



Massachusetts English Language Proficiency Standards for Adult Education

Massachusetts Department of Elementary and Secondary Education

Adult and Community Learning Services

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Table of Contents

Acknowledgements	3
Introduction	4-9
Massachusetts English Language Proficiency Standards for Adult Education by Strand	10-48
Reading	10-21
Writing	22-35
Listening/Speaking	36-48
Massachusetts English Level Proficiency Standards for Adult Education by Level	50-101
ESOL Level 1 (NRS Beginning Literacy)	50-56
ESOL Level 2 (NRS Low Beginning)	58-64
ESOL Level 3 (NRS High Beginning)	66-72
ESOL Level 4 (NRS Low Intermediate)	74-81
ESOL Level 5 (NRS High Intermediate)	82-91
ESOL Level 6+ (NRS Advanced)	92-101
Appendix A: Massachusetts English Language Proficiency Standards for Civics and Navigating Systems	102-111
Appendix B: Massachusetts English Language Proficiency Standards and Threads Charts	112-114

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Introduction

The Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS) are a set of skills, knowledge, and strategies needed to function effectively in English in 21st century communities, workplaces, and classrooms. They are designed to prepare adult learners for the complex language tasks required to successfully meet life, academic, and career goals. In addition, they provide ESOL adult educators and learners a common language for this journey. They also guide instructors in providing rigorous, scaffolded instruction that builds knowledge and transferable skills.

Background

The MA ELPS were developed out of a need to combine college and career readiness skills and language skills into a single set of standards in one document.

There are three principal sources for these standards.

- The 2005 [Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages](#). The MA ELPS are based on the Framework.
- The [College and Career Readiness Standards for Adult Education](#) (CCRSAE). This is the anchor document of the MA ELPS, emphasizing that *all* students—English language learners included—need instruction that goes beyond survival skills.
- The [English Language Proficiency Standards for Adult Education](#) (ELPS). This set of standards describes English language skills that learners need to manage the rigorous content in standards such as the CCRSAE.

It is useful to know the following about these three sources:

1. **The Massachusetts Adult Education Curriculum Framework for English for Speakers of Other Languages (MA ESOL Curriculum Framework):** A set of standards and benchmarks that describe language knowledge, skills, and strategies along a continuum of language proficiency. Since they predated the CCRSAE by nearly ten years, they do not focus on the academic rigor aimed at preparing adults for post-secondary education, training, or employment at a family-sustaining wage.
2. **The College and Career Readiness Standards for Adult Education (CCRSAE) for English Language Arts/Literacy:** A set of standards (a verbatim subset of the K–12 Common Core standards) that describe how language and literacy skills develop toward college and career readiness.¹ Because of this emphasis, teachers must adjust their teaching by focusing on three instructional shifts:

Shift 1 – Complexity: *Regular practice with complex text and its academic language* (including frequently encountered academic [Tier 2 and Tier 3], vocabulary that is common to complex texts across academic disciplines)

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction.*²

¹ U.S. Department of Education, Office of Career, Technical, and Adult Education. [College and Career Readiness Standards for Adult Education](#). Washington, DC, 2013.

² Ibid, pp. 9–10.

The CCRSAE do not include the language content or scaffolding needed by English language learners as they grapple with increasingly complex language tasks, especially at the beginning ESOL level.

3. **The English Language Proficiency Standards for Adult Education (ELPS):** Created by the American Institutes for Research (AIR),³ the ELPS are a description of the specific English language skills that learners at varying proficiency levels need to manage the rigorous content in standards such as the CCRSAE. They are a subset of K–12 standards. Because Massachusetts has a valued ESOL Framework, the ELPS standards were used to contribute to the new MA ELPS, rather than to replace the MA Curriculum Framework.

The following documents also provided guidance:

- **The Oregon Adult Basic Skills Learning Standards (OR)** represent an earlier effort to integrate state-defined language standards with the CCRSAE.⁴
- **The National Reporting System Educational Functioning Levels (NRS EFLs)** are the official benchmarks for national reporting and accountability. They describe the most critical concepts and skills for each of six levels, from Beginning Literacy to Advanced ESOL⁵, and guided the leveling of the MA ELPS.

Features of the Massachusetts ELP Standards for Adult Education

The MA ELPS include these improved features:

- The integration of the CCRSAE into the Standards, so users need only to refer to one set of standards, not two
- Higher ambitions for student achievement, including standards that address more rigorous preparation for postsecondary education, training, careers, and civic participation
- The communication of clear expectations for students at each instructional level
- Increased coherence among the Reading, Writing, and Listening/Speaking standards
- Copious examples for each level to clarify the intent of the benchmarks

³ U.S. Department of Education, Office of Career, Technical, and Adult Education. [English Language Proficiency Standards for Adult Education](#). Washington, D.C., 2016.

⁴ Oregon Community Colleges and Workforce Development, Higher Education Coordinating Commission. Oregon Adult Learning Standards. Salem, OR, revised 2017-2018. The Standards include [Read with Understanding Framework](#), [Write to Express Meaning Framework](#), and [Listen Actively and Speak So Others Can Understand Framework](#).

⁵ For more information about the NRS Educational Functioning Levels, see the “New Educational Functioning Level Descriptors for English as a Second Language (ESL), Appendix B in [Technical Assistance Guide for Performance Accountability—National Reporting System for Adult Education](#) (December 2017), pp. B-19 through B-27.

Organization of the MA ELPS and Explanation of the Components

The MA ELPS are organized into six performance levels aligned with the NRS EFLs, each containing the components summarized here. A more detailed description follows.

- **Strands:** In alignment with the CCRSAE, the four language domains represented in these standards are organized into three strands: Reading, Writing, and Listening/Speaking.
- **Standards:** Within each strand, there are five topical standards that are consistent across the strands. This parallel content is outlined in the section below.
- **Threads:** Within each standard, there are threads: topical subcategories under which thematically aligned benchmarks for all six performance levels are grouped together. For example, the threads within Reading Standard 4 (*Use of effective strategies*) cluster the benchmarks into pre-reading, reading, and post-reading strategies.
- **Benchmarks:** Within each thread, there are a specific, targeted set of skills or strategies learners need to develop and demonstrate. The benchmarks are distinct at each level, reflecting growing fluency and proficiency with increasingly complex tasks in a widening range of situations. Where possible, each thread includes benchmarks from the lowest to highest levels.

Standard: States in broad terms what learners are able to do; applies to all six levels and thus extends across all columns.

Strand: A category of knowledge within the study of a given discipline; Here (as in the CCRSAE): Reading, Writing, and Listening/Speaking.

Reading Strand					
Reading 4 (<i>Use of effective strategies</i>): Use a variety of reading strategies appropriate to the reading purpose and type of text. Referring standards: <i>Language CCR 4; MA 3</i>					
ESOL Level 1 (NRS Beg. Lit.)	ESOL Level 2 (NRS Low Beg.)	ESOL Level 3 (NRS High Beg.)	ESOL Level 4 (NRS Low Int.)	ESOL Level 5 (NRS High Int.)	ESOL Level 6+ (NRS Advanced)
A. Use pre-reading strategies.					
R4A.1a. Preview pictures related to a text	R4A.2a. Preview key vocabulary.	R4A.3a. Preview the title, key vocabulary, and section headings.	R4A.4a. Preview key sections of the text (e.g., <i>advanced organizers, author biography</i>).	R4A.5a. Preview key sections of the text (e.g., <i>heading(s), first sentences of paragraphs</i>),	

Benchmark: Specific skills and knowledge learners need to develop and demonstrate at a particular level to meet the more broadly stated standard; describes *exit-level* performance.

Source documents: Indicates *one or more of the three standards documents* integrated into the MA ELPS: 1) MA Framework, 2) CCRSAE, 3) ELP, 4) OR Standards.

Benchmark notation:
R = the **Reading** strand
4 = the **Standard** to which the benchmark belongs
B = the **Thread** (here: Use pre-reading strategies)

Thread: A subcategory for organizing the benchmarks within a standard (here: Use pre-reading strategies.)

Strands

A strand is a category of knowledge within the study of a given discipline. In the MA ELPs, the strands are language skill areas:

- **Reading** describes the skills necessary to interpret a variety of increasingly complex texts. The skills include phonological awareness, decoding, fluency/prosody, word recognition and analysis, comprehension and interpretation, and critical analysis. These skills align with the four essential components of reading identified in [Evidenced-Based Reading Instruction](#) (EBRI): alphabets, fluency, vocabulary, and comprehension. All these skills purposefully serve the building of knowledge and functioning flexibly in the world outside the classroom.
- **Writing** describes the skills necessary for both physical and intellectual mastery of written communication. Areas of competence include writing with a purpose and for a particular audience, language structure and mechanics, organization of composition, use of evidence, attention to register/genre, fluency, and the development of personal “voice.” Writing is a key academic skill that strengthens cognitive processes. Clear and cogent writing reflects coherent, logical thinking applicable beyond the classroom.
- **Listening/Speaking** describes the skills necessary for developing oral fluency, making meaning from aural input, and participating in interactive communication. The skills include developing accuracy in the use of vocabulary, grammar, and the conventions of spoken English. Effective communicators (1) have linguistic proficiency, (2) know how to interpret and use social cues, and (3) are able to adapt their language use to varied situations and partners.

Standards

The MA ELPS comprise five standards that span the three strands (fifteen total). These standards provide a clear target that programs can use to develop and align curriculum, instruction, and assessment. They do not dictate pedagogy or teaching style nor prescribe lesson plans. They do provide a common language that defines language proficiency up to the college and career readiness level. Each Standard emphasizes one of the following:

- **Focus on meaning:** Communication of meaning is at the heart of successful speaking or writing, as is interpretation of meaning when listening or reading. The perceived effectiveness of a speaker/writer relies on the ability to communicate ideas appropriately, according to the context, audience, purpose, and cultural norms of an interaction.
- **Organization and style:** Understanding how oral and written text is logically organized is critical for succeeding at academic and work-related tasks. But it also is key to basic efforts such as locating simple information or explaining a sequence of events.
- **Components of English:** These are the building blocks of English: letters and sounds, vocabulary, grammar, and language conventions such as punctuation.
- **Use of effective strategies:** Strategies help language users tackle linguistic tasks by, for example, learning key vocabulary before reading a text or getting peer feedback on a piece of writing. Building awareness of such strategies helps language learners deal independently with the language tasks they face in daily life.
- **Use of diverse media:** Savvy media consumers develop skills that enable them to compare, analyze, and critically assess various information sources. They are able to select and use tools to gather or check information, enhance presentations, and supplement classroom learning.

Threads

Threads are subcategories, lettered A, B, C, etc., for organizing the benchmark within the standard. For example, under Listening/Speaking Standard 4 (*Use of effective strategies*), one thread is *C. Use conversation strategies*. Under each thread are benchmarks that describe specific skills and knowledge for meeting the standard at each of the six performance levels. Such grouping is provided to help teachers and students see how the benchmarks are related to one another. Where possible, the threads are parallel across strands. (See Appendix B, *MA ELPS Standards and Threads Charts*.)

Benchmarks

Benchmarks are what the CCRSAE refer to as “level-specific standards.” They provide detailed information about the specific knowledge, skills, and strategies learners develop to perform the standard at a given level and to lay the foundation for performance at higher levels. They also serve as checkpoints to monitor learner progress. Concepts, skills, and strategies mentioned at a lower level but *not* at higher levels are assumed to be mastered by learners at those higher levels. The examples (“*e.g.’s*”) that elaborate many of the benchmarks are intended to clarify the meaning of the benchmark. They are illustrative and not a comprehensive list. Teachers are expected to choose the benchmarks that are most pertinent to student needs and goals and to the program’s curriculum.

Benchmark notation: Each benchmark notation includes the strand (W, R, or L/S), the standard (by number), the thread (by capital letter), the level (by number), and the benchmark (by lowercase letter). Therefore, **R1A.4b** is the second benchmark (b) in Reading standard 1, thread A, at level 4.

Developmental Continuum

Across the six levels, the benchmarks reflect a view of language acquisition as developmental rather than linear. In some cases, new skills are added as competence grows. However, in most threads the same skills and strategies are deepened and extended as learners move up the levels. The proficiencies described along the continuum capture these important aspects of language development:

- Scope and complexity of language understood and used
- Fluency of expression
- Sophistication of vocabulary
- Accuracy (proximity to standard English)
- Range of context

Each proficiency level portrays what learners *exiting* the level know and can do in relation to the standard. As with the CCRSAE, the MA ELPS assume that a student can independently apply the skills described in the benchmarks before moving on to the next level.

How to Use This Document

This document presents the elements of the standards in two formats: *cross-level views* and *single-level views*. Although teachers with single-level classes may prefer the single-level view, they should use it in conjunction with the cross-level views, as students will have strengths and gaps that may require referring to benchmarks at lower and higher levels. Students and teachers will naturally move “up and down” the benchmarks to build the skills and concepts that address the needs of the learners.

In addition, teachers of all levels will have opportunities to learn how to apply the benchmarks and examples in the document to create instructional units with lesson plans, activities, and materials appropriate for their students.

As educational leaders, program directors will be able to use these standards and benchmarks to support their teachers in providing rigorous, standards-based instruction to English language learners. Program directors can refer to the standards and benchmarks as they provide classroom observations and feedback to teachers.

The reach and complexity of many of the benchmarks, especially at the higher levels, along with some of the terminology and concepts may pose new challenges for instructors and curriculum developers. For these reasons, practitioners using the MA ELPS should take advantage of the professional development opportunities available to them as they implement the standards.

Appendices

Appendix A: Standards for Civics and Navigating Systems

The MA ELPS include additional standards, which are not level-specific, that fall under two special strands, Civics Skills and Navigating Systems. These strands describe the cultural competencies English language learners need as they integrate into the social fabric of the United States. Based on similar elements in the MA ESOL Curriculum Framework, these two strands more clearly define the skills needed for full immigrant integration. Learners at all proficiency levels can develop these abilities as they develop their language skills, as long as the specific content is integrated into the curriculum design.

- **Civics** comprises seven standards related to exercising rights and responsibilities, expressing and appreciating diverse identities, communicating respectfully in the real and the digital world, and analyzing and addressing public problems.
- **Navigating Systems** focuses on helping learners develop the ability to navigate the often complex systems that influence their lives. Its four standards outline how to access and use systems, how to evaluate the effectiveness of a system in responding to one's needs, and how to advocate if the system's response is inadequate.

Appendix B: MA ELPS Standards and Threads Charts

This appendix offers a big-picture view of the standards within the Reading, Writing, and Listening/Speaking Strands, so teachers can easily see the inter-relationship of the three strands. The chart on page 1 shows how the three strands emphasize, according to their language skill area, a focus on 1) Focus on meaning, 2) Organization and style, 3) Components of English, 4) Use of effective strategies, and 5) Use of diverse media. Pages 2 and 3 show the relationship of the standards to the threads. For example, on page 2, Standard 2 across reading, Writing, and Listening/Speaking has threads all having to do with understanding text structure in reading, organizing one's writing, and attending to organizing one's spoken text.

Massachusetts English Language Proficiency Standards for Adult Education: Reading

These revised ESOL standards capture the key concepts outlined in three core source documents: the 2005 [Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages](#), the 2013 [College and Career Readiness Standards for Adult Education](#) (CCRSAE), and the 2016 OCTAE [English Language Proficiency Standards for Adult Education](#). They are also informed by the 2017 [Oregon Adult Learning Standards](#). The revised standards collectively reflect the range of skills that prepare English language learners to meet the rigor of the CCRSAE.

Reading Strand	
Standards	Threads
<p>Reading 1 (<i>Focus on meaning</i>): Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p> <p>Referring standards: <i>CCR Reading 1, 4, 8, 10; CCR Reading Foundations 1, 3, 4; CCR Language 3; ELP 1, 5, 6; MA 1</i></p>	<p>A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.</p> <p>B. Read fluently to access and interpret meaning.</p> <p>C. Analyze written arguments.</p>
<p>Reading 2 (<i>Organization and style</i>): Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p> <p>Referring standards: <i>CCR Reading 2, 3, 5, 6, 9; CCR Reading Foundations 1, 3, 4; ELP 7</i></p>	<p>A. Understand text structure and development.</p> <p>B. Recognize style and register.</p>
<p>Reading 3 (<i>Components of English</i>): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to read and interpret written English.</p> <p>Referring standards: <i>CCR Reading 4; CCR Reading Foundations 1, 3; CCR Language 3, 5, 6; ELP 8; MA 2</i></p>	<p>A. Decode English print.</p> <p>B. Comprehend and expand reading vocabulary.</p> <p>C. Use grammar knowledge to comprehend meaning.</p> <p>D. Use understanding of English conventions to comprehend meaning.</p>
<p>Reading 4 (<i>Use of effective strategies</i>): Use a variety of reading strategies appropriate to the reading purpose and type of text.</p> <p>Referring standards: <i>CCR Language 4; MA 3</i></p>	<p>A. Use pre-reading strategies.</p> <p>B. Use reading strategies.</p> <p>C. Use post-reading strategies.</p>
<p>Reading 5 (<i>Use of diverse media</i>): Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information.</p> <p>Referring standards: <i>CCR Reading 7; ELP 1</i></p>	

Reading 1 (Focus on meaning): Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts. (CCR Reading 1, 4, 8, 10; CCR Reading Foundations 1, 3, 4; CCR Language 3; ELP 1, 5, 6; MA 1)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
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A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.

<p>R1A.1a. With support, locate highly relevant information in environmental print and in text with strong visual supports, such as:</p> <ul style="list-style-type: none"> practical and survival signs and symbols (e.g., EXIT, DANGER; symbols for No smoking, restroom, hospital) very simple charts (e.g., basic schedule) or lists (e.g., names in a directory) simple prompts for key personal information (e.g., Name, Address, Telephone Number, Date of Birth). <p>R1A.1b. Read and answer questions about simple class-generated lists, or simple sentences to build knowledge of print and of how English works.</p>	<p>R1A.2a. Read and comprehend high-interest environmental print and simple information, such as:</p> <ul style="list-style-type: none"> common signs and symbols (e.g., Do not enter, recycling symbol, No parking) simple charts or text with visual supports (e.g., item on a calendar, where to sign) very simple one-step written and illustrated directions (e.g., Turn the page, Copy the word). <p>R1A.2b. Read and describe short, personally relevant texts (e.g., personal or work notes, greeting cards, journals) to build knowledge and awareness of text types.</p> <p>R1A.2c. With support, participate in short shared projects, gathering information from experience or a provided source.</p>	<p>R1A.3a. Read and comprehend high-interest, simple, or level-adapted informational texts, such as:</p> <ul style="list-style-type: none"> simple forms or parts of more complex forms (e.g., work orders, library card applications) simple tables, graphs, and maps (e.g., medicine dosage chart, bill payment due date, hospital location on a neighborhood map) some simple digital information (e.g., text messages, personal email) simple multistep written directions (e.g., directions in simple GPS system, worksheet instructions). <p>R1A.3b. Read and summarize simple narrative, explanatory, and literary text (e.g., simple poems) to interpret meaning, build knowledge, and develop awareness of authors and text types.</p> <p>R1A.3c. With support, participate in short shared</p>	<p>R1A.4a. Read and comprehend a range of authentic or level-adapted multiparagraph informational texts, such as:</p> <ul style="list-style-type: none"> magazine articles, flyers, recipes simple forms, tables, graphs, diagrams, and maps (e.g., work schedule, digital menus, nutrition labels, maps of the U.S., class Google form) simple digital texts (e.g., shared course documents, social media, GPS) multistep directions (e.g., to change a password). <p>R1A.4b. Read and integrate a range of literary, informational, and persuasive texts (e.g., blogs, editorials) to build knowledge, consider multiple perspectives, develop informed opinions, and make decisions.</p> <p>R1A.4c. With support, carry out short shared</p>	<p>R1A.5a. Read and comprehend a range of complex informational texts, such as:</p> <ul style="list-style-type: none"> health brochures, voter guides, candidate positions forms, tables, graphs, diagrams, and maps (e.g., job applications, food pyramid, work flow diagram, road maps) digital texts (e.g., online course discussion boards, work apps) lengthy multistep directions. <p>R1A.5b. Read and synthesize a range of literary, informational/expository (e.g., biography, news articles, interviews) and persuasive (e.g., campaign platforms, political cartoons) texts to build knowledge, weigh arguments, and come to conclusions.</p> <p>R1A.5c. Carry out short individual research projects to answer a question, drawing on multiple sources.</p>	<p>R1A.6a. Read and comprehend a wide range of specialized informational sources, such as:</p> <ul style="list-style-type: none"> complex texts/documents (e.g., postsecondary level texts, training materials, loan documents, voter eligibility materials) complex forms, tables, graphs, diagrams, and maps (e.g., organizational diagram for a workplace, census charts, climate maps) complex digital texts (e.g., online tracking of resources/payments) multistep procedures to carry out experiments, take measurements, or perform a technical task. <p>R1A.6b. Read and analyze a range of academic and technical (e.g., field guides, research summaries) and literary (e.g., poetry and prose) texts to build broad knowledge, prepare academically, and appreciate linguistic expression.</p> <p>R1A.6c. Carry out sustained individual research projects to answer a question or solve a problem, drawing on multiple sources.</p>
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Reading 1 (Focus on meaning): Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts. (CCR Reading 1, 4, 8, 10; CCR Reading Foundations 1, 3, 4; CCR Language 3; ELP 1, 5, 6; MA 1)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
		research projects to answer a question.	research projects to answer a question.		

B. Read fluently to access and interpret meaning.

<p>R1B.1a. Identify purposes for reading and types of text (<i>e.g., a sign, an ad, a story</i>).</p> <p>R1B.1b. With support, identify the topic of a text, using visual information to gain meaning (<i>e.g., identify a place or a job being done</i>).</p> <p>R1B.1c. Recognize subject pronouns and key words to comprehend the basic idea in a simple sentence.</p> <p>R1B.1d. Recognize and name upper- and lowercase letters and cardinal numbers.</p> <p>R1B.1e. Read aloud familiar words or simple self-generated sentences, as modeled.</p>	<p>R1B.2a. Identify that texts are written for varied purposes and audiences, giving examples.</p> <p>R1B.2b. Determine the main idea of a text.</p> <p>R1B.2c. Make simple inferences using textual evidence (<i>e.g., characters are wearing coats so it may be winter</i>).</p> <p>R1B.2d. Identify basic similarities in and differences between two simple texts on the same topic (<i>e.g., illustrations, descriptions</i>).</p> <p>R1B.2e. Read aloud connected self-written or simplified sentences with, on successive readings, growing accuracy and use of punctuation to guide pauses.</p>	<p>R1B.3a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>R1B.3b. Ask and answer five <i>W</i> questions about the topic, stated main idea, and key details in a text.</p> <p>R1B.3c. Distinguish inferences from what a text says explicitly.</p> <p>R1B.3d. Distinguish an author’s point of view from one’s own.</p> <p>R1B.3e. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>R1B.3f. Read aloud simple paragraphs with, on successive readings, sufficient accuracy and appropriate intonation.</p> <p>R1B.3g. Identify the setting, the main character’s dilemma, and</p>	<p>R1B.4a. Identify one’s own purpose for reading a specific text (<i>e.g., to find a due date, to learn about a topic, to understand regulations, for enjoyment</i>).</p> <p>R1B.4b. Determine the main idea or theme of a text and explain how it is supported by specific details in text.</p> <p>R1B.4c. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from what the text implies.</p> <p>R1B.4d. Explain how a narrator’s point of view influences how events are described.</p> <p>R1B.4e. Compare and integrate information from two or more texts on the same topic in order to build subject knowledge.</p> <p>R1B.4f. Read aloud connected text composed primarily of</p>	<p>R1B.5a. Considering one’s purpose for reading, identify useful reading strategies (<i>e.g., scanning for a specific fact, skimming for general gist</i>).</p> <p>R1B.5b. Determine the central theme and subthemes of a text, and the supporting details for each.</p> <p>R1B.5c. Cite accurately several pieces of textual evidence to support analysis of what the text says explicitly and inferences drawn from what the text implies.</p> <p>R1B.5d. Identify aspects of a text that reveal an author’s point of view or purpose (<i>e.g., biased language, inclusion or avoidance of particular facts</i>).</p> <p>R1B.5e. Analyze a case in which multiple texts provide different points of view or conflicting information on the same topic and identify where the texts disagree on</p>	<p>R1B.6a. Identify purposes for reading a text multiple times.</p> <p>R1B.6b. Determine a theme, central idea, or conclusion of a text, and analyze in detail its development over the course of the text, citing specific details.</p> <p>R1B.6c. Cite strong and thorough textual evidence to support analysis of the text and inferences drawn from what the text implies.</p> <p>R1B.6d. Determine the author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>R1B.6e. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view, including which details they include and emphasize in their respective accounts.</p> <p>R1B.6f. Read aloud text composed of a variety of complex sentence structures</p>
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Reading 1 (Focus on meaning): Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts. (CCR Reading 1, 4, 8, 10; CCR Reading Foundations 1, 3, 4; CCR Language 3; ELP 1, 5, 6; MA 1)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
		major events in a narrative.	simple and compound sentences with sufficient accuracy, and appropriate intonation and phrasing. R1B.4g. Describe the main character’s dilemma and summarize major events.	matters of fact or interpretation. R1B.5f. Read aloud connected text composed of simple, compound, and short complex sentences with accuracy, and appropriate expression and pacing.	with purposeful pacing, phrasing, and expression.

C. Analyze written arguments.

R1C.1a. Distinguish between fact and opinion in text.	R1C.2a. Identify the main claim an author makes, and one reason given to support it. R1C.2b. Express agreement or disagreement with a text (e.g., class rules, a simple news item).	R1C.3a. Identify the main argument and one or two reasons an author gives to support a claim. R1C.3b. Ask questions that challenge claims in a text.	R1C.4a. Describe the reasons an author uses to support specific claims and explain why one agrees or disagrees. R1C.4b. Recognize simple persuasive techniques (e.g., implied claims in pictures, celebrity statements in ads).	R1C.5a. Evaluate the credibility of information and claims (e.g., misleading statements, as in “4 out of 5 dentists recommend”). R1C.5b. Analyze the reasoning in persuasive texts, and determine whether the evidence is accurate and sufficient to support the claims.	R1C.6a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. R1C.6b. Evaluate the reliability, credibility, and accuracy of information (e.g., check for missing information; identify techniques such as use of understatement/overstatement, loaded questions).
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Reading 2 (*Organization and style*): Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style. (CCR Reading 2, 3, 5, 6, 9; CCR Reading Foundations 1, 3, 4; ELP 7)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
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A. Understand text structure and development.

<p>R2A.1a. Use a few basic features of English text (<i>e.g., bold, underline</i>) to locate key information.</p>	<p>R2A.2a. Use basic features of English text (<i>e.g., orientation of text on a page, organization by sentences and paragraphs</i>) to locate key facts or information in a text.</p> <p>R2A.2b. Identify the logical sequence of sentences in a simple paragraph.</p> <p>R2A.2c. Identify common transition words (<i>e.g., first, next</i>) to follow the basic chronology of a class-generated story.</p>	<p>R2A.3a. Use basic features of English text (<i>e.g., titles, numbered lists, captions, headings</i>) to locate key facts or information in a text.</p> <p>R2A.3b. Identify the logical organization of ideas in a text.</p> <p>R2A.3c. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>R2A.4a. Use features of English text (<i>e.g., titled sections, connected narrative, lines of poetry, multiple columns</i>) to locate key information or navigate a text.</p> <p>R2A.4b. Explain the development of events or ideas in a nonfiction text, including what happened and why, based on evidence in the text.</p> <p>R2A.4c. Describe and use the overall structure (<i>e.g., chronology, comparison, cause/effect, problem/solution</i>) to understand the relationship among events, ideas, concepts, or information in a text.</p>	<p>R2A.5a. Use features of English text (<i>e.g., icons, electronic menus, tables of contents, indexes</i>) to locate key information or navigate a text.</p> <p>R2A.5b. Describe the relationship between a series of events, ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>R2A.5c. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>R2A.5d. Analyze how a text makes connections and distinctions among individuals, ideas, or events (<i>e.g., through comparisons, analogies, or categories</i>).</p>	<p>R2A.6a. Use various features of English text (<i>e.g., glossaries, sidebars</i>) and search tools (<i>e.g., key words, hyperlinks</i>) to locate information or navigate a text.</p> <p>R2A.6b. Determine a theme, central idea, or conclusion of a text, and analyze in detail its development over the course of the text, citing specific details.</p> <p>R2A.6c. Analyze the structure an author uses to organize a text, including how major sections, particular paragraphs, or sentences contribute to the whole and to the development of the ideas.</p> <p>R2A.6d. Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure helps to make points clear and convincing.</p> <p>R2A.6e. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
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Reading 2 (*Organization and style*): Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style. (CCR Reading 2, 3, 5, 6, 9; CCR Reading Foundations 1, 3, 4; ELP 7)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
B. Recognize style and register.					
	R2B.2a. Notice differences between written and spoken language.	R2B.3a. Demonstrate awareness of differences between informal and formal text/language use, and the use of language to convey level of formality or importance.	R2B.4a. Identify the use of language to create an emotion or effect. R2B.4b. Explain the purpose of specific examples of an author's use of imagery.	R2B.5a. Analyze the impact of specific word choice on meaning and tone. R2B.5b. Identify and explain the effects of common literary techniques used within a text (<i>e.g., metaphor, analogy, repetition</i>).	R2B.6a. Identify the use of language to express a unique voice. R2B.6b. Analyze the effects of common literary techniques used within a text (<i>e.g., flashback, rhetorical questions, symbolism</i>).

Reading 3 (Components of English): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to read and interpret written English. (CCR Reading 4; CCR Reading Foundations 1, 3; CCR Language 3, 5, 6; ELP 8; MA 2)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
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A. Decode English print.

