures, and type of material</p> <p>R1.2c Follow simply- written multi-step instructions</p>	<p>Writing Standard 1: Learners will express themselves through writing for a variety of purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W1.2a Complete a simple form requiring additional personal information (e.g. place of birth, signature) and the use of abbreviations</p> <p>W1.2b Write one word or simple phrase answers to basic written or spoken questions</p> <p>W1.2c Write lists (e.g. shopping, names and phone numbers of classmates)</p> <p>W1.2d Compose a short message or note using a model</p> <p>W1.2e Compose a brief descriptive paragraph with assistance</p> <p>W1.2f List a simple set of instructions for a common task</p>

Reading	Writing
<p>Reading Standard 2: Learners will acquire skills and vocabulary for reading and comprehending written text. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R2.2a Decode familiar words of several syllables through recognition of phonological patterns (e.g. family, teacher)</p> <p>R2.2b Recognize an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have)</p> <p>R2.2c Distinguish the meanings of frequently used synonyms, antonyms and homonyms</p> <p>R2.2d Recognize common contractions, prepositions, and conjunctions (e.g. he’s, don’t, in the box, on the box, because)</p> <p>R2.2e Identify common base words that comprise compound words (e.g. birthday, toothbrush)</p> <p>R2.2f Locate and arrange words alphabetically</p> <p>R2.2g Recognize basic parts of speech (e.g. noun, verb, adjective, adverb)</p> <p>R2.2h Recognize more complex punctuation (e.g. apostrophe for possession and contraction, quotation marks)</p> <p>R2.2i Read aloud short, simple sentences with minimal hesitation</p>	<p>Writing Standard 2: Learners will apply knowledge of English vocabulary, language structure, and mechanics when they write. <i>Continue demonstrating previous benchmarks, plus</i></p> <p>W1.2a Spell familiar words correctly</p> <p>W1.2b Spell unfamiliar words phonetically and apply basic spelling rules</p> <p>W1.2c Use capitalization and end punctuation correctly</p> <p>W1.2d Use proper syntax in writing simple sentences (e.g. noun-verb agreement, word order)</p>

Reading	Writing
<p>Reading Standard 3: Use a variety of strategies to comprehend written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R3.2a Identify, count, and divide syllables to decode words (e.g. fam/i/ly, moth/er)</p> <p>R3.2b Use a place-holder word (e.g. “something”) for an unknown word and continue reading</p>	<p>Writing Standard 3: Learners will use a variety of strategies to convey meaning through written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W3.2a Use free-writing (without regard to punctuation and capitalization) to compose simple, original sentences and short paragraphs</p> <p>W3.2b Practice sentence structure and mechanics by copying sentences and simple, short paragraphs</p>

Level Three: Transitional
(GLE 4-5.9)

At the next three levels, it is common to have a mix in one’s class of students who are native English speakers and those who are still in the process of learning the English language. To support your teaching of this latter group, please consult Levels Five and Six of the ESOL Curriculum Framework for guidance.

Reading	Writing
<p>Reading Standard 1: Learners will read and comprehend a variety of texts for various purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R1.3a Identify critical information in (unadapted) formatted texts (e.g. forms, timelines, tables, maps, calendars, advertisements, charts, graphs)</p> <p>R1.3b Locate critical information in functional prose of increasing length and complexity of content (e.g. invitations, bulletins)</p> <p>R1.3c Determine author’s purpose (e.g. to entertain, inform, persuade) from a variety of texts (e.g. newspaper article, travel brochure, store catalog, ad)</p> <p>R1.3c Identify the main idea, refer to supporting details, and draw inferences and conclusions from simple reading passages</p> <p>R1.3d Compare /contrast information form simple or adapted multi-paragraph texts</p>	<p>Writing Standard 1: Learners will express themselves through writing for a variety of purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W1.3a With assistance describe a personal experience using correct punctuation and spelling</p> <p>W1.3b With assistance write a paragraph on an assigned topic, including a topic sentence followed by details to support the main idea</p> <p>W1.3c With assistance compose a correctly punctuated and constructed formal letter</p>

Reading	Writing
<p>Reading Standard 2: Learners will acquire skills and vocabulary for reading and comprehending written text. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R2.3a Use knowledge of common roots, prefixes, and suffixes to determine meaning of words (e.g. interest/disinterest, careful/careless)</p> <p>R2.3b Recognize intermediate function words (e.g. pronouns, prepositions, conjunctions, auxiliary verbs)</p> <p>R2.3c Follow punctuation cues when reading aloud</p> <p>R2.3d Use dictionary to learn meaning of an unfamiliar word</p>	<p>Writing Standard 2: Learners will apply knowledge of English vocabulary, language structure, and mechanics when they write. <i>Continue demonstrating previous benchmarks, plus</i></p> <p>W2.3a Use basic punctuation (e.g. periods in abbreviations, commas in a series of words)</p> <p>W2.3b Combine simple sentences using commas and conjunctions to form complex sentences</p>
<p>Reading Standard 3: Use a variety of strategies to comprehend written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R3.3a Focus on units or chunks of meaning rather than on individual words</p> <p>R3.3b Think-aloud (verbalize thoughts) and visualize (make a mental picture) while reading (e.g. ask yourself questions as you read, visualize the characters or scenes)</p> <p>R3.3c Scan text before reading and note chapter titles and/or sub-headings</p>	<p>Writing Standard 3: Learners will use a variety of strategies to convey meaning through written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W3.3a Record thoughts, experiences, reminders in a journal</p> <p>W3.3b Use word processing tools when writing on the computer (e.g. spell check, thesaurus)</p>

Level Four: Advancing
(GLE 6-8.9)

Reading	Writing
<p>Reading Standard 1: Learners will read and comprehend a variety of texts for various purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R1.4a Identify and interpret common figurative language (e.g. simile, metaphor) and other poetic devices such as alliteration, puns, personification and hyperbole found in a literary work</p> <p>R1.4b Identify the main idea or theme in texts of increasing length and complexity of content</p> <p>R1.4c Summarize ideas and information from texts of increasing length and complexity of content</p> <p>R1.4d Describe the events, setting, mood, plot, characters and meaning of reading selections from works of fiction, drama and poetry</p> <p>R1.4e Draw conclusions and make predictions and inferences from information or ideas presented in texts of various genres (e.g. historical documents, newspaper and magazine articles, fiction and non-fiction, job-related materials)</p>	<p>Writing Standard 1: Learners will express themselves through writing for a variety of purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W1.4a Write correctly punctuated and constructed paragraphs describing how to make or build something</p> <p>W1.4b Compose a personal opinion letter to the editor of a newspaper that consists of at least three paragraphs.</p> <p>W1.4c Write a summary of an article or story</p> <p>W1.4d With assistance compose an essay that includes an introductory paragraph, supporting body paragraphs, and a conclusion</p>

Reading	Writing
<p>Reading Standard 2: Learners will acquire skills and vocabulary for reading and comprehending written text. <i>Continue demonstrating previous benchmarks at increasing degrees of complexity and ease.</i></p>	<p>Writing Standard 2: Learners will apply knowledge of English vocabulary, language structure, and mechanics when they write. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W2.4a Use quotation marks and apostrophes</p> <p>W2.4b Change fragments and run-ons to complete sentences</p> <p>W2.4c Compose complex sentences using a variety of subordinate clauses, appropriate punctuation, and verb tense consistency</p> <p>W2.4d Use expanded vocabulary with increasing frequency and precision</p> <p>W2.4e With assistance proofread and revise an essay to assure correct punctuation, spelling, grammar, verb tense consistency, idea development, clarity and relevant supporting details</p>

Reading	Writing
<p>Reading Standard 3: Use a variety of strategies to comprehend written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R2.5a Distinguish between fact and opinion, fact and fiction, relevant and irrelevant information</p> <p>R3.4b Identify and search for key words to make meaning (e.g. If reading for information about diabetes, look for words like “cause,” “symptom,” “treatment” to aid comprehension)</p> <p>R3.4c Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. “In other words, that is to say, for example”)</p> <p>R3.4d Underline or highlight key ideas or words while reading</p> <p>R3.4e Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea)</p> <p>R3.4f Use a graphic organizer to organize information, ideas, words (e.g. web, Venn diagram, timeline, k-w-l chart)</p>	<p>Writing Standard 3: Learners will use a variety of strategies to convey meaning through written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W3.4a Use graphic organizers to generate and organize ideas (e.g. word web, mind map, timeline)</p> <p>W3.4b Practice all steps of the writing process: prewriting, drafting, eliciting feedback, revising, editing, and producing finished copy</p> <p>W3.4c Engage in peer editing with classmates</p>

Level Five: Adept
(GLE 9-12.9)

Reading	Writing
<p>Reading Standard 1: Learners will read and comprehend a variety of texts for various purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R1.5a Determine the tone (feeling that the writer is trying to convey) of a variety of writing samples (e.g. editorials, magazine articles, literary texts)</p> <p>R1.5b Evaluate the persuasiveness of a text on the basis of the quality of evidence provided to support its argument</p> <p>R1.5c Compare how the key elements of literature (e.g. events, setting, mood, plot) are treated by different authors</p> <p>R1.5d Explain how an author’s life and time are reflected in his/her work</p> <p>R1.5e Describe the literary elements and characteristics of fiction, nonfiction, drama, and poetry</p>	<p>Writing Standard 1: Learners will express themselves through writing for a variety of purposes. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W1.5a Respond to a prompt in essay form with a clearly focused main idea that addresses the prompt followed by coherent development with specific and relevant details and examples.</p> <p>W1.5b Compose a formal business letter using appropriate tone, style and organization</p> <p>W1.5c Complete an application for a job or college that requires paragraph-length responses to personal questions</p> <p>W1.5d Write an analysis of an article from a primary source or professional journal</p> <p>W1.5e Write a character analysis that addresses role, impact, personality traits, physical attributes, and symbolic meaning</p> <p>W1.5f Write an analysis of a poem, play or short story</p> <p>W1.5g Write a personal narrative that develops a story line in meaningful sequence, describes events and characters to convey a theme or tone, and includes descriptive details and concrete language</p> <p>W1.5h Write a resume and cover letter</p>

Reading	Writing
	<p>W1.5i With assistance complete a research paper of 8-10 pages that draws from varied, cited reference materials and includes evidence of comprehensive understanding of the subject through ample facts, details, and examples</p>
<p>Reading Standard 2: Learners will acquire skills and vocabulary for reading and comprehending written text. <i>Continue demonstrating previous benchmarks at increasing degrees of complexity and ease</i></p>	<p>Writing Standard 2: Learners will apply knowledge of English vocabulary, language structure, and mechanics when they write. <i>Continue demonstrating previous benchmarks, plus</i></p> <p>W2.5a Use correct sentence structure and follow the conventions of Edited American English (EAE) in all formal writing</p> <p>W2.5b Use figurative language in appropriate contexts with increasing frequency</p> <p>W2.5c Proofread and revise an essay to assure correct punctuation, spelling, grammar, cohesiveness, idea development, clarity and relevant supporting details</p>
<p>Reading Standard 3: Use a variety of strategies to comprehend written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>R3.5a Take notes of key ideas while reading (e.g. paraphrase in the margins, outline)</p> <p>R3.5b Vary reading strategies for different texts and for different purposes.</p>	<p>Writing Standard 3: Learners will use a variety of strategies to convey meaning through written English. <i>Continue demonstrating previous benchmarks, plus . . .</i></p> <p>W3.5a Observe how other writers express themselves and practice using their techniques</p>

Starting Out

Much good teaching comes from learning to ask the right kinds of questions, and paying attention to the answers you find. On the following pages, you will find lists of questions designed to help you determine:

- your style as a teacher, and how you might want to choose materials and strategies;
- who your students are, and what they want to learn;
- how to pull together materials that will help you meet your objectives.

Remember that one bad day in the classroom or one frustrated student does not make you a bad teacher.

The first thing to consider in planning instruction is your own comfort level; if you feel uncomfortable with your materials or planned activities, it doesn't matter how theoretically sound your plan is. You cannot teach well if you don't believe in what you're doing. Consider the following questions.

- How would you describe your relationship with your students?
- What expectations do you have about your students' readiness to learn? Are your expectations realistic?
- Do you know your students' study habits? Have you talked with them about the things they need to do outside of regular class sessions?
- Have you been direct and honest with students about how long it will take them to reach their goals?
- Do you think you have students who will never reach the goals they have set for themselves? How do you handle this?

There are no right or wrong answers to these questions, only honest and dishonest ones. These are the kinds of issues that will affect the climate of your classroom and your students' progress; too often, we don't consider them until we're faced with a dilemma. Taking the time to think about your expectations before a problem arises will help you to handle difficulties more calmly and professionally. Once you've taken the time to figure out your own approach to teaching the language arts, you need to consider the needs, expectations, and beliefs your students bring to the classroom. Try answering the questions above as you think your students would answer them, then ask yourself these additional questions.

- What are my students' approaches to learning? Do they have both short-term and long-term goals?
- How long have these students been out of school? How do they describe their past school experiences?

It's important to remember that we all carry the images and impressions of past school experiences, positive and otherwise, when we enter a new classroom. Most students in adult education have had a number of negative experiences, and may be wary of the new

educational experience, particularly if your classroom reminds them at first of others where they've spent time.

You should also get in the habit of helping your students to set goals. Not everyone will progress at the same pace; some students may feel as though they're making no progress at all, a feeling that will be exacerbated if others in the class are moving much more quickly. Having goals will give them something concrete to work toward, a way of measuring progress, and a sense of control over what they're doing.

Finally, you need to consider what you will be teaching. Much of this will be obvious, but within any given class there is an enormous range of possibilities. If you visit ten ASE classes, you will find ten different ways of proceeding, and all of the teachers will tell you they're working toward the same basic goals. Here are three questions that will help you to select materials for your class.

- What do you think your students need to learn?
- What do your students think they need to learn?
- What kinds of materials are you comfortable using?

Although your students are in your class because of their general skill level, each of them will have a different profile of strengths and weaknesses. Getting to know those profiles will help you make decisions about the skills you want to focus on in your class.

Likewise, students may have some very specific reasons for attending your class beyond the general improvement of their literacy or their desire to earn a credential. The more you can address your students' specific goals, the more motivated and open your students will be. Your attentiveness to and respect for their goals will help you establish a level of trust that will allow your students to move beyond their comfort zone, helping them to take the risks necessary for significant strides in learning.

Finally, consider what materials you are comfortable using. Do you prefer to make up questions yourself? What kinds of readings will your students do? What language or situations, if any, would make your students uncomfortable in a classroom setting? You also need to consider what materials your program makes available to you, and how much time you have to look for additional materials. A mix of materials and teaching strategies is helpful in teaching students with different learning styles. The chart on the following page suggests a variety of direct and indirect instructional activities for reading and writing and may give you some ideas.

Instructional Strategies for Reading and Writing

	Direct	Indirect
Reading	<ul style="list-style-type: none"> ▪ Phonics instruction ▪ Reading aloud with teacher correction ▪ Review of pronunciation rules ▪ Comprehension exercises ▪ Teacher-selected readings with follow-up questions ▪ Teacher modeling with explicit explanations of strategy 	<ul style="list-style-type: none"> ▪ Group reading aloud ▪ Silent in-class reading ▪ Discussions of what teacher and students are currently reading ▪ Content-focused exercises which include reading ▪ Teacher modeling ▪ Visiting local libraries to select books for themselves or to read to their children
Writing	<ul style="list-style-type: none"> ▪ Grammar/mechanics exercises ▪ Directed writing exercises ▪ Teacher feedback/commentary on independent work ▪ Teacher modeling with explicit explanations of strategy ▪ Review/practice for GED essay writing ▪ Demonstration/explanation of writing strategies or models 	<ul style="list-style-type: none"> ▪ Journal writing ▪ Peer review/response ▪ Teacher modeling ▪ Critique of class reading materials ▪ Written responses to content-focused questions ▪ Discussions of writing, both process and product

Important Note: With every activity in which you engage your students there will be two possible lenses through which you can evaluate their skills practice: *fluency* or *correctness*. Fluency is concerned with how fully and effectively learners express their ideas and beliefs. Correctness, on the other hand, focuses on the accuracy of learners' spoken and written expression. Mastery in both arenas is critical, but some activities are better suited to the development of one than the other. The purpose of grammar exercises, for instance, is to achieve correctness in writing, while the goal of journal writing is to encourage fluency.

Designing and Implementing Curriculum with the ELA Framework

At its broadest, curriculum development demands that we think about the end results of our work. Before planning individual lessons, or determining the content and skills to be covered, it is helpful to consider the following questions.

- What should a graduate of our program look like?
- What are the objectives that will help students to achieve this outcome?
- How can we integrate these objectives into meaningful, coherent classroom activities?
- What strategies will help our students to make connections between school and their day-to-day lives?

Answering these questions thoughtfully will help teachers and programs to plan lessons and activities that meet their goals, and help students to achieve meaningful outcomes.

As indicated earlier, this framework focuses primarily on developing student skills, rather than covering content. The five Learning Levels give teachers a clear idea of the kinds of skills students should be mastering in their classrooms. In order to contextualize those skills in a meaningful way, we have used the four skill domains from the National Institute for Literacy's *Equipped for the Future* framework: Communication Skills, Decision-Making Skills, Interpersonal Skills, and Lifelong Learning Skills. Copies of the EFF role maps and lists of skills from the four domains are included in Appendix D.

Equipped for the Future (EFF)

Most people want to know that the skills they spend time and effort developing will be put to good use. This is certainly true in the case of most adult learners, who have entered programs with at least one clear goal in mind. Almost every teacher has heard a student ask, "Why are we learning this?" We hope that this framework will help you answer that question.

Few learners are likely to question the value of reading and writing proficiency. Some may question the need for classroom activities that focus on oral communication or critical thinking, though again, most will be willing to agree that these skills are valuable. What presents difficulty for the teacher is not the broad concept but the specific task. Most of us try to include only activities and materials that will prove valuable, but we don't always have an answer ready when a student wants to know why we've chosen a specific assignment. We believe that adopting the skill domains and role maps of the EFF framework will help teachers provide quick answers, and give them a way of including widely disparate materials and activities while maintaining a sense of purposefulness.