<p>R3A.1a. Demonstrate phonemic awareness by isolating initial and final consonant sounds and manipulating sounds in words.</p> <p>R3A.1b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>R3A.1c. Recognize one-to-one letter-sound correspondences for vowels and consonants and distinguish them in minimal pairs (e.g., <i>him</i> vs. <i>his</i>, <i>bed</i> vs. <i>bad</i>).</p> <p>R3A.1d. Tap or scoop syllables to decode words (e.g., <i>fam/i/ly</i>, <i>moth/er</i>).</p>	<p>R3A.2a. Manipulate English sounds by moving letters.</p> <p>R3A.2b. Recognize long vowel sounds with silent <i>e</i>.</p> <p>R3A.2c. Recognize some short-vowel syllable patterns in print (e.g., <i>-at</i>, <i>-an</i>)</p> <p>R3A.2d. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>old/er</i>, <i>work/er</i>, <i>job/s</i>, <i>un/happy</i>).</p> <p>R3A.2e. Recognize phonetically regular high-frequency words with multiple syllables (e.g., <i>family</i>).</p>	<p>R3A.3a. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>R3A.3b. Recognize sounds associated with consonants, including those with alternative sounds (e.g., <i>/sit/</i>; <i>/ads/</i>).</p> <p>R3A.3c. Recognize short-vowel syllable patterns (e.g., <i>-in</i>, <i>-op</i>, <i>-et</i>).</p> <p>R3A.3d. Recognize and use frequently occurring affixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>-est</i>, <i>-ing</i>, <i>-ful</i>, <i>-tion</i>) as a clue to the meaning of a word.</p> <p>R3A.3e. Identify base words and common inflections (e.g., <i>dish/dishes</i>, <i>looks/looked/looking</i>).</p> <p>R3A.3f. Recognize phonetically regular and some irregular high-frequency words.</p>	<p>R3A.4a. Recognize high-frequency consonant digraphs (e.g., <i>sh-</i>, <i>th-</i>), blends (e.g., <i>bl-</i>, <i>gr-</i>, <i>sm-</i>) and silent consonants (e.g., <i>-lk</i>, <i>wr-</i>, <i>kn-</i>).</p> <p>R3A.4b. Recognize common syllable patterns in two- and three syllable words (e.g., <i>short vowels</i>, <i>long vowels</i>, <i>r-controlled</i>, <i>diphthongs</i>).</p> <p>R3A.4c. Use understanding of English morphology (prefixes, roots, and suffixes) to identify meaning of new vocabulary.</p> <p>R3A.4d. Recognize most irregular high-frequency words (e.g., <i>would</i>, <i>again</i>).</p>	<p>R3A.5a. Use common Greek or Latin affixes and roots (e.g., <i>anti-</i>, <i>cardio-</i>; <i>act</i>, <i>form</i>; <i>-cracy</i>, <i>-logy</i>) as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>R3A.5b. Recognize syllable patterns/types (e.g., <i>closed syllable</i>, <i>open syllable</i>, <i>r-controlled</i>, <i>-Cle</i>, <i>VCe</i>, <i>vowel digraphs/diphthongs</i>).</p>	<p>R3A.6a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to accurately read unfamiliar multisyllabic words in context and out of context.</p>
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B. Comprehend and expand reading vocabulary.

<p>R3B.1a. With support (including context and visual aids), read and comprehend common high-frequency sight words (<i>e.g., and, me, about, they</i>) and abbreviations (<i>e.g., a.m., St.</i>).</p>	<p>R3B.2a. Relying on context, questioning, and knowledge of cognates, recognize and use frequently occurring words, simple phrases, and formulaic expressions.</p> <p>R3B.2b. Identify patterns and categorize words, as in word sorts (<i>e.g., days of the week, foods, numbers</i>).</p> <p>R3B.2c. Recognize cognates to predict meaning of new words (<i>e.g., proyecto/ project</i>).</p>	<p>R3B.3a. Acquire and accurately use conversational and common academic words and phrases (<i>e.g., In conclusion, On the other hand</i>).</p> <p>R3B.3b. Develop vocabulary, including common antonyms (<i>e.g., open/close</i>), synonyms (<i>e.g., wash/clean</i>), and homonyms (<i>e.g., there/their/they're</i>).</p> <p>R3B.3c. Distinguish the literal and nonliteral meanings of common words and phrases in context (<i>e.g., take steps</i>).</p>	<p>R3B.4a. Acquire and accurately use general, common academic (<i>e.g., strategy, claim, result</i>) and domain-specific words and phrases in a subject-based text.</p> <p>R3B.4b. Interpret high-frequency idioms, expressions, phrasal verbs, and/or collocations (<i>e.g., knock on wood, make the bed</i>).</p> <p>R3B.4c. Develop vocabulary, including word families (<i>e.g., invest, investor, investment</i>).</p> <p>R3B.4d. Distinguish between literal and figurative language (<i>e.g., My job stinks</i>).</p>	<p>R3B.5a. Acquire and accurately use general, academic (<i>e.g., approach, overview, focus</i>) and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.</p> <p>R3B.5b. Develop vocabulary, including transition words, homographs (<i>e.g., fine, object, tear</i>), and some common idiomatic expressions or collocations (<i>e.g., running late, face the consequences</i>).</p> <p>R3B.5c. Interpret the meaning of words and phrases as they are used in a text, including figurative language, metaphors, and similes.</p> <p>R3B.5d. Determine the meaning of words and phrases that signal contrast, addition, and other logical relationships (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>R3B.6a. Acquire and accurately use general, academic (<i>e.g., concept, context, assumption</i>) and domain-specific words and phrases, sufficient for reading at the college and career-readiness level.</p> <p>R3B.6b. Determine the meaning of words and phrases as they are used in a text, including figurative, denotative, and technical meanings.</p> <p>R3B.6c. Distinguish and interpret shades of meaning:</p> <ul style="list-style-type: none"> • among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>) • among verbs differing in manner (<i>e.g., look, glance, stare</i>) • among adjectives differing in intensity (<i>e.g., large, gigantic</i>).
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C. Use grammar knowledge to comprehend meaning.

<p>R3C.1a. With support, recognize a small number of frequently occurring nouns and verbs and syntactically simple sentences.</p>	<p>R3C.2a. Understand the differences in meaning between simple present and present continuous tense.</p> <p>R3C.2b. Recognize and use a small number of frequently</p>	<p>R3C.3a. Understand the differences in meaning of the present, present continuous, future, and past tenses.</p> <p>R3C.3b. Recognize frequently occurring verbs,</p>	<p>R3C.4a. Understand the differences in meaning for the simple and continuous verb tenses and simple modals.</p> <p>R3C.4b. Recognize and use intermediate function</p>	<p>R3C.5a. Understand the differences in meaning for the continuous and perfect verb tenses and forms, and modals.</p> <p>R3C.5b. Employ understanding of</p>	<p>R3C.6a. Understand the differences in meaning for most verb tenses and forms, and active/passive voice.</p> <p>R3C.6b. Recognize and use advanced function</p>
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<p>R3C.1b. Understand that word order affects meaning (<i>the girl likes apples vs. apples like the girl</i>).</p>	<p>occurring nouns, noun phrases, verbs, and basic function words: pronouns, articles, prepositions, and conjunctions (<i>e.g., he, a/an, in, but, because, is</i>).</p> <p>R3C.2c. Locate direct pronoun referents (<i>e.g., <u>Nami</u> has a job. <u>She</u> works at the hospital.</i>).</p> <p>R3C.2d. Employ understanding of grammatical features found in common environmental print (<i>e.g., imperatives: Don't walk, Buy now!</i>).</p>	<p>nouns, adjectives, adverbs, prepositions, and conjunctions.</p> <p>R3C.3c. Employ understanding that grammatical features may differ by formality of text (<i>e.g., dropped subject pronouns in personal email: "Hope you saw my text."</i>).</p>	<p>words: pronouns, prepositions, conjunctions, auxiliary verbs (<i>e.g., that, since, have, was</i>).</p> <p>R3C.4c. Locate indirect pronoun referents.</p> <p>R3C.4d. Employ understanding of grammatical features (<i>e.g., passive voice</i>) commonly found in informational news articles.</p>	<p>grammatical features (<i>e.g., nominalizations</i>) and sentence frames (<i>e.g., This is significant because . . .</i>) found in academic text.</p>	<p>words: pronouns, prepositions, conjunctions, auxiliary verbs (<i>e.g., which, in spite of, although, neither/nor, would</i>).</p> <p>R3C.6c. Employ understanding of grammatical features (<i>e.g., complex noun phrases</i>) and sentence frames (<i>e.g., Evidence suggests that . . .</i>) commonly found in academic text.</p>
<p>D. Use understanding of English conventions to comprehend meaning.</p>					
<p>R3D.1a. Recognize conventions of print (<i>e.g., reading left to right and top to bottom, word and sentence boundaries</i>) and orient page correctly before reading.</p> <p>R3D.1b. Recognize the distinguishing features of a sentence (<i>e.g., first word, capitalization, ending punctuation</i>).</p>	<p>R3D.2a. Use capitalization and punctuation cues to aid comprehension (<i>e.g., end punctuation, capital at beginning of sentence</i>).</p>	<p>R3D.3a. Use capitalization and punctuation cues to aid comprehension (<i>e.g., apostrophe for possession and contraction, commas used in a series, quotation marks</i>).</p>	<p>R3D.4a. Use common punctuation cues to aid comprehension (<i>e.g., commas separating phrases/clauses; parentheses</i>).</p>	<p>R3D.5a. Use a range of punctuation cues to aid comprehension (<i>e.g., semicolons, colons</i>).</p>	<p>R3D.6a. Recognize and use all forms of punctuation (<i>e.g., ellipses, dashes</i>) to aid comprehension.</p>

Reading 4 (Use of effective strategies): Use a variety of reading strategies appropriate to the reading purpose and type of text. (CCR Language 4; MA 3)					
ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
A. Use pre-reading strategies.					
R4A.1a. Preview pictures related to a text. R4A.1b. Make predictions about content of a text based on pictures or prior knowledge of the context (e.g., scoreboard, bus stop signs).	R4A.2a. Preview key vocabulary. R4A.2b. Make predictions about content based on text type (e.g., label, form), title, graphics, and prior knowledge of the topic or reading context.	R4A.3a. Preview the title, key vocabulary, and section headings. R4A.3b. Make predictions or ask questions based on text type, title, captions, and/or prior knowledge of the topic or reading context.	R4A.4a. Preview key sections of the text (e.g., advanced organizers, headings, author biography). R4A.4b. Make predictions or ask questions based on text type, headings, opening sentences, and/or prior knowledge of the topic or reading context.	R4A.5a. Preview key sections of the text (e.g., heading(s), first sentences of paragraphs), and chapter review questions in academic texts. R4A.5b. Make predictions or ask questions based on text type, literary genre, and/or prior knowledge of the topic or reading context.	R4A.6a. Preview the conclusions of articles and reports, and citations of interest. R4A.6b. Make predictions or ask questions based on the literary genre, author, type of publication, and/or prior knowledge of the topic or reading context.
B. Use reading strategies.					
R4B.1a. Ask simple questions to guide reading (e.g., <i>Where is the price?</i>). R4B.1b. Reread to clarify meaning. R4B.1c. Use context to confirm or self-correct word recognition and comprehension.	R4B.2a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. R4B.2b. Compare English to first language (e.g., cognates, grammar, sounds, morphology). R4B.2c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, workplace, notebook). R4B.2d. Scan to extract relevant information from a simple text.	R4B.3a. Use sentence-level context as a clue to the meaning of a word or phrase. R4B.3b. Read ahead to get meaning from context. R4B.3c. Think aloud (verbalize thoughts) and visualize while reading (e.g., ask questions while reading, visualize the characters or scenes). R4B.3d. Use a placeholder word (e.g., "something") for an unknown word and continue reading.	R4B.4a. Focus on units or chunks of meaning rather than on individual words. R4B.4b. Use context clues to derive meaning of words with multiple meanings. R4B.4c. Adjust reading rate depending on the purpose (e.g., reading for detail vs. for general idea). R4B.4d. Make simple text markings (e.g., noting personal reactions/questions) to support text comprehension and analysis.	R4B.5a. Identify and search for key words. R4B.5b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to meaning. R4B.5c. Ask and answer questions about the text (e.g., turning subheads into questions). R4B.5d. Mark text and/or make notes to support recall or highlight key points and evidence.	R4B.6a. Ask and answer higher-order questions to guide/assess reading (e.g., <i>Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?</i>). R4B.6b. Take notes while reading (e.g., respond in the margins, outline) to support comprehension and thinking.

Reading 4 (Use of effective strategies): Use a variety of reading strategies appropriate to the reading purpose and type of text. (CCR Language 4; MA 3)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
		R4B.3e. Make simple text markings (<i>e.g., highlighting key words, underlining unknown words</i>) to note where to revisit text.	R4B.4e. Use text aids (<i>e.g., margin notes, illustrations, glossary, etc.</i>) to support comprehension.	R4B.5e. Skim to determine relevance of text to one's interests and questions.	
C. Use post-reading strategies.					
R4C.1a. Reread to check comprehension. R4C.1b. Retell the main idea of a text.	R4C.2a. Reread to clarify meaning. R4C.2b. With support, identify what is understood and not understood.	R4C.3a. Reread and/or adjust reading pace. R4C.3b. Restate what was read to check basic comprehension.	R4C.4a. Summarize to check comprehension of what the text states explicitly.	R4C.5a. Paraphrase to check comprehension of what the text states explicitly and implicitly.	R4C.6a. Provide an objective summary of complex concepts, processes, or information by paraphrasing them in simpler but still-accurate terms.

Reading 5 (*Use of diverse media*): Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information. (CCR Reading 7; ELP 1)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
R5.1a. Use information gained from visuals (<i>e.g., pictures, illustrated maps</i>) to support comprehension.	R5.2a. Use information gained from visuals (<i>e.g., images, maps, cartoons</i>) to support comprehension. R5.2b. Use information from more than one provided print or digital source to build understanding of a topic.	R5.3a. Explain how information presented visually (<i>e.g., arrows, illustrations, thought bubbles</i>) contributes to what is conveyed by words in a text (<i>e.g., to create mood, clarify sequence, emphasize aspects of a character or setting</i>). R5.3b. Use information from more than one print or digital source to identify differences. R5.3c. Evaluate the reliability of media sources (<i>e.g., by checking against trusted sources in native language or English</i>).	R5.4a. Interpret information presented visually, orally, or quantitatively (<i>e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages</i>) and explain how the information contributes to an understanding of the text. R5.4b. Identify, gather, and use information from multiple print or digital sources to locate an answer to a question or solve a problem. R5.4c. Evaluate the reliability of media sources (<i>e.g., by checking the date, origin, and authenticity of sources</i>).	R5.5a. Integrate information presented in different media or formats (<i>e.g., in flowcharts, graphs, diagrams, photographs, videos, web pages, or maps</i>) to develop a coherent understanding of a topic or issue. R5.5b. Gather and summarize information from varied media sources (including digital) and in varied formats (including visual and quantitative). R5.5c. Evaluate the reliability of sources (<i>e.g., by screening for generalizations and appeals to emotion</i>).	R5.6a. Synthesize, integrate, and evaluate multiple print and digital sources of information presented in different media or formats (<i>e.g., visual displays, graphs</i>) in order to develop a coherent understanding or address a question. R5.6b. Gather and synthesize information from diverse media sources, presented in diverse formats. R5.6c. Evaluate the reliability of sources (<i>e.g., look for named authors, check cited evidence</i>) and note discrepancies among them.

* Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.

Massachusetts English Language Proficiency Standards for Adult Education: Writing

These revised ESOL standards capture the key concepts outlined in three core source documents: the 2005 [Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages](#), the 2013 [College and Career Readiness Standards for Adult Education](#) (CCRSAE), and the 2016 OCTAE [English Language Proficiency Standards for Adult Education](#). They are also informed by the 2017 [Oregon Adult Learning Standards](#). The revised standards collectively reflect the range of skills that prepare English language learners to meet the rigor of the CCRSAE.

Writing Strand	
Standards	Threads
<p>Writing 1 (<i>Focus on meaning</i>): Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p> <p>Referring standards: <i>CCR Writing 1, 2, 3, 4, 7, 8, 9; ELP 2, 3, 4, 5, 6, 7; MA 1</i></p>	<p>A. Use writing to carry out academic and real-world tasks. B. Create meaning in increasingly complex texts. C. Construct written arguments.</p>
<p>Writing 2 (<i>Organization and style</i>): Employ text structure and style that clearly conveys development of ideas.</p> <p>Referring standards: <i>CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7</i></p>	<p>A. Organize writing. B. Develop ideas. C. Use appropriate style and register.</p>
<p>Writing 3 (<i>Components of English</i>): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English.</p> <p>Referring standards: <i>CCR Language 1, 2, 5, 6; ELP 10; MA 2</i></p>	<p>A. Encode English print. B. Use and expand written vocabulary. C. Use grammar accurately to convey meaning. D. Use conventions of standard English to convey meaning.</p>
<p>Writing 4 (<i>Use of effective strategies</i>): Use a variety of writing strategies appropriate to the writing purpose and type of text.</p> <p>Referring standards: <i>CCR Writing 5; ELP 2; MA 3</i></p>	<p>A. Use pre-writing strategies. B. Use writing strategies. C. Use revision and editing strategies.</p>
<p>Writing 5 (<i>Use of diverse media</i>): Evaluate and use diverse media, including the internet, to collaborate with others, and produce, publish, and enhance original writing.</p> <p>Referring standards: <i>CCR Writing 6, 8; ELP 3</i></p>	

Writing 1 (Focus on meaning): Produce clear and coherent writing to create increasingly complex texts for a variety of purposes. (CCR Writing 1, 2, 3, 4, 7, 8, 9; ELP 2, 3, 4, 5, 6, 7; MA 1)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
A. Use writing to carry out academic and real-world tasks.					
<p>W1A.1a. With support and a model, write basic personal information, such as:</p> <ul style="list-style-type: none"> • name, address, and phone number • lists of highly relevant words, such as family roles • labels on images (e.g., family photos, jobs). <p>W1A.1b. Copy or write answers to simple information or opinion questions to share thoughts and to build knowledge of print and of how English works.</p> <p>W1A.1c. Contribute to a class-generated text, drawing on L1 and oral contributions as needed.</p>	<p>W1A.2a. Write simple information related to everyday personal tasks (e.g., lists, forms, notes), such as:</p> <ul style="list-style-type: none"> • steps in a simple process • simple tables with class-generated information • simple notes (e.g., a child’s school absence note, birthday greeting on a card, a do not park here note) • simple text messages. <p>W1A.2b. Write short, descriptive personal texts (e.g., list of family members, photo captions, birthday greetings) to share information and to build knowledge and awareness of text types.</p> <p>W1A.2c. Write short answers to questions about a text, using the text as reference.</p>	<p>W1A.3a. Write simple informational texts that require short explanations, such as:</p> <ul style="list-style-type: none"> • driving directions or a simple procedure • information on an authentic or only slightly modified form (e.g., job application) • notes (e.g., to a supervisor about a machine not working) • simple digital communication (e.g., text messages, personal email). <p>W1A.3b. Write simple narrative, expository (e.g., paraphrased facts, event description), and literary (e.g., simple poems, short prose) texts to reflect on and describe experiences and observations, and to build awareness of writing as a thinking tool.</p> <p>W1A.3c. With support, participate in short shared research projects to answer a question, contributing information from reading or experience.</p>	<p>W1A.4a. Write elaborated informational texts, such as:</p> <ul style="list-style-type: none"> • paper or online forms (e.g., medical history, employment application) • a short autobiographical narrative • simple diagrams and maps (e.g., a work process; a map to one’s home) • digital texts (e.g., shared class Google form; social media posts) • informational flyer about an event • responses to short-answer question prompts • multistep directions. <p>W1A.4b. Write a range of narrative, expository, persuasive (e.g., blogs, advocacy letters), and literary texts to consider multiple perspectives, develop informed opinions, and begin expressing a writer’s voice.</p> <p>W1A.4c. Carry out short shared research projects to answer a question by:</p> <ul style="list-style-type: none"> • noting information from provided print and digital sources and personal experience 	<p>W1A.5a. Write texts that require summarizing information and making a point with evidence, such as:</p> <ul style="list-style-type: none"> • letter or online form disputing a parking ticket • workplace self-assessment • response to essay-question prompts • digital texts (e.g., online course discussion boards) • academic essay describing historical or current events. <p>W1A.5b. Write a broad range of narrative, expository, persuasive, and literary texts to weigh arguments, build knowledge, and summarize learning.</p> <p>W1A.5c. Carry out short individual or shared research projects to answer a question by:</p> <ul style="list-style-type: none"> • noting information from print and digital sources • developing a hypothesis • summarizing data and paraphrasing key information • citing sources. 	<p>W1A.6a. Write a range of texts that require synthesis of information, such as:</p> <ul style="list-style-type: none"> • an appeal to a decision (e.g., about a child’s class placement at school or a disciplinary letter at work) • college application essay or scholarship personal statement • forms, tables, graphs, diagrams, and maps (e.g., interview information categorized in a table, a graph of class attendance data) • expository paper that cites multiple sources • multistep procedures to carry out experiments, take measurements, or perform a technical task. <p>W1A.6b. Write a range of academic and technical (e.g., research summaries) and literary (e.g., poetry and prose) texts to build broad knowledge, prepare academically, and develop thinking.</p> <p>W1A.6c. Conduct sustained individual research projects using several sources to answer a question or build knowledge by:</p>

Writing 1 (Focus on meaning): Produce clear and coherent writing to create increasingly complex texts for a variety of purposes. (CCR Writing 1, 2, 3, 4, 7, 8, 9; ELP 2, 3, 4, 5, 6, 7; MA 1)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
			<ul style="list-style-type: none"> categorizing and labeling collected information listing sources. 		<ul style="list-style-type: none"> synthesizing and integrating information from multiple print and digital sources quoting or paraphrasing the data and conclusions of others while avoiding plagiarism checking that information is accurate and that sources are credible and cited.

B. Create meaning in increasingly complex texts.

<p>W1B.1a. Identify purposes for writing (<i>e.g., to inform or request information</i>) and types of text (<i>e.g., forms, lists, letters, text messages</i>).</p> <p>W1B.1b. Sequence words and/or pictures to convey ideas.</p> <p>W1B.1c. Copy a simple sentence based on a model by writing, or typing letters on a keyboard.</p>	<p>W1B.2a. With the support of models, determine a writing purpose.</p> <p>W1B.2b. With support of a stem or model, write or type personally relevant words and simple sentences.</p> <p>W1B.2c. Label and sequence pictures.</p>	<p>W1B.3a. Determine a writing purpose (<i>i.e., to answer, explain, or describe something</i>).</p> <p>W1B.3b. Describe in writing people, places, things, and events with relevant details, expressing ideas and feelings.</p> <p>W1B.3c. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details.</p>	<p>W1B.4a. Determine a writing purpose—what the reader should know or do.</p> <p>W1B.4b. Write short narratives describing actions, thoughts, and feelings, or recounting a short sequence of events.</p> <p>W1B.4c. Explore a theme or central idea.</p> <p>W1B.4d. Respond in writing to other texts, making connections among and distinctions between ideas or events.</p>	<p>W1B.5a. Identify how purpose and audience will affect content and organization.</p> <p>W1B.5b. Explore a point of view, considering other perspectives.</p> <p>W1B.5c. Respond in writing to various texts, expressing agreement or disagreement, posing questions, or elaborating.</p> <p>W1B.5d. Choose appropriate words and phrases (including those with figurative, connotative, and technical meanings) to support the writing purpose.</p>	<p>W1B.6a. Identify how the reader’s purpose relates to the writer’s purpose for writing, and critically consider how to adjust (<i>e.g., a website requests personal information one doesn’t want to share; an online form limits length of response; an employer asks for cover letter naming last three jobs while applicant wants to list most impressive experience</i>).</p> <p>W1B.6b. Elaborate on complex ideas, both one’s own and others’.</p> <p>W1B.6c. Express abstract ideas in a way that is accessible to the reader.</p>
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Writing 1 (Focus on meaning): Produce clear and coherent writing to create increasingly complex texts for a variety of purposes. (CCR Writing 1, 2, 3, 4, 7, 8, 9; ELP 2, 3, 4, 5, 6, 7; MA 1)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
C. Construct written arguments.					
W1C.1a. With support and a stem or model, write a sentence expressing a like or dislike.	W1C.2a. Express in a sentence a simple opinion about a familiar topic, experience, or event and give a reason for the opinion.	W1C.3a. Use a few connected sentences to state an opinion or construct a claim and explain the reasoning to support that claim.	W1C.4a. Write short opinion pieces (paragraph length) on topics or texts. W1C.4b. Express a clear point of view with reasons and evidence to support particular points.	W1C.5a. Write arguments to support claims with clear, logically ordered reasons and evidence from literary or informational texts. W1C.5b. Cite sources appropriately, using a specified style.	W1C.6a. Write arguments to support claims with logical reasoning and sufficient, relevant, organized evidence. W1C.6b. Acknowledge alternate or opposing claims; develop claim(s) and counterclaims fairly, supplying evidence while pointing out strengths and limitations in a manner that anticipates the audience's knowledge level and concerns. W1C.6c. Use and cite accurate, credible sources.

Writing 2 (Organization and style): Employ text structure and style that clearly conveys development of ideas. (CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
A. Organize writing.					
<p>W2A.1a. With support and a stem or model, organize words logically to present ideas and information in a sentence.</p> <p>W2A.1b. Provide an opening that introduces the subject (<i>e.g., The man, Maria</i>).</p> <p>W2A.1c. With support and a stem or model, connect two words or phrases with a linking word (<i>e.g., and, or</i>).</p>	<p>W2A.2a. Organize words logically in a sentence to convey an idea or information.</p> <p>W2A.2b. Write a relevant opening and closing in written communication.</p> <p>W2A.2c. Use simple linking words to show how two words or ideas are connected (<i>e.g., and, but, or</i>).</p>	<p>W2A.3a. Organize ideas and evidence in a logical order in a short, simple paragraph focused on a single topic that includes a topic sentence; one or two reasons, details, or examples; and a concluding sentence.</p> <p>W2A.3b. Provide a relevant introductory sentence that frames the rest of the paragraph’s content, and a simple concluding statement.</p> <p>W2A.3c. Use linking words and phrases (<i>e.g., also, another, and, more, but, before/now, first/second</i>) to connect ideas.</p>	<p>W2A.4a. Introduce a topic and group the related information or details together; include illustrations when useful for aiding comprehension.</p> <p>W2A.4b. Provide an introductory statement related to the information or explanation to be presented and a concluding statement that provides a sense of closure.</p> <p>W2A.4c. Link ideas within a paragraph and within categories of information using words and phrases (<i>e.g., another, for example, also, because</i>).</p> <p>W2A.4d. Consider goals for a particular text in order to make decisions about composing and organizing the text.</p>	<p>W2A.5a. Introduce a topic clearly and group the related information into paragraphs and sections; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful for aiding comprehension.</p> <p>W2A.5b. Provide an introductory statement (in a paragraph) or a short section (in a paper) that signals the information or explanation to be presented.</p> <p>W2A.5c. Provide a concluding statement (in a paragraph) or short section (in a paper) that follows from and supports the information or explanation previously presented.</p> <p>W2A.5d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in a text.</p>	<p>W2A.6a. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, compare/contrast, and cause/effect; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., charts, tables</i>), and multimedia when useful for aiding comprehension.</p> <p>W2A.6b. Provide a well-developed introductory section that signals the information or explanation to be presented (<i>e.g., the implications or significance of the topic</i>).</p> <p>W2A.6c. Provide a well-developed concluding section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>).</p> <p>W2A.6d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

Writing 2 (Organization and style): Employ text structure and style that clearly conveys development of ideas. (CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
B. Develop ideas.					
W2B.1a. Order pictures and/or words to create a simple story.	W2B.2a. Use a time line and write, in order, several events in one’s personal life experience.	W2B.3a. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. W2B.3b. Develop a topic with facts, definitions, and details.	W2B.4a. Write informative/explanatory texts that examine a topic and convey ideas and information clearly. W2B.4b. Develop a topic with facts, definitions, details, or other information and examples related to the topic.	W2B.5a. Write informative/explanatory texts that examine a topic and convey ideas, concepts, and information with a clear organization that highlights and connects key ideas. W2B.5b. Develop a topic with relevant facts, concrete details, quotations, or examples to elaborate points.	W2B.6a. Write informative/explanatory texts that examine a topic and convey ideas, concepts, and information with a clear organization that supports the reader in following, connecting, and analyzing the ideas presented. W2B.6b. Develop a topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; apt quotations, or other information appropriate to the audience’s knowledge of the topic.
C. Use appropriate style and register.					
	W2C.2a. Notice use of both informal and formal writing in English and its relationship to writing purpose and audience (<i>e.g., text message to family member vs. note to child’s teacher</i>).	W2C.3a. Adapt language choices (<i>e.g., content, word choice, and formality</i>) to the task and audience. W2C.3b. Demonstrate emerging use of both informal and formal language, depending on task and audience.	W2C.4a. Adapt language choices (<i>e.g., length of text, level of detail</i>) according to task and situation, so that readers remain engaged. W2C.4b. Use common rhetorical devices to create an effect (<i>e.g., rhetorical question, simile</i>). W2C.4c. Adopt a style that expresses the message simply, clearly, and convincingly.	W2C.5a. Adapt language choices appropriate to the context (pragmatics), including cultural expectations and the relationship between writer and reader(s). W2C.5b. Use a variety of rhetorical devices to create an effect (<i>e.g., analogy, figurative language</i>). W2C.5c. Adopt a style that keeps the reader engaged and interested.	W2C.6a. Adapt language choices appropriate to the formality or seriousness of the situation, to academic and cultural expectations, and to the relationship between writer and reader(s). W2C.6b. Choose among a range of rhetorical devices to create an effect (<i>e.g., metaphor, repetition, symbolism</i>). W2C.6c. Adopt a style that expresses a unique voice and that demonstrates individual

Writing 2 (Organization and style): Employ text structure and style that clearly conveys development of ideas. (CCR Writing 2, 4; CCR Language 3; ELP 2, 3, 6, 7)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
			W2C.4d. Express an independent voice by conveying one’s own ideas.	W2C.5d. Establish and maintain a consistent voice throughout a text. W2C.5e. Choose language that expresses ideas concisely, eliminating wordiness and redundancy.	thinking, insight, and interest in the topic. W2C.6d. Establish and maintain an objective tone and formal style and register in academic writing. W2C.6e. Produce varied sentence patterns for listener interest.

Writing 3 (Components of English): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English. (CCR Language 1, 2, 5, 6; ELP 10; MA 2)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
A. Encode English print.					
<p>W3A.1a. Form numbers and upper- and lowercase letters legibly.</p> <p>W3A.1b. With support, copy simple, phonetically regular words (<i>e.g., man, sit</i>).</p> <p>W3A.1c. With support, copy or spell some simple sight words correctly (<i>e.g., who, goes, people</i>).</p>	<p>W3A.2a. Sound out words following basic phonetic rules, and employ spelling patterns (<i>e.g., word families, position-based spelling</i> [“i before e”], <i>syllable patterns, ending rules</i>) in writing and editing words.</p>	<p>W3A.3a. Spell a variety of familiar single and multisyllabic words and common abbreviations, employing phonemic awareness, spelling conventions, and generalized spelling patterns (<i>e.g., doubling consonants, silent e</i>).</p> <p>W3A.3b. Use conventional U.S. format to write out dates (<i>e.g., Nov. 7 or 11/7/18 rather than 7 Nov or 7/11/18</i>).</p>	<p>W3A.4a. Demonstrate some control over spelling conventions, word families, common spelling patterns (<i>e.g., vowel digraphs, dropping final e before -ed or -ing, -tion</i>).</p> <p>W3A.4b. Apply spelling patterns and rules to spell words with silent consonants (<i>e.g., walk, know, write</i>) and consonant digraphs (<i>e.g., phone, when, tough</i>).</p>	<p>W3A.5a. Apply conventional spelling rules and understand inflections to spell accurately.</p> <p>W3A.5b. Use specialized, discipline-specific acronyms (<i>e.g., CNA, ESL, CDL, LPN</i>).</p> <p>W3A.5c. Apply knowledge of simple homographs (<i>e.g., tire, present, bark</i>).</p>	<p>W3A.6a. Use knowledge of a range of syllable patterns, roots (<i>e.g., morph, ortho, path, rad, homo</i>) and affixes (<i>e.g., bio-, hydro-, -cracy, -ectomy</i>) to spell specialized words.</p> <p>W3A.6b. Apply knowledge of common homographs and homophones.</p>
B. Use and expand written vocabulary.					
<p>W3B.1a. Use familiar and personally relevant vocabulary related to immediate needs (<i>e.g., personal information</i>).</p>	<p>W3B.2a. Use everyday vocabulary related to personal information, experiences, and needs, including common nouns, verbs, adjectives, articles, and prepositions.</p> <p>W3B.2b. Use understanding of simple suffixes (<i>e.g., -ing, the plural “s,” negative contractions</i>) to form words.</p>	<p>W3B.3a. Use everyday vocabulary related to personal goals, topics of interest, and the daily demands of home, school, work, and community, and some academic vocabulary.</p> <p>W3B.3b. Correctly use some commonly confused verbs (<i>e.g., do/make, say/tell, bring/take</i>).</p> <p>W3B.3c. Begin to use roots and affixes to spell words (<i>e.g., un-, re-, port, view, -ful, -ly</i>).</p>	<p>W3B.4a. Use everyday, academic, and some specialized vocabulary to convey precision and detail in texts.</p> <p>W3B.4b. Use expanded vocabulary that includes abstract nouns (<i>e.g., community, luck, diversity</i>) and some common idiomatic expressions (<i>e.g., take care of, count on</i>).</p> <p>W3B.4c. Correctly use frequently confused words (<i>e.g., to, too, two; there, their, they’re</i>).</p>	<p>W3B.5a. Use general academic vocabulary (<i>e.g., conclusion, hypothesis, strategy</i>) and domain-specific words and phrases common to an area of interest or field of study (<i>e.g., batting average, age-appropriate, global warming</i>).</p> <p>W3B.5b. Demonstrate varied and effective word choice, including some figurative language (<i>e.g., house vs. home; rings a bell</i>).</p> <p>W3B.5c. Use precise language (<i>e.g., smell vs.</i></p>	<p>W3B.6a. Draw from a store of everyday, academic, and specialized vocabulary that includes words needed to convey precision and abstract ideas.</p> <p>W3B.6b. Demonstrate control over nuance and shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>).</p> <p>W3B.6c. Employ figurative language, including similes and metaphors, in context.</p> <p>W3B.6d. Distinguish between the denotative and</p>

Writing 3 (Components of English): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English. (CCR Language 1, 2, 5, 6; ELP 10; MA 2)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
			<p>W3B.4d. Use common phrasal verbs (<i>e.g., look for, go away, give in</i>).</p> <p>W3B.4e. Use common roots (<i>e.g., cycl, form, ped</i>) and affixes (<i>e.g., anti-, inter-, intra-, post-, -able, -less, -tion</i>) to construct multisyllabic words.</p>	<p><i>scnt, I should go vs. I have to go</i>) and academic vocabulary (<i>e.g., articulate vs. explain</i>).</p> <p>W3B.5d. Distinguish between the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>) and use them appropriately in writing.</p> <p>W3B.5e. Use prefixes and suffixes to build words that express abstract concepts (<i>e.g., micro-, trans-, -ness, -cracy, -ism</i>).</p>	<p>connotative meaning of words and use them appropriately in writing.</p> <p>W3B.6e. Use verbs that differ in nuance (<i>e.g., look, peek, glance, stare, glare, scowl</i>) and adjectives that differ in intensity (<i>e.g., large, gigantic</i>) to convey shades of meaning.</p> <p>W3B.6f. Use knowledge of syllable patterns, roots (<i>e.g., bio, funct</i>), and prefixes and suffixes (<i>e.g., semi-, quad-, -ologist, -ician</i>) to construct multisyllabic words.</p>

C. Use grammar accurately to convey meaning.

<p>W3C.1a. Follow highly structured models and sentence stems to communicate an idea in writing that uses a few basic elements of grammar, such as:</p> <ul style="list-style-type: none"> • simple present • affirmative and negative verbs • singular and plural nouns with matching verbs • common nouns and subject pronouns (<i>e.g., home, bus, I, they</i>), a few question words. 	<p>W3C.2a. Show knowledge of simple learned patterns to create subject-predicate statements (<i>e.g., affirmative sentences, formulaic questions</i>) that include basic elements of grammar, such as:</p> <ul style="list-style-type: none"> • present continuous tense • some high-frequency verbs to convey a sense of the past and present • personal, possessive, and indefinite pronouns (<i>e.g., I, me, my; they, them, their; anyone,</i> 	<p>W3C.3a. Show knowledge of basic grammar to construct simple sentences (including negative sentences and questions), such as:</p> <ul style="list-style-type: none"> • verbs to convey a sense of past, present, and future • adjectives, prepositions (<i>e.g., during, beyond, toward</i>), possessives, common irregular past tense verbs, negation of continuous and perfect tenses • regular and irregular plural nouns 	<p>W3C.4a. Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences, including irregular and some complex grammar structures, such as:</p> <ul style="list-style-type: none"> • irregular past, present perfect • abstract nouns (<i>e.g., childhood</i>), relative pronouns (<i>e.g., who, whose, which, that</i>) • relative adverbs (<i>e.g., where, when, why</i>) • prepositional phrases (<i>e.g., at home, with me, under</i> 	<p>W3C.5a. Construct text of coherently linked simple, compound, and complex sentences that include more complex grammar structures, such as:</p> <ul style="list-style-type: none"> • pronouns in the proper case (subjective, objective, possessive) (<i>e.g., I/me/mine, we/us/ our[s], she/her/her[s]</i>) • verb tenses to convey times, sequences, states, and conditions • modals to convey various conditions • adjective order within sentences according to 	<p>W3C.6a. Construct essay-length text of coherently linked and varied sentences that demonstrates control of complex grammar to signal relationships among ideas, such as:</p> <ul style="list-style-type: none"> • perfect continuous tense, active and passive voice • verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood • a full range of subordinating conjunctions • various types of phrases (<i>e.g., noun, verb, adjectival, adverbial, participial,</i>
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Writing 3 (Components of English): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English. (CCR Language 1, 2, 5, 6; ELP 10; MA 2)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
	<p><i>everything</i>)</p> <ul style="list-style-type: none"> frequently occurring adjectives, nouns, verbs, and prepositions (e.g., <i>in, behind, over</i>) determiners (e.g., <i>demonstratives [this, those], articles</i>). 	<ul style="list-style-type: none"> collective nouns (e.g., <i>group</i>) reflexive pronouns (e.g., <i>myself, ourselves</i>) subject-verb and pronoun-antecedent agreement comparative and superlative adjectives and adverbs. 	<p><i>the desk</i>)</p> <ul style="list-style-type: none"> modals for ability (e.g., <i>can, could</i>) and suggestion (e.g., <i>should</i>) coordinating conjunctions to create compound sentences (e.g., <i>for, and, nor, but, or, yet, so—FANBOYS</i>) correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<p>conventional patterns (e.g., <i>a small red bag, not a red small bag</i>)</p> <ul style="list-style-type: none"> subordinating conjunctions, conjunctive adverbs, and other transition words to create complex sentences (e.g., <i>while, after, however</i>) a variety of dependent clauses. 	<p><i>prepositional, absolute</i>) and clauses (e.g., <i>independent, dependent; noun, relative, adverbial</i>) to convey specific meanings and add variety and interest to writing.</p>

D. Use conventions of standard English to convey meaning.

<p>W3D.1a. Begin to capitalize proper nouns (e.g., <i>names, days, and months</i>) and the pronoun “I”.</p> <p>W3D.1b. With support, begin to use standard conventions for basic punctuation to provide information (e.g., <i>to address letters and write phone numbers</i>).</p> <p>W3D.1c. Copying from a model, orient text correctly on the page or when filling out simplified forms.</p> <p>W3D.1d. Practice writing on lined paper or in digital media using correct page orientation.</p>	<p>W3D.2a. Capitalize the first words of sentences and proper nouns (e.g., <i>place names</i>).</p> <p>W3D.2b. Recognize, name, and use basic punctuation, including:</p> <ul style="list-style-type: none"> end punctuation for sentences commas in dates and to separate single words in a series commas in greetings and closings of letters. <p>W3D.2c. Use adequate spacing between letters and words for clarity of meaning and legibility.</p>	<p>W3D.3a. Capitalize proper nouns and titles, the first words of sentences, and letters in acronyms.</p> <p>W3D.3b. Recognize, name, and use basic punctuation, including:</p> <ul style="list-style-type: none"> commas to separate items in a series and phrases within a sentence apostrophes to form contractions and frequently occurring possessives. <p>W3D.3c. Use appropriate paragraph indentation, word spacing, and spacing of text on a page to enhance readability.</p>	<p>W3D.4a. Attend to capitalization, including in names of nationalities and organizations and titles of publications.</p> <p>W3D.4b. Recognize, name, and use punctuation, including:</p> <ul style="list-style-type: none"> commas and quotation marks in direct quotations and dialogue commas between independent and dependent clauses in complex sentences commas before a coordinating conjunction in a compound sentence commas to separate an introductory element from the rest of the sentence. 	<p>W3D.5a. Attend to punctuation and capitalization, including in written dialogue.</p> <p>W3D.5b. Recognize, name, and use punctuation, including:</p> <ul style="list-style-type: none"> commas, parentheses, or dashes to set off parenthetical elements ellipses to indicate omission underlining, quotation marks, or italics to indicate titles of works. <p>W3D.5c. Demonstrate control over a range of formatting conventions that enhance readability (e.g., <i>margins, word wrapping, tables, illustrations</i>).</p>	<p>W3D.6a. Use punctuation and capitalization in a standard format for citation.</p> <p>W3D.6b. Recognize, name, and use punctuation, including:</p> <ul style="list-style-type: none"> semicolons or conjunctive adverbs to link two or more closely related independent clauses colons to introduce lists or quotations ellipses or dashes to indicate a pause or break commas to separate coordinate adjectives <p>W3D.6c. Use specialized, discipline-specific formats, conventions, and embedded media.</p>
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Writing 3 (*Components of English*): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English. (CCR Language 1, 2, 5, 6; ELP 10; MA 2)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
			W3D.4c. Use simple formatting conventions that enhance readability (<i>e.g., appropriate font, sufficient white space, graphics</i>).		

Writing 4 (Use of effective strategies): Use a variety of writing strategies appropriate to the writing purpose and type of text. (CCR Writing 5; ELP 2; MA 3)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
A. Use pre-writing strategies.					
<p>W4A.1a. Discuss information, drawing on L1 as needed, or in English as skills allow.</p> <p>W4A.1b. Brainstorm words or dictate ideas to a scribe.</p>	<p>W4A.2a. Discuss information and ideas with others, drawing on L1 as needed.</p> <p>W4A.2b. Respond to simple prompts (<i>e.g., the five W questions, quotes</i>) to formulate ideas.</p> <p>W4A.2c. Jot down simple notes from oral brainstorm.</p>	<p>W4A.3a. Discuss information and ideas gleaned from reading, listening, or experience.</p> <p>W4A.3b. Use questions (<i>e.g., the five Ws</i>) to generate ideas.</p> <p>W4A.3c. Brainstorm, use idea webs, or freewrite; then prioritize ideas.</p>	<p>W4A.4a. Discuss information and ideas gleaned from a few provided sources.</p> <p>W4A.4b. Use a variety of devices to formulate ideas about a topic or consider new information and ideas, including graphic organizers (<i>e.g., flow chart, Venn diagram</i>), journals, freewriting, or outlines.</p>	<p>W4A.5a. Discuss information and ideas gleaned from diverse sources.</p> <p>W4A.5b. Use a variety of devices, including graphic organizers, journals, or freewriting, to formulate ideas.</p> <p>W4A.5c. Take simple notes from a reading or presentation to begin thinking about a topic.</p>	<p>W4A.6a. Discuss information and ideas gleaned from diverse sources, including academic lectures or texts.</p> <p>W4A.6b. Use a variety of strategies/devices appropriate to the type of text being written.</p> <p>W4A.6c. Take notes from texts or lectures to explore understanding of a topic and identify questions that fill gaps.</p>
B. Use writing strategies.					
<p>W4B.1a. Use a model of a simple sentence to express a parallel idea or write a comparable text.</p> <p>W4B.1b. Draw on L1 as needed to get words down on paper.</p> <p>W4B.1c. Consult with peers or a teacher for word choice.</p>	<p>W4B.2a. Use a model of a simple paragraph or simple documents (<i>e.g., an application form, email</i>) to write a comparable text.</p> <p>W4B.2b. Use provided sentence stems and other scaffolding devices to support putting ideas in writing, however minimally.</p>	<p>W4B.3a. Use a model of a simple multiparagraph informational or narrative text to write a comparable text.</p> <p>W4B.3b. Put ideas in writing, however unorganized.</p>	<p>W4B.4a. Use models of varied text types (<i>e.g., stories, reports, instruction manuals</i>) to write a comparable text.</p> <p>W4B.4b. Loop back and look for gaps in written text. Build on what is there by adding relevant language.</p>	<p>W4B.5a. Use models of varied genres (<i>e.g., narrative, persuasive, compare/contrast essays</i>) to write a comparable text or prepare for high-stakes purposes (<i>e.g., timed exams</i>).</p> <p>W4B.5b. Keep running notes of ideas that come up while writing that can be inserted in appropriate sections of the text.</p>	<p>W4B.6a. Use models of varied rhetorical forms (<i>e.g., argument, description, analysis</i>) to write a comparable text.</p> <p>W4B.6b. Continuously refer to notes based on reading and pre-writing activities, integrating relevant ideas into appropriate sections of the text.</p>

Writing 4 (Use of effective strategies): Use a variety of writing strategies appropriate to the writing purpose and type of text. (CCR Writing 5; ELP 2; MA 3)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
C. Use revision and editing strategies.					
<p>W4C.1a. With support, check copied writing against a model (<i>e.g., for legibility, orientation on page</i>).</p> <p>W4C.1b. Make changes with guidance and support.</p>	<p>W4C.2a. Check work for legibility and spelling.</p> <p>W4C.2b. In a collaborative group and with support of L1, identify changes required to strengthen writing and correct writing errors.</p>	<p>W4C.3a. Read aloud and record written work (<i>e.g., with mobile phone or tape recorder</i>) for later playback to check if it is understandable.</p> <p>W4C.3b. With guidance and support from peers and others, strengthen writing by focusing on a topic and meaning, responding to questions and suggestions, and adding details, evidence, or examples as needed.</p> <p>W4C.3c. Collaborate with others to revise, using models and checklist.</p> <p>W4C.3d. Use spell-check for immediate feedback on writing.</p>	<p>W4C.4a. Read aloud to hear/check phrasing and word choice.</p> <p>W4C.4b. With guidance and support from peers and others, strengthen writing as needed by planning and then responding to reader feedback.</p> <p>W4C.4c. Use tools and strategies such as guiding questions, revision checklists or outlines, or shared documents and comment features to support revision, addressing:</p> <ul style="list-style-type: none"> • simple content revisions • paragraph structure (<i>e.g., topic sentence, conclusion</i>) • type and amount of detail and textual evidence required in a situation • effective word choice (<i>e.g., synonyms, homonyms, comparatives, superlatives</i>) • fragments and run-ons. <p>W4C.4d. Use spell-check and a grammar checker for immediate feedback on writing.</p>	<p>W4C.5a. Read aloud to hear/check flow of text and sentence variety.</p> <p>W4C.5b. With some guidance and support from peers and others, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W4C.5c. Perform multiple rereadings of writing, addressing:</p> <ul style="list-style-type: none"> • how well purpose, audience, clarity, and reasoning have been addressed • provision of relevant detail and textual evidence needed to support logical argument • voice, tone, and formality • word choice (<i>e.g., synonyms, homonyms, easily confused words</i>) • use of parallel structure. 	<p>W4C.6a. Read aloud to hear/check coherence of the text.</p> <p>W4C.6b. Strengthen writing as needed by planning, revising, applying peer-editing guidance, then rewriting or trying a new approach.</p> <p>W4C.6c. Perform multiple rereadings of writing, addressing:</p> <ul style="list-style-type: none"> • fidelity to purpose, audience, voice, reasoning, and thoroughness • adequate and appropriate detail and textual evidence to support logical arguments and to meet academic and workplace standards • clarity, to strengthen argument, elaborate points, and/or improve examples • word choice, to enhance description, improve accuracy, and avoid repetition.

Writing 5 (Use of diverse media): Evaluate and use diverse media, including the internet, to collaborate with others, and produce, publish, and enhance original writing. (CCR Writing 6, 8; ELP 3)

ESOL Level 1* (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
<p>W5.1a. With guidance and the support of a stem or model, write words using basic technologies and digital media (e.g., paper/pencil, very basic keyboarding, text messaging).</p> <p>W5.1b. With guidance and support (and drawing on L1 as needed), identify images that could be added to enhance the meaning of a text.</p>	<p>W5.2a. Identify different technologies used to craft digital writing (e.g., word processing for documents, presentation software for presentation slides, email applications for email, social media for engagement).</p> <p>W5.2b. With guidance and the support of a stem or model, write words or a simple phrase using different technologies (e.g., pen, keyboard, mobile phone).</p> <p>W5.2c. Integrate relevant pictures or multimedia from a set provided by a teacher and following a template.</p>	<p>W5.3a. Following models, craft simple text in relevant technology media (e.g., PowerPoint, email, apps, text messaging).</p> <p>W5.3b. Use key features of relevant technologies (e.g., word processing and editing tools like spell-check, save, and copy).</p> <p>W5.3c. Integrate pictures or multimedia, as directed, from several different sources (e.g., shared cloud-based folder, computer hard drive, flash drive).</p>	<p>W5.4a. With guidance and support, select and use relevant technology to produce and publish short texts (e.g., typing in Word or PowerPoint).</p> <p>W5.4b. Adapt writing strategies to take full advantage of technology features (e.g., brevity for text messaging; integrating media into PowerPoint).</p> <p>W5.4c. Locate and integrate illustrations and multimedia (e.g. simple charts, pie charts, graphs, tables) when useful for aiding comprehension.</p>	<p>W5.5a. With some guidance and support, use technology to produce and publish writing and to interact and collaborate with others (e.g., shared documents in Google Drive).</p> <p>W5.5b. Adapt writing strategies to take advantage of an expanded variety of technologies and social media (e.g., following conventions for blog posts and other social media).</p> <p>W5.5c. Locate and integrate illustrations and multimedia and create graphics (e.g., tables) when useful for aiding comprehension.</p> <p>W5.5d. Demonstrate sufficient command of keyboarding skills to complete timed academic tasks (e.g., timed writing or online assessments).</p>	<p>W5.6a. Use technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> <p>W5.6b. Adapt writing strategies to take advantage of digital media and online resources (e.g., keywords to do internet research, shared online spaces to collaborate with others).</p> <p>W5.6c. Locate and integrate graphics (e.g., figures, charts), and multimedia when useful for aiding comprehension.</p>

* Learners who are not literate in their first language or whose first language uses a non-Roman-alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.

Massachusetts English Language Proficiency Standards for Adult Education: Listening/Speaking

These revised ESOL standards capture the key concepts outlined in three core source documents: the 2005 [Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages](#), the 2013 [College and Career Readiness Standards for Adult Education](#) (CCRSAE), and the 2016 OCTAE [English Language Proficiency Standards for Adult Education](#). They are also informed by the 2017 [Oregon Adult Learning Standards](#). The revised standards collectively reflect the range of skills that prepare English language learners to meet the rigor of the CCRSAE.

Listening/Speaking Strand	
Standards	Threads
<p>Listening/Speaking 1 (<i>Focus on meaning</i>): Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p> <p>Referring standards: CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1</p>	<p>A. Carry out increasingly complex communicative tasks. B. Comprehend and analyze meaning of information, ideas, and arguments. C. Communicate information, ideas, and arguments with increasing fluency. D. Participate effectively in interactions.</p>
<p>Listening/Speaking 2 (<i>Organization and style</i>): Listen for and/or employ a spoken-text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p> <p>Referring standards: CCR Listening/Speaking 4; ELP 3, 4, 6, 7</p>	<p>A. Attend to organization of spoken text. B. Attend to style and register.</p>
<p>Listening/Speaking 3 (<i>Components of English</i>): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p> <p>Referring standards: CCR Listening/Speaking 6; CCR Reading Foundations 2; CCR Language 1, 2, 6; ELP 8, 10; MA 2</p>	<p>A. Use and expand spoken vocabulary. B. Use grammar knowledge to convey and comprehend spoken meaning. C. Use conventions of spoken English.</p>
<p>Listening/Speaking 4 (<i>Use of effective strategies</i>): Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p> <p>Referring standards: CCR Language 4; MA 3</p>	<p>A. Use listening and repair strategies. B. Use speaking and compensation strategies. C. Use conversation strategies.</p>
<p>Listening/Speaking 5 (<i>Use of diverse media</i>): Evaluate and use diverse media, including the internet, to gather information, communicate and collaborate with others, and enhance oral presentations.</p> <p>Referring standards: CCR Listening/Speaking 2, 5</p>	

L/S 1 (Focus on meaning): Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners. (CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
A. Carry out increasingly complex communicative tasks.					
<p>L/S1A.1a. With support, carry out listening tasks that require the listener to identify highly relevant words and formulaic speech, such as:</p> <ul style="list-style-type: none"> • brief safety messages • simple prompts for key personal information (e.g., name, address, telephone number, date of birth) • simple classroom instructions (e.g., <i>Please repeat, Look here.</i>) <p>L/S1A.1b. With support and a model, convey simple personal information by:</p> <ul style="list-style-type: none"> • asking and responding to simple, familiar questions • reciting relevant names, numbers, and letters (address, phone, etc.) for emergencies and daily needs • communicating simple information about a familiar topic. <p>L/S1A.1c. With support, participate in short routine conversations on familiar topics (e.g., <i>How old are</i></p>	<p>L/S1A.2a. Carry out listening tasks that require the listener to comprehend simple phrases, sentences, and questions on everyday topics when spoken slowly and clearly and with support (e.g., <i>visual aids</i>), such as:</p> <ul style="list-style-type: none"> • information from the school, workplace, or health clinic • safety instructions. <p>L/S1A.2b. Carry out simple speaking tasks related to everyday personal life in familiar and supported contexts, such as:</p> <ul style="list-style-type: none"> • giving simple recount of events in social situations, related to life, work, or family • asking and responding to simple questions related to basic needs • conveying common courtesies and personal information • conveying likes and dislikes • communicating information, providing one or two facts about 	<p>L/S1A.3a. Carry out listening tasks that require the listener to comprehend short connected statements and questions on familiar topics when spoken slowly and clearly, such as:</p> <ul style="list-style-type: none"> • short descriptive updates (e.g., <i>update from co-worker at shift change</i>) • digital messages (e.g., <i>TV news and weather, phone messages</i>) • short sequence of events or simple two- or three-step instructions. <p>L/S1A.3b. Carry out speaking tasks that require a short, simple explanation related to expressing needs, feelings, or information in familiar contexts, such as:</p> <ul style="list-style-type: none"> • explaining basic needs, experiences, or preferences • expressing feelings about an event or situation • leaving phone messages with appropriate level of detail (e.g., <i>for school or work</i>) • describing a problem clearly • stating a position and supporting it with a few 	<p>L/S1A.4a. Carry out listening tasks that require the listener to interpret short connected statements and questions on somewhat familiar topics when spoken at a moderate rate, such as:</p> <ul style="list-style-type: none"> • explanations of a situation or problem • short online interviews or demonstrations • public broadcast announcements (e.g., <i>an airport announcement</i>) • an extended sequence of events or two- or three-step instructions. <p>L/S1A.4b. Carry out speaking tasks that require presentation of information, explanation, or persuasion in somewhat familiar contexts, such as:</p> <ul style="list-style-type: none"> • making clear and relevant suggestions (e.g., <i>about a work issue or community problem</i>) • explaining reasoning for a decision to others • elaborating on work experience in a job interview • advocating for one’s needs with decision- 	<p>L/S1A.5a. Carry out listening tasks that require the listener to interpret clearly organized, extended discourse on somewhat unfamiliar topics, such as:</p> <ul style="list-style-type: none"> • short academic presentations or online course videos • interview questions (e.g., <i>for the citizenship test</i>) • digital recordings (e.g., <i>short podcasts or videos</i>) • multistep directions or instructions (e.g., <i>how-to videos, automated phone menus</i>). <p>L/S1A.5b. Carry out speaking tasks that require making a point with evidence and examples, synthesizing ideas, or phrasing thoughts carefully in somewhat formal or unsupported contexts, such as:</p> <ul style="list-style-type: none"> • making a clear argument in an academic, public, or professional setting • advocating for one’s needs with unsympathetic or unfamiliar decision-makers • explaining gaps in work history • making a complaint with clear reasoning 	<p>L/S1A.6a. Carry out listening tasks that require the listener to interpret details and essential information in unfamiliar/unsupported contexts, such as:</p> <ul style="list-style-type: none"> • academic lectures • somewhat unpredictable interview questions (e.g., <i>in a formal job interview</i>) • multistep directions for a technical process or procedure. <p>L/S1A.6b. Carry out speaking tasks that require the synthesis, elaboration, and presentation of information or ideas in formal or unsupported contexts, such as:</p> <ul style="list-style-type: none"> • giving detailed explanations of technical information (e.g., <i>work requirements, multistep directions</i>) • giving constructive feedback to peers (e.g., <i>student presentations</i>) • synthesizing and presenting information pertinent to a situation (e.g., <i>relevant experience for a specific job, key research findings for a five-minute presentation</i>) • Developing and delivering academic and workplace presentations of complex

L/S 1 (Focus on meaning): Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners. (CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
<i>your children? They are six and two.</i>	the topic. L/S1A.2c. Participate in short social or task-related conversations (<i>e.g., request assistance, make introductions, express sympathy</i>).	reasons (<i>e.g., It's a good job because it has benefits.</i>) • recounting an experience or short sequence of events, or explain an idea, providing relevant facts and descriptive details. L/S1A.3c. Participate in collaborative conversations with diverse partners in small and large groups.	makers • paraphrasing researched information in a short oral report. L/S1A.4c. Engage effectively in a range of collaborative discussions with diverse partners (one-on-one, in groups, and teacher-led).	• developing and delivering oral presentations about literary or informational texts or topics, integrating researched information, and using facts, details, and evidence. L/S1A.5c. Initiate and engage effectively in a range of collaborative discussions, building on others' ideas and expressing one's own clearly.	information (<i>e.g., immigration regulations that affect one's employment, school-choice options</i>), with relevant details, concepts, examples, and information. L/S1A.6c. Initiate and engage effectively in a range of discussions that require coming to agreement across differences.