In order to clarify the interrelationship among these elements, consider the reading strand. The value of improved reading skills for adult learners cannot be questioned. But when we say someone reads well, what exactly do we mean? We would argue that a good reader fits the definition offered by Margaret Voss (and quoted in the Introduction to this document). A good reader is one who can read "to get through life's chores and

encounters... to relate to others, to reflect on meanings (to think critically about what he or she reads and writes), and, sometimes, simply for personal enjoyment” (Voss 1996). In other words, a good reader is one who can effectively use print to communicate, make decisions, relate to others, and continue the process of learning.

This “good reader” does not exist in a void, of course. Effectiveness has to do with one’s performance in a specific setting, with specific goals. People’s use of printed material in their homes is often quite different from their use of printed material at work, or in other community settings. The challenge *for* the teacher, and *to* the student, lies in considering how a student needs to use his/her reading skills. To what ends, and in what settings, will these skills be used?

Consider the following chart, which maps out the ways that a student might view and use specific skills in reading.

	Communication Skills	Decision-Making Skills	Interpersonal Skills	Lifelong Learning Skills
Parent/ Family Member	Reading to children; Reading letters to/from family members	Making childcare choices; Making informed nutrition choices	Selecting books that children will like; Teaching children through the examples in stories	Learning about parenting strategies; Reading about family dynamics
Citizen/ Community Member	Sharing information with neighbors; Contributing information to local organizations; Understanding tax information	Evaluating candidates for elected office; Examining projects proposed by government; Choosing where to live	Sharing information with friends and neighbors	Seeing patterns in local and regional politics; Taking advantage of local organizations and activities
Worker	Understanding company policies	Making career choices; Understanding job benefits	Being aware of local issues that affect business; Being aware of issues within a specific industry	Refining current skills; Developing new skills

The activities listed on this chart are the kinds of outcomes teachers can expect from students as they develop the separate reading skills listed within the five learning levels. As students develop more sophisticated comprehension strategies, they will be able to read more and more documents that affect their daily lives, and understand not only the surface meanings, but also the implications of what they read.

This chart offers a general, broad example of the ways that reading skills fit into learners' lives. Obviously, there are far more outcomes there than teachers may have time to focus on. Using the strategy we outline here, teachers should find ways to develop curriculum that will:

- help students to develop targeted skills;
- provide a mechanism for setting goals;
- suggest materials and strategies;
- and establish ways to track and record progress effectively.

Suppose you want to spend some time during the next term working with poetry. You think students would enjoy the selections you've chosen, and you know they would benefit from the assignments. But you also know that some of your students may be reluctant to spend their time reading and discussing poetry; it doesn't remind them of what they remember from past school experiences, and they may not see how it's going to help them work toward their GED.

Using the appropriate learning level chart (or charts) for your class, you might first identify the specific language arts skills you want to focus on during your poetry unit. Obviously, it will be easiest to identify reading skills, but you may also want to use discussion time to improve students' oral communication. Depending on the poems you've chosen to use, you might also want to spend time addressing some of the critical thinking skills.

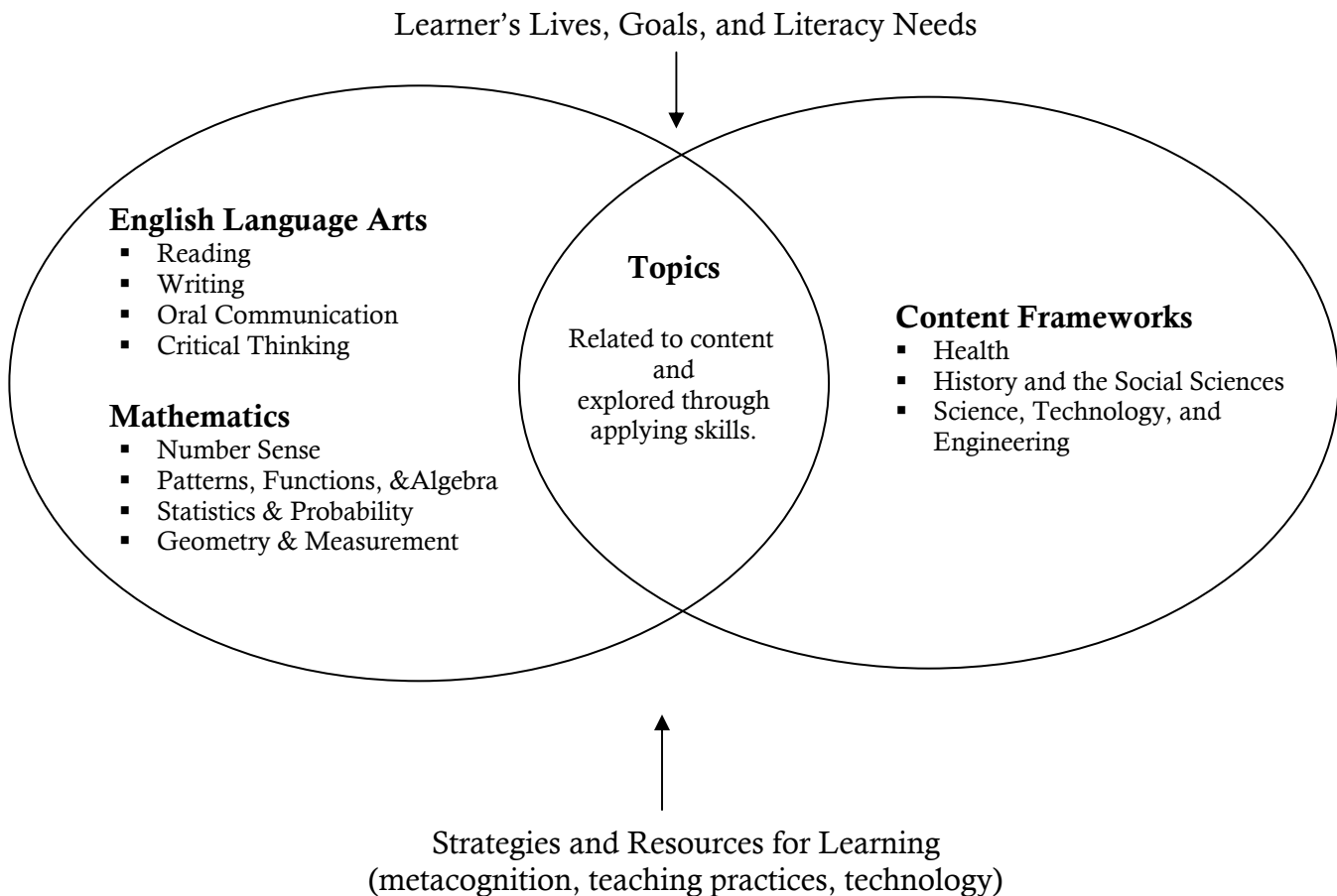
Once you've identified the skills you plan to develop, look at the EFF skill domains and roles. Again, it's not possible to address every skill and every role all the time, but some may naturally suggest themselves. If your students are eager to pursue further education after completing a secondary credential, you might choose to emphasize the lifelong learning benefits of reading skills in a variety of genres. If they are parents, you can talk about the ways that reading and understanding poetry will give them skills to help children with homework, or add new dimensions to their reading of Dr. Seuss.

Of course, the poems that you choose to cover in class may address critical issues of work and community life. You may spend most of your discussion time talking about hard choices that your students may have made, and how they compare to the choices faced by the protagonist of the poem. You may be able to use a poem as a springboard to discussions of local issues, or current events. No one content choice or strategic approach is better than another. What is critical is that the materials and strategies in your classroom provide opportunities for students to improve their skills in ways that will benefit them both academically and in their other life roles.

Massachusetts ABE Content Frameworks

As stated before, this framework (as well as the ESOL and Math frameworks), is focused on skills, not content. Three of the other ABE frameworks, however, do focus on content and can be used in consort with the ELA to generate exciting curricula. The three content frameworks are Health, History and the Social Sciences, and Science, Technology and Engineering. (Appendix E). The following diagram represents a model for holistic student-centered framework integration. It assumes and incorporates a teacher's understanding of her unique body of learners, effective teaching practices, meta-cognition (thinking about thinking), and learning tools in the selection and exploration of any from a wide variety of topics identified by students and connected to the strands of other frameworks. The activities through which those topics are explored offer instructional and practice opportunities for the skills of the English Language Arts.

Model for an Integrated Framework



One Example

Students express interest in upcoming local elections, a topic that corresponds to the *Power, Authority, and Participation* Strand of the History and Social Sciences Framework. Together with the students, the teacher identifies three activities that will result in the students becoming better informed citizens: investigating through Internet and newspaper articles the positions of candidates on issues of concern, visiting city hall and interviewing city officials about their responsibilities and views, and registering to vote. All three activities require the exercise of reading, writing, listening, and speaking skills. The teacher can identify the ELA strands and standards addressed by each activity, as well as those from the History and Social Sciences Framework, and describe or save the evidence of learning accomplished in the unit. A chart such as the one below might prove helpful as a documentation tool. (You may also find other curriculum planning templates that work for you; this is just one sample of many you can use or develop.)

Template for Frameworks Integration and Curriculum Planning

Teacher/ Class	Date(s)
Topic	
Skills Framework	Content Framework
Activities	
Skills Addressed (strands and standards)	Content Addressed (strands and standards)
Evidence of Learning (skills)	Evidence of Learning (content)

For other examples of how this integrated approach can be used, you may refer to the appendices of both the History and Social Sciences, and the Science, Technology/Engineering Frameworks. It is also important to note that this approach is most effective when learners are above level 2 with regard to the ELA strands.