B. Comprehend and analyze meaning of information, ideas, and arguments.

L/S1B.1a. Comprehend basic formulaic speech (<i>e.g., greetings, I'm sorry, Thank you</i>), and basic questions and statements about personal information. L/S1B.1b. Follow nonverbal cues (<i>e.g., pause, quizzical expression</i>) and rising intonation to determine when a response is expected. L/S1B.1c. With support, identify the gist of what a speaker is saying in a familiar situation (<i>e.g., a vendor stating a price</i>).	L/S1B.2a. Identify the gist and/or purpose of spoken messages on everyday topics. L/S1B.2b. With support, identify the main argument a speaker makes and one reason a speaker gives to support the argument. L/S1B.2c. Extract a particular detail from a simple statement on a familiar topic (<i>e.g., someone's name, the time</i>).	L/S1B.3a. Identify the main topic in simple spoken texts and retell a few key details. L/S1B.3b. Explain one to two reasons a speaker gives to support an argument or claim. L/S1B.3c. Identify the stated purpose or point of view of a speaker.	L/S1B.4a. Summarize the central idea or theme in a short spoken text and the key details or points expressed. L/S1B.4b. Distinguish between inferences and knowledge based on factual evidence. L/S1B.4c. Ask questions that probe a speaker's reasoning and claims. L/S1B.4d. Cite evidence to support an analysis. L/S1B.4e. Identify how a speaker's point of view influences how events are described, and distinguish one's own point of view from that of a speaker.	L/S1B.5a. Summarize the central ideas in an extended spoken presentation, with the key concepts, information, and examples. L/S1B.5b. Infer meaning by using available information and/or context clues. L/S1B.5c. Analyze the reasoning and development of themes/ideas in a persuasive, spoken text, and determine whether cited evidence is relevant to support the argument or claim. L/S1B.5d. Describe aspects of a talk that reveal a speaker's point of view or intent (<i>e.g., loaded language, choice of evidence</i>).	L/S1B.6a. Summarize the central ideas in an academic or workplace presentation of complex information, with the key concepts, information, and examples. L/S1B.6b. Distinguish between inferences and assumptions. L/S1B.6c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning (<i>e.g., selective editing, name-dropping, statistics in or out of context</i>) and the relevance and sufficiency of the evidence. L/S1B.6d. Identify when irrelevant evidence is introduced.
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L/S 1 (Focus on meaning): Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners. (CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1)					
ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
					L/S1B.6e. Compare the point of view of two or more speakers for how they treat the same topic, including which details they include and emphasize in their respective accounts.
C. Communicate information, ideas, and arguments with increasing fluency.					
<p>L/S1C.1a. Use key words, simple sentences, basic routine phrases, and formulaic speech (<i>e.g., excuse me, How are you?, sorry</i>) to communicate a general idea.</p> <p>L/S1C.1b. Express a simple preference or opinion (<i>e.g., I like/don't like</i>).</p> <p>L/S1C.1c. Produce spoken words and simple sentences based on modeled speech.</p> <p>L/S1C.1d. Speak audibly and intelligibly, using gestures to help convey ideas, feelings, and information.</p>	<p>L/S1C.2a. Produce simple affirmative and negative statements on everyday topics (<i>e.g., daily activities, preferences, or opinions</i>).</p> <p>L/S1C.2b. State a simple opinion and give a reason for it.</p> <p>L/S1C.2c. Produce short spoken text with growing accuracy upon repetition.</p> <p>L/S1C.2d. Speak audibly and intelligibly and at an understandable pace.</p>	<p>L/S1C.3a. Describe people, places, things, and events with relevant details, expressing ideas and feelings.</p> <p>L/S1C.3b. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details.</p> <p>L/S1C.3c. Produce short spoken text with, upon repetition, some accuracy, appropriate pauses, and expression.</p> <p>L/S1C.3d. Speak clearly at an understandable pace, using appropriate eye contact.</p>	<p>L/S1C.4a. Convey information or ideas with elaboration beyond the minimum (<i>e.g., I want to learn English so I can . . . , I'm sneezing because I'm allergic to . . .</i>).</p> <p>L/S1C.4b. Report on a topic or text, or construct a claim, providing logically ordered reasons or facts that effectively support the claim.</p> <p>L/S1C.4c. Produce spoken text with growing accuracy and appropriate pacing.</p> <p>L/S1C.4d. Employ common placeholders (<i>e.g., um, uh-huh, let's see</i>) in informal conversation.</p>	<p>L/S1C.5a. Express consequences, inferences, and cause and effect (<i>e.g., She's not here. I think her baby, Nami, is sick today.</i>).</p> <p>L/S1C.5b. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen detail.</p> <p>L/S1C.5c. Produce spoken text with fairly consistent accuracy, appropriate pacing, and expression (emphasis and intonation).</p> <p>L/S1C.5d. Use placeholders (<i>e.g., I mean, so</i>) and hesitation techniques (<i>e.g., um</i>) while searching for vocabulary and grammar.</p>	<p>L/S1C.6a. Elaborate on complex ideas, both one's own and others'.</p> <p>L/S1C.6b. Construct a logical argument: Introduce the claim, provide well-ordered and relevant reasons and evidence to support the claim, refute the counterclaims, and provide a conclusion that summarizes the argument.</p> <p>L/S1C.6c. Produce extended spoken text with accuracy, appropriate pacing, phrasing, and expression.</p> <p>L/S1C.6d. Use placeholders appropriately in a formal presentation, avoiding colloquial fillers (<i>e.g., like, you know?</i>).</p>
D. Participate effectively in interactions.					
L/S1D.1a. Observe, build, and use knowledge to guide participation in daily interactions (<i>e.g., knowing</i>	L/S1D.2a. Build and use knowledge to guide participation in daily interactions (<i>e.g.,</i>	L/S1D.3a. Build and use knowledge to guide participation in common interactions (<i>e.g.,</i>	L/S1D.4a. Build and use knowledge to guide participation in interactions in diverse	L/S1D.5a. Build and use knowledge to guide participation in daily conversation and in	L/S1D.6a. Build and use knowledge to guide participation in academic, domain-specific, and career-

L/S 1 (Focus on meaning): Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners. (CCR Listening/Speaking 1, 3; CCR Reading Foundations 2; ELP 1, 2, 5, 9; MA 1)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
<p><i>the expected responses to How are you?.</i></p> <p>L/S1D.1b. Listen actively to others (e.g., eye contact, nod of understanding).</p>	<p><i>understanding common topics for making small talk).</i></p> <p>L/S1D.2b. Listen and respond to the comments of others.</p> <p>L/S1D.2c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L/S1D.2d. Follow basic turn-taking during conversation.</p>	<p><i>understanding when one is getting a sales pitch, when it is appropriate to provide personal information).</i></p> <p>L/S1D.3b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>L/S1D.3c. Ask questions to check understanding of information presented.</p> <p>L/S1D.3d. Follow agreed-upon rules for discussions (e.g., not interrupting, listening carefully).</p>	<p><i>contexts (e.g., distinguishing real invitations from formalities, appropriate use of compliments, appropriate use of humor).</i></p> <p>L/S1D.4b. Build on others' ideas and express own ideas clearly and persuasively.</p> <p>L/S1D.4c. Ask and answer questions about information presented, offering some appropriate elaboration and detail.</p> <p>L/S1D.4d. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, sharing the floor).</p> <p>L/S1D.4e. Politely avoid conversation or decline to answer or participate.</p>	<p>academic, domain-specific, and career-specific interactions (e.g., understanding the difference between real and rhetorical questions, understanding euphemisms around taboo subjects and language).</p> <p>L/S1D.5b. Build on others' talk in conversations by listening to and responding to the comments and diverse perspectives of others.</p> <p>L/S1D.5c. Pose and respond to specific questions by making comments that contribute to the discussion and build on remarks of others.</p> <p>L/S1D.5d. Follow rules for discussion and decision-making, track progress toward group goals and deadlines, and define individual roles.</p> <p>L/S1D.5e. Review key ideas expressed and draw conclusions in light of knowledge gained from the discussion.</p> <p>L/S1D.5f. Politely disagree.</p>	<p>specific interactions (e.g., understanding pertinent historical and cultural references such as the notion of "red" or "blue" states, or the "gig economy").</p> <p>L/S1D.6b. Contribute relevant comments to conversations and elaborate on the remarks of others by paraphrasing, elaborating, or applying others' ideas and then checking with them for accuracy (e.g., <i>Did I get that right? Does that make sense?</i>).</p> <p>L/S1D.6c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>L/S1D.6d. Work with peers to set rules for discussion and decision-making (e.g., <i>informal consensus, taking votes, consideration of alternative views</i>).</p> <p>L/S1D.6e. Come to discussions prepared, having read required material, and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>

L/S 2 (Organization and style): Listen for and/or employ a spoken-text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument. (CCR Listening/Speaking 4; ELP 3, 4, 6, 7)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
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A. Attend to organization or spoken text.

L/S2A.1a. Follow a simple question-and-answer conversation structure.	L/S2A.2a. Recount an event, with a beginning, middle, and end. L/S2A.2b. Listen for and use common linking words to connect events and ideas, including sequence markers (e.g., <i>first, then, next</i>).	L/S2A.3a. Express ideas and develop them in an organized manner (e.g., <i>with a main idea, supporting details, and conclusion</i>). L/S2A.3b. Recount an event, using a simple logical structure (e.g., <i>chronology</i>). L/S2A.3c. Listen for and use common transition words and phrases to connect events, ideas, and opinions (e.g., <i>here/there, before/now, because</i>).	L/S2A.4a. Produce a short spoken text in which the content and organization are appropriate (e.g., <i>in length, level of detail, content</i>) to the task, purpose, and needs of the listener(s). L/S2A.4b. Recount an event or explain an idea, using a logical rhetorical structure (e.g., <i>chronological order, problem/solution</i>). L/S2A.4c. Listen for and use transition words (e.g., <i>in addition, instead, eventually</i>) to organize and follow presentations.	L/S2A.5a. Produce clear and coherent speech in which the development and organization are appropriate to the task and purpose, and show engagement with the listener(s). L/S2A.5b. Present a detailed process or elaborate on a point using a clear, logical structure (e.g., <i>sequence, cause/effect</i>) and effective introduction and conclusion. L/S2A.5c. Listen for and use a variety of more complex transitions (e.g., <i>however, although, nevertheless, similarly</i>) to link the major sections of speech and to clarify relationships among events and ideas.	L/S2A.6a. Produce clear and coherent speech in which the development, organization, and style of a presentation are appropriate to the task and purpose, and show engagement with the audience. L/S2A.6b. Analyze and integrate researched information into a clearly organized presentation, with an opening statement, logically sequenced points, and a concluding statement. L/S2A.6c. Listen for and use complex and varied transitions (e.g., <i>moreover, my point is, in that case</i>) to link the major sections of speech and to clarify relationships among events and ideas.
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B. Attend to style and register.

L/S2B.1a. Notice uses of formal and informal language in common situations.	L/S2B.2a. Show emerging awareness of differences between informal and formal language use appropriate to task and purpose (e.g., <i>greetings, social courtesies, and forms of address</i>).	L/S2B.3a. Show developing awareness of contexts that call for formal English and of situations where informal speech is appropriate. L/S2B.3b. Recognize and adapt language choices to the task and audience.	L/S2B.4a. Demonstrate awareness of the way register and tone affect meaning. L/S2B.4b. Recognize and adapt language choices and style according to the purpose, task, and audience.	L/S2B.5a. Recognize and use register appropriate to the formality of the situation, and the relationship between speaker and listener(s). L/S2B.5b. Choose language that expresses ideas concisely, eliminating wordiness and redundancy.	L/S2B.6a. Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic and cultural expectations, and the relationship between speaker and listener(s). L/S2B.6b. Choose words and phrases for effect.
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L/S 2 (Organization and style): Listen for and/or employ a spoken-text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument. (CCR Listening/Speaking 4; ELP 3, 4, 6, 7)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
			L/S2B.4c. Choose language to create an effect or emotion.	L/S2B.5c. Produce varied sentence patterns for listener interest and style. L/S2B.5d. Employ simple rhetorical devices to engage a listener (e.g., <i>figurative language, analogy</i>).	L/S2B.6c. Analyze and evaluate the effectiveness of the style, structure, and rhetorical devices used in a speech. L/S2B.6d. Employ rhetorical devices to engage an audience (e.g., <i>metaphor, repetition, rhetorical questions</i>).

L/S 3 (Components of English): Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English. (CCR Listening/Speaking 6; CCR Reading Foundations 2; CCR Language 1, 2, 6; ELP 8, 10; MA 2)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
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A. Use and expand spoken vocabulary.

<p>L/S3A.1a. Relying heavily on visual cues and context, understand and use a limited set of words and familiar expressions to communicate about basic information and needs.</p> <p>L/S3A.1b. Understand and use question openers (e.g., <i>Do, Where</i>).</p> <p>L/S3A.1c. Recognize:</p> <ul style="list-style-type: none"> • individual letters • numbers up to 20 • basic vocabulary related to personal information • memorized words • phrases in various combinations. 	<p>L/S3A.2a. Relying on context, questioning, and knowledge of cognates (e.g., <i>family/familia, class/clase</i>), understand and use personally relevant words, simple phrases, and formulaic expressions.</p> <p>L/S3A.2b. Understand and use:</p> <ul style="list-style-type: none"> • high-frequency general vocabulary • basic antonyms (e.g., <i>happy/sad</i>). 	<p>L/S3A.3a. Using context, questioning, and knowledge of cognates, understand and use frequently occurring words, phrases, and expressions.</p> <p>L/S3A.3b. Understand and use:</p> <ul style="list-style-type: none"> • some common academic and career-related words (e.g., <i>collaborate, feedback</i>) • commonly confused verbs (e.g., <i>look/watch/see, bring/take</i>). 	<p>L/S3A.4a. Using context and a developing knowledge of English morphology, understand and use common academic (e.g., <i>conclusion, strategy</i>) and content-specific (e.g., <i>inventory, endangered species</i>) words and phrases.</p> <p>L/S3A.4b. Understand and use:</p> <ul style="list-style-type: none"> • descriptive words, phrasal verbs, and collocations (e.g., <i>get ready, sit down, make a mistake</i>) • common idiomatic expressions (e.g., <i>ASAP, sounds good, no worries</i>). <p>L/S3A.4c. Recognize and avoid common false cognates (e.g., <i>actual, embarrassed</i>).</p>	<p>L/S3A.5a. Using context and knowledge of morphology, understand and use academic (e.g., <i>approach, overview, focus</i>) and content-specific words and phrases.</p> <p>L/S3A.5b. Understand and select:</p> <ul style="list-style-type: none"> • vocabulary used in formal or academic speech to signal comparisons and contrasts (e.g., <i>as well, such as, similarly</i>) • words that convey precise meanings in context (e.g., <i>cook vs. fry, steam, boil, rain vs. shower, drizzle</i>) • common figurative (e.g., <i>similes, metaphors, idioms</i>) and connotative (<i>curious vs. nosy, frugal vs. cheap</i>) language. <p>L/S3A.5c. Recognize and use a variety of slang, idioms, and colloquialisms appropriate to the context (e.g., <i>outside the box, I need it yesterday</i>).</p>	<p>L/S3A.6a. Using context and knowledge of morphology, understand and use academic (e.g., <i>concept, context, adequate, implement</i>), technical, and content-specific words and phrases.</p> <p>L/S3A.6b. Understand and select:</p> <ul style="list-style-type: none"> • vocabulary used in formal or academic speech to signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, moreover, in addition</i>) • words to convey ideas precisely (e.g., <i>smell vs. scent, "I should go" vs. "I have to go"</i>). • figurative and connotative language. <p>L/S3A.6c. Recognize and use a variety of slang, idioms, and colloquialisms appropriate to the context (e.g., <i>devil's advocate, cut to the chase</i>).</p>
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B. Use grammar knowledge to convey and comprehend spoken meaning.

<p>L/S3B.1a. Recognize and produce a small number of frequently occurring nouns and verbs.</p> <p>L/S3B.1b. Distinguish between positive and</p>	<p>L/S3B.2a. Recognize and produce basic grammatical structures (e.g., <i>present tense, plural nouns, subject and object pronouns,</i></p>	<p>L/S3B.3a. Understand and produce basic grammatical structures (e.g., <i>past and future verb tenses, basic prepositions, some conjunctions and</i></p>	<p>L/S3B.4a. Understand and produce a growing set of grammatical structures (e.g., <i>comparative and superlative, correct pronoun case, simple and</i></p>	<p>L/S3B.5a. Understand and produce a broad set of grammatical structures (e.g., <i>modals, present perfect and past continuous verb tenses; noun, adjective, and adverbial</i></p>	<p>L/S3B.6a. Understand and produce some advanced grammatical structures (e.g., <i>participial adjectives such as interested vs. interesting, reported speech, adverbial</i></p>
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L/S 3 (Components of English): Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English. (CCR Listening/Speaking 6; CCR Reading Foundations 2; CCR Language 1, 2, 6; ELP 8, 10; MA 2)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
<p>negative statements and between statements and questions.</p> <p>L/S3B.1c. Distinguish between yes/no and information questions.</p> <p>L/S3B.1d. Construct and respond to syntactically simple sentences (basic subject-predicate statements and questions) using learned phrases.</p>	<p><i>adverbs of frequency, adjectives</i>) and syntactically simple sentences.</p> <p>L/S3B.2b. Recognize and use contractions of <i>be</i> and <i>do</i>.</p>	<p><i>contractions, and direct pronoun references</i>).</p> <p>L/S3B.3b. Use word order that consistently approximates standard English.</p> <p>L/S3B.3c. Recognize and produce complete simple and compound sentences.</p>	<p><i>continuous verb tenses, most prepositions, simple conjunctions, tag questions, and simple modal forms</i>).</p> <p>L/S3B.4b. Recognize and use simple phrases and clauses.</p> <p>L/S3B.4c. Recognize, produce, and expand simple, compound, and a few complex sentences.</p>	<p><i>clauses; participial adjectives, conjunctions, real conditionals, and indirect pronoun references</i> [e.g., <i>Ahmed left his country last year. This was hard for him.</i>]).</p> <p>L/S3B.5b. Recognize and use increasingly complex phrases, and independent and dependent clauses.</p> <p>L/S3B.5c. Recognize, produce, and expand simple, compound, and complex sentences.</p>	<p><i>clauses that express unreal condition or opposition</i> [e.g., <i>He would go if he had money; He went to work even though he was sick.</i>]).</p> <p>L/S3B.6b. Produce a variety of complex sentences using adjective and noun clauses (e.g., <i>I liked the story we read yesterday; I don't know what you mean by that</i>).</p> <p>L/S3B.6c. Recognize, produce, and flexibly use a range of sentence types.</p>

C. Use conventions of spoken English.*

<p>L/S3C.1a. Distinguish and clearly repeat vowel and consonant sounds in familiar words (e.g., <i>initial and final sounds, rhymes</i>).</p> <p>L/S3C.1b. Recognize the role of particular sounds (e.g., <i>the plural -s</i>) in changing the meaning of words.</p> <p>L/S3C.1c. Recognize and produce the stress and intonation of familiar multisyllabic words (e.g., <i>Monday, December</i>), as modeled.</p>	<p>L/S3C.2a. Distinguish between minimal pairs, especially in commonly confused words used in daily life (e.g., <i>live/leave, vote/boat</i>) and pronounce them so others can understand.</p> <p>L/S3C.2b. Recognize syllables and how words are separated into syllables.</p> <p>L/S3C.2c. Recognize and produce the syllable stress and intonation of common words, especially words that are</p>	<p>L/S3C.3a. Recognize and produce the schwa sound and voiced and unvoiced consonants.</p> <p>L/S3C.3b. Recognize syllables and be able to repeat multisyllabic words with stress on the correct syllable (e.g., <i>hamburger, family</i>).</p> <p>L/S3C.3c. Understand how words can be linked in fast/reduced speech (e.g., <i>gonna</i>).</p> <p>L/S3C.3d. Recognize and select the words that</p>	<p>L/S3C.4a. Recognize where difficulty distinguishing English sounds (e.g., <i>r/l, v/w</i>) is interfering with comprehension (e.g., <i>identify problem sounds and the words that have them</i>).</p> <p>L/S3C.4b. Stress the appropriate syllable in common multisyllabic words (e.g., <i>tomorrow, probably</i>).</p> <p>L/S3C.4c. Recognize changes in meaning that result from a shift in word stress (e.g., <i>White House</i></p>	<p>L/S3C.5a. Notice the pronunciation patterns of particular speakers both face-to-face and digitally (e.g., <i>regional dialects, non-native pronunciation</i>).</p> <p>L/S3C.5b. Recognize and produce stress on the appropriate syllable in commonly confused, multisyllabic words (e.g., <i>record [n.], record [v.]</i>).</p> <p>L/S3C.5c. Emphasize information by shifting word stress in a sentence (e.g. <i>"I won't do that!" vs. "I won't do that!"</i>).</p>	<p>L/S3C.6a. Comprehend the pronunciation of a variety of speakers both face-to-face and digitally (e.g., <i>regional accents</i>).</p> <p>L/S3C.6b. Stress the appropriate syllable in less common multisyllabic words (e.g., <i>pathology, triangulate</i>).</p> <p>L/S3C.6c. Use appropriate stress in a wide range of domain-specific and academic words.</p> <p>L/S3C.6d. Recognize and use stress, intonation, and rhythm to convey emphasis, nuance, emotion, and implied meaning (e.g., <i>humor, hyperbole,</i></p>
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L/S 3 (Components of English): Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English. (CCR Listening/Speaking 6; CCR Reading Foundations 2; CCR Language 1, 2, 6; ELP 8, 10; MA 2)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
L/S3C.1d. Recognize and use appropriate English intonation patterns (e.g. rising intonation in yes/no questions), as modeled.	similar (e.g., <i>thirty</i> and <i>thirteen</i>). L/S3C.2d. Recognize and use rising and falling intonation patterns (e.g., intonation for statements and for yes/no vs. W questions).	carry the stress within a sentence. L/S3C.3e. Understand and produce standard English intonation patterns and pauses in statements, questions, imperatives, and exclamations. L/S3C.3f. Phrase words into meaningful “chunks,” pausing between phrases.	vs. <i>white house</i> or <i>blackbird</i> vs. <i>black bird</i>). L/S3C.4d. Recognize and use stress and intonation to express ideas and feelings.	L/S3C.5d. Recognize and use stress, rhythm, intonation, and pauses to understand and communicate ideas, feelings, and meaningful groupings of thoughts.	<i>skepticism</i>) in a variety of situations.

L/S 4 (Use of effective strategies): Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating. (CCR Language 4; MA 3)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
A. Use listening and repair strategies.					
<p>L/S4A.1a. Notice a speaker’s facial expressions, body language, and intonation to aid comprehension.</p> <p>L/S4A.1b. Indicate comprehension or confusion by using nonverbal cues (e.g. <i>eye contact, nodding, quizzical look</i>), and short phrases (e.g., <i>uh-huh, Please speak slowly</i>).</p>	<p>L/S4A.2a. Make predictions based on context and listen to confirm those predictions.</p> <p>L/S4A.2b. Confirm understanding by asking and answering questions about key details and requesting clarification or repetition if something is not understood.</p>	<p>L/S4A.3a. Make predictions based on a speaker’s purpose, and previous experience and knowledge of the context, checking the accuracy of predictions as one listens.</p> <p>L/S4A.3b. Listen for key words to support comprehension (e.g., <i>in a job interview, words such as experience, references, strengths</i>).</p> <p>L/S4A.3c. Check understanding by asking clarifying questions (e.g., <i>Eighteen or eighty? What does X mean?</i>).</p>	<p>L/S4A.4a. Focus on units or chunks of meaning rather than on individual words.</p> <p>L/S4A.4b. Set a listening purpose to focus one’s listening.</p> <p>L/S4A.4c. Seek additional information to check understanding (e.g., <i>ask What did you say? or write what is heard and check the meaning later</i>).</p>	<p>L/S4A.5a. Make predictions before and during listening, and check them after listening.</p> <p>L/S4A.5b. Focus on emphasized or repeated words, or on restatements signaled by verbal cues (e.g., <i>that is, what I mean is, in other words</i>).</p> <p>L/S4A.5c. Ask questions to understand the speaker’s motives, or to clarify something that is not understood (e.g., <i>What do you mean? Why?</i>).</p>	<p>L/S4A.6a. Practice listening for stated and unstated conclusions.</p> <p>L/S4A.6b. Manage internal and external barriers to comprehension (e.g., <i>distracting thoughts or noises</i>).</p> <p>L/S4A.6c. Assess understanding through ability to paraphrase or summarize.</p>
B. Use speaking and compensation strategies.					
<p>L/S4B.1a. Recognize and respond to a listener’s nonverbal and verbal cues (e.g., <i>eye contact, facial expression, gesture, body language, saying Huh?</i>).</p>	<p>L/S4B.2a. Recognize recurring pronunciation problems and use repair strategies to work around them (e.g., <i>point to the right while saying Go to the right.</i>).</p> <p>L/S4B.2b. Use strategies to provide clarification (e.g., <i>repetition, rephrasing</i>).</p>	<p>L/S4B.3a. Request feedback on comprehensibility of speech (e.g., <i>Am I clear? Do you understand me?</i>).</p> <p>L/S4B.3b. Use strategies to repair misunderstanding (e.g., <i>clarify by addressing confusion: I said “a” not “h”</i>).</p>	<p>L/S4B.4a. Set a speaking purpose to focus one’s speaking.</p> <p>L/S4B.4b. Record, listen to oneself, and practice pronunciation of problematic sounds and words.</p>	<p>L/S4B.5a. Explain something in a variety of ways to help a listener understand (e.g., <i>rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase</i>).</p> <p>L/S4B.5b. Request feedback specific to the situation or topic (e.g., <i>Is that example clear? Is this what you wanted to know?</i>).</p>	<p>L/S4B.6a. Anticipate a listener’s reaction.</p> <p>L/S4B.6b. Use strategies to clarify meaning (e.g., <i>embed definitions of specialized terms</i>).</p>

L/S 4 (Use of effective strategies): Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating. (CCR Language 4; MA 3)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
C. Use conversation strategies.					
<p>L/S4C.1a. Use previous experience, context, and familiar exchanges to aid in comprehension and communication (<i>e.g., What's your name? My name is Jean.</i>).</p> <p>L/S4C.1b. With support, participate in simple exchanges by taking turns speaking and listening.</p>	<p>L/S4C.2a. Use experience and prior knowledge about the setting/situation to inform what one wants to say and to aid comprehension.</p> <p>L/S4C.2b. Participate actively in conversation (<i>e.g., initiating conversation, speaking one at a time, responding to conversation openers and closers.</i>).</p>	<p>L/S4C.3a. Use experience and prior knowledge to aid comprehension and inform interaction (<i>e.g., waiting in line until called, responding to personal information questions.</i>).</p> <p>L/S4C.3b. Participate actively in conversation (<i>e.g., listening for entry points into discussion, turn-taking.</i>).</p>	<p>L/S4C.4a. Use prior knowledge about the purpose of an interaction and the speakers to aid comprehension and inform interaction (<i>e.g., anticipate and use common formulaic expressions in a given setting.</i>).</p> <p>L/S4C.4b. Participate in collaborative conversations (<i>e.g., gaining the floor in respectful ways, asking follow-up questions.</i>).</p> <p>L/S4C.4c. Recognize differing communication norms among cultures (<i>e.g., personal space, eye contact.</i>).</p>	<p>L/S4C.5a. Use prior knowledge about the social, cultural, and situational context to aid comprehension and inform an interaction (<i>e.g., predict organization or flow of common social interactions.</i>).</p> <p>L/S4C.5b. Participate actively in conversation (<i>e.g., inviting responses, keeping one's turn.</i>).</p> <p>L/S4C.5c. Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs.</p> <p>L/S4C.5d. Identify purposes of the speaker and listener(s) and how they may differ (<i>e.g., interest in main ideas vs. details.</i>).</p>	<p>L/S4C.6a. Use broad sociocultural and contextual knowledge to make inferences and to understand the explicit and implicit meaning of the speaker (<i>e.g., when the speaker is being facetious.</i>).</p> <p>L/S4C.6b. Participate actively in conversation (<i>e.g., taking into account the interests of others, getting to the point directly and succinctly.</i>).</p> <p>L/S4C.6c. Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammatical structures to maximize listener comprehension and involvement.</p>

L/S 5 (Use of diverse media): Evaluate and use diverse media, including the internet, to gather information, communicate and collaborate with others, and enhance oral presentations. (CCR Listening/Speaking 2, 5)

ESOL Level 1 (NRS Beginning Literacy)	ESOL Level 2 (NRS Low Beginning)	ESOL Level 3 (NRS High Beginning)	ESOL Level 4 (NRS Low Intermediate)	ESOL Level 5 (NRS High Intermediate)	ESOL Level 6+ (NRS Advanced)
<p>L/S5.1a. With support, use information from provided media sources, including images, to aid comprehension and the communication of ideas.</p> <p>L/S5.1b. With support, use provided media to extend practice of oral English (e.g., recorded pronunciation practice).</p>	<p>L/S5.2a. Use information from a few provided media sources, including audiovisual, to aid comprehension (e.g., an attendance chart, a GIF image).</p> <p>L/S5.2b. Use media to facilitate timely communication (e.g., calling in late to work or school).</p> <p>L/S5.2c. Use simple multimedia components and visual displays (e.g., a chart of class votes, photos) in presentations when useful to enhance comprehension.</p>	<p>L/S5.3a. Gather and use information from varied provided audiovisual sources, including digital.</p> <p>L/S5.3b. Use media to access support (e.g., call to virtual coaches, learning apps).</p> <p>L/S5.3c. Include multimedia components and visual displays (e.g., diagrams, tables, graphics, audio) in presentations when useful to enhance or strengthen one's points.</p>	<p>L/S5.4a. Gather and summarize information from a variety of audiovisual sources presented in varied formats (e.g., visual displays, graphs, oral reports).</p> <p>L/S5.4b. Use media to collaborate with others (e.g., virtual meetings, messages to project team, image-sharing).</p> <p>L/S5.4c. Integrate multimedia and visual displays (e.g., tables, PowerPoint) into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L/S5.4d. Evaluate the reliability of media sources (e.g., by checking the date and authenticity of sources).</p> <p>L/S5.4e. Acknowledge media sources in presentations.</p>	<p>L/S5.5a. Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>L/S5.5b. Use media for ongoing, independent learning (e.g., short digital podcasts, recorded lectures).</p> <p>L/S5.5c. Include multimedia components and visual displays (e.g., graphics, audio, simple video, interactive elements) in presentations to illustrate what one is saying.</p> <p>L/S5.5d. Evaluate the credibility and reliability of media sources (e.g., by screening for hyperbole, bias, and generalizations).</p> <p>L/S5.5e. Acknowledge and cite media sources in presentations.</p>	<p>L/S5.6a. Analyze and integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems.</p> <p>L/S5.6b. Use media to participate in virtual communities (e.g., livestream conference sessions, virtual workgroups).</p> <p>L/S5.6c. Make strategic use of multimedia (e.g., digital media, graphics, audio) in presentations to enhance understanding of information, reasoning or evidence, and add power and interest to presentations.</p> <p>L/S5.6d. Evaluate the credibility and accuracy of diverse sources, noting any discrepancies among the sources.</p>

*Pronunciation skills vary widely in language learners and are not level-specific.

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Massachusetts English Language Proficiency Standards for Adult Education: Level 1 (NRS Beginning Literacy)

STANDARD ONE (*Focus on Meaning*)

Level 1 (NRS Beginning Literacy)

Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
<p>A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.</p> <p>R1A.1a. With support, locate highly relevant information in environmental print and in text with strong visual supports, such as:</p> <ul style="list-style-type: none"> • practical and survival signs and symbols (<i>e.g., EXIT, DANGER; symbols for No smoking, restroom, hospital</i>) • very simple charts (<i>e.g., basic schedule</i>) or lists (<i>e.g., names in a directory</i>) • simple prompts for key personal information (<i>e.g., Name, Address, Telephone Number, Date of Birth</i>). <p>R1A.1b. Read and answer questions about simple class-generated lists, or simple sentences to build knowledge of print and of how English works.</p> <p>B. Read fluently to access and interpret meaning.</p> <p>R1B.1a. Identify purposes for reading and types of text (<i>e.g., a sign, an ad, a story</i>).</p> <p>R1B.1b. With support, identify the topic of a text, using visual information to gain meaning (<i>e.g., identify a place or a job being done</i>).</p> <p>R1B.1c. Recognize subject pronouns and key words to comprehend the basic idea in a simple sentence.</p> <p>R1B.1d. Recognize and name upper- and lowercase letters and cardinal numbers.</p> <p>R1B.1e. Read aloud familiar words or simple self-generated sentences, as modeled.</p>	<p>A. Use writing to carry out academic and real-world tasks.</p> <p>W1A.1a. With support and a model, write basic personal information, such as:</p> <ul style="list-style-type: none"> • name, address, and phone number • lists of highly relevant words, such as family roles • labels on images (<i>e.g., family photos, jobs</i>). <p>W1A.1b. Copy or write answers to simple information or opinion questions to share thoughts and to build knowledge of print and of how English works.</p> <p>W1A.1c. Contribute to a class-generated text, drawing on L1 and oral contributions as needed.</p> <p>B. Create meaning in increasingly complex texts.</p> <p>W1B.1a. Identify purposes for writing (<i>e.g., to inform or request information</i>) and types of text (<i>e.g., forms, lists, letters, text messages</i>).</p> <p>W1B.1b. Sequence words and/or pictures to convey ideas.</p> <p>W1B.1c. Copy a simple sentence based on a model by writing, or typing letters on a keyboard.</p> <p>C. Construct written arguments.</p> <p>W1C.1a. With support and a stem or model, write a sentence expressing a like or dislike.</p>	<p>A. Carry out increasingly complex communicative tasks.</p> <p>L/S1A.1a. With support, carry out listening tasks that require the listener to identify highly relevant words and formulaic speech, such as:</p> <ul style="list-style-type: none"> • brief safety messages • simple prompts for key personal information (<i>e.g., name, address, telephone number, date of birth</i>) • simple classroom instructions (<i>e.g., Please repeat, Look here</i>). <p>L/S1A.1b. With support and a model, convey simple personal information by:</p> <ul style="list-style-type: none"> • asking and responding to simple, familiar questions • reciting relevant names, numbers, and letters (address, phone, etc.) for emergencies and daily needs • communicating simple information about a familiar topic. <p>L/S1A.1c. With support, participate in short routine conversations on familiar topics (<i>e.g., How old are your children? They are six and two.</i>).</p> <p>B. Comprehend and analyze meaning of information, ideas and arguments.</p> <p>L/S1B.1a. Comprehend basic formulaic speech (<i>e.g., greetings, I'm sorry, Thank you</i>), and basic questions and statements about personal information.</p> <p>L/S1B.1b. Follow nonverbal cues (<i>e.g., pause, quizzical expression</i>) and rising intonation to determine when a response is expected.</p> <p>L/S1B.1c. With support, identify the gist of what a</p>

STANDARD ONE (Focus on Meaning)

Level 1 (NRS Beginning Literacy)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
<p>C. Analyze written arguments.</p> <p>R1C.1a. Distinguish between fact and opinion in text.</p>		<p>speaker is saying in a familiar situation (<i>e.g., a vendor stating a price</i>).</p> <p>C. Communicate information, ideas, and arguments with increasing fluency.</p> <p>L/S1C.1a. Use key words, simple sentences, basic routine phrases, and formulaic speech (<i>e.g., excuse me, How are you?, sorry</i>) to communicate a general idea.</p> <p>L/S1C.1b. Express a simple preference or opinion (<i>e.g., I like/don't like</i>).</p> <p>L/S1C.1c. Produce spoken words and simple sentences based on modeled speech.</p> <p>L/S1C.1d. Speak audibly and intelligibly, using gestures to help convey ideas, feelings, and information.</p> <p>D. Participate effectively in interactions.</p> <p>L/S1D.1a. Observe, build, and use knowledge to guide participation in daily interactions (<i>e.g., knowing the expected responses to How are you?</i>).</p> <p>L/S1D.1b. Listen actively to others (<i>e.g., eye contact, nod of understanding</i>).</p>

STANDARD TWO (Organization and Style)

Level 1 (NRS Beginning Literacy)

<p>Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
<p>A. Understand text structure and development.</p> <p>R2A.1a. Use a few basic features of English text (<i>e.g., bold, underline</i>) to locate key information.</p>	<p>A. Organize writing.</p> <p>W2A.1a. With support and a stem or model, organize words logically to present ideas and information in a sentence.</p> <p>W2A.1b. Provide an opening that introduces the subject (<i>e.g., The man, Maria</i>).</p> <p>W2A.1c. With support and a stem or model, connect two words or phrases with a linking word (<i>e.g., and, or</i>).</p> <p>B. Develop ideas.</p> <p>W2B.1a. Order pictures and/or words to create a simple story.</p>	<p>A. Attend to organization of spoken text.</p> <p>L/S2A.1a. Follow a simple question-and-answer conversation structure.</p> <p>B. Attend to style and register.</p> <p>L/S2B.1a. Notice uses of formal and informal language in common situations.</p>

STANDARD THREE (Components of English)

Level 1 (NRS Beginning Literacy)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>A. Decode English print.</p> <p>R3A.1a. Demonstrate phonemic awareness by isolating initial and final consonant sounds and manipulating sounds in words.</p> <p>R3A.1b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>R3A.1c. Recognize one-to-one letter-sound correspondences for vowels and consonants and distinguish them in minimal pairs (e.g., <i>him</i> vs. <i>his</i>, <i>bed</i> vs. <i>bad</i>).</p> <p>R3A.1d. Tap or scoop syllables to decode words (e.g., <i>fam/i/ly</i>, <i>moth/er</i>).</p> <p>B. Comprehend and expand reading vocabulary.</p> <p>R3B.1a. With support (including context and visual aids), read and comprehend common high-frequency sight words (e.g., <i>and</i>, <i>me</i>, <i>about</i>, <i>they</i>) and abbreviations (e.g., <i>a.m.</i>, <i>St.</i>).</p> <p>C. Use grammar knowledge to comprehend meaning.</p> <p>R3C.1a. With support, recognize a small number of frequently occurring nouns and verbs and syntactically simple sentences.</p> <p>R3C.1b. Understand that word order affects meaning (<i>the girl likes apples</i> vs. <i>apples like the girl</i>).</p> <p>D. Use understanding of English conventions to comprehend meaning.</p> <p>R3D.1a. Recognize conventions of print (e.g., <i>reading left</i></p>	<p>A. Encode English print.</p> <p>W3A.1a. Form numbers and upper- and lowercase letters legibly.</p> <p>W3A.1b. With support, copy simple, phonetically regular words (e.g., <i>man</i>, <i>sit</i>).</p> <p>W3A.1c. With support, copy or spell some simple sight words correctly (e.g., <i>who</i>, <i>goes</i>, <i>people</i>).</p> <p>B. Use and expand written vocabulary.</p> <p>W3B.1a. Use familiar and personally relevant vocabulary related to immediate needs (e.g., <i>personal information</i>).</p> <p>C. Use grammar accurately to convey meaning.</p> <p>W3C.1a. Follow highly structured models and sentence stems to communicate an idea in writing that uses a few basic elements of grammar, such as:</p> <ul style="list-style-type: none"> • simple present • affirmative and negative verbs • singular and plural nouns with matching verbs • common nouns and subject pronouns (e.g., <i>home</i>, <i>bus</i>, <i>I</i>, <i>they</i>), a few question words. <p>D. Use conventions of standard English to convey meaning.</p> <p>W3D.1a. Begin to capitalize proper nouns (e.g., <i>names</i>, <i>days</i>, <i>and months</i>) and the pronoun “I”.</p> <p>W3D.1b. With support, begin to use standard conventions for basic punctuation to provide information (e.g., <i>to address letters and write phone numbers</i>).</p>	<p>A. Use and expand spoken vocabulary.</p> <p>L/S3A.1a. Relying heavily on visual cues and context, understand and use a limited set of words and familiar expressions to communicate about basic information and needs.</p> <p>L/S3A.1b. Understand and use question openers (e.g., <i>Do</i>, <i>Where</i>).</p> <p>L/S3A.1c. Recognize:</p> <ul style="list-style-type: none"> • individual letters • numbers up to 20 • basic vocabulary related to personal information • memorized words • phrases in various combinations. <p>B. Use grammar knowledge to convey and comprehend spoken meaning.</p> <p>L/S3B.1a. Recognize and produce a small number of frequently occurring nouns and verbs.</p> <p>L/S3B.1b. Distinguish between positive and negative statements and between statements and questions.</p> <p>L/S3B.1c. Distinguish between yes/no and information questions.</p> <p>L/S3B.1d. Construct and respond to syntactically simple sentences (basic subject-predicate statements and questions) using learned phrases.</p> <p>C. Use conventions of spoken English.</p> <p>L/S3C.1a. Distinguish and clearly repeat vowel and consonant sounds in familiar words (e.g., <i>initial and final sounds</i>, <i>rhymes</i>).</p>

STANDARD THREE (Components of English)

Level 1 (NRS Beginning Literacy)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p><i>to right and top to bottom, word and sentence boundaries) and orient page correctly before reading.</i></p> <p>R3D.1b. Recognize the distinguishing features of a sentence (<i>e.g., first word, capitalization, ending punctuation</i>).</p>	<p>W3D.1c. Copying from a model, orient text correctly on the page or when filling out simplified forms.</p> <p>W3D.1d. Practice writing on lined paper or in digital media using correct page orientation.</p>	<p>L/S3C.1b. Recognize the role of particular sounds (<i>e.g., the plural -s</i>) in changing the meaning of words.</p> <p>L/S3C.1c. Recognize and produce the stress and intonation of familiar multisyllabic words (<i>e.g., Monday, December</i>), as modeled.</p> <p>L/S3C.1d. Recognize and use appropriate English intonation patterns (<i>e.g. rising intonation in yes/no questions</i>), as modeled.</p>

STANDARD FOUR (Use of Effective Strategies)

Level 1 (NRS Beginning Literacy)

<p>Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.</p>	<p>Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.</p>	<p>Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p>
<p>A. Use pre-reading strategies.</p> <p>R4A.1a. Preview pictures related to a text.</p> <p>R4A.1b. Make predictions about content of a text based on pictures or prior knowledge of the context (<i>e.g., scoreboard, bus stop signs</i>).</p> <p>B. Use reading strategies.</p> <p>R4B.1a. Ask simple questions to guide reading (<i>e.g., Where is the price?</i>).</p> <p>R4B.1b. Reread to clarify meaning.</p> <p>R4B.1c. Use context to confirm or self-correct word recognition and comprehension.</p> <p>C. Use post-reading strategies.</p> <p>R4C.1a. Reread to check comprehension.</p> <p>R4C.1b. Retell the main idea of a text.</p>	<p>A. Use pre-writing strategies.</p> <p>W4A.1a. Discuss information, drawing on L1 as needed, or in English as skills allow.</p> <p>W4A.1b. Brainstorm words or dictate ideas to a scribe.</p> <p>B. Use writing strategies.</p> <p>W4B.1a. Use a model of a simple sentence to express a parallel idea or write a comparable text.</p> <p>W4B.1b. Draw on L1 as needed to get words down on paper.</p> <p>W4B.1c. Consult with peers or a teacher for word choice.</p> <p>C. Use revision and editing strategies.</p> <p>W4C.1a. With support, check copied writing against a model (<i>e.g., for legibility, orientation on page</i>).</p> <p>W4C.1b. Make changes with guidance and support.</p>	<p>A. Use listening and repair strategies.</p> <p>L/S4A.1a. Notice a speaker’s facial expressions, body language, and intonation to aid comprehension.</p> <p>L/S4A.1b. Indicate comprehension or confusion by using nonverbal cues (<i>e.g. eye contact, nodding, quizzical look</i>), and short phrases (<i>e.g., uh-huh, Please speak slowly</i>).</p> <p>B. Use speaking and compensation strategies.</p> <p>L/S4B.1a. Recognize and respond to a listener’s nonverbal and verbal cues (<i>e.g., eye contact, facial expression, gesture, body language, saying Huh?</i>).</p> <p>C. Use conversation strategies.</p> <p>L/S4C.1a. Use previous experience, context, and familiar exchanges to aid in comprehension and communication (<i>e.g., What’s your name? My name is Jean.</i>).</p> <p>L/S4C.1b. With support, participate in simple exchanges by taking turns speaking and listening.</p>

STANDARD FIVE (Use of Diverse Media)**Level 1 (NRS Beginning Literacy)**

Reading Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information.	Writing Evaluate and use diverse media, including the Internet, to collaborate with others, and produce, publish, and enhance original writing.	Listening/Speaking Evaluate and use diverse media, including the Internet, to gather information, communicate and collaborate with others, and enhance oral presentations.
R5.1a. Use information gained from visuals (<i>e.g., pictures, illustrated maps</i>) to support comprehension.	W5.1a. With guidance and the support of a stem or model, write words using basic technologies and digital media (<i>e.g., paper/pencil, very basic keyboarding, text messaging</i>). W5.1b. With guidance and support (and drawing on L1 as needed), identify images that could be added to enhance the meaning of a text.	L/S5.1a. With support, use information from provided media sources, including images, to aid comprehension and the communication of ideas. L/S5.1b. With support, use provided media to extend practice of oral English (<i>e.g., recorded pronunciation practice</i>).

*Pronunciation skills vary widely in language learners and are not level-specific.

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Massachusetts English Language Proficiency Standards for Adult Education: Level 2 (NRS Low Beginning)

STANDARD ONE (*Focus on Meaning*)

ESOL Level 2 (NRS Low Beginning)

Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
<p>A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.</p> <p>R1A.2a. Read and comprehend high-interest environmental print and simple information, such as:</p> <ul style="list-style-type: none"> • common signs and symbols (<i>e.g., Do not enter, recycling symbol, No parking</i>) • simple charts or text with visual supports (<i>e.g., item on a calendar, where to sign</i>) • very simple one-step written and illustrated directions (<i>e.g., Turn the page, Copy the word</i>). <p>R1A.2b. Read and describe short, personally relevant texts (<i>e.g., personal or work notes, greeting cards, journals</i>) to build knowledge and awareness of text types.</p> <p>R1A.2c. With support, participate in short shared projects, gathering information from experience or a provided source.</p> <p>B. Read fluently to access and interpret meaning.</p> <p>R1B.2a. Identify that texts are written for varied purposes and audiences, giving examples.</p> <p>R1B.2b. Determine the main idea of a text.</p> <p>R1B.2c. Make simple inferences using textual evidence (<i>e.g., characters are wearing coats so it may be winter</i>).</p> <p>R1B.2d. Identify basic similarities in and differences between two simple texts on the same topic (<i>e.g., illustrations, descriptions</i>).</p>	<p>A. Use writing to carry out academic and real-world tasks.</p> <p>W1A.2a. Write simple information related to everyday personal tasks (<i>e.g., lists, forms, notes</i>), such as:</p> <ul style="list-style-type: none"> • steps in a simple process • simple tables with class-generated information • simple notes (<i>e.g., a child’s school absence note, birthday greeting on a card, a Do Not Park Here note</i>) • simple text messages. <p>W1A.2b. Write short, descriptive personal texts (<i>e.g., list of family members, photo captions, birthday greetings</i>) to share information and to build knowledge and awareness of text types.</p> <p>W1A.2c. Write short answers to questions about a text, using the text as reference.</p> <p>B. Create meaning in increasingly complex texts.</p> <p>W1B.2a. With the support of models, determine a writing purpose.</p> <p>W1B.2b. With support of a stem or model, write or type personally relevant words and simple sentences.</p> <p>W1B.2c. Label and sequence pictures.</p> <p>C. Construct written arguments.</p> <p>W1C.2a. Express in a sentence a simple opinion about a familiar topic, experience, or event and give a reason for the opinion.</p>	<p>A. Carry out increasingly complex communicative tasks.</p> <p>L/S1A.2a. Carry out listening tasks that require the listener to comprehend simple phrases, sentences, and questions on everyday topics when spoken slowly and clearly and with support (<i>e.g. visual aids</i>), such as:</p> <ul style="list-style-type: none"> • information from the school, workplace, or health clinic • safety instructions. <p>L/S1A.2b. Carry out simple speaking tasks related to everyday personal life in familiar and supported contexts, such as:</p> <ul style="list-style-type: none"> • giving simple recount of events in social situations, related to life, work, or family • asking and responding to simple questions related to basic needs • conveying common courtesies and personal information • conveying likes and dislikes • communicating information, providing one or two facts about the topic. <p>L/S1A.2c. Participate in short social or task-related conversations (<i>e.g., request assistance, make introductions, express sympathy</i>).</p> <p>B. Comprehend and analyze meaning of information, ideas and arguments.</p> <p>L/S1B.2a. Identify the gist and/or purpose of spoken messages on everyday topics.</p> <p>L/S1B.2b. With support, identify the main argument a speaker makes and one reason a speaker gives to support the argument.</p>

STANDARD ONE (Focus on Meaning)

ESOL Level 2 (NRS Low Beginning)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
<p>R1B.2e. Read aloud connected self-written or simplified sentences with, on successive readings, growing accuracy and use of punctuation to guide pauses.</p> <p>C. Analyze written arguments.</p> <p>R1C.2a. Identify the main claim an author makes and one reason given to support it.</p> <p>R1C.2b. Express agreement or disagreement with a text (e.g., class rules, a simple news item).</p>		<p>L/S1B.2c. Extract a particular detail from a simple statement on a familiar topic (e.g., someone’s name, the time).</p> <p>C. Communicate information, ideas, and arguments with increasing fluency.</p> <p>L/S1C.2a. Produce simple affirmative and negative statements on everyday topics (e.g., daily activities, preferences, or opinions).</p> <p>L/S1C.2b. State a simple opinion and give a reason for it.</p> <p>L/S1C.2c. Produce short spoken text with growing accuracy upon repetition.</p> <p>L/S1C.2d. Speak audibly and intelligibly and at an understandable pace.</p> <p>D. Participate effectively in interactions.</p> <p>L/S1D.2a. Build and use knowledge to guide participation in daily interactions (e.g., understanding common topics for making small talk).</p> <p>L/S1D.2b. Listen and respond to the comments of others.</p> <p>L/S1D.2c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L/S1D.2d. Follow basic turn-taking during conversation.</p>

STANDARD TWO (Organization and Style)

ESOL Level 2 (NRS Low Beginning)

<p>Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
<p>A. Understand text structure and development.</p> <p>R2A.2a. Use basic features of English text (<i>e.g., orientation of text on a page, organization by sentences and paragraphs</i>) to locate key facts or information in a text.</p> <p>R2A.2b. Identify the logical sequence of sentences in a simple paragraph.</p> <p>R2A.2c. Identify common transition words (<i>e.g., first, next</i>) to follow the basic chronology of a class-generated story.</p> <p>B. Recognize style and register.</p> <p>R2B.2a. Notice differences between written and spoken language.</p>	<p>A. Organize writing.</p> <p>W2A.2a. Organize words logically in a sentence to convey an idea or information.</p> <p>W2A.2b. Write a relevant opening and closing in written communication.</p> <p>W2A.2c. Use simple linking words to show how two words or ideas are connected (<i>e.g., and, but, or</i>).</p> <p>B. Develop ideas.</p> <p>W2B.2a. Use a time line and write, in order, several events in one’s personal life experience.</p> <p>C. Use appropriate style and register.</p> <p>W2C.2a. Notice use of both informal and formal writing in English and its relationship to writing purpose and audience (<i>e.g., text message to family member vs. note to child’s teacher</i>).</p>	<p>A. Attend to organization of spoken text.</p> <p>L/S2A.2a. Recount an event, with a beginning, middle, and end.</p> <p>L/S2A.2b. Listen for and use common linking words to connect events and ideas, including sequence markers (<i>e.g., first, then, next</i>).</p> <p>B. Attend to style and register.</p> <p>L/S2B.2a. Show emerging awareness of differences between informal and formal language use appropriate to task and purpose (<i>e.g., greetings, social courtesies, and forms of address</i>).</p>

STANDARD THREE (Components of English)

ESOL Level 2 (NRS Low Beginning)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>A. Decode English print.</p> <p>R3A.2a. Manipulate English sounds by moving letters.</p> <p>R3A.2b. Recognize long vowel sounds with silent e.</p> <p>R3A.2c. Recognize some short-vowel syllable patterns in print (e.g., -at, -an).</p> <p>R3A.2d. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., old/er, work/er, job/s, un/happy).</p> <p>R3A.2e. Recognize phonetically regular high-frequency words with multiple syllables (e.g., family).</p> <p>B. Comprehend and expand reading vocabulary.</p> <p>R3B.2a. Relying on context, questioning, and knowledge of cognates, recognize and use frequently occurring words, simple phrases, and formulaic expressions.</p> <p>R3B.2b. Identify patterns and categorize words, as in word sorts (e.g., days of the week, foods, numbers).</p> <p>R3B.2c. Recognize cognates to predict meaning of new words (e.g., proyecto/project).</p> <p>C. Use grammar knowledge to comprehend meaning.</p> <p>R3C.2a. Understand the differences in meaning between simple present and present continuous tense.</p> <p>R3C.2b. Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, and basic function words: pronouns, articles, prepositions, and conjunctions (e.g., he, a/an, in, but, because, is).</p>	<p>A. Encode English print.</p> <p>W3A.2a. Sound out words following basic phonetic rules, and employ spelling patterns (e.g., word families, position-based spelling [“i before e”], syllable patterns, ending rules) in writing and editing words.</p> <p>B. Use and expand written vocabulary.</p> <p>W3B.2a. Use everyday vocabulary related to personal information, experiences, and needs, including common nouns, verbs, adjectives, articles, and prepositions.</p> <p>W3B.2b. Use understanding of simple suffixes (e.g., -ing, the plural “s,” negative contractions) to form words.</p> <p>C. Use grammar accurately to convey meaning.</p> <p>W3C.2a. Show knowledge of simple learned patterns to create subject-predicate statements (e.g., affirmative sentences, formulaic questions) that include basic elements of grammar, such as:</p> <ul style="list-style-type: none"> • present progressive tense • some high-frequency verbs to convey a sense of the past and present • personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) • frequently occurring adjectives, nouns, verbs, and prepositions (e.g., in, behind, over) • determiners (e.g., demonstratives [this, those], articles). <p>D. Use conventions of standard English to convey meaning.</p> <p>W3D.2a. Capitalize the first words of sentences and proper nouns (e.g., place names).</p>	<p>A. Use and expand spoken vocabulary.</p> <p>L/S3A.2a. Relying on context, questioning, and knowledge of cognates (e.g., family/familia, class/class), understand and use personally relevant words, simple phrases, and formulaic expressions.</p> <p>L/S3A.2b. Understand and use:</p> <ul style="list-style-type: none"> • high-frequency general vocabulary • basic antonyms (e.g., happy/sad). <p>B. Use grammar knowledge to convey and comprehend spoken meaning.</p> <p>L/S3B.2a. Recognize and produce basic grammatical structures (e.g., present tense, plural nouns, subject and object pronouns, adverbs of frequency, adjectives) and syntactically simple sentences.</p> <p>L/S3B.2b. Recognize and use contractions of <i>be</i> and <i>do</i>.</p> <p>C. Use conventions of spoken English.</p> <p>L/S3C.2a. Distinguish between minimal pairs, especially in commonly confused words used in daily life (e.g., live/leave, vote/boat) and pronounce them so others can understand.</p> <p>L/S3C.2b. Recognize syllables and how words are separated into syllables.</p> <p>L/S3C.2c. Recognize and produce the syllable stress and intonation of common words, especially words that are similar (e.g., <u>thir</u>ty and thir<u>tee</u>n).</p>

STANDARD THREE (Components of English)

ESOL Level 2 (NRS Low Beginning)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>R3C.2c. Locate direct pronoun referents (e.g., <i>Nami has a job. <u>She</u> works at the hospital.</i>).</p> <p>R3C.2d. Employ understanding of grammatical features found in common environmental print (e.g., <i>imperatives: Don't walk, Buy now!</i>).</p> <p>D. Use understanding of English conventions to comprehend meaning.</p> <p>R3D.2a. Use capitalization and punctuation cues to aid comprehension (e.g., <i>end punctuation, capital at beginning of sentence</i>).</p>	<p>W3D.2b. Recognize, name, and use basic punctuation, including:</p> <ul style="list-style-type: none"> • end punctuation for sentences • commas in dates and to separate single words in a series • commas in greetings and closings of letters. <p>W3D.2c. Use adequate spacing between letters and words for clarity of meaning and legibility.</p>	<p>L/S3C.2d. Recognize and use rising and falling intonation patterns (e.g., <i>intonation for statements and for yes/no vs. W questions</i>).</p>

STANDARD FOUR (Use of Effective Strategies)

ESOL Level 2 (NRS Low Beginning)

<p>Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.</p>	<p>Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.</p>	<p>Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p>
<p>A. Use pre-reading strategies.</p> <p>R4A.2a. Preview key vocabulary.</p> <p>R4A.2b. Make predictions about content based on text type (<i>e.g., label, form</i>), title, graphics, and prior knowledge of the topic or reading context.</p> <p>B. Use reading strategies.</p> <p>R4B.2a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>R4B.2b. Compare English to first language (<i>e.g., cognates, grammar, sounds, morphology</i>).</p> <p>R4B.2c. Use knowledge of the meaning of individual words to predict the meaning of compound words (<i>e.g., birdhouse, workplace, notebook</i>).</p> <p>R4B.2d. Scan to extract relevant information from a simple text.</p> <p>C. Use post-reading strategies.</p> <p>R4C.2a. Reread to clarify meaning.</p> <p>R4C.2b. With support, identify what is understood and not understood.</p>	<p>A. Use pre-writing strategies.</p> <p>W4A.2a. Discuss information and ideas with others, drawing on L1 as needed.</p> <p>W4A.2b. Respond to simple prompts (<i>e.g., the five W questions, quotes</i>) to formulate ideas.</p> <p>W4A.2c. Jot down simple notes from oral brainstorm.</p> <p>B. Use writing strategies.</p> <p>W4B.2a. Use a model of a simple paragraph or simple documents (<i>e.g., an application form, email</i>) to write a comparable text.</p> <p>W4B.2b. Use provided sentence stems and other scaffolding devices to support putting ideas in writing, however minimally.</p> <p>C. Use revision and editing strategies.</p> <p>W4C.2a. Check work for legibility and spelling.</p> <p>W4C.2b. In a collaborative group and with support of L1, identify changes required to strengthen writing and correct writing errors.</p>	<p>A. Use listening and repair strategies.</p> <p>L/S4A.2a. Make predictions based on context and listen to confirm those predictions.</p> <p>L/S4A.2b. Confirm understanding by asking and answering questions about key details and requesting clarification or repetition if something is not understood.</p> <p>B. Use speaking and compensation strategies.</p> <p>L/S4B.2a. Recognize recurring pronunciation problems and use repair strategies to work around them (<i>e.g., point to the right while saying Go to the right.</i>).</p> <p>L/S4B.2b. Use strategies to provide clarification (<i>e.g., repetition, rephrasing</i>).</p> <p>C. Use conversation strategies.</p> <p>L/S4C.2a. Use experience and prior knowledge about the setting/situation to inform what one wants to say and to aid comprehension.</p> <p>L/S4C.2b. Participate actively in conversation (<i>e.g., initiating conversation, speaking one at a time, responding to conversation openers and closers</i>).</p>

STANDARD FIVE (Use of Diverse Media)**ESOL Level 2 (NRS Low Beginning)**

Reading Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information.	Writing Evaluate and use diverse media, including the Internet, to collaborate with others, and produce, publish, and enhance original writing.	Listening/Speaking Evaluate and use diverse media, including the Internet, to gather information, communicate and collaborate with others, and enhance oral presentations.
<p>R5.2a. Use information gained from visuals (<i>e.g., images, maps, cartoons</i>) to support comprehension.</p> <p>R5.2b. Use information from more than one provided print or digital source to build understanding of a topic.</p>	<p>W5.2a. Identify different technologies used to craft digital writing (<i>e.g., word processing for documents, presentation software for presentation slides, email applications for email, social media for engagement</i>).</p> <p>W5.2b. With guidance and the support of a stem or model, write words or a simple phrase using different technologies (<i>e.g., pen, keyboard, mobile phone</i>).</p> <p>W5.2c. Integrate relevant pictures or multimedia from a set provided by a teacher and following a template.</p>	<p>L/S5.2a. Use information from a few provided media sources, including audiovisual, to aid comprehension (<i>e.g., an attendance chart, a GIF image</i>).</p> <p>L/S5.2b. Use media to facilitate timely communication (<i>e.g., calling in late to work or school</i>).</p> <p>L/S5.2c. Use simple multimedia components and visual displays (<i>e.g., a chart of class votes, photos</i>) in presentations when useful to enhance comprehension.</p>

*Pronunciation skills vary widely in language learners and are not level-specific.