Planning and implementing curriculum will challenge and occasionally frustrate you, but when your students start to become involved and excited, you will find that the effort has been worthwhile.

Appendix A: Glossary

Adapted materials Authentic texts and other materials that have been modified for lower-level students. The format, vocabulary, grammatical forms, or sentence structure of authentic materials can be adapted. (See **Simplified materials** and **Authentic materials**.)

Affective strategies Strategies that link learning with feelings, a powerful influence on storage and retrieval of learning. These strategies focus on motivation, anxiety, and self-encouragement.

Alliteration The repetition of initial consonant sounds in words (e.g. bold as brass).

Aural discrimination Recognition of the meaningful differences between spoken sounds, words, or phrases.

Authentic materials Actual reading or listening materials, not modified or simplified, from the real world (e.g. newspaper articles, pamphlets, radio broadcasts). (See **Adapted materials** and **Simplified materials**.)

Background knowledge Existing knowledge that the learner already has. In the second language comprehension process, at least three types of background are potentially activated: (1) linguistic information, (2) knowledge of the world (one's store of concepts and experiences), and (3) knowledge of discourse structures or how various types of authentic discourse (e.g. conversations, radio broadcasts, newspaper articles, political speeches) are generally organized.

Benchmarks Benchmarks describe the set of skills learners need to develop and achieve to in order to meet the more broadly stated content standards.

Blends A combination of two or more adjacent consonant phonemes pronounced rapidly (e.g. /bl/ in *blue*).

Body language Nonverbal communication by means of facial expressions, eye behavior, gestures, posture, and the like. Body language expresses emotions, feelings, and attitudes, sometimes even contradicting the messages conveyed by spoken language. Some nonverbal expressions are understood by people in all cultures; other expressions are particular to specific cultures. (See **Nonverbal communication**.)

Chunking Putting small groups of words together into meaningful phrases. We tend to speak in chunks that reduce the energy required for processing language.

Circumlocution A strategy used by a learner who does not know or can't recall a word but wants to express a concept. Instead of using a concise term, a speaker will use a string of words to express the same meaning (e.g. "The wife of your father's brother" is a circumlocution for "your aunt").

Cognates Words having a common linguistic origin (e.g. *café* and *coffee* derive from the Turkish, *kahve*). (See **False cognates**.)

Collocation A predictable combination of words that commonly go together. For example: Some words that collocate well with *work* are *full-time work*, *work area*, *work smoothly*, and *challenging work*. Also, collocates are important in ESL because they help to explain why some learner language is grammatically correct and the meaning is apparent, yet the utterance seems strange. For example, in North America, *teeth* collocates with *brush*, as in *I am going to brush my teeth*, whereas *I am going to clean my teeth* is a grammatically correct and comprehensible sentence but seems awkward and is something a native speaker would not ordinarily say.

Comparative A form of an adjective, adverb, or noun that is used to express differences between two items or situations (e.g. Juan is taller than Miguel. He works more quickly than she does. That machine makes more noise than this one.

Complex sentences A complex sentence contains one or more independent clause and one or more dependent clauses (e.g. He goes to the dentist / when he has a toothache.)

Compound sentences A compound sentence is made up of two simple sentences that are joined by a coordinate conjunction, punctuation, or both (e.g. She likes to take the subway, but she doesn't like to take the bus. She likes to take the subway; she doesn't like to take the bus.)

Conjunctions A conjunction connects individual words or groups of words. A coordinating conjunction connects words, phrases, or sentences that are equal or the same type (e.g. or, and, but). A subordinating conjunction connects a dependent clause to an independent clause in order to complete the meaning of the dependent clause (e.g. after, although, as, because, before, if, since, when, where, while, and soon).

Connected speech Spoken language simplified so that sounds run into one another, are reduced or left out, contracted, or blended. Connected speech is commonly used in the informal speech of native speakers. One important effect of connected speech is that the boundaries between words become blurred. While this may not represent a particular problem for a native speaker, a nonnative speaker who has been taught to recognize individual words and short sentences in their idealized citation forms, may have difficulty comprehending. (See **Linked words** and **Reduced speech**.)

Conditionals (if clauses) Sentence structures used to state a cause and effect event or situation (e.g. If it rains, the game will be cancelled. If it rained, the game would be cancelled. If it had rained, the game would have been cancelled.)

Content-based instruction Using subject matter such as life-skills topics (e.g. housing, work), themes, or academic course materials (e.g. math, science, social studies) as a basis for language teaching.

Content words Those words that are stressed within a sentence; those words that carry the most meaning, for example, nouns, verbs, or adjectives. (See **Function words**.)

Context clues Information found in the material that helps decide the meaning of a word or phrase. Readers and listeners can use context clues to determine meaning of words by using the other words around the term in a sentence or surrounding sentences to determine a logical definition to maintain reading or listening comprehension fluency.

Contextualized Sounds, vocabulary, and grammar presented within a meaningful context to facilitate learning (e.g. The grammatical structure of commands taught within the context of a doctor’s visit: Open your mouth. Raise your arms.).

Conventions of Edited American English EAE refers to the variety of English that is most used by educated speakers of the language. Edited American English (EAE) refers to those conventions of grammar, usage, and mechanics to which writers and speakers adhere in order to communicate effectively. For example, EAE still governs when to use who or whom, is or are, pronoun forms, verb form and verb tense, adjective or adverb forms, parallel constructions, and sentence structure.

Decode Translating letters into the sounds of spoken language so as to pronounce or read a visually unfamiliar word. Often referred to as “sounding out” a word.

Digraph Written symbol composed of two letters that represent one speech sound. There are consonant digraphs (e.g. *ch*,) or vowel digraphs (e.g. *oo* as in *food*).

Diphthong A single vowel phoneme resembling a “glide” from one sound to another (e.g. *oi* /noise/, *ou* /sound/).

Discourse Communication in speech or in writing which is two or more sentences long.

Embedded questions Embedded questions begin with phrases such as “Do you know...” Can you tell me...” and are followed by a noun clause that begins with who, what, where, when, why, how or if. In the noun clause the verb order is not transposed as it is in a question (e.g. Can you tell me *where it is*? (See **Embedded statements**.)

Embedded statements Embedded statements look as if they are questions inside sentences. An introductory clause is followed by a noun clause that begins with who, what, where, when, why, how, or if. In the noun clause the verb order is not transposed as it is in a question (e.g. I don't know *who he is*. I can't remember *where I put it*. I wonder *when she left*. (See **Embedded questions**.)

False cognates Words that are similar or the same as words in another language but have a different meaning (e.g. The English word *embarrassed*, and the Spanish word *embarazada*, are similar in form but the meaning of *embarazada* (pregnant) is not similar to the meaning of *embarrassed*.) (See **Cognates**.)

Figurative language Language that communicates ideas beyond the ordinary or literal meaning of the words (e.g., simile, metaphor, hyperbole, personification).

Free-writing Writing for about five-to-ten minutes without concern for organization, grammar, and spelling; free-writing may be jumpstarted with a prompt.

Fluency Speaking fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech. Writing fluency is deft, cohesive writing created quickly and easily. Reading fluency refers to the ability to read words and texts with relative ease, but fluency does not necessarily imply reading with comprehension.

Formulaic speech English expressions that low-level learners memorize as unanalysable wholes, such as greetings. (See **Learned phrases**.)

Fossilized speech Speech produced by a learner who has plateaued or stopped learning but continues to use non-standard grammatical forms. Often neither error correction nor explicit grammatical explanation has any effect on errors (e.g. A learner omits verbs to be/to do, producing speech like “Where he go?” or “What you doing?”).

Function words Words that mainly express a relationship between the grammatical elements of a sentence. Function words include articles, auxiliary verbs, personal pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions. Function words make up 65% or more of all written material. (See **Content words**.)

Genre A literary category. The main literary genres are fiction, nonfiction, poetry, and drama. Each type conforms to specific expected rules and, often, a unique format.

Gist An overall or generalized understanding of a piece of communication. A learner can gain meaning and understand what is happening even if she can't understand every phrase or sentence. The listener tries to pick up key words, intonation, and other clues to make a guess at the meaning. The reader tries to locate key words and context clues to make a guess at the meaning.

Graphic organizers A visual used to organize information so it can be more easily represented, recalled, or understood (e.g. word webs, Venn diagrams, charts, tables). (See **K-W-L chart**, **Mind map**, **Venn diagram**.)

Guided writing In guided writing, the teacher and learners (or pairs or small groups of learners) compose together. They go through the steps of the writing process together: brainstorming, drafting, revising, editing, and producing a final product.

High-frequency words Words that appear repeatedly in printed material. High-frequency words include a large number of function words (articles, auxiliary verbs, pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions), and common nouns, verbs, adjectives, and adverbs. Many high-frequency words are not phonetically regular. (See **Sight vocabulary**.)

Homonym One of two or more words that have the same sound and often the same spelling but differ in meaning; such as *bank* (embankment) and *bank* (place where money is kept).

Hyperbole An intentional exaggeration or overstatement that a writer uses for emphasis or comic effect (e.g. Michael exploded when he saw the damage to his car.).

Idiom A phrase or expression that means something different from what the words actually say (e.g. “over his head” means “doesn’t understand”).