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Massachusetts English Language Proficiency Standards for Adult Education: Level 3 (NRS High Beginning)

STANDARD ONE (*Focus on Meaning*)

ESOL Level 3 (NRS High Beginning)

Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
<p>A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.</p> <p>R1A.3a. Read and comprehend high-interest, simple, or level-adapted informational texts, such as:</p> <ul style="list-style-type: none"> • simple forms or parts of more complex forms (<i>e.g., work orders, library card applications</i>) • simple tables, graphs, and maps (<i>e.g., medicine dosage chart, bill payment due date, hospital location on a neighborhood map</i>) • some simple digital information (<i>e.g., text messages, personal email</i>) • simple multistep written directions (<i>e.g., directions in simple GPS system, worksheet instructions</i>). <p>R1A.3b. Read and summarize simple narrative, explanatory, and literary text (<i>e.g., simple poems</i>) to interpret meaning, build knowledge, and develop awareness of authors and text types.</p> <p>R1A.3c. With support, participate in short shared research projects to answer a question.</p> <p>B. Read fluently to access and interpret meaning.</p> <p>R1B.3a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>R1B.3b. Ask and answer five <i>W</i> questions about the topic, stated main idea, and key details in a text.</p> <p>R1B.3c. Distinguish what a text says explicitly from inferences.</p>	<p>A. Use writing to carry out academic and real-world tasks.</p> <p>W1A.3a. Write simple informational texts that require short explanations, such as:</p> <ul style="list-style-type: none"> • driving directions or a simple procedure • information on an authentic or only slightly modified form (<i>e.g., job application</i>) • notes (<i>e.g., to a supervisor about a machine not working</i>) • simple digital communication (<i>e.g., text messages, personal email</i>). <p>W1A.3b. Write simple narrative, expository (<i>e.g., paraphrased facts, event description</i>), and literary (<i>e.g., simple poems, short prose</i>) texts to reflect on and describe experiences and observations, and to build awareness of writing as a thinking tool.</p> <p>W1A.3c. With support, participate in short shared research projects to answer a question, contributing information from reading or experience.</p> <p>B. Create meaning in increasingly complex texts.</p> <p>W1B.3a. Determine a writing purpose (<i>i.e., to answer, explain, or describe something</i>).</p> <p>W1B.3b. Describe in writing people, places, things, and events with relevant details, expressing ideas and feelings.</p> <p>W1B.3c. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details.</p>	<p>A. Carry out increasingly complex communicative tasks.</p> <p>L/S1A.3a. Carry out listening tasks that require the listener to comprehend short connected statements and questions on familiar topics when spoken slowly and clearly, such as:</p> <ul style="list-style-type: none"> • short descriptive updates (<i>e.g., update from co-worker at shift change</i>) • digital messages (<i>e.g., TV news and weather, phone messages</i>) • short sequence of events or simple two- or three-step instructions. <p>L/S1A.3b. Carry out speaking tasks that require a short, simple explanation related to expressing needs, feelings, or information in familiar contexts, such as:</p> <ul style="list-style-type: none"> • explaining basic needs, experiences, or preferences • expressing feelings about an event or situation • leaving phone messages with appropriate level of detail (<i>e.g., for school or work</i>) • describing a problem clearly • stating a position and supporting it with a few reasons (<i>e.g., It's a good job because it has benefits.</i>) • recounting an experience or short sequence of events, or explain an idea, providing relevant facts and descriptive details. <p>L/S1A.3c. Participate in collaborative conversations with diverse partners in small and large groups.</p> <p>B. Comprehend and analyze meaning of information, ideas and arguments.</p> <p>L/S1B.3a. Identify the main topic in simple spoken texts and retell a few key details.</p>

STANDARD ONE (Focus on Meaning)

ESOL Level 3 (NRS High Beginning)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
<p>R1B.3d. Distinguish an author’s point of view from one’s own.</p> <p>R1B.3e. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>R1B.3f. Read aloud simple paragraphs with, on successive readings, sufficient accuracy and appropriate intonation.</p> <p>R1B.3g. Identify the setting, the main character’s dilemma, and major events in a narrative.</p> <p>C. Analyze written arguments.</p> <p>R1C.3a. Identify the main argument and one or two reasons an author gives to support a claim.</p> <p>R1C.3b. Ask questions that challenge claims in a text.</p>	<p>C. Construct written arguments.</p> <p>W1C.3a. Use a few connected sentences to state an opinion or construct a claim and explain the reasoning to support that claim.</p>	<p>L/S1B.3b. Explain one to two reasons a speaker gives to support an argument or claim.</p> <p>L/S1B.3c. Identify the stated purpose or point of view of a speaker.</p> <p>C. Communicate information, ideas, and arguments with increasing fluency.</p> <p>L/S1C.3a. Describe people, places, things, and events with relevant details, expressing ideas and feelings.</p> <p>L/S1C.3b. Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details.</p> <p>L/S1C.3c. Produce short spoken text with, upon repetition, some accuracy, appropriate pauses, and expression.</p> <p>L/S1C.3d. Speak clearly at an understandable pace, using appropriate eye contact.</p> <p>D. Participate effectively in interactions.</p> <p>L/S1D.3a. Build and use knowledge to guide participation in common interactions (<i>e.g., understanding when one is getting a sales pitch, when it is appropriate to provide personal information</i>).</p> <p>L/S1D.3b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>L/S1D.3c. Ask questions to check understanding of information presented.</p> <p>L/S1D.3d. Follow agreed-upon rules for discussions (<i>e.g., not interrupting, listening carefully</i>).</p>

STANDARD TWO (Organization and Style)

ESOL Level 3 (NRS High Beginning)

<p>Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
<p>A. Understand text structure and development.</p> <p>R2A.3a. Use basic features of English text (<i>e.g., titles, numbered lists, captions, headings</i>) to locate key facts or information in a text.</p> <p>R2A.3b. Identify the logical organization of ideas in a text.</p> <p>R2A.3c. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>B. Recognize style and register.</p> <p>R2B.3a. Demonstrate awareness of differences between informal and formal text/language use, and the use of language to convey level of formality or importance.</p>	<p>A. Organize writing.</p> <p>W2A.3a. Organize ideas and evidence in a logical order in a short, simple paragraph focused on a single topic that includes a topic sentence; one or two reasons, details, or examples; and a concluding sentence.</p> <p>W2A.3b. Provide a relevant introductory sentence that frames the rest of the paragraph’s content, and a simple concluding statement.</p> <p>W2A.3c. Use linking words and phrases (<i>e.g., also, another, and, more, but, before/now, first/second</i>) to connect ideas.</p> <p>B. Develop ideas.</p> <p>W2B.3a. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W2B.3b. Develop a topic with facts, definitions, and details.</p> <p>C. Use appropriate style and register.</p> <p>W2C.3a. Adapt language choices (<i>e.g., content, word choice, and formality</i>) to the task and audience.</p> <p>W2C.3b. Demonstrate emerging use of both informal and formal language, depending on task and audience.</p>	<p>A. Attend to organization of spoken text.</p> <p>L/S2A.3a. Express ideas and develop them in an organized manner (<i>e.g., with a main idea, supporting details, and conclusion</i>).</p> <p>L/S2A.3b. Recount an event, using a simple logical structure (<i>e.g., chronology</i>).</p> <p>L/S2A.3c. Listen for and use common transition words and phrases to connect events, ideas, and opinions (<i>e.g., here/there, before/now, because</i>).</p> <p>B. Attend to style and register.</p> <p>L/S2B.3a. Show developing awareness of contexts that call for formal English and of situations where informal speech is appropriate.</p> <p>L/S2B.3b. Recognize and adapt language choices to the task and audience.</p>

STANDARD THREE (Components of English)

ESOL Level 3 (NRS High Beginning)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>A. Decode English print.</p> <p>R3A.3a. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>R3A.3b. Recognize sounds associated with consonants, including those with alternative sounds (e.g., /sit/; /ads/).</p> <p>R3A.3c. Recognize short-vowel syllable patterns (e.g., -in, -op, -et).</p> <p>R3A.3d. Recognize and use frequently occurring affixes (e.g., un-, re-, dis-, -est, -ing, -ful, -tion) as a clue to the meaning of a word.</p> <p>R3A.3e. Identify base words and common inflections (e.g., dish/dishes, looks/looked/looking).</p> <p>R3A.3f. Recognize phonetically regular and some irregular high-frequency words.</p> <p>B. Comprehend and expand reading vocabulary.</p> <p>R3B.3a. Acquire and accurately use conversational and common academic words and phrases (e.g., In conclusion, On the other hand).</p> <p>R3B.3b. Develop vocabulary, including common antonyms (e.g., open/close), synonyms (e.g., wash/clean), and homonyms (e.g., there/their/they're).</p> <p>R3B.3c. Distinguish the literal and nonliteral meanings of common words and phrases in context (e.g., take steps).</p> <p>C. Use grammar knowledge to comprehend meaning.</p>	<p>A. Encode English print.</p> <p>W3A.3a. Spell a variety of familiar single and multisyllabic words and common abbreviations, employing phonemic awareness, spelling conventions, and generalized spelling patterns (e.g., doubling consonants, silent e).</p> <p>W3A.3b. Use conventional U.S. format to write out dates (e.g., Nov. 7 or 11/7/18 rather than 7 Nov or 7/11/18).</p> <p>B. Use and expand written vocabulary.</p> <p>W3B.3a. Use everyday vocabulary related to personal goals, topics of interest, and the daily demands of home, school, work, and community, and some academic vocabulary.</p> <p>W3B.3b. Correctly use some commonly confused verbs (e.g., do/make, say/tell, bring/take).</p> <p>W3B.3c. Begin to use roots and affixes to spell words (e.g., un-, re-, port, view, -ful, -ly).</p> <p>C. Use grammar accurately to convey meaning.</p> <p>W3C.3a. Show knowledge of basic grammar to construct simple sentences (including negative sentences and questions), such as:</p> <ul style="list-style-type: none"> • verbs to convey a sense of past, present, and future • adjectives, prepositions (e.g., during, beyond, toward), possessives, common irregular past tense verbs, negation of progressive and perfect tenses • regular and irregular plural nouns • collective nouns (e.g., group) • reflexive pronouns (e.g., myself, ourselves) 	<p>A. Use and expand spoken vocabulary.</p> <p>L/S3A.3a. Using context, questioning, and knowledge of cognates, understand and use frequently occurring words, phrases, and expressions.</p> <p>L/S3A.3b. Understand and use:</p> <ul style="list-style-type: none"> • some common academic and career-related words (e.g., collaborate, feedback) • commonly confused verbs (e.g., look/watch/see, bring/take). <p>B. Use grammar knowledge to convey and comprehend spoken meaning.</p> <p>L/S3B.3a. Understand and produce basic grammatical structures (e.g., past and future verb tenses, basic prepositions, some conjunctions and contractions, and direct pronoun references).</p> <p>L/S3B.3b. Use word order that consistently approximates standard English.</p> <p>L/S3B.3c. Recognize and produce complete simple and compound sentences.</p> <p>C. Use conventions of spoken English.</p> <p>L/S3C.3a. Recognize and produce the schwa sound and voiced and unvoiced consonants.</p> <p>L/S3C.3b. Recognize syllables and be able to repeat multisyllabic words with stress on the correct syllable (e.g., hamburger, family).</p> <p>L/S3C.3c. Understand how words can be linked in fast/reduced speech (e.g., gonna).</p>

STANDARD THREE (Components of English)

ESOL Level 3 (NRS High Beginning)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>R3C.3a. Understand the differences in meaning of the present, present continuous, future, and past tenses.</p> <p>R3C.3b. Recognize frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions.</p> <p>R3C.3c. Employ understanding that grammatical features may differ by formality of text (<i>e.g., dropped subject pronouns in personal email: "Hope you saw my text."</i>).</p> <p>D. Use understanding of English conventions to comprehend meaning.</p> <p>R3D.3a. Use capitalization and punctuation cues to aid comprehension (<i>e.g., apostrophe for possession and contraction, commas used in a series, quotation marks</i>).</p>	<ul style="list-style-type: none"> • subject-verb and pronoun-antecedent agreement • comparative and superlative adjectives and adverbs. <p>D. Use conventions of standard English to convey meaning.</p> <p>W3D.3a. Capitalize proper nouns and titles, the first words of sentences, and letters in acronyms.</p> <p>W3D.3b. Recognize, name, and use basic punctuation, including:</p> <ul style="list-style-type: none"> • commas to separate items in a series and phrases within a sentence • apostrophes to form contractions and frequently occurring possessives. <p>W3D.3c. Use appropriate paragraph indentation, word spacing, and spacing of text on a page to enhance readability.</p>	<p>L/S3C.3d. Recognize and select the words that carry the stress within a sentence.</p> <p>L/S3C.3e. Understand and produce standard English intonation patterns and pauses in statements, questions, imperatives, and exclamations.</p> <p>L/S3C.3f. Phrase words into meaningful "chunks," pausing between phrases.</p>

STANDARD FOUR (Use of Effective Strategies)

ESOL Level 3 (NRS High Beginning)

<p>Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.</p>	<p>Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.</p>	<p>Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p>
<p>A. Use pre-reading strategies.</p> <p>R4A.3a. Preview the title, key vocabulary, and section headings.</p> <p>R4A.3b. Make predictions or ask questions based on text type, title, captions, and/or prior knowledge of the topic or reading context.</p> <p>B. Use reading strategies.</p> <p>R4B.3a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>R4B.3b. Read ahead to get meaning from context.</p> <p>R4B.3c. Think aloud (verbalize thoughts) and visualize while reading (<i>e.g., ask questions while reading, visualize the characters or scenes</i>).</p> <p>R4B.3d. Use a placeholder word (<i>e.g., “something”</i>) for an unknown word and continue reading.</p> <p>R4B.3e. Make simple text markings (<i>e.g., highlighting key words, underlining unknown words</i>) to note where to revisit text.</p> <p>C. Use post-reading strategies.</p> <p>R4C.3a. Reread and/or adjust reading pace.</p> <p>R4C.3b. Restate what was read to check basic comprehension.</p>	<p>A. Use pre-writing strategies.</p> <p>W4A.3a. Discuss information and ideas gleaned from reading, listening, or experience.</p> <p>W4A.3b. Use questions (<i>e.g., the five Ws</i>) to generate ideas.</p> <p>W4A.3c. Brainstorm, use idea webs, or freewrite; then prioritize ideas.</p> <p>B. Use writing strategies.</p> <p>W4B.3a. Use a model of a simple multiparagraph informational or narrative text to write a comparable text.</p> <p>W4B.3b. Put ideas in writing, however unorganized.</p> <p>C. Use revision and editing strategies.</p> <p>W4C.3a. Read aloud and record written work (<i>e.g., with mobile phone or tape recorder</i>) for later playback to check if it is understandable.</p> <p>W4C.3b. With guidance and support from peers and others, strengthen writing by focusing on a topic and meaning, responding to questions and suggestions, and adding details, evidence, or examples as needed.</p> <p>W4C.3c. Collaborate with others to revise, using models and checklist.</p> <p>W4C.3d. Use spell-check for immediate feedback on writing.</p>	<p>A. Use listening and repair strategies.</p> <p>L/S4A.3a. Make predictions based on a speaker’s purpose, and previous experience and knowledge of the context, checking the accuracy of predictions as one listens.</p> <p>L/S4A.3b. Listen for key words to support comprehension (<i>e.g., in a job interview, words such as experience, references, strengths</i>).</p> <p>L/S4A.3c. Check understanding by asking clarifying questions (<i>e.g., Eighteen or eighty? What does X mean?</i>).</p> <p>B. Use speaking and compensation strategies.</p> <p>L/S4B.3a. Request feedback on comprehensibility of speech (<i>e.g., Am I clear? Do you understand me?</i>).</p> <p>L/S4B.3b. Use strategies to repair misunderstanding (<i>e.g., clarify by addressing confusion: I said “a” not “h”</i>).</p> <p>C. Use conversation strategies.</p> <p>L/S4C.3a. Use experience and prior knowledge to aid comprehension and inform interaction (<i>e.g., waiting in line until called, responding to personal information questions</i>).</p> <p>L/S4C.3b. Participate actively in conversation (<i>e.g., listening for entry points into discussion, turn-taking</i>).</p>

STANDARD FIVE (Use of Diverse Media)

ESOL Level 3 (NRS High Beginning)

<p>Reading Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information.</p>	<p>Writing Evaluate and use diverse media, including the Internet, to collaborate with others, and produce, publish, and enhance original writing.</p>	<p>Listening/Speaking Evaluate and use diverse media, including the Internet, to gather information, communicate and collaborate with others, and enhance oral presentations.</p>
<p>R5.3a. Explain how information presented visually (<i>e.g., arrows, illustrations, thought bubbles</i>) contributes to what is conveyed by words in a text (<i>e.g., to create mood, clarify sequence, emphasize aspects of a character or setting</i>).</p> <p>R5.3b. Use information from more than one print or digital source to identify differences.</p> <p>R5.3c. Evaluate the reliability of media sources (<i>e.g., by checking against trusted sources in native language or English</i>).</p>	<p>W5.3a. Following models, craft simple text in relevant technology media (<i>e.g., PowerPoint, email, apps, text messaging</i>).</p> <p>W5.3b. Use key features of relevant technologies (<i>e.g., word processing and editing tools like spell-check, save, and copy</i>).</p> <p>W5.3c. Integrate pictures or multimedia, as directed, from several different sources (<i>e.g., shared cloud-based folder, computer hard drive, flash drive</i>).</p>	<p>L/S5.3a. Gather and use information from varied provided audiovisual sources, including digital.</p> <p>L/S5.3b. Use media to access support (<i>e.g., call to virtual coaches, learning apps</i>).</p> <p>L/S5.3c. Include multimedia components and visual displays (<i>e.g., diagrams, tables, graphics, audio</i>) in presentations when useful to enhance or strengthen one’s points.</p>

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Massachusetts English Language Proficiency Standards for Adult Education: Level 4 (NRS Low Intermediate)

STANDARD ONE (*Focus on Meaning*)

ESOL Level 4 (NRS Low Intermediate)

Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
<p>A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.</p> <p>R1A.4a. Read and comprehend a range of authentic or level-adapted multiparagraph informational texts, such as:</p> <ul style="list-style-type: none"> • magazine articles, flyers, recipes • simple forms, tables, graphs, diagrams, and maps (e.g., work schedule, digital menus, nutrition labels, maps of the U.S., class Google form) • simple digital texts (e.g., shared course documents, social media, GPS) • multistep directions (e.g., to change a password). <p>R1A.4b. Read and integrate a range of literary, informational, and persuasive texts (e.g., blogs, editorials) to build knowledge, consider multiple perspectives, develop informed opinions, and make decisions.</p> <p>B. Read fluently to access and interpret meaning.</p> <p>R1B.4a. Identify one’s own purpose for reading a specific text (e.g., to find a due date, to learn about a topic, to understand regulations, for enjoyment).</p> <p>R1B.4b. Determine the main idea or theme of a text and explain how it is supported by specific details in text.</p> <p>R1B.4c. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from what the text implies.</p> <p>R1B.4d. Explain how a narrator’s point of view influences how events are described.</p>	<p>A. Use writing to carry out academic and real-world tasks.</p> <p>W1A.4a. Write elaborated informational texts, such as:</p> <ul style="list-style-type: none"> • paper or online forms (e.g., medical history, employment application) • a short autobiographical narrative • simple diagrams and maps (e.g., a work process; a map to one’s home) • digital texts (e.g., shared class Google form; social media posts) • informational flyer about an event • responses to short-answer question prompts • multistep directions. <p>W1A.4b. Write a range of narrative, expository, persuasive (e.g., blogs, advocacy letters), and literary texts to consider multiple perspectives, develop informed opinions, and begin expressing a writer’s voice.</p> <p>W1A.4c. Carry out short shared research projects to answer a question by:</p> <ul style="list-style-type: none"> • noting information from provided print and digital sources and personal experience • categorizing and labeling collected information • listing sources. <p>B. Create meaning in increasingly complex texts.</p> <p>W1B.4a. Determine a writing purpose—what the reader should know or do.</p> <p>W1B.4b. Write short narratives describing actions, thoughts, and feelings, or recounting a short sequence of events.</p>	<p>A. Carry out increasingly complex communicative tasks.</p> <p>L/S1A.4a. Carry out listening tasks that require the listener to interpret short connected statements and questions on somewhat familiar topics when spoken at a moderate rate, such as:</p> <ul style="list-style-type: none"> • explanations of a situation or problem • short online interviews or demonstrations • public broadcast announcements (e.g., an airport announcement) • an extended sequence of events or two- or three-step instructions. <p>L/S1A.4b. Carry out speaking tasks that require presentation of information, explanation, or persuasion in somewhat familiar contexts, such as:</p> <ul style="list-style-type: none"> • making clear and relevant suggestions (e.g., about a work issue or community problem) • explaining reasoning for a decision to others • elaborating on work experience in a job interview • advocating for one’s needs with decision-makers • paraphrasing researched information in a short oral report. <p>L/S1A.4c. Engage effectively in a range of collaborative discussions with diverse partners (one-on-one, in groups, and teacher-led).</p> <p>B. Comprehend and analyze meaning of information, ideas and arguments.</p> <p>L/S1B.4a. Summarize the central idea or theme in a short spoken text and the key details or points expressed.</p>

STANDARD ONE (Focus on Meaning)

ESOL Level 4 (NRS Low Intermediate)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
<p>R1B.4e. Compare and integrate information from two or more texts on the same topic in order to build subject knowledge.</p> <p>R1B.4f. Read aloud connected text composed primarily of simple and compound sentences with sufficient accuracy, and appropriate intonation and phrasing.</p> <p>R1B.4g. Describe the main character’s dilemma and summarize major events.</p> <p>C. Analyze written arguments.</p> <p>R1C.4a. Describe the reasons an author uses to support specific claims and explain why one agrees or disagrees.</p> <p>R1C.4b. Recognize simple persuasive techniques (<i>e.g., implied claims in pictures, celebrity statements in ads</i>).</p>	<p>W1B.4c. Explore a theme or central idea.</p> <p>W1B.4d. Respond in writing to other texts, making connections among and distinctions between ideas or events.</p> <p>C. Construct written arguments.</p> <p>W1C.4a. Write short opinion pieces (paragraph length) on topics or texts.</p> <p>W1C.4b. Express a clear point of view with reasons and evidence to support particular points.</p>	<p>L/S1B.4b. Distinguish between inferences and knowledge based on factual evidence.</p> <p>L/S1B.4c. Ask questions that probe a speaker’s reasoning and claims.</p> <p>L/S1B.4d. Cite evidence to support an analysis.</p> <p>L/S1B.4e. Identify how a speaker’s point of view influences how events are described, and distinguish one’s own point of view from that of a speaker.</p> <p>C. Communicate information, ideas, and arguments with increasing fluency.</p> <p>L/S1C.4a. Convey information or ideas with elaboration beyond the minimum (<i>e.g., I want to learn English so I can . . . , I’m sneezing because I’m allergic to . . .</i>).</p> <p>L/S1C.4b. Report on a topic or text, or construct a claim, providing logically ordered reasons or facts that effectively support the claim.</p> <p>L/S1C.4c. Produce spoken text with growing accuracy and appropriate pacing.</p> <p>L/S1C.4d. Employ common placeholders (<i>e.g., um, uh-huh, let’s see</i>) in informal conversation.</p> <p>D. Participate effectively in interactions.</p> <p>L/S1D.4a. Build and use knowledge to guide participation in interactions in diverse contexts (<i>e.g., distinguishing real invitations from formalities, appropriate use of compliments, appropriate use of humor</i>).</p>

STANDARD ONE (Focus on Meaning)**ESOL Level 4 (NRS Low Intermediate)**

Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
		<p>L/S1D.4b. Build on others' ideas and express own ideas clearly and persuasively.</p> <p>L/S1D.4c. Ask and answer questions about information presented, offering some appropriate elaboration and detail.</p> <p>L/S1D.4d. Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, sharing the floor</i>).</p> <p>L/S1D.4e. Politely avoid conversation or decline to answer or participate.</p>

STANDARD TWO (Organization and Style)

ESOL Level 4 (NRS Low Intermediate)

<p>Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
<p>A. Understand text structure and development.</p> <p>R2A.4a. Use features of English text (<i>e.g., titled sections, connected narrative, lines of poetry, multiple columns</i>) to locate key information or navigate a text.</p> <p>R2A.4b. Explain the development of events or ideas in a nonfiction text, including what happened and why, based on evidence in the text.</p> <p>R2A.4c. Describe and use the overall structure (<i>e.g., chronology, comparison, cause/effect, problem/ solution</i>) to understand the relationship among events, ideas, concepts, or information in a text.</p> <p>B. Recognize style and register.</p> <p>R2B.4a. Identify the use of language to create an emotion or effect.</p> <p>R2B.4b. Explain the purpose of specific examples of an author’s use of imagery.</p>	<p>A. Organize writing.</p> <p>W2A.4a. Introduce a topic, and group the related information or details together; include illustrations when useful for aiding comprehension.</p> <p>W2A.4b. Provide an introductory statement related to the information or explanation to be presented and a concluding statement that provides a sense of closure.</p> <p>W2A.4c. Link ideas within a paragraph and within categories of information using words and phrases (<i>e.g., another, for example, also, because</i>).</p> <p>W2A.4d. Consider goals for a particular text in order to make decisions about composing and organizing the text.</p> <p>B. Develop ideas.</p> <p>W2B.4a. Write informative/explanatory texts that examine a topic and convey ideas and information clearly.</p> <p>W2B.4b. Develop a topic with facts, definitions, details, or other information and examples related to the topic.</p> <p>C. Use appropriate style and register.</p> <p>W2C.4a. Adapt language choices (<i>e.g., length of text, level of detail</i>) according to task and situation, so that readers remain engaged.</p> <p>W2C.4b. Use common rhetorical devices to create an effect (<i>e.g., rhetorical question, simile</i>).</p> <p>W2C.4c. Adopt a style that expresses the message simply, clearly, and convincingly.</p> <p>W2C.4d. Express an independent voice by conveying one’s own ideas.</p>	<p>A. Attend to organization of spoken text.</p> <p>L/S2A.4a. Produce a short spoken text in which the content and organization are appropriate (<i>e.g., in length, level of detail, content</i>) to the task, purpose, and needs of the listener(s).</p> <p>L/S2A.4b. Recount an event or explain an idea, using a logical rhetorical structure (<i>e.g., chronological order, problem/solution</i>).</p> <p>L/S2A.4c. Listen for and use transition words (<i>e.g., in addition, instead, eventually</i>) to organize and follow presentations.</p> <p>B. Attend to style and register.</p> <p>L/S2B.4a. Demonstrate awareness of the way register and tone affect meaning.</p> <p>L/S2B.4b. Recognize and adapt language choices and style according to the purpose, task, and audience.</p> <p>L/S2B.4c. Choose language to create an effect or emotion.</p>

STANDARD THREE (Components of English)

ESOL Level 4 (NRS Low Intermediate)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>A. Decode English print.</p> <p>R3A.4a. Recognize high-frequency consonant digraphs (<i>e.g., sh-, th-</i>), blends (<i>e.g., bl-, gr-, sm-</i>) and silent consonants (<i>e.g., -lk, wr-, kn-</i>).</p> <p>R3A.4b. Recognize common syllable patterns in two- and three syllable words (<i>e.g., short vowels, long vowels, r-controlled, diphthongs</i>).</p> <p>R3A.4c. Use understanding of English morphology (prefixes, roots, and suffixes) to identify meaning of new vocabulary.</p> <p>R3A.4d. Recognize most irregular high-frequency words (<i>e.g., would, again</i>).</p> <p>B. Comprehend and expand reading vocabulary.</p> <p>R3B.4a. Acquire and accurately use general, common academic (<i>e.g., strategy, claim, result</i>) and domain-specific words and phrases in a subject-based text.</p> <p>R3B.4b. Interpret high-frequency idioms, expressions, phrasal verbs, and/or collocations (<i>e.g., knock on wood, make the bed</i>).</p> <p>R3B.4c. Develop vocabulary, including word families (<i>e.g., invest, investor, investment</i>).</p> <p>R3B.4d. Distinguish between literal and figurative language (<i>e.g., My job stinks</i>).</p> <p>C. Use grammar knowledge to comprehend meaning.</p> <p>R3C.4a. Understand the differences in meaning for the simple and continuous verb tenses and simple modals.</p>	<p>A. Encode English print.</p> <p>W3A.4a. Demonstrate some control over spelling conventions, word families, common spelling patterns (<i>e.g., vowel digraphs, dropping final e before -ed or -ing, -tion</i>).</p> <p>W3A.4b. Apply spelling patterns and rules to spell words with silent consonants (<i>e.g., walk, know, write</i>) and consonant digraphs (<i>e.g., phone, when, tough</i>).</p> <p>B. Use and expand written vocabulary.</p> <p>W3B.4a. Use everyday, academic, and some specialized vocabulary to convey precision and detail in texts.</p> <p>W3B.4b. Use expanded vocabulary that includes abstract nouns (<i>e.g. community, luck, diversity</i>) and some common idiomatic expressions (<i>e.g., take care of, count on</i>).</p> <p>W3B.4c. Correctly use frequently confused words (<i>e.g., to, too, two; there, their, they're</i>).</p> <p>W3B.4d. Use common phrasal verbs (<i>e.g., look for, go away, give in</i>).</p> <p>W3B.4e. Use common roots (<i>e.g., cycl, form, ped</i>) and affixes (<i>e.g., anti-, inter-, intra-, post-, -able, -less, -tion</i>) to construct multisyllabic words.</p> <p>C. Use grammar accurately to convey meaning.</p> <p>W3C.4a. Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences, including irregular and some complex grammar structures, such as:</p>	<p>A. Use and expand spoken vocabulary.</p> <p>L/S3A.4a. Using context and a developing knowledge of English morphology, understand and use common academic (<i>e.g., conclusion, strategy</i>) and content-specific (<i>e.g., inventory, endangered species</i>) words and phrases.</p> <p>L/S3A.4b. Understand and use:</p> <ul style="list-style-type: none"> • descriptive words, phrasal verbs, and collocations (<i>e.g., get ready, sit down, make a mistake</i>) • common idiomatic expressions (<i>e.g., ASAP, sounds good, no worries</i>). <p>L/S3A.4c. Recognize and avoid common false cognates (<i>e.g., actual, embarrassed</i>).</p> <p>B. Use grammar knowledge to convey and comprehend spoken meaning.</p> <p>L/S3B.4a. Understand and produce a growing set of grammatical structures (<i>e.g., comparative and superlative, correct pronoun case, simple and continuous verb tenses, most prepositions, simple conjunctions, tag questions, and simple modal forms</i>).</p> <p>L/S3B.4b. Recognize and use simple phrases and clauses.</p> <p>L/S3B.4c. Recognize, produce, and expand simple, compound, and a few complex sentences.</p> <p>C. Use conventions of spoken English.</p> <p>L/S3C.4a. Recognize where difficulty distinguishing English sounds (<i>e.g., r/l, v/w</i>) is interfering with comprehension (<i>e.g., identify problem sounds and the words that have them</i>).</p>

STANDARD THREE (Components of English)

ESOL Level 4 (NRS Low Intermediate)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>R3C.4b. Recognize and use intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g., <i>that, since, have, was</i>).</p> <p>R3C.4c. Locate indirect pronoun referents.</p> <p>R3C.4d. Employ understanding of grammatical features (e.g., <i>passive voice</i>) commonly found in informational news articles.</p> <p>D. Use understanding of English conventions to comprehend meaning.</p> <p>R3D.4a. Use common punctuation cues to aid comprehension (e.g., <i>commas separating phrases/clauses; parentheses</i>).</p>	<ul style="list-style-type: none"> • irregular past, present perfect • abstract nouns (e.g., <i>childhood</i>), relative pronouns (e.g., <i>who, whose, which, that</i>) • relative adverbs (e.g., <i>where, when, why</i>) • prepositional phrases (e.g., <i>at home, with me, under the desk</i>) • modals for ability (e.g., <i>can, could</i>) and suggestion (e.g., <i>should</i>) • coordinating conjunctions to create compound sentences (e.g., <i>for, and, nor, but, or, yet, so—FANBOYS</i>) • correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>D. Use conventions of standard English to convey meaning.</p> <p>W3D.4a. Attend to capitalization, including in names of nationalities and organizations and titles of publications.</p> <p>W3D.4b. Recognize, name, and use punctuation, including:</p> <ul style="list-style-type: none"> • commas and quotation marks in direct quotations and dialogue • commas between independent and dependent clauses in complex sentences • commas before a coordinating conjunction in a compound sentence • commas to separate an introductory element from the rest of the sentence. <p>W3D.4c. Use simple formatting conventions that enhance readability (e.g., <i>appropriate font, sufficient white space, graphics</i>).</p>	<p>L/S3C.4b. Stress the appropriate syllable in common multisyllabic words (e.g., <i>tomorrow, probably</i>).</p> <p>L/S3C.4c. Recognize changes in meaning that result from a shift in word stress (e.g., <i>White House vs. white house or blackbird vs. black bird</i>).</p> <p>L/S3C.4d. Recognize and use stress and intonation to express ideas and feelings.</p>

STANDARD FOUR (Use of Effective Strategies)

ESOL Level 4 (NRS Low Intermediate)