Inference Inference is the activity performed by a reader or listener in drawing conclusions that are implied but not explicit in what is written or said.

Inflection A change in the form of a word (usually by adding a suffix) to indicate a change in its grammatical function such as number, person, or tense (e.g. *-ed*, *-er*).

Intonation The melody or pitch contour of speech.

Invented spelling Spelling based on letter-sound and word knowledge that approximates conventional spellings. Invented spelling is not “spell it any way you wish” but is reasoned linguistic approximations that are appropriate for the learner’s developmental knowledge of letters and sounds. The use of invented spelling speeds up writing and encourages broader use of words (e.g. A learner isn’t sure how to spell *stairs* and generalizes the vowel sound based on words she knows how to spell and spells the word *sters*.)

Irregular verb A verb that forms the simple past in a different way than regular verbs. Regular verbs add *-d* or *-ed*. Irregular verbs can have the same form in simple present and simple past (e.g. *put*) or a different form (e.g. *went*).

K-W-L Chart A graphic organizer that helps learners to draw on what they know, focus on what they want to learn, and identify what they learned. To create a K-W-L Chart, learners draw three columns. In the first column, write what is already known about a topic. In the second column, write questions about the topic. In the third column, write important information and answers to the questions after reading or studying about the topic. K-W-L charts can be completed as a class with the teacher or independently. (See **Graphic organizers, Mind map, Venn diagram**).

Key words Words that carry significant meaning in the utterance or text, as opposed to words that may have a grammatical function and whose meaning may not be crucial for comprehension.

L1 A learner’s first or native language.

Language Experience Approach (LEA) The learner tells a story to a teacher who scribes the learner’s words. The learner’s story becomes the basis for literacy instruction.

Learned phrases Common often used or repeated English expressions in the form of slang, idiom or high exposure spoken language. (See **Formulaic speech**.)

Learning strategies Specific actions, behaviors, steps, or techniques used by learners to improve their learning. (e.g. using a graphic organizer, asking a speaker to repeat, using context clues).

Learning style A learner's preferred way of perceiving, organizing, and retaining information.

Lexicon All the words the learner knows.

Linked words Also known as elision. The last consonant of the first word is joined to the vowel starting the second word. (e.g. Get out! /getout/; we're ready? /we'reready/). (See **Connected speech** and **Reduced speech**.)

Metacognition Thinking about one's own thinking or learning process. Metacognition refers to higher-order thinking that involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how learners can be taught to better apply their cognitive resources through metacognitive control.

Mind map A mind map is a graphic organizer used for developing ideas and organizing information. Mind mapping helps to identify central ideas, the relative importance of other ideas, and how they are connected. A main or central word or image is placed in the center and then key words, symbols, images, and abbreviations are added as sub ideas. Sub-ideas should be on lines that ultimately connect to the center. Each new line should be open, allowing space for more connections to sub-ideas farther from the center. Mind maps are used for a pre-writing activity, note taking, developing grocery lists, brainstorming sessions, etc. (See **Graphic Organizers**, **K-W-L chart**, **Venn diagram**.)

Minimal pairs Pairs of words that have only one different sound (e.g. *pit, bit, sit, set*).

Modal Auxiliary verbs that express ability, authority, formality, politeness, and degrees of certainty (e.g. can, could, should, will, would, must, may, might).

Modeling In a teaching context, showing others how to do something by doing it while they watch.

Multiple meanings A word that has more than one definition dependent on its use in context within a sentence or passage (e.g. Manny **hit** a home run. "With or Without You" by U2 was a **hit** in the '80's.)

Non-verbal communication Aspects of communication that do not involve language or are used in conjunction with language (e.g. intonation, stress, pauses, gestures, facial expressions, eye contact, physical proximity, body language). (See Body language.)

Paraphrase To rephrase the wording of one's own or another's oral speech or written text. (e.g. *When were you born?* can be paraphrased as *What is your date of birth?*)

Participle adjectives A verb form ending in *-ing* or *-ed*. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun (e.g. a *glowing* coal, or a *beaten* dog).

Parts of speech There are eight parts of speech: noun, pronoun, verb, adjective, interjection, adverb, preposition, and conjunction.

Phoneme The smallest unit of sound in a language that is capable of signaling a difference in meaning (e.g. the /p/ sound in *pit* and the /b/ sound in *bit* differentiate the two words).

Phonemic awareness The ability to hear, identify, and manipulate the separable sounds in words (e.g. The listener's ability to distinguish the three sounds (phonemes) in *pet*: /p/e/t/ from the three sounds in *bet*: /b/e/t/).

Phonics Letter-sound relationships, and the related skills used in analyzing words into phonemes or larger units and blending them to form recognizable words (e.g. the *str-* pattern and the *-ing* pattern in *string* and the sounds they represent.)

Phrasal verbs Verbs that are used in common with other parts of speech, usually prepositions, and take on meanings of their own when combined with these other parts of speech. Although phrasal verbs are written as a combination of two or more words, they act as if they were one word (e.g. to go out with = to date, to bring up = to raise).

Predicate adjectives Predicate adjectives come after some form of the verb *be* or some other linking verb (e.g. *taste, feel, turn*: Nami is *beautiful*. The train was *crowded*. For a while I felt *bad*.)

Prefix A word part that is added to the beginning of a word that changes the meaning of the word (e.g. *un-* in *unhappy*).

Prior knowledge (See **Background knowledge**.)

Productive skills Learner's ability to produce language by speaking or writing. (See **Receptive skills**.)

Proficiency Level portrays what students at a particular level know and can do in relation to what is being measured (e.g. a learner can do "x, y and z" in the Massachusetts ABE ELA Framework, Reading strand, *Proficiency Level 5*). Proficiency levels are not to be

confused with a program's class design levels. Programs should use proficiency levels, though, to closely crosswalk with their program class design levels.

Progressive tenses A verb tense that expresses an action or situation in progress at a specific time. Also called continuous tenses. Progressive tenses include present (e.g. I am reading), past (e.g. I was reading), future (e.g. I will be reading), present perfect (e.g. I have been reading), past perfect (e.g. I had been reading), and future perfect (e.g. I will have been reading).

Pronoun referent Referring back to an item (called the antecedent) with a personal pronoun, possessive pronoun, demonstrative pronoun, definite article, etc. A pronoun must agree with its antecedent in number and gender. (e.g. That's April. She works at my company.)

Questions There are two general types of questions: yes/no questions and informational (often open-ended) questions. Informational questions begin with who, whom, what, where, when, why, how, and which (e.g. Do you live in Boston? Where do you live?)

Receptive skills Understanding language that is heard or read. Learners are not required to produce new language; they only have to understand the language they see or hear. (See **Productive skills**.)

Reduced speech The reduction of unstressed syllables so that both consonants and vowels are less explicitly pronounced. Reductions can be within a word (e.g. int(e)rest), or in a phrase or sentence (e.g. *kuz* becomes *because*, *want to* becomes *wanna*, *him* is pronounced as /Im/ instead of /hIm/ in the sentence *She wants him to come*). See **Connected speech** and **Linked words**.)

Register Variety of language appropriate to the level of formality in a particular social setting, the relationship among the participants, and the purpose of the interaction (e.g. Hi, George. vs. Good afternoon, Mr. President. Open the window! vs. Would you mind opening the window?).

Rejoinder A short response used in conversation. Rejoinders do not convey any information as such, but they keep the conversation going and show that the listener has understood and is receptive (e.g. That's too bad. Good idea. So do I.).

Reported speech Used to report what someone has said (e.g. Lucy told me that she got a new job.)

Retelling An activity where students summarize and retell a story or conversation; one of the best ways to test comprehension.

Role play A classroom activity in which learners assume roles to enact a situation or conversation.

Scaffolding Temporary support from a teacher that enables the learner to take on and understand new material and tasks they are not quite ready to do independently. (e.g. engaging learners in pre-reading activities, using graphic organizers, providing definitions of key vocabulary, teacher modeling of an activity, providing multiple resources).

Scan Quickly search a text for some particular piece of information (e.g. Looking quickly through a newspaper article for a name).

Scoop syllables (See **Syllabification**.)

Sequencing words Words that help learners comprehend or relate the order in which events occur (e.g. first, then, finally first, next then, at this point, later, afterwards).

Sight vocabulary Words that a student learns to read as whole words without sounding out. Even if these words are phonetically regular, they may follow phonetic patterns the learner has not yet mastered (e.g. “name” may be memorized as a sight word if the learner does not know silent –e.)

Simple present tense Used to express a permanent truth and habitual events or situations (e.g. People perspire when they are hot. I drive my car every day.)

Simple past tense Used to express actions begun and completed in the past (e.g. Maria worked overtime yesterday. Kamal read to his son every night last week.)

Simple future tense Used to express actions that will happen at one particular time in the future; this *will* happen (e.g. Tran *will go* to class tomorrow. Jerome *is going* to start a new job next week.)

Simple sentences A sentence consisting of one main clause (e.g. The bus is coming. Daniel called his mother.)

Simplified materials Texts that are specially written for classroom use, but have the style and format of authentic materials. The texts use controlled or limited vocabulary and simple sentence structure for use by lower level students. (See **Adapted materials** and **Authentic materials**.)

Situations Specific places where survival language is spoken (e.g. at school, at the post office, in the doctor’s office).

Skimming Quickly running one’s eyes over a text to get its gist (Skim to determine if an article is about a crime or about an accident).

Social language Oral language used in social or peer settings, usually in contrast to more formal academic language (e.g. “Hi, how are you?”).

Spiraling Reusing or recycling vocabulary, grammar, or concepts throughout a text or series of lessons.

Standard Standards describe what learners should know and be able to do within a specific content area.

Strand A strand is a cluster of learning standards in the content area organized around a central idea, concept, or theme.

Stress (See **Syllable stress** and **Word stress**.)

Suffix A word part that is added to the ending of a root word and establishes the part of speech of that word (e.g. *-tion* added to *assert*, a verb, creates the word *assertion*, a noun.)

Superlative A form of an adjective, adverb, or noun that is used to rank an item or situation first or last in a group of three or more (e.g. Juan is the tallest person in the class. She works the fastest of all. That machine makes the most noise.)

Syllabification Indicates the division of words into syllables. This can be done by clapping, pounding or tapping out the individual syllables in a word, or by writing an underline, or by scooping under the individual syllables in a word (e.g. ex press).

Syllable stress The degree of force with which a syllable is uttered. Syllables can be stressed or unstressed in varying degrees. Stress is an important component of pronunciation and contributes to meaning and to intelligibility (e.g. */re cord'/* to store information and */re cord/* an account).

Tag questions A question added at the end of a sentence usually to make sure the information is correct (e.g. The Patriots won the Super Bowl, didn't they?).

Think-aloud strategy A metacognitive strategy that can be used when reading a text. The reader verbalizes how she creates meaning for herself from the text (e.g. make predictions, make connections with prior knowledge, create analogies, talk about trouble spots such as difficult vocabulary). By verbalizing, the reader reinforces the process of gaining meaning from text and can share her thought process with others.

Tone An expression of the attitude of a writer or speaker toward a subject. Unlike mood, which is intended to shape the emotional response of the reader or listener, tone reflects the feelings of the writer or speaker. Tone is created by the pitch, rhythm, volume and/or choice of words. It can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. (See **Voice**.)

Transition words or expressions Words or phrases often used to link sentences, subjects or other parts of a written text. Also used when speaking. Transitions include:

adding an idea: *also, in addition, further, furthermore, moreover*

contrasting: *however, nevertheless*

providing an alternative: *instead, alternatively*

showing similarity: *similarly, likewise*

showing order of time or order of ideas: *first, then, next, later, meanwhile, previously, finally*

showing result: *as a result, consequently, therefore, thus, so*

affirming: *of course, in fact, certainly, obviously*

giving example: *for example, for instance*

explaining: *in other words, that is*

adding an aside: *by the way, incidentally*

summarizing: *in conclusion, above all*

Use and usage Use is how the language is used in communication. This can be contrasted with usage, the grammatical rules for the language. (e.g. “Have you ever eaten fried snake?”—Use: To inquire about past experiences; Usage: A present perfect question with “ever” placed in front of the past participle). Although usage does have some part to play in adult education, use is more important. In meaningful communication, learners are more concerned with the use of language.

Venn diagram A graphic organizer that is used to compare two characters, ideas, etc. To create a Venn diagram, draw two overlapping circles. In the first circle, put things that are unique about the first thing to be compared. In the second circle, put things that are unique about the second thing to be compared. In the overlapping section, put things both have in common. (See **Graphic Organizers, K-W-L chart, Mind map.**)

Visualizing The reader makes a mental picture or sketch of the words on the page and draws on what is “seen” to help create meaning.

Voice A writer’s unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer’s voice include sentence structure, diction, and tone.

“With support” Reinforcement of instructional skill learning with assistance, guidance and/or supervision.

Word families Grouped words linked by derivation or etymology (e.g. doubt, doubtful, doubtless, dubious). Word families or word sorts can also refer to words that belong to a particular group. This group can be a semantic group (e.g. *bean, squash, carrot* belong to the semantic group, *vegetables*); a syntactical group (e.g. *walk, run, jump* belong to the syntactic group, *verbs*); or functional group (e.g. *hello, hi, good morning* belong to the functional group, *greetings*).

Word order The correct order of subject, verb, adjectives, and other parts of speech in an utterance or sentence. Word order often follows set rules (e.g. *a blue book* instead of *a book blue*.) Word order in a sentence can affect meaning (e.g. In the sentence, “The Red Sox beat the Yankees,” the first word indicates the doer of the action, while the fourth indicates the recipient of the action.) Word order can also provide clues for the meaning of a word (e.g.

In the sentence “The jeft is on the floor.”, the reader or listener can surmise that the nonsense word, *jeft*, is a noun because it comes after the article, *the*, and before a verb.)

Word sorts (See **Word families**.)

Word stress The location of emphasis on a word in an utterance, providing a specific meaning to the utterance. Change of word stress will change the intent or meaning of the utterance (e.g. In the sentence “I lost my book,” the word “book” would be stressed to indicate what was lost and the word “I” would be stressed to indicate who lost a book.)

Writing process An approach to writing and teaching writing that includes developing ideas, writing a rough draft, revising, editing, and completing a final product.

Appendix B: Suggested Reading

- Aftel, Mandy. (1996). *The Story of Your Life*. New York, NY: Simon and Schuster.
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- Atwell, Nancie. (1987). *In the Middle*. Portsmouth, NH: Heinemann.
- _____. (1991). *Side by Side: Essays on Teaching to Learn*. Portsmouth, NH: Heinemann.
- Belenky, Mary, et al. (1986). *Women's Ways of Knowing*. New York, NY: Basic Books.
- Bender, Sheila. (1995). *Writing Personal Essays*. Cincinnati, OH: Writer's Digest Books.
- Birkerts, Sven. (1994). *The Gutenberg Elegies*. New York, NY: Fawcett Columbine.
- Bleich, David. (1988). *The Double Perspective*. Urbana, IL: NCTE (National Council of Teachers of English).
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- Brown, Rexford. (1993). *Schools of Thought*. San Francisco, CA: Jossey-Bass Publishers.
- Cameron, Julia. (1998). *The Right to Write*. New York, NY: Jeremy P. Tarcher/Putnam.
- Coles, Robert. (1989). *The Call of Stories*. Boston, MA: Houghton Mifflin Co.
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- Delpit, Lisa. (1995). *Other People's Children*. New York, NY: The New Press.
- Denby, David. (1996). *Great Books*. New York, NY: Simon and Schuster.
- Dunbar, Robin. (1996). *Grooming, Gossip, and the Evolution of Language*. Cambridge, MA: Harvard University Press.
- Elbow, Peter. (1970). *Writing Without Teachers*. New York, NY: Oxford University Press.
- _____. (1980). *Writing with Power*. New York, NY: Oxford University Press.

- _____. (1986). *Embracing Contraries*. New York, NY: Oxford University Press.
- Fadiman, Anne. (1998). *Ex Libris*. New York, NY: Farrar, Straus and Giroux.
- Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.
- Frye, Northrop. (1964). *The Educated Imagination*. Bloomington, IN: Indiana University Press.
- Gardner, Howard. (1983). *Frames of Mind*. New York, NY: BasicBooks.
- _____. (1991). *The Unschooled Mind*. New York, NY: BasicBooks.
- _____. (1999). *The Disciplined Mind*. New York, NY: Simon and Schuster.
- Gates, Jr., Henry Louis. (1992). *Loose Canons*. New York, NY: Oxford University Press.
- Gilligan, Carol. (1982). *In a Different Voice*. Cambridge, MA: Harvard University Press.
- Goldberg, Bonni. (1996). *Room to Write*. New York, NY: Jeremy P. Tracher/Putnam.
- Goldberg, Natalie. (1986). *Writing Down the Bones*. Boston, MA: Shambhala.
- Goldberger, Nancy, et al. (1996). *Knowledge, Difference, and Power*. New York, NY: BasicBooks.
- Goleman, Daniel. (1995). *Emotional Intelligence*. New York, NY: Bantam Books.
- _____. (1998). *Working with Emotional Intelligence*. New York, NY: Bantam Books.
- Graves, Donald H. (1983). *Writing: Teachers and Children at Work*. Portsmouth, NH: Heinemann.
- Griffin, Gail B. (1992). *Calling: Essays on Teaching in the Mother Tongue*. Pasadena, CA: Trilogy Books.
- Heath, Shirley Brice. (1983). *Ways with Words*. Cambridge, UK: Cambridge University Press.
- Howell, R. Patton. (1989). *Beyond Literacy*. New York, NY: Saybrook Publishing Co.
- Jones, Judy and William Wilson, eds. (1987). *An Incomplete Education*. New York, NY: Ballantine Books.