<p>Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.</p>	<p>Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.</p>	<p>Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p>
<p>A. Use pre-reading strategies.</p> <p>R4A.4a. Preview key sections of the text (<i>e.g., advanced organizers, headings, author biography</i>).</p> <p>R4A.4b. Make predictions or ask questions based on text type, headings, opening sentences, and/or prior knowledge of the topic or reading context.</p> <p>B. Use reading strategies.</p> <p>R4B.4a. Focus on units or chunks of meaning rather than on individual words.</p> <p>R4B.4b. Use context clues to derive meaning of words with multiple meanings.</p> <p>R4B.4c. Adjust reading rate depending on the purpose (<i>e.g., reading for detail vs. for general idea</i>).</p> <p>R4B.4d. Make simple text markings (<i>e.g., noting personal reactions/questions</i>) to support text comprehension and analysis.</p> <p>R4B.4e. Use text aids (<i>e.g., margin notes, illustrations, glossary, etc.</i>) to support comprehension.</p> <p>C. Use post-reading strategies.</p> <p>R4C.4a. Summarize to check comprehension of what the text states explicitly.</p>	<p>A. Use pre-writing strategies.</p> <p>W4A.4a. Discuss information and ideas gleaned from a few provided sources.</p> <p>W4A.4b. Use a variety of devices to formulate ideas about a topic or consider new information and ideas, including graphic organizers (<i>e.g., flow chart, Venn diagram</i>), journals, freewriting, or outlines.</p> <p>B. Use writing strategies.</p> <p>W4B.4a. Use models of varied text types (<i>e.g., stories, reports, instruction manuals</i>) to write a comparable text.</p> <p>W4B.4b. Loop back and look for gaps in written text. Build on what is there by adding relevant language.</p> <p>C. Use revision and editing strategies.</p> <p>W4C.4a. Read aloud to hear/check phrasing and word choice.</p> <p>W4C.4b. With guidance and support from peers and others, strengthen writing as needed by planning and then responding to reader feedback.</p> <p>W4C.4c. Use tools and strategies such as guiding questions, revision checklists or outlines, or shared documents and comment features to support revision, addressing:</p> <ul style="list-style-type: none"> • simple content revisions • paragraph structure (<i>e.g., topic sentence, conclusion</i>) • type and amount of detail and textual evidence required in a situation • effective word choice (<i>e.g., synonyms, homonyms, comparatives, superlatives</i>) • fragments and run-ons. <p>W4C.4d. Use spell-check and a grammar checker for immediate feedback on writing.</p>	<p>A. Use listening and repair strategies.</p> <p>L/S4A.4a. Focus on units or chunks of meaning rather than on individual words.</p> <p>L/S4A.4b. Set a listening purpose to focus one’s listening.</p> <p>L/S4A.4c. Seek additional information to check understanding (<i>e.g., ask What did you say? or write what is heard and check the meaning later</i>).</p> <p>B. Use speaking and compensation strategies.</p> <p>L/S4B.4a. Set a speaking purpose to focus one’s speaking.</p> <p>L/S4B.4b. Record, listen to oneself, and practice pronunciation of problematic sounds and words.</p> <p>C. Use conversation strategies.</p> <p>L/S4C.4a. Use prior knowledge about the purpose of an interaction and the speakers to aid comprehension and inform interaction (<i>e.g., anticipate and use common formulaic expressions in a given setting</i>).</p> <p>L/S4C.4b. Participate in collaborative conversations (<i>e.g., gaining the floor in respectful ways, asking follow-up questions</i>).</p> <p>L/S4C.4c. Recognize differing communication norms among cultures (<i>e.g., personal space, eye contact</i>).</p>

STANDARD FIVE (Use of Diverse Media)

ESOL Level 4 (NRS Low Intermediate)

<p>Reading Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information.</p>	<p>Writing Evaluate and use diverse media, including the Internet, to collaborate with others, and produce, publish, and enhance original writing.</p>	<p>Listening/Speaking Evaluate and use diverse media, including the Internet, to gather information, communicate and collaborate with others, and enhance oral presentations.</p>
<p>R5.4a. Interpret information presented visually, orally, or quantitatively (<i>e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages</i>) and explain how the information contributes to an understanding of the text.</p> <p>R5.4b. Identify, gather, and use information from multiple print or digital sources to locate an answer to a question or solve a problem.</p> <p>R5.4c. Evaluate the reliability of media sources (<i>e.g., by checking the date, origin, and authenticity of sources</i>).</p>	<p>W5.4a. With guidance and support, select and use relevant technology to produce and publish short texts (<i>e.g., typing in Word or PowerPoint</i>).</p> <p>W5.4b. Adapt writing strategies to take full advantage of technology features (<i>e.g., brevity for text messaging; integrating media into PowerPoint</i>).</p> <p>W5.4c. Locate and integrate illustrations and multimedia (<i>e.g. simple charts, pie charts, graphs, tables</i>) when useful for aiding comprehension.</p>	<p>L/S5.4a. Gather and summarize information from a variety of audiovisual sources presented in varied formats (<i>e.g., visual displays, graphs, oral reports</i>).</p> <p>L/S5.4b. Use media to collaborate with others (<i>e.g., virtual meetings, messages to project team, image-sharing</i>).</p> <p>L/S5.4c. Integrate multimedia and visual displays (<i>e.g., tables, PowerPoint</i>) into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L/S5.4d. Evaluate the reliability of media sources (<i>e.g., by checking the date and authenticity of sources</i>).</p> <p>L/S5.4e. Acknowledge media sources in presentations.</p>

Massachusetts English Language Proficiency Standards for Adult Education: Level 5 (NRS High Intermediate)

STANDARD ONE (Focus on Meaning)

ESOL Level 5 (NRS High Intermediate)

Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
<p>A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.</p> <p>R1A.5a. Read and comprehend a range of complex informational texts, such as:</p> <ul style="list-style-type: none"> • health brochures, voter guides, candidate positions • forms, tables, graphs, diagrams, and maps (<i>e.g., work flow chart, food pyramid, job applications, road maps</i>) • digital texts (<i>e.g., online course discussion boards, work apps</i>) • lengthy multistep directions. <p>R1A.5b. Read and synthesize a range of literary, informational/expository (<i>e.g., biography, news articles, interviews</i>) and persuasive (<i>e.g., campaign platforms, political cartoons</i>) texts to build knowledge, weigh arguments, and come to conclusions.</p> <p>R1A.5c. Carry out short individual research projects to answer a question, drawing on multiple sources.</p> <p>B. Read fluently to access and interpret meaning.</p> <p>R1B.5a. Considering one’s purpose for reading, identify useful reading strategies (<i>e.g., scanning for a specific fact, skimming for general gist</i>).</p> <p>R1B.5b. Determine the central theme and subthemes of a text, and the supporting details for each.</p> <p>R1B.5c. Cite accurately several pieces of textual evidence to support analysis of what the text says explicitly and inferences drawn from what the text implies.</p>	<p>A. Use writing to carry out academic and real-world tasks.</p> <p>W1A.5a. Write texts that require summarizing information and making a point with evidence, such as:</p> <ul style="list-style-type: none"> • letter or online form disputing a parking ticket • workplace self-assessment • response to essay-question prompts • digital texts (<i>e.g., online course discussion boards</i>) • academic essay describing historical or current events. <p>W1A.5b. Write a broad range of narrative, expository, persuasive, and literary texts to weigh arguments, build knowledge, and summarize learning.</p> <p>W1A.5c. Carry out short individual or shared research projects to answer a question by:</p> <ul style="list-style-type: none"> • noting information from print and digital sources • developing a hypothesis • summarizing data and paraphrasing key information • citing sources. <p>B. Create meaning in increasingly complex texts.</p> <p>W1B.5a. Identify how purpose and audience will affect content and organization.</p> <p>W1B.5b. Explore a point of view, considering other perspectives.</p> <p>W1B.5c. Respond in writing to various texts, expressing agreement or disagreement, posing questions, or elaborating.</p>	<p>A. Carry out increasingly complex communicative tasks.</p> <p>L/S1A.5a. Carry out listening tasks that require the listener to interpret clearly organized, extended discourse on somewhat unfamiliar topics, such as:</p> <ul style="list-style-type: none"> • short academic presentations or online course videos • interview questions (<i>e.g., for the citizenship test</i>) • digital recordings (<i>e.g., short podcasts or videos</i>) • multistep directions or instructions (<i>e.g., how-to videos, automated phone menus</i>). <p>L/S1A.5b. Carry out speaking tasks that require making a point with evidence and examples, synthesizing ideas, or phrasing thoughts carefully in somewhat formal or unsupported contexts, such as:</p> <ul style="list-style-type: none"> • making a clear argument in an academic, public, or professional setting • advocating for one’s needs with unsympathetic or unfamiliar decision-makers • explaining gaps in work history • making a complaint with clear reasoning • developing and delivering oral presentations about literary or informational texts or topics, integrating researched information, and using facts, details, and evidence. <p>L/S1A.5c. Initiate and engage effectively in a range of collaborative discussions, building on others’ ideas and expressing one’s own clearly.</p> <p>B. Comprehend and analyze meaning of information, ideas and arguments.</p>

STANDARD ONE (Focus on Meaning)

ESOL Level 5 (NRS High Intermediate)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
<p>R1B.5d. Identify aspects of a text that reveal an author’s point of view or purpose (<i>e.g., biased language, inclusion or avoidance of particular facts</i>).</p> <p>R1B.5e. Analyze a case in which multiple texts provide different points of view or conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>R1B.5f. Read aloud connected text composed of simple, compound, and short complex sentences with accuracy, and appropriate expression and pacing.</p> <p>C. Analyze written arguments.</p> <p>R1C.5a. Evaluate the credibility of information and claims (<i>e.g., misleading statements, as in “4 out of 5 dentists recommend”</i>).</p> <p>R1C.5b. Analyze the reasoning in persuasive texts, and determine whether the evidence is accurate and sufficient to support the claims.</p>	<p>W1B.5d. Choose appropriate words and phrases (including those with figurative, connotative, and technical meanings) to support the writing purpose.</p> <p>C. Construct written arguments.</p> <p>W1C.5a. Write arguments to support claims with clear, logically ordered reasons and evidence from literary or informational texts.</p> <p>W1C.5b. Cite sources appropriately, using a specified style.</p>	<p>L/S1B.5a. Summarize the central ideas in an extended spoken presentation, with the key concepts, information, and examples.</p> <p>L/S1B.5b. Infer meaning by using available information and/or context clues.</p> <p>L/S1B.5c. Analyze the reasoning and development of themes/ideas in a persuasive, spoken text, and determine whether cited evidence is relevant to support the argument or claim.</p> <p>L/S1B.5d. Describe aspects of a talk that reveal a speaker’s point of view or intent (<i>e.g., loaded language, choice of evidence</i>).</p> <p>C. Communicate information, ideas, and arguments with increasing fluency.</p> <p>L/S1C.5a. Express consequences, inferences, and cause and effect (<i>e.g., She’s not here. I think her baby, Nami, is sick today.</i>).</p> <p>L/S1C.5b. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen detail.</p> <p>L/S1C.5c. Produce spoken text with fairly consistent accuracy, appropriate pacing, and expression (emphasis and intonation).</p> <p>L/S1C.5d. Use placeholders (<i>e.g., I mean, so</i>) and hesitation techniques (<i>e.g., um</i>) while searching for vocabulary and grammar.</p>

STANDARD ONE (Focus on Meaning)

ESOL Level 5 (NRS High Intermediate)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
		<p><i>D. Participate effectively in interactions.</i></p> <p>L/S1D.5a. Build and use knowledge to guide participation in daily conversation and in academic, domain-specific, and career-specific interactions (<i>e.g., understanding the difference between real and rhetorical questions, understanding euphemisms around taboo subjects and language</i>).</p> <p>L/S1D.5b. Build on others’ talk in conversations by listening to and responding to the comments and diverse perspectives of others.</p> <p>L/S1D.5c. Pose and respond to specific questions by making comments that contribute to the discussion and build on remarks of others.</p> <p>L/S1D.5d. Follow rules for discussion and decision-making, track progress toward group goals and deadlines, and define individual roles.</p> <p>L/S1D.5e. Review key ideas expressed and draw conclusions in light of knowledge gained from the discussion.</p> <p>L/S1D.5f. Politely disagree.</p>

STANDARD TWO (Organization and Style)

ESOL Level 5 (NRS High Intermediate)

<p>Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
<p>A. Understand text structure and development.</p> <p>R2A.5a. Use features of English text (<i>e.g., icons, electronic menus, tables of contents, indexes</i>) to locate key information or navigate a text.</p> <p>R2A.5b. Describe the relationship between a series of events, ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>R2A.5c. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>R2A.5d. Analyze how a text makes connections and distinctions among individuals, ideas, or events (<i>e.g., through comparisons, analogies, or categories</i>).</p> <p>B. Recognize style and register.</p> <p>R2B.5a. Analyze the impact of specific word choice on meaning and tone.</p> <p>R2B.5b. Identify and explain the effects of common literary techniques used within a text (<i>e.g., metaphor, analogy, repetition</i>).</p>	<p>A. Organize writing.</p> <p>W2A.5a. Introduce a topic clearly and group the related information into paragraphs and sections; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful for aiding comprehension.</p> <p>W2A.5b. Provide an introductory statement (in a paragraph) or a short section (in a paper) that signals the information or explanation to be presented.</p> <p>W2A.5c. Provide a concluding statement (in a paragraph) or short section (in a paper) that follows from and supports the information or explanation previously presented.</p> <p>W2A.5d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in a text.</p> <p>B. Develop ideas.</p> <p>W2B.5a. Write informative/explanatory texts that examine a topic and convey ideas, concepts, and information with a clear organization that highlights and connects key ideas.</p> <p>W2B.5b. Develop a topic with relevant facts, concrete details, quotations, or examples to elaborate points.</p> <p>C. Use appropriate style and register.</p> <p>W2C.5a. Adapt language choices appropriate to the context (pragmatics), including cultural expectations and the relationship between writer and reader(s).</p>	<p>A. Attend to organization of spoken text.</p> <p>L/S2A.5a. Produce clear and coherent speech in which the development and organization are appropriate to the task and purpose, and show engagement with the listener(s).</p> <p>L/S2A.5b. Present a detailed process or elaborate on a point using a clear, logical structure (<i>e.g., sequence, cause/effect</i>) and effective introduction and conclusion.</p> <p>L/S2A.5c. Listen for and use a variety of more complex transitions (<i>e.g., however, although, nevertheless, similarly</i>) to link the major sections of speech and to clarify relationships among events and ideas.</p> <p>B. Attend to style and register.</p> <p>L/S2B.5a. Recognize and use register appropriate to the formality of the situation, and the relationship between speaker and listener(s).</p> <p>L/S2B.5b. Choose language that expresses ideas concisely, eliminating wordiness and redundancy.</p> <p>L/S2B.5c. Produce varied sentence patterns for listener interest and style.</p> <p>L/S2B.5d. Employ simple rhetorical devices to engage a listener (<i>e.g., figurative language, analogy</i>).</p>

STANDARD TWO (Organization and Style)**ESOL Level 5 (NRS High Intermediate)**

Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.	Writing Employ text structure and style that clearly conveys development of ideas.	Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.
	W2C.5b. Use a variety of rhetorical devices to create an effect (<i>e.g., analogy, figurative language</i>). W2C.5c. Adopt a style that keeps the reader engaged and interested. W2C.5d. Establish and maintain a consistent voice throughout a text. W2C.5e. Choose language that expresses ideas concisely, eliminating wordiness and redundancy.	

STANDARD THREE (Components of English)

ESOL Level 5 (NRS High Intermediate)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>A. Decode English print.</p> <p>R3A.5a. Use common Greek or Latin affixes and roots (<i>e.g., anti-, cardio-; act, form; -cracy, -logy</i>) as clues to the meaning of a word (<i>e.g., audience, auditory, audible</i>).</p> <p>R3A.5b. Recognize syllable patterns/types (<i>e.g., closed syllable, open syllable, r-controlled, -Cle, VCe, vowel digraphs/diphthongs</i>).</p> <p>B. Comprehend and expand reading vocabulary.</p> <p>R3B.5a. Acquire and accurately use general, academic (<i>e.g., approach, overview, focus</i>) and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.</p> <p>R3B.5b. Develop vocabulary, including transition words, homographs (<i>e.g., fine, object, tear</i>), and some common idiomatic expressions or collocations (<i>e.g., running late, face the consequences</i>).</p> <p>R3B.5c. Interpret the meaning of words and phrases as they are used in a text, including figurative language, metaphors, and similes.</p> <p>R3B.5d. Determine the meaning of words and phrases that signal contrast, addition, and other logical relationships (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>C. Use grammar knowledge to comprehend meaning.</p> <p>R3C.5a. Understand the differences in meaning for the continuous and perfect verb tenses and forms, and modals.</p>	<p>A. Encode English print.</p> <p>W3A.5a. Apply conventional spelling rules and understand inflections to spell accurately.</p> <p>W3A.5b. Use specialized, discipline-specific acronyms (<i>e.g., CNA, ESL, CDL, LPN</i>).</p> <p>W3A.5c. Apply knowledge of simple homographs (<i>e.g., tire, present, bark</i>).</p> <p>B. Use and expand written vocabulary.</p> <p>W3B.5a. Use general academic vocabulary (<i>e.g., conclusion, hypothesis, strategy</i>) and domain-specific words and phrases common to an area of interest or field of study (<i>e.g., batting average, age-appropriate, global warming</i>).</p> <p>W3B.5b. Demonstrate varied and effective word choice, including some figurative language (<i>e.g., house vs. home; rings a bell</i>).</p> <p>W3B.5c. Use precise language (<i>e.g., smell vs. scent, I should go vs. I have to go</i>) and academic vocabulary (<i>e.g., articulate vs. explain</i>).</p> <p>W3B.5d. Distinguish between the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>) and use them appropriately in writing.</p> <p>W3B.5e. Use prefixes and suffixes to build words that express abstract concepts (<i>e.g., micro-, trans-, -ness, -cracy, -ism</i>).</p>	<p>A. Use and expand spoken vocabulary.</p> <p>L/S3A.5a. Using context and knowledge of morphology, understand and use academic (<i>e.g., approach, overview, focus</i>) and content-specific words and phrases.</p> <p>L/S3A.5b. Understand and select:</p> <ul style="list-style-type: none"> • vocabulary used in formal or academic speech to signal comparisons and contrasts (<i>e.g., as well, such as, similarly</i>) • words that convey precise meanings in context (<i>e.g., cook vs. fry, steam, boil, rain vs. shower, drizzle</i>) • common figurative (<i>e.g., similes, metaphors, idioms</i>) and connotative (<i>curious vs. nosy, frugal vs. cheap</i>) language. <p>L/S3A.5c. Recognize and use a variety of slang, idioms, and colloquialisms appropriate to the context (<i>e.g., outside the box, I need it yesterday</i>).</p> <p>B. Use grammar knowledge to convey and comprehend spoken meaning.</p> <p>L/S3B.5a. Understand and produce a broad set of grammatical structures (<i>e.g., modals, present perfect and past continuous verb tenses; noun, adjective, and adverbial clauses; participial adjectives, conjunctions, real conditionals, and indirect pronoun references [e.g., Ahmed left his country last year. This was hard for him.]</i>).</p> <p>L/S3B.5b. Recognize and use increasingly complex phrases, and independent and dependent clauses.</p> <p>L/S3B.5c. Recognize, produce, and expand simple, compound, and complex sentences.</p>

STANDARD THREE (Components of English)

ESOL Level 5 (NRS High Intermediate)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>R3C.5b. Employ understanding of grammatical features (e.g., nominalizations) and sentence frames (e.g., <i>This is significant because . . .</i>) found in academic text.</p> <p>D. Use understanding of English conventions to comprehend meaning.</p> <p>R3D.5a. Use a range of punctuation cues to aid comprehension (e.g., semicolons, colons).</p>	<p>C. Use grammar accurately to convey meaning.</p> <p>W3C.5a. Construct text of coherently linked simple, compound, and complex sentences that include more complex grammar structures, such as:</p> <ul style="list-style-type: none"> pronouns in the proper case (subjective, objective, possessive) (e.g., <i>I/me/mine, we/us/our[s], she/her/her[s]</i>) verb tenses to convey times, sequences, states, and conditions modals to convey various conditions adjective order within sentences according to conventional patterns (e.g., <i>a small red bag, not a red small bag</i>) subordinating conjunctions, conjunctive adverbs, and other transition words to create complex sentences (e.g., <i>while, after, however</i>) a variety of dependent clauses. <p>D. Use conventions of standard English to convey meaning.</p> <p>W3D.5a. Attend to punctuation and capitalization, including in written dialogue.</p> <p>W3D.5b. Recognize, name, and use punctuation, including:</p> <ul style="list-style-type: none"> commas, parentheses, or dashes to set off parenthetical elements ellipses to indicate omission underlining, quotation marks, or italics to indicate titles of works. <p>W3D.5c. Demonstrate control over a range of formatting conventions that enhance readability (e.g., margins, word wrapping, tables, illustrations).</p>	<p>C. Use conventions of spoken English.</p> <p>L/S3C.5a. Notice the pronunciation patterns of particular speakers both face-to-face and digitally (e.g., regional dialects, non-native pronunciation).</p> <p>L/S3C.5b. Recognize and produce stress on the appropriate syllable in commonly confused, multisyllabic words (e.g., <u>re</u>cord [n.], re<u>co</u>rd [v.]).</p> <p>L/S3C.5c. Emphasize information by shifting word stress in a sentence (e.g. “I <u>won’t</u> do that!” vs. “I won’t do <u>that</u>!”).</p> <p>L/S3C.5d. Recognize and use stress, rhythm, intonation, and pauses to understand and communicate ideas, feelings, and meaningful groupings of thoughts.</p>

STANDARD FOUR (Use of Effective Strategies)

ESOL Level 5 (NRS High Intermediate)

<p>Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.</p>	<p>Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.</p>	<p>Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p>
<p>A. Use pre-reading strategies.</p> <p>R4A.5a. Preview key sections of the text (<i>e.g., heading(s), first sentences of paragraphs</i>), and chapter review questions in academic texts.</p> <p>R4A.5b. Make predictions or ask questions based on text type, literary genre, and/or prior knowledge of the topic or reading context.</p> <p>B. Use reading strategies.</p> <p>R4B.5a. Identify and search for key words.</p> <p>R4B.5b. Use context (<i>e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to meaning.</p> <p>R4B.5c. Ask and answer questions about the text (<i>e.g., turning subheads into questions</i>).</p> <p>R4B.5d. Mark text and/or make notes to support recall or highlight key points and evidence.</p> <p>R4B.5e. Skim to determine relevance of text to one's interests and questions.</p> <p>C. Use post-reading strategies.</p> <p>R4C.5a. Paraphrase to check comprehension of what the text states explicitly and implicitly.</p>	<p>A. Use pre-writing strategies.</p> <p>W4A.5a. Discuss information and ideas gleaned from diverse sources.</p> <p>W4A.5b. Use a variety of devices, including graphic organizers, journals, or freewriting, to formulate ideas.</p> <p>W4A.5c. Take simple notes from a reading or presentation to begin thinking about a topic.</p> <p>B. Use writing strategies.</p> <p>W4B.5a. Use models of varied genres (<i>e.g., narrative, persuasive, compare/contrast essays</i>) to write a comparable text or prepare for high-stakes purposes (<i>e.g., timed exams</i>).</p> <p>W4B.5b. Keep running notes of ideas that come up while writing that can be inserted in appropriate sections of the text.</p> <p>C. Use revision and editing strategies.</p> <p>W4C.5a. Read aloud to hear/check flow of text and sentence variety.</p> <p>W4C.5b. With some guidance and support from peers and others, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W4C.5c. Perform multiple rereadings of writing, addressing:</p> <ul style="list-style-type: none"> • how well purpose, audience, clarity, and reasoning have been addressed • provision of relevant detail and textual evidence needed to support logical argument • voice, tone, and formality 	<p>A. Use listening and repair strategies.</p> <p>L/S4A.5a. Make predictions before and during listening, and check them after listening.</p> <p>L/S4A.5b. Focus on emphasized or repeated words, or on restatements signaled by verbal cues (<i>e.g., that is, what I mean is, in other words</i>).</p> <p>L/S4A.5c. Ask questions to understand the speaker's motives, or to clarify something that is not understood (<i>e.g., What do you mean? Why?</i>).</p> <p>B. Use speaking and compensation strategies.</p> <p>L/S4B.5a. Explain something in a variety of ways to help a listener understand (<i>e.g., rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase</i>).</p> <p>L/S4B.5b. Request feedback specific to the situation or topic (<i>e.g., Is that example clear? Is this what you wanted to know?</i>).</p> <p>C. Use conversation strategies.</p> <p>L/S4C.5a. Use prior knowledge about the social, cultural, and situational context to aid comprehension and inform an interaction (<i>e.g., predict organization or flow of common social interactions</i>).</p> <p>L/S4C.5b. Participate actively in conversation (<i>e.g., inviting responses, keeping one's turn</i>).</p> <p>L/S4C.5c. Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs.</p>

STANDARD FOUR (Use of Effective Strategies)**ESOL Level 5 (NRS High Intermediate)**

Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.	Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.	Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.
	<ul style="list-style-type: none"> • word choice (<i>e.g., synonyms, homonyms, easily confused words</i>) • use of parallel structure. 	L/S4C.5d. Identify purposes of the speaker and listener(s) and how they may differ (<i>e.g., interest in main ideas vs. details</i>).

STANDARD FIVE (Use of Diverse Media)

ESOL Level 5 (NRS High Intermediate)

<p>Reading Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information.</p>	<p>Writing Evaluate and use diverse media, including the Internet, to collaborate with others, and produce, publish, and enhance original writing.</p>	<p>Listening/Speaking Evaluate and use diverse media, including the Internet, to gather information, communicate and collaborate with others, and enhance oral presentations.</p>
<p>R5.5a. Integrate information presented in different media or formats (<i>e.g., in flowcharts, graphs, diagrams, photographs, videos, web pages, or maps</i>) to develop a coherent understanding of a topic or issue.</p> <p>R5.5b. Gather and summarize information from varied media sources (including digital) and in varied formats (including visual and quantitative).</p> <p>R5.5c. Evaluate the reliability of sources (<i>e.g., by screening for generalizations and appeals to emotion</i>).</p>	<p>W5.5a. With some guidance and support, use technology to produce and publish writing and to interact and collaborate with others (<i>e.g., shared documents in Google Drive</i>).</p> <p>W5.5b. Adapt writing strategies to take advantage of an expanded variety of technologies and social media (<i>e.g., following conventions for blog posts and other social media</i>).</p> <p>W5.5c. Locate and integrate illustrations and multimedia and create graphics (<i>e.g., tables</i>) when useful for aiding comprehension.</p> <p>W5.5d. Demonstrate sufficient command of keyboarding skills to complete timed academic tasks (<i>e.g., timed writing or online assessments</i>).</p>	<p>L/S5.5a. Analyze the purpose of information presented in diverse media and formats and evaluate the motives (<i>e.g., social, commercial, political</i>) behind its presentation.</p> <p>L/S5.5b. Use media for ongoing, independent learning (<i>e.g., short digital podcasts, recorded lectures</i>).</p> <p>L/S5.5c. Include multimedia components and visual displays (<i>e.g., graphics, audio, simple video, interactive elements</i>) in presentations to illustrate what one is saying.</p> <p>L/S5.5d. Evaluate the credibility and reliability of media sources (<i>e.g., by screening for hyperbole, bias, and generalizations</i>).</p> <p>L/S5.5e. Acknowledge and cite media sources in presentations.</p>

Massachusetts English Language Proficiency Standards for Adult Education: Level 6+ (NRS Advanced)

STANDARD ONE (*Focus on Meaning*)

ESOL Level 6+ (NRS Advanced)

Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
<p>A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.</p> <p>R1A.6a. Read and comprehend a wide range of specialized informational sources, such as:</p> <ul style="list-style-type: none"> • complex texts/documents (<i>e.g., postsecondary training materials, loan documents, voter eligibility materials</i>) • complex forms, tables, graphs, diagrams, and maps (<i>e.g., organizational diagram for a workplace, census charts, climate maps</i>) • complex digital texts (<i>e.g., online tracking of resources/ payments</i>) • multistep procedures to carry out experiments, take measurements, or perform a technical task. <p>R1A.6b. Read and analyze a range of academic and technical (<i>e.g., field guides, research summaries</i>) and literary (<i>e.g., poetry and prose</i>) texts to build broad knowledge, prepare academically, and appreciate linguistic expression.</p> <p>R1A.6c. Carry out sustained individual research projects to answer a question or solve a problem, drawing on multiple sources.</p> <p>B. Read fluently to access and interpret meaning.</p> <p>R1B.6a. Identify purposes for reading a text multiple times.</p> <p>R1B.6b. Determine a theme, central idea, or conclusion of a text, and analyze in detail its development over the course of the text, citing specific details.</p>	<p>A. Use writing to carry out academic and real-world tasks.</p> <p>W1A.6a. Write a range of texts that require synthesis of information, such as:</p> <ul style="list-style-type: none"> • an appeal to a decision (<i>e.g., about a child’s class placement at school or a disciplinary letter at work</i>) • college application essay or scholarship personal statement • forms, tables, graphs, diagrams, and maps (<i>e.g., interview information categorized in a table, a graph of class attendance data</i>) • expository paper that cites multiple sources • multistep procedures to carry out experiments, take measurements, or perform a technical task. <p>W1A.6b. Write a range of academic and technical (<i>e.g., research summaries</i>) and literary (<i>e.g., poetry and prose</i>) texts to build broad knowledge, prepare academically, and develop thinking.</p> <p>W1A.6c. Conduct sustained individual research projects using several sources to answer a question or build knowledge by:</p> <ul style="list-style-type: none"> • synthesizing and integrating information from multiple print and digital sources • quoting or paraphrasing the data and conclusions of others while avoiding plagiarism • checking that information is accurate and that sources are credible and cited. 	<p>A. Carry out increasingly complex communicative tasks.</p> <p>L/S1A.6a. Carry out listening tasks that require the listener to interpret details and essential information in unfamiliar/unsupported contexts, such as:</p> <ul style="list-style-type: none"> • academic lectures • somewhat unpredictable interview questions (<i>e.g., in a formal job interview</i>) • multistep directions for a technical process or procedure. <p>L/S1A.6b. Carry out speaking tasks that require the synthesis, elaboration, and presentation of information or ideas in formal or unsupported contexts, such as:</p> <ul style="list-style-type: none"> • giving detailed explanations of technical information (<i>e.g., work requirements, multistep directions</i>) • giving constructive feedback to peers (<i>e.g., student presentations</i>) • synthesizing and presenting information pertinent to a situation (<i>e.g., relevant experience for a specific job, key research findings for a five-minute presentation</i>) • Developing and delivering academic and workplace presentations of complex information (<i>e.g., immigration regulations that affect one’s employment, school-choice options</i>), with relevant details, concepts, examples, and information. <p>L/S1A.6c. Initiate and engage effectively in a range of discussions that require coming to agreement across differences.</p>

STANDARD ONE (Focus on Meaning)

ESOL Level 6+ (NRS Advanced)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
<p>R1B.6c. Cite strong and thorough textual evidence to support analysis of the text and inferences drawn from what the text implies.</p> <p>R1B.6d. Determine the author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>R1B.6e. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view, including which details they include and emphasize in their respective accounts.</p> <p>R1B.6f. Read aloud text composed of a variety of complex sentence structures with purposeful pacing, phrasing, and expression.</p> <p>C. Analyze written arguments.</p> <p>R1C.6a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>R1C.6b. Evaluate the reliability, credibility, and accuracy of information (e.g., check for missing information; identify techniques such as use of understatement/overstatement, loaded questions).</p>	<p>B. Create meaning in increasingly complex texts.</p> <p>W1B.6a. Identify how the reader’s purpose relates to the writer’s purpose for writing, and critically consider how to adjust (e.g., a website requests personal information one doesn’t want to share; an online form limits length of response; an employer asks for cover letter naming last three jobs while applicant wants to list most impressive experience).</p> <p>W1B.6b. Elaborate on complex ideas, both one’s own and others’.</p> <p>W1B.6c. Express abstract ideas in a way that is accessible to the reader.</p> <p>C. Construct written arguments.</p> <p>W1C.6a. Write arguments to support claims with logical reasoning and sufficient, relevant, organized evidence.</p> <p>W1C.6b. Acknowledge alternate or opposing claims; develop claim(s) and counterclaims fairly, supplying evidence while pointing out strengths and limitations in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>W1C.6c. Use and cite accurate, credible sources.</p>	<p>B. Comprehend and analyze meaning of information, ideas, and arguments.</p> <p>L/S1B.6a. Summarize the central ideas in an academic or workplace presentation of complex information, with the key concepts, information, and examples.</p> <p>L/S1B.6b. Distinguish between inferences and assumptions.</p> <p>L/S1B.6c. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning (e.g., selective editing, name-dropping, statistics in or out of context) and the relevance and sufficiency of the evidence.</p> <p>L/S1B.6d. Identify when irrelevant evidence is introduced.</p> <p>L/S1B.6e. Compare the point of view of two or more speakers for how they treat the same topic, including which details they include and emphasize in their respective accounts.</p> <p>C. Communicate information, ideas, and arguments with increasing fluency.</p> <p>L/S1C.6a. Elaborate on complex ideas, both one’s own and others’.</p> <p>L/S1C.6b. Construct a logical argument: Introduce the claim, provide well-ordered and relevant reasons and evidence to support the claim, refute the counterclaims, and provide a conclusion that summarizes the argument.</p> <p>L/S1C.6c. Produce extended spoken text with accuracy, appropriate pacing, phrasing, and expression.</p>

STANDARD ONE (Focus on Meaning)

ESOL Level 6+ (NRS Advanced)

<p>Reading Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
		<p>L/S1C.6d. Use placeholders appropriately in a formal presentation, avoiding colloquial fillers (<i>e.g., like, you know?</i>).</p> <p>D. Participate effectively in interactions.</p> <p>L/S1D.6a. Build and use knowledge to guide participation in academic, domain-specific, and career-specific interactions (<i>e.g., understanding pertinent historical and cultural references such as the notion of “red” or “blue” states, or the “gig economy”</i>).</p> <p>L/S1D.6b. Contribute relevant comments to conversations and elaborate on the remarks of others by paraphrasing, elaborating, or applying others’ ideas and then checking with them for accuracy (<i>e.g., Did I get that right? Does that make sense?</i>).</p> <p>L/S1D.6c. Pose questions that connect the ideas of several speakers, and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>L/S1D.6d. Work with peers to set rules for discussion and decision-making (<i>e.g., informal consensus, taking votes, consideration of alternative views</i>).</p> <p>L/S1D.6e. Come to discussions prepared, having read required material, and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>

STANDARD TWO (Organization and Style)

ESOL Level 6+ (NRS Advanced)

<p>Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
<p>A. Understand text structure and development.</p> <p>R2A.6a. Use various features of English text (<i>e.g., glossaries, sidebars</i>) and search tools (<i>e.g., key words, hyperlinks</i>) to locate information or navigate a text.</p> <p>R2A.6b. Determine a theme, central idea, or conclusion of a text, and analyze in detail its development over the course of the text, citing specific details.</p> <p>R2A.6c. Analyze the structure an author uses to organize a text, including how major sections, particular paragraphs, or sentences contribute to the whole and to the development of the ideas.</p> <p>R2A.6d. Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure helps to make points clear and convincing.</p> <p>R2A.6e. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>B. Recognize style and register.</p> <p>R2B.6a. Identify the use of language to express a unique voice.</p> <p>R2B.6b. Analyze the effects of common literary techniques used within a text (<i>e.g., flashback, rhetorical questions, symbolism</i>).</p>	<p>A. Organize writing.</p> <p>W2A.6a. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, compare/contrast, and cause/effect; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., charts, tables</i>), and multimedia when useful for aiding comprehension.</p> <p>W2A.6b. Provide a well-developed introductory section that signals the information or explanation to be presented (<i>e.g., the implications or significance of the topic</i>).</p> <p>W2A.6c. Provide a well-developed concluding section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>).</p> <p>W2A.6d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>B. Develop ideas.</p> <p>W2B.6a. Write informative/explanatory texts that examine a topic and convey ideas, concepts, and information with a clear organization that supports the reader in following, connecting, and analyzing the ideas presented.</p> <p>W2B.6b. Develop a topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; apt quotations, or other information appropriate to the audience’s knowledge of the topic.</p>	<p>A. Attend to organization of spoken text.</p> <p>L/S2A.6a. Produce clear and coherent speech in which the development, organization, and style of a presentation are appropriate to the task and purpose, and show engagement with the audience.</p> <p>L/S2A.6b. Analyze and integrate researched information into a clearly organized presentation, with an opening statement, logically sequenced points, and a concluding statement.</p> <p>L/S2A.6c. Listen for and use complex and varied transitions (<i>e.g., moreover, my point is, in that case</i>) to link the major sections of speech and to clarify relationships among events and ideas.</p> <p>B. Attend to style and register.</p> <p>L/S2B.6a. Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic and cultural expectations, and the relationship between speaker and listener(s).</p> <p>L/S2B.6b. Choose words and phrases for effect.</p> <p>L/S2B.6c. Analyze and evaluate the effectiveness of the style, structure, and rhetorical devices used in a speech.</p> <p>L/S2B.6d. Employ rhetorical devices to engage an audience (<i>e.g., metaphor, repetition, rhetorical questions</i>).</p>

STANDARD TWO (Organization and Style)

ESOL Level 6+ (NRS Advanced)

<p>Reading Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Listen for and/or employ a spoken text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
	<p>C. Use appropriate style and register.</p> <p>W2C.6a. Adapt language choices appropriate to the formality or seriousness of the situation, to academic and cultural expectations, and to the relationship between writer and reader(s).</p> <p>W2C.6b. Choose among a range of rhetorical devices to create an effect (<i>e.g., metaphor, repetition, symbolism</i>).</p> <p>W2C.6c. Adopt a style that expresses a unique voice and that demonstrates individual thinking, insight, and interest in the topic.</p> <p>W2C.6d. Establish and maintain an objective tone and formal style and register in academic writing.</p> <p>W2C.6e. Produce varied sentence patterns for listener interest.</p>	

STANDARD THREE (Components of English)

ESOL Level 6+ (NRS Advanced)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>A. Decode English print.</p> <p>R3A.6a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (<i>e.g., roots and affixes</i>) to accurately read unfamiliar multisyllabic words in context and out of context.</p> <p>B. Comprehend and expand reading vocabulary.</p> <p>R3B.6a. Acquire and accurately use general, academic (<i>e.g., concept, context, assumption</i>) and domain-specific words and phrases, sufficient for reading at the college and career-readiness level.</p> <p>R3B.6b. Determine the meaning of words and phrases as they are used in a text, including figurative, denotative, and technical meanings.</p> <p>R3B.6c. Distinguish and interpret shades of meaning:</p> <ul style="list-style-type: none"> • among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>) • among verbs differing in manner (<i>e.g., look, glance, stare</i>) <p>among adjectives differing in intensity (<i>e.g., large, gigantic</i>).</p> <p>C. Use grammar knowledge to comprehend meaning.</p> <p>R3C.6a. Understand the differences in meaning for most verb tenses and forms, and active/passive voice.</p> <p>R3C.6b. Recognize and use advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs (<i>e.g., which, in spite of, although, neither/nor, would</i>).</p>	<p>A. Encode English print.</p> <p>W3A.6a. Use knowledge of a range of syllable patterns, roots (<i>e.g., morph, ortho, path, rad, homo</i>) and affixes (<i>e.g., bio-, hydro-, -cracy, -ectomy</i>) to spell specialized words.</p> <p>W3A.6b. Apply knowledge of common homographs and homophones.</p> <p>B. Use and expand written vocabulary.</p> <p>W3B.6a. Draw from a store of everyday, academic, and specialized vocabulary that includes words needed to convey precision and abstract ideas.</p> <p>W3B.6b. Demonstrate control over nuance and shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>).</p> <p>W3B.6c. Employ figurative language, including similes and metaphors, in context.</p> <p>W3B.6d. Distinguish between the denotative and connotative meaning of words and use them appropriately in writing.</p> <p>W3B.6e. Use verbs that differ in nuance (<i>e.g., look, peek, glance, stare, glare, scowl</i>) and adjectives that differ in intensity (<i>e.g., large, gigantic</i>) to convey shades of meaning.</p> <p>W3B.6f. Use knowledge of syllable patterns, roots (<i>e.g., bio, funct</i>), and prefixes and suffixes (<i>e.g., semi-, quad-, -ologist, -ician</i>) to construct multisyllabic words.</p>	<p>A. Use and expand spoken vocabulary.</p> <p>L/S3A.6a. Using context and knowledge of morphology, understand and use academic (<i>e.g., concept, context, adequate, implement</i>), technical, and content-specific words and phrases.</p> <p>L/S3A.6b. Understand and select:</p> <ul style="list-style-type: none"> • vocabulary used in formal or academic speech to signal contrast, addition, and other logical relationships (<i>e.g., however, although, nevertheless, moreover, in addition</i>) • words to convey ideas precisely (<i>e.g., smell vs. scent, “I should go” vs. “I have to go”</i>). • figurative and connotative language. <p>L/S3A.6c. Recognize and use a variety of slang, idioms, and colloquialisms appropriate to the context (<i>e.g., devil’s advocate, cut to the chase</i>).</p> <p>B. Use grammar knowledge to convey and comprehend spoken meaning.</p> <p>L/S3B.6a. Understand and produce some advanced grammatical structures (<i>e.g., participial adjectives such as interested vs. interesting, reported speech, adverbial clauses that express unreal condition or opposition [e.g., He would go if he had money; He went to work even though he was sick.]</i>).</p> <p>L/S3B.6b. Produce a variety of complex sentences using adjective and noun clauses (<i>e.g., I liked the story we read yesterday; I don’t know what you mean by that</i>).</p> <p>L/S3B.6c. Recognize, produce, and flexibly use a range of sentence types.</p>

STANDARD THREE (Components of English)

ESOL Level 6+ (NRS Advanced)

<p>Reading Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>R3C.6c. Employ understanding of grammatical features (e.g., complex noun phrases) and sentence frames (e.g., <i>Evidence suggests that . . .</i>) commonly found in academic text.</p> <p>D. Use understanding of English conventions to comprehend meaning.</p> <p>R3D.6a. Recognize and use all forms of punctuation (e.g., ellipses, dashes) to aid comprehension.</p>	<p>C. Use grammar accurately to convey meaning.</p> <p>W3C.6a. Construct essay-length text of coherently linked and varied sentences that demonstrates control of complex grammar to signal relationships among ideas, such as:</p> <ul style="list-style-type: none"> • perfect continuous tense, active and passive voice • verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood • a full range of subordinating conjunctions • various types of phrases (e.g., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (e.g., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. <p>D. Use conventions of standard English to convey meaning.</p> <p>W3D.6a. Use punctuation and capitalization in a standard format for citation.</p> <p>W3D.6b. Recognize, name, and use punctuation, including:</p> <ul style="list-style-type: none"> • semicolons or conjunctive adverbs to link two or more closely related independent clauses • colons to introduce lists or quotations • ellipses or dashes to indicate a pause or break • commas to separate coordinate adjectives <p>W3D.6c. Use specialized, discipline-specific formats, conventions, and embedded media.</p>	<p>C. Use conventions of spoken English.</p> <p>L/S3C.6a. Comprehend the pronunciation of a variety of speakers both face-to-face and digitally (e.g., regional accents).</p> <p>L/S3C.6b. Stress the appropriate syllable in less common multisyllabic words (e.g., <i>pathology</i>, <i>triangulate</i>).</p> <p>L/S3C.6c. Use appropriate stress in a wide range of domain-specific and academic words.</p> <p>L/S3C.6d. Recognize and use stress, intonation, and rhythm to convey emphasis, nuance, emotion, and implied meaning (e.g., <i>humor</i>, <i>hyperbole</i>, <i>skepticism</i>) in a variety of situations.</p>

STANDARD FOUR (Use of Effective Strategies)

ESOL Level 6+ (NRS Advanced)

<p>Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.</p>	<p>Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.</p>	<p>Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p>
<p>A. Use pre-reading strategies.</p> <p>R4A.6a. Preview the conclusions of articles and reports, and citations of interest.</p> <p>R4A.6b. Make predictions or ask questions based on the literary genre, author, type of publication, and/or prior knowledge of the topic or reading context.</p> <p>B. Use reading strategies.</p> <p>R4B.6a. Ask and answer higher-order questions to guide/assess reading (e.g., <i>Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?</i>).</p> <p>R4B.6b. Take notes while reading (e.g., <i>respond in the margins, outline</i>) to support comprehension and thinking.</p> <p>C. Use post-reading strategies.</p> <p>R4C.6a. Provide an objective summary of complex concepts, processes, or information by paraphrasing them in simpler but still-accurate terms.</p>	<p>A. Use pre-writing strategies.</p> <p>W4A.6a. Discuss information and ideas gleaned from diverse sources, including academic lectures or texts.</p> <p>W4A.6b. Use a variety of strategies/devices appropriate to the type of text being written.</p> <p>W4A.6c. Take notes from texts or lectures to explore understanding of a topic and identify questions that fill gaps.</p> <p>B. Use writing strategies.</p> <p>W4B.6a. Use models of varied rhetorical forms (e.g., <i>argument, description, analysis</i>) to write a comparable text.</p> <p>W4B.6b. Continuously refer to notes based on reading and pre-writing activities, integrating relevant ideas into appropriate sections of the text.</p> <p>C. Use revision and editing strategies.</p> <p>W4C.6a. Read aloud to hear/check coherence of the text.</p> <p>W4C.6b. Strengthen writing as needed by planning, revising, applying peer-editing guidance, then rewriting or trying a new approach.</p> <p>W4C.6c. Perform multiple rereadings of writing, addressing:</p> <ul style="list-style-type: none"> • fidelity to purpose, audience, voice, reasoning, and thoroughness • adequate and appropriate detail and textual evidence to support logical arguments and to meet academic and workplace standards 	<p>A. Use listening and repair strategies.</p> <p>L/S4A.6a. Practice listening for stated and unstated conclusions.</p> <p>L/S4A.6b. Manage internal and external barriers to comprehension (e.g., <i>distracting thoughts or noises</i>).</p> <p>L/S4A.6c. Assess understanding through ability to paraphrase or summarize.</p> <p>B. Use speaking and compensation strategies.</p> <p>L/S4B.6a. Anticipate a listener’s reaction.</p> <p>L/S4B.6b. Use strategies to clarify meaning (e.g., <i>embed definitions of specialized terms</i>).</p> <p>C. Use conversation strategies.</p> <p>L/S4C.6a. Use broad sociocultural and contextual knowledge to make inferences and to understand the explicit and implicit meaning of the speaker (e.g., <i>when the speaker is being facetious</i>).</p> <p>L/S4C.6b. Participate actively in conversation (e.g., <i>taking into account the interests of others, getting to the point directly and succinctly</i>).</p> <p>L/S4C.6c. Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammatical structures to maximize listener comprehension and involvement.</p>

STANDARD FOUR (Use of Effective Strategies)**ESOL Level 6+ (NRS Advanced)**

Reading Use a variety of reading strategies appropriate to the reading purpose and type of text.	Writing Use a variety of writing strategies appropriate to the writing purpose and type of text.	Listening/Speaking Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.
	<ul style="list-style-type: none"> • clarity, to strengthen argument, elaborate points, and/or improve examples • word choice, to enhance description, improve accuracy, and avoid repetition. 	

STANDARD FIVE (Use of Diverse Media)

ESOL Level 6+ (NRS Advanced)

<p>Reading Evaluate and use diverse media, including the Internet, to gather, interpret, and synthesize information.</p>	<p>Writing Evaluate and use diverse media, including the Internet, to collaborate with others, and produce, publish, and enhance original writing.</p>	<p>Listening/Speaking Evaluate and use diverse media, including the Internet, to gather information, communicate and collaborate with others, and enhance oral presentations.</p>
<p>R5.6a. Synthesize, integrate, and evaluate multiple print and digital sources of information presented in different media or formats (<i>e.g., visual displays, graphs</i>) in order to develop a coherent understanding or address a question.</p> <p>R5.6b. Gather and synthesize information from diverse media sources, presented in diverse formats.</p> <p>R5.6c. Evaluate the reliability of sources (<i>e.g., look for named authors, check cited evidence</i>) and note discrepancies among them.</p>	<p>W5.6a. Use technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> <p>W5.6b. Adapt writing strategies to take advantage of digital media and online resources (<i>e.g., keywords to do internet research, shared online spaces to collaborate with others</i>).</p> <p>W5.6c. Locate and integrate graphics (<i>e.g., figures, charts</i>), and multimedia when useful for aiding comprehension.</p>	<p>L/S5.6a. Analyze and integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems.</p> <p>L/S5.6b. Use media to participate in virtual communities (<i>e.g., livestream conference sessions, virtual workgroups</i>).</p> <p>L/S5.6c. Make strategic use of multimedia (<i>e.g., digital media, graphics, audio</i>) in presentations to enhance understanding of information, reasoning or evidence, and add power and interest to presentations.</p> <p>L/S5.6d. Evaluate the credibility and accuracy of diverse sources, noting any discrepancies among the sources.</p>

Appendix A: Massachusetts English Language Proficiency Standards for Civics and Navigating Systems

These two content-based strands describe key competencies that underlie immigrant integration. They entail combining English, cultural knowledge, reflection, and analysis in order to effectively navigate systems and participate in civic life. The standards within these strands offer a context for teaching the specific language benchmarks outlined in the Reading, Writing, and Listening/Speaking strands.

Civics Strand

The standards within the Civics Strand describe the skills and competencies that underlie the ability to participate effectively in a democracy. They focus on respecting the identities and rights of self and others in order to bridge our differences to address public questions. They were drawn from the *Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages, Intercultural Knowledge and Skills Strand*, [Equipped for the Future \(EFF\)](#), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*,⁶ and [ISTE Standards for Students and Educators](#)⁷.

English language learners will:

1. Recognize culturally-associated values, beliefs, symbols, and behaviors, as well as damaging cultural stereotypes.
2. Examine how identity reflects one's personal history, values, and beliefs, and balance acculturation with preserving one's culture.
3. Identify one's human, legal, and civil rights and responsibilities and understand how to exercise them.
4. Communicate respectfully with others and know how to help people listen and hear one another.
5. Identify and analyze public problems, drawing on diverse sources to better understand a problem and its root causes.
6. Deliberate with others to address community issues, consider options for change, identify decision-makers, take constructive action, reflect on outcomes, and recognize progress or setbacks.
7. Recognize the rights, responsibilities, and opportunities of living in an interconnected digital world, and participate in ways that are safe, legal, and ethical.

Navigating Systems Strand

The standards within the Navigating Systems Strand focus on helping learners develop the ability to navigate through systems that affect their lives in order to get their needs met. The standards include identifying the systems, accessing and acting within them, evaluating their effectiveness, and determining next steps. They were revised from the *Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages, Navigating Systems Strand*.

⁶ National Council for the Social Studies (NCSS), [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#). (Silver Spring, MD: NCSS, 2013).

⁷ [The ISTE Standards](#), formerly known as the National Educational Technology Standards, are standards for the use of technology in teaching and learning. They are published by the International Society for Technology in Education, a nonprofit membership association for educators focused on educational technology.

English language learners will:

1. Identify and locate systems related to specific personal and family/community needs (e.g., healthcare, educational, legal systems).
2. Develop the skills and knowledge needed to access and act effectively within these systems.
3. Evaluate the effectiveness of systems in responding to one's needs.
4. Determine next steps for self-advocacy if system response or support is lacking.

The standards in the Civics and Navigating Systems strands do not include benchmarked levels. They instead have a listing of sample topics related to that standard and examples of what instruction might look like at lower and higher levels.

Civics Strand

The standards within the Civics Strand describe the skills and competencies that underlie the ability to participate effectively in a democracy. They focus on respecting the identities and rights of self and others in order to bridge our differences to address public questions.

Standard 1. English language learners will . . . **Recognize culturally-associated values, beliefs, symbols, and behaviors, as well as damaging cultural stereotypes.**

Topics might include:

- the concept of culture and understanding that people may exhibit behaviors that are influenced by the various cultures to which they belong (ethnic, religious, class, generational, gender, etc.), but also have individual identities that may break with those cultural norms;
- the ability to recognize overgeneralizations and stereotypes and analyze their discriminatory effects;
- historical symbols, popular culture images, holiday images and rituals, and icons;
- behaviors related to food and dress, manners, small talk, nonverbal communication, taboo topics, and use of time and space.

Lower level students can:

- identify and ask about where a symbol comes from, why it is important, how it represents a dimension of a culture, how the symbol compares to symbols in other cultures, and how those comparisons represent larger similarities or differences between cultures;
- draw charts and use Language Experience Approach (LEA) stories to develop vocabulary and structures to write and talk about daily interactions (e.g., related to affection, parenting) that they observe in their neighborhoods. They could make comparisons between what they experience in their own culture and what they have observed in their neighborhood here;
- observe conversations on the street and compare how close or far away people stand from each other and how they use their hands and non-verbal communication to convey meaning. During role-plays, they might practice non-verbal communication (e.g. hand gestures and ways to show anger, boredom, curiosity, etc.).

Higher level students can:

- interview people in their neighborhood or at work about an aspect of culture (e.g., how much time they sit for meals, rules they set for their children), and whether their practices have changed since settling in the U.S. They might explore general themes and possible reasons for differences within and across cultures;
- compare subtle differences in non-verbal communication in a PTA meeting and examine how people get the floor, take turns and make decisions. They could compare different variables such as formality, informality, relative age, gender and personal style;
- across a variety of media, compile adjectives and images used to describe/represent people who differ by characteristics such as age, race, or gender, and examine for bias or stereotypes.

Standard 2. English language learners will . . . **Examine how identity reflects one’s personal history, values, and beliefs, and balance acculturation with preserving one’s culture.**

Topics might include:

- how identity is formed (e.g., through education and role models, how one is treated by society) and how people shape their own identities as they mature;
- attitudes about work, aging, competition, individualism, materialism, time, and money, parental rights and limitations, bilingual homes, home remedies, religious and social practices, values and attitudes about race and gender roles;
- balancing and integrating various cultures.

Lower level students can:

- sort pictures of daily activities by age and gender, showing who does these activities. They might compare who performs these activities in their own culture and in the U.S., and identify reasons for those differences;
- for a topic (such as home remedies), chart and compare the practices of their grandparents, parents, themselves, and their children. Create LEA stories about the adjustments they've made and how they feel about them.

Higher-level students can:

- use the topic of home remedies as a springboard to talk, read, and write about the experiences of straddling two cultures—what is most difficult or easy for them, and how they handle cross-generational differences and cultural practices in the U.S. that run counter to those in their own culture. They might discuss strategies they use when meeting with their doctor on how to communicate their own cultural beliefs about healing, doctor/patient relationships, or medicine;
- research and discuss the benefits and challenges of bilingualism in their home, with their children, and in schools;
- write about how being in a new culture gives them perspective on their home culture (and vice versa).

Standard 3. English language learners will . . . **Identify one’s human, legal, and civil rights and responsibilities and understand how to exercise them.**

Topics might include:

- rights and responsibilities of citizenship across cultures;
- communication skills to understand and exercise rights and responsibilities;
- examples of how people in the past and present exercise and defend their human and civil rights.

Lower level students can:

- learn legal rights vocabulary (religion, speech, press, etc.), match words to or caption images, and share examples of those rights here or abroad;
- learn a basic timeline of American history and the branches of the U.S. government;
- practice democracy by noting pros and cons and voting on classroom policies.

Higher level students can:

- analyze specific elements defined in historical documents such as the [U.S. Constitution](#) or the [UN’s Universal Declaration of Human Rights](#) relative to current events, policies, and opportunities;
- review the steps necessary to becoming a U.S. citizen, including the language of the swearing-in oath, to better understand the rights and responsibilities assumed with this commitment;
- explore past and present civil rights challenges in the US through video clips, readings, or guest speakers, and how change is made (e.g., through legislation, organized activism, court rulings).

Standard 4. English language learners will . . . **Communicate respectfully with others and know how to help people listen and hear one another.**

Topics might include:

- comparison of different communication approaches and strategies across cultures;
- identification of and practice using different techniques to enhance listener comprehension and encourage speaker clarity;
- skills for conflict resolution in personal, community, and professional contexts (using educational materials from the [U.S. Institute of Peace](#), [Teaching Tolerance](#), and other sources promoting conflict resolution).

Lower level students can:

- learn ways to express agreement and disagreement and develop multiple verbal and non-verbal strategies to check for or convey lack of understanding;
- practice the use of formal and informal language in everyday contexts (work, neighborhood, electronic communications, etc.);
- practice active and focused listening.

Higher level students can:

- watch video clips or share examples of interpersonal conflicts, assess the reasons for the conflict, and share strategies for addressing the conflict;
- practice using active listening to demonstrate respect for the speaker’s thoughts.

Standard 5. English language learners will . . . **Identify and analyze public problems, drawing on diverse sources to better understand a problem and its root causes.**

Topics might include:

- the difference between public and private problems, and how they are related;
- how to research a topic and evaluate the credibility and bias of sources;
- skills to conduct community needs assessments, including the creation and use of surveys, interviewing, or peer group facilitation.

Lower level students can:

- take photographs of something that is a problem in their community, caption the photos and share with the class;
- Interview community members with a yes/no question such as, “Did you have a rent increase this year?” or a short answer question, “How much did your rent go up this year?” and analyze the results.

Higher level students can:

- use research techniques to gather information and diverse perspectives about a public problem, drawing from online sites such as ProCon.org, and non-digital sources such as books, magazines, or personal interviews;
- use multiple sources to prepare and present an argument in a class debate, or to evaluate the effectiveness of another’s argument;
- create an “unhealthy tree” about a shared concern such as un/affordable housing, brainstorming together the leaves (the problems experienced by individuals – high rent, long commute, etc.) and then the roots (the social causes of the problem). Then create a “healthy tree” with leaves and roots that reflect a positive alternative.

Standard 6. English language learners will . . . **Deliberate with others to address community issues, consider options for change, identify decision-makers, take constructive action, reflect on outcomes, and recognize progress or setbacks.**

Topics might include:

- local, state, and national current events;
- evaluation of diverse strategies for civic engagement at the local, state, and federal levels including personal communication (petitions, letters, calls, meetings) with elected representatives or the media (letters to the editor, opinion pieces), attendance at public hearings or demonstrations, and participation in local groups or committees created in response to specific needs or issues;
- local organizations that are educating and advocating around various community issues.

Lower level students can:

- read articles written by other learners who have taken civic action on any level (e.g., from the Change Agent) and discuss examples from their own experience;
- identify a need within the classroom or learning center and write a class letter expressing concern or making a request;
- write to or visit local government (such as for Immigrants Day at the State House) to advocate for specific issues with a script or other preparation as needed for their level.

Higher level students can:

- read articles about peers who have been agents of change and write about a time they have advocated for themselves or others;
- conduct interviews with community members, leaders or politicians;
- attend a public meeting for their community, a parent council at their children's school, or other debate, summarizing the information for a class presentation.

Standard 7. English language learners will . . . **Recognize the rights, responsibilities, and opportunities of living in an interconnected digital world, and participate in ways that are safe, legal, and ethical.**

Topics might include:

- skills to responsibly assess and use information from diverse sources for personal, academic, and professional purposes;
- risks and opportunities of online communities; awareness of the permanence of actions in the digital world;
- protecting digital privacy and security, including awareness of technology used to track one’s online navigation;
- the rights and obligations of using and sharing intellectual property.

Lower level students can:

- learn to recognize basic website identifiers (.org, .gov, .edu, etc.);
- use basic registration skills to create a username and password, and create privacy settings for social media;
- identify basic advertising traps and phishing scams;
- identify public access points for free Internet and device access (e.g., public libraries) and identify the benefits and risks of using public Wi-Fi.

Higher level students can:

- collaborate through shared freeware and online platforms (e.g., Google Docs);
- analyze media to identify author purpose, potential bias, and target audience and use tools such as [PolitiFact](#) and [Snopes](#) to verify questionable information;
- develop knowledge about how to identify and cite sources within academic and professional contexts.

The Navigating Systems Strand

The standards within the Navigating Systems Strand focus on helping learners develop the ability to navigate through systems that affect their lives in order to get their needs met. The standards include identifying the systems, the ability to navigate and advocate for themselves within a system, evaluating the system's effectiveness, and determining next steps.

Standard 1. English language learners will . . . **Identify and locate systems related to specific personal and family/community needs (e.g., healthcare, educational, legal systems).**

Topics might include:

- the purpose/functions of various systems;
- matching needs with systems;
- how a system works, and one's rights and responsibilities within it.

Examples of Systems

- Public Services: libraries, emergency services, parks/recreation, transportation
- Government Bureaucracies: U.S. Citizenship and Immigration Services, Dept. of Transitional Assistance, Dept. of Motor Vehicles, voter registration, social security
- Health Care: hospitals, clinics, insurance
- Economic Systems: banking, credit and other financial services, taxes
- Housing: tenant leases, subsidies, home ownership
- Education: higher education prerequisites, transfer of credits and/or credentials for education or employment requirements, financial aid, scholarships, grants and loans
- Employment: workforce training programs, MassHire system including One-Stop Career Centers, job search, recertification opportunities for foreign-trained professionals

Lower level students can:

- make a list of housing needs (using pictures, gestures, and translation as necessary). This might include both finding housing (e.g. how to find an apartment, finding oneself the target of discrimination) and housing conditions (e.g. peeling paint or faulty appliances); label which are the landlord's responsibility and which are the tenant's;
- match a list of common problems with the agency that/decision-maker who deals with that problem;
- discuss how needs (such as housing) are handled in their native country and in the U.S., and generate a list of questions to seek more information.

Higher-level students can:

- generate a list of needs, and then role-play a conversation with a friend describing the need, write a letter describing the need in detail, or practice making phone calls to get answers to their questions;
- take a true/false quiz about their rights;
- given a specific need, identify the relevant system and investigate steps to take to address the need or resolve problems within that system.

Standard 2. English language learners will . . . **Develop the skills and knowledge needed to access and act effectively within these systems.**

Topics might include:

- skills related to seeking information or clarification, describing one’s needs, negotiation, identifying and confronting prejudice;
- challenges learners have faced in accessing or working within various systems.

Lower level students can:

- practice asking for a question to be repeated and following up on a question (for example, if a landlord tells one to come see an apartment at 3:00 p.m., asking if a different time is possible);
- class field trips to gain confidence in utilizing resources and accessing free programming (e.g., free days at museums).

Higher-level students can:

- go to various housing agencies (or agencies focused on other needs), obtain printed information and ask questions, and bring back the information to share with the class;
- in a work context, explore how to contact management for support, how to navigate policies, and how to file a complaint