- Kohl, Herbert. (1994). *“I Won’t Learn From You,” and other Thoughts on Creative Maladjustment*. New York, NY: The New Press. (Based on Kohl’s 1991 book, *“I Won’t Learn From You:” The Role of Assent in Learning* (Milkweed edition).
- _____. (1998). *The Discipline of Hope*. New York, NY: Simon and Schuster.
- Kozol, Jonathan. (1985). *Illiterate America*. New York, NY: New American Library.
- Lamott, Anne. (1994). *Bird by Bird*. New York, NY: Doubleday.
- Langer, Ellen. (1989). *Mindfulness*. Reading, MA: Addison-Wesley Publishing Co., Inc.
- _____. (1997). *The Power of Mindful Learning*. Reading, MA: Addison-Wesley Publishing Co., Inc.
- Lanham, Richard A. (1993). *The Electronic Word*. Chicago, IL: The University of Chicago Press.
- Lawrence-Lightfoot, Sarah. (1999). *Respect*. Reading, MA: Perseus Books, 1999.
- Maher, Frances A. and Mary Kay Tetreault. (1994). *The Feminist Classroom*. New York, NY: BasicBooks.
- Mallon, Thomas. (1984). *A Book of One’s Own: People and Their Diaries*. New York, NY: Ticknor and Fields.
- Manguel, Alberto. (1996). *A History of Reading*. New York, NY: Penguin Books.
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Appendix C: Internet Resources

The sheer volume of useful websites has become almost overwhelming. The list that follows is not meant to be exhaustive, but to provide teachers and other program staff with a starting point for exploring topics relevant to their particular programs and students. Aside from the first two entries, the list is in alphabetic order.

www.doe.mass.edu/acls This is the homepage for the Adult and Community Learning Services Unit of the Massachusetts Department of Education.

www.sabes.org The homepage of Massachusetts' System for Adult Basic Education Support. This site has links to all of the regional SABES centers, and lists workshops and more resources.

www.bpl.org Homepage of the Boston Public Library, including an online catalogue of materials available through interlibrary loan.

[http://www.cal.org/caela/](http://www.cal.org/caela) Center for Adult English language Acquisition (CAELA) replaces the National Center for Literacy Education. Its purpose is to assist states with emerging populations who are learning English as a Second Language.

www.cdc.gov Homepage of the Centers for Disease Control and Prevention.

www.ed.gov The website of the US Department of Education.

<http://www.eric.ed.gov/> ERIC, or the Education Resources Information Center, hosted by the Institute of Education Sciences (IES) of the U.S. Department of Education, produces the a large database of journal and non-journal education literature. ERIC is a clearinghouse for assessment, evaluation, and research information. The ERIC online system allows one to search the ERIC bibliographic database of more than 1.1 million citations going back to 1966. More than 107,000 full-text non-journal documents (issued 1993-2004), previously available through fee-based services only, are now available for free.

www.eslcafe.com Includes an ESOL help center, and links to other ESOL sites.

www.facstaff.bucknell.edu/rbeard/diction.html Access to foreign language dictionaries.

<http://www.famlit.org/> National Center for Family Literacy (NCFL)

<http://www.intelecom.org/ilrn/adulted/crc/crcpage.htm> Learning Resources Network/ Crossroads Café, designed for ESOL learners.

www.learner.org Homepage of the Annenberg/CPB Project, whose mission is to help “colleges, universities, high schools, and community organizations use telecommunications technologies to improve learning for all students, including the growing number of older and part-time students, and informal learners in their homes.”

<http://literacy.org/ncal.html> Homepage of the National Center on Adult Literacy (NCAL).

<http://litlink.ket.org/> Public Broadcasting Services (PBS) Literacy Link website, including learning activities and resources for adult learners. They also offer video and online computer technology to help adult students advance their GED and workplace skills, as well as professional development for literacy educators.

<http://www.ncsall.net/> National Center for the Study of Adult Learning and Literacy (NCSALL), based at Harvard University.

www.newspapers.com Listing of national and international newspapers.

www.nifl.gov The homepage of the National Institute for Literacy, including LINCS. A resource for a variety of adult education concerns, including family literacy, workplace education, and ESOL. Listservs on a variety of ABE topics are available to join.

<http://www.nifl.gov/nifl/eff.html> Equipped for the Future (on the NIFL website)

www.proliteracy.org ProLiteracy Worldwide is a merger of two adult volunteer literacy organizations: Laubach Literacy International and Literacy Volunteers of America.

http://www.tv411.org/about_alma/ Homepage of the Adult Literacy Media Alliance.

<http://www.tv411.org/index.shtml> TV411, Tune Into Learning, part of ALMA

www.weather.com Homepage of The Weather Channel, with good maps and climate information.

www.worlded.org World Education, based in Boston, Massachusetts, has many projects worldwide, and their website has numerous resources and information about Adult Basic Education, including a number of health literacy resources.

<http://uscis.gov/graphics/> US Citizenship and Immigration Services (USCIS)

www.uwex.edu/disted A clearinghouse of distance learning resources.

<http://wgbh.org/resources/> WGBH Resources for teachers, families and community groups, lifelong learners, people with disabilities, and academic and student researchers

Appendix D: Equipped for the Future

Role Maps

As quoted from the National Institute for Literacy’s website <http://www.nifl.gov/nifl/eff.html>, the *Equipped for the Future* Role Maps “describe what adults do when they are effective in their roles as parents/family members, workers, and citizens/community members. EFF partners developed the role maps by asking adults from many different walks of life to describe what they needed to be able to do to fulfill these three roles.”

“Each role map includes the following parts: the key purpose or central aim of the role, broad areas of responsibility that are the critical functions that adults perform, and key activities through which the role is performed. We can use the role maps to identify what it is important for us to teach and learn.”

Parent/Family Role Map

Effective family members contribute to building and maintaining a strong family system that promotes growth and development.

Broad Areas of Responsibility

<p>Promote Family Members’ Growth and Development</p> <p>Family members support the growth and development of all family members, including themselves</p>	<p>Meet Family Needs and Responsibilities</p> <p>Family members meet the needs and responsibilities of the family unit</p>	<p>Strengthen the Family System</p> <p>Family members create and maintain a strong sense of family</p>
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Key Activities

<ul style="list-style-type: none"> ▪ Make and pursue plans for self-improvement ▪ Guide and mentor other family members ▪ Foster informal education of children ▪ Support children’s formal education ▪ Direct and discipline children 	<ul style="list-style-type: none"> ▪ Provide for safety and physical needs ▪ Manage family resources ▪ Balance priorities to meet multiple needs and responsibilities ▪ Give and receive support outside the immediate family 	<ul style="list-style-type: none"> ▪ Create a vision for the family and work to achieve it ▪ Promote values, ethics, and cultural heritage within the family ▪ Form and maintain supportive family relationships ▪ Provide opportunities for each family member to experience success ▪ Encourage open communication among the generations
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Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

Broad Areas of Responsibility

Do the Work	Work With Others	Work Within the Big Picture	Plan and Direct Personal and Professional Growth
Workers use personal and organizational resources to perform their work and adapt to changing work demands	Workers interact one-on-one and participate as members of a team to meet job requirements	Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success	Workers prepare themselves for the changing demands of the economy through personal renewal and growth

Key Activities

<ul style="list-style-type: none"> ▪ Organize, plan and prioritize work ▪ Use technology, resources, and other work tools to put ideas and work directions into action ▪ Respond to and meet new work challenges ▪ Take responsibility for assuring work quality, safety and results 	<ul style="list-style-type: none"> ▪ Communicate with others inside and outside the organization ▪ Give assistance, motivation, and direction ▪ Seek and receive assistance, motivation and direction ▪ Value people different from yourself 	<ul style="list-style-type: none"> ▪ Work within organizational norms ▪ Respect organizational goals, performance and structure to guide work activities ▪ Balance individual roles and needs with those of the organization ▪ Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices 	<ul style="list-style-type: none"> ▪ Balance and support work, career, and personal needs ▪ Pursue work activities that provide personal satisfaction and meaning ▪ Plan, renew, and pursue personal and career goals ▪ Learn new skills
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Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities and the world.

Broad Areas of Responsibility

Become and Stay Informed	Form and Express Opinions and Ideas	Work Together	Take Action to Strengthen Communities
<p>Citizens and community members find and use information to identify and solve problems and contribute to the community</p>	<p>Citizens and community members develop a personal voice and use it individually and as a group</p>	<p>Citizens and community members interact with each other people to get things done toward a common purpose</p>	<p>Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them</p>

Key Activities

<ul style="list-style-type: none"> ▪ Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others ▪ Recognize and understand human, legal, and civic rights and responsibilities for yourself and others ▪ Figure out how the system that affects an issue works ▪ Identify how to have an impact and recognize that individuals can make a difference ▪ Find, interpret, analyze, and use diverse sources of information, including personal experience 	<ul style="list-style-type: none"> ▪ Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community ▪ Learn from others' experiences and ideas ▪ Communicate so that others understand ▪ Reflect on and re-evaluate your own opinions and ideas 	<ul style="list-style-type: none"> ▪ Get involved in the community and get others involved ▪ Respect others and work to eliminate discrimination and prejudice ▪ Define common values, visions, and goals ▪ Manage and resolve conflict ▪ Participate in group processes and decision-making 	<ul style="list-style-type: none"> ▪ Help yourself and others ▪ Educate others ▪ Influence decision-makers and hold them accountable ▪ Provide leadership within the community
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Skills from the Four Domains in the EFF Standards

In order to fulfill responsibilities as parents/family members, citizens, community members, and workers, adults must be able to demonstrate these generative skills. (See also Appendix D: Content Framework for EFF Standards, where these generative skills are in context.)

Communication Skills

- Read with Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-making Skills

- Use Mathematics in Problem Solving and Communication
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills

- Cooperate with Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills

- Take Responsibility for Learning
- Reflect and Evaluate
- Learn through Research
- Use Information and Communications Technology

Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE FOUR PURPOSES	ACCOMPLISH THESE COMMON ACTIVITIES	DEMONSTRATE THESE GENERATIVE SKILLS	UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS
<p>Access To information so adults can</p> <p>Voice To be able to express ideas and opinions with the confidence they will be heard and taken into account</p> <p>Independent Action To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others</p> <p>Bridge to the Future Learn how to learn so adults can keep up with the world as it changes</p>	<p>Gather, Analyze, and Use Information</p> <p>Manage Resources</p> <p>Work Within the Big Picture</p> <p>Work Together</p> <p>Provide Leadership</p> <p>Guide and Support Others</p> <p>Seek Guidance and Support from Others</p> <p>Develop and Express Sense of Self</p> <p>Develop and Express Sense of Self</p> <p>Respect Others and Value Diversity</p> <p>Exercise Rights and Responsibilities</p> <p>Create and Pursue Vision and Goals</p> <p>Use Technology and Other Tools to Accomplish Goals</p> <p>Use Technology and Other Tools to Accomplish Goals</p> <p>Keep Pace with Change</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Read with Understanding ▪ Convey Ideas in Writing ▪ Speak So Others Can Understand ▪ Listen Actively ▪ Observe Critically <p>Decision-Making Skills</p> <ul style="list-style-type: none"> ▪ Use Math to Solve Problems and Communicate ▪ Solve Problems and Make Decisions ▪ Plan <p>Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Cooperate with Others ▪ Advocate and Influence ▪ Resolve Conflict and Negotiate ▪ Guide Others <p>Lifelong Learning Skills</p> <ul style="list-style-type: none"> ▪ Take Responsibility for Learning ▪ Reflect and Evaluate ▪ Learn Through Research ▪ Use Information and Communications Technology 	<p>How We Grow and Develop</p> <p>How Groups and Teams Work</p> <p>How Systems Work</p> <p>Rights and Responsibilities</p> <p>Culture, Values, and Ethics</p> <p>How the Past Shapes the World We Live In</p>

Appendix E: Massachusetts ABE Curriculum Frameworks Strands

English Language Arts	Mathematics and Numeracy	ESOL	History and Social Sciences	Science and Technology/ Engineering	Health
Reading	Number Sense	Listening	Cultures and Identities	Doing Science and Technology	Perception and Attitude
Writing	Patterns, Functions and Algebra	Speaking	Power, Authority, and Participation	Unifying Concepts in Science and Technology: Similarity and Diversity	Behavior and Change
Oral Communication	Statistics and Probability	Reading	Production, Distribution and Consumption	Unifying Concepts in Science and Technology: Order and Organization	Prevention, Early Detection, and Maintenance
Critical Thinking	Geometry and Measurement	Writing	Systems	Unifying Concepts in Science and Technology: Systems	Promotion and Advocacy
		Navigating Systems	Environments and Interdependence	Unifying Concepts in Science and Technology: Measurement, Magnitude, and Models	Systems and Interdependence
		Intercultural Knowledge and Skills	Continuity and Change	Unifying Concepts in Science and Technology: Patterns of Change	
		Developing Resources and Strategies for Learning	Conflict and Resolution	Unifying Concepts in Science and Technology: Predictability	
			Perspective and Interpretation	Using Science and Technology	

Appendix F: The Massachusetts Common Core of Learning

The Massachusetts Common Core of Learning supports all Department of Education curriculum development efforts, including K-12 and Adult Basic Education. To quote from the Massachusetts Department of Education website, “The Education Reform Act of 1993 called for statewide curriculum frameworks and learning standards for all students in all core academic subjects. During the first year of Education Reform [1994], the Common Core of Learning was developed to identify the broad educational goals for all students.” By identifying “what students should know and be able to do,” the purpose of the Common Core of Learning was the first step in the process of education reform. It was followed by the development of state curriculum frameworks that contain academic content standards that establish a basis for objective measurement. The next step was the development of an assessment system to evaluate student performance and measure the success of schools and ABE programs. The Common Core of Learning focuses on three main areas: Thinking and Communicating, Gaining and Applying Knowledge, and Working and Contributing. For more information, please visit this web address: <http://www.doe.mass.edu/edreform/commoncore/default.htm>

Thinking and Communicating

All students should . . .

Read, Write and Communicate Effectively

- Read and listen critically for information, understanding, and enjoyment.
- Write and speak clearly, factually, persuasively, and creatively in standard English.
- Distinguish fact from opinion, identify stereotyping, and recognize bias.
- Read, write, and converse in at least one language in addition to English.

Use Mathematics, the Arts, Computers and Other Technologies Effectively

- Apply mathematical skills to interpret information and solve problems.
- Use the arts to explore and express ideas, feelings, and beliefs.
- Use computers and other technologies to obtain, organize, and communicate information and to solve problems.

Define, Analyze, and Solve Complex Problems

- Make careful observations and ask pertinent questions.
- Seek, select, organize, and present information from a variety of sources.
- Analyze, interpret, and evaluate information.
- Make reasoned inferences and construct logical arguments.
- Develop, test, and evaluate possible solutions.
- Develop and present conclusions through speaking, writing, artistic, and other means of expression.

Gaining and Applying Knowledge

All students should Acquire, Integrate and Apply Essential Knowledge in . . .

Literature and Language

- Read a rich variety of literary works including fiction, poetry, drama, and nonfiction from different time periods and cultures, relating them to human aspirations and life experiences.
- Analyze implications of literary works, and communicate them through speaking, writing, artistic, and other means of expression.
- Know and understand the development and structure of English and other languages and how learning another language fosters appreciation of peoples and cultures.

Mathematics, Science, and Technology

- Know and understand major mathematical concepts such as measurement, estimation, quantity, probability, and statistics; and explore the relationship of mathematics to other areas of knowledge.
- Recognize and use patterns, construct mathematical models, represent and reason about quantities and shapes, draw accurate conclusions from data, and solve, justify, and communicate solutions to problems.
- Apply the fundamental principles of the life sciences, physical sciences, earth/space sciences, and the science of technology to analyze problems and relate them to human concerns and life experiences.
- Investigate and demonstrate methods of scientific inquiry and experimentation.

Social Studies, History and Geography

- Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural, and geographic contexts.
- Synthesize and communicate information about important events and fundamental concepts in Massachusetts, United States and world history, including historical documents such as the Declaration of Independence, Constitution, Bill of Rights, Federalist Papers, and the Gettysburg Address.
- Know important information regarding the physical environment and understand concepts such as location and place, critical features of a region, demographic trends and patterns, and the relationship between people and the environment.

Visual and Performing Arts

- Know and understand the nature of the creative process, the characteristics of visual art, music, dance, and theatre, and their importance in shaping and reflecting historical and cultural heritage.
- Analyze and make informed judgments regarding the arts.
- Develop skills and participate in the arts for personal growth and enjoyment.

Health

- Know basic concepts of human development, mental health, sexuality, parenting, physical education and fitness, nutrition and disease prevention, and understand the implications of health habits for self and society.
- Make informed and responsible judgments regarding personal health, including avoidance of violence, tobacco, alcohol, drugs, teen pregnancy, and sexually transmitted diseases.
- Develop skills and participate in physical activities for personal growth, fitness, and enjoyment.

Working and Contributing

All students should . . .

Study and Work Effectively

- Set goals and achieve them by organizing time, workspace, and resources effectively.
- Monitor progress and learn from both successes and mistakes.
- Manage money, balance competing priorities and interests, and allocate time among study, work, and recreation.
- Work both independently and in groups.
- Work hard, persevere, and act with integrity.

Demonstrate Personal, Social and Civic Responsibility

- Accept responsibility for one's own behavior and actions.
- Know career options and the academic and occupational requirements needed for employment and economic independence.
- Treat others with respect and understand similarities and differences among people.
- Learn to resolve disagreements, reduce conflict, and prevent violence.
- Participate in meaningful community and/or school activities.
- Understand the individual's rights, responsibilities, and role in the community, state and nation.
- Understand how the principles of democracy, equality, freedom, law, and justice evolve and work in society.
- Analyze, develop, and act on informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States, and the world.

APPENDIX G: Bloom's Taxonomy⁶

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> ▪ Observation and recall of information ▪ Knowledge of dates, events, places ▪ Knowledge of major ideas ▪ Mastery of subject matter ▪ <i>Question cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> ▪ Understanding information ▪ Grasp meaning ▪ Translate knowledge into new context ▪ Interpret facts, compare, contrast ▪ Order, group, infer causes ▪ Predict consequences ▪ <i>Questions cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> ▪ Use information ▪ Use methods, concepts, theories in new situations ▪ Solve problems using required skills or knowledge ▪ <i>Question cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

⁶ Adapted from: Bloom, B.S. (Ed.) *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain*. New York & Toronto: Longmans, Green, 1956.

Competence	Skills Demonstrated
Analysis	<ul style="list-style-type: none"> ▪ Seeing patterns ▪ Organization of parts ▪ Recognition of hidden meanings ▪ Identification of components ▪ <i>Question cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> ▪ Use old ideas to create new ones ▪ Generalize from given facts ▪ Relate knowledge from several areas ▪ Predict, draw conclusions ▪ <i>Questions cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> ▪ Compare and discriminate between ideas ▪ Assess value of theories, presentations ▪ Make choices based on reasoned argument ▪ Verify value of evidence ▪ Recognize subjectivity ▪ <i>Question Cues:</i> Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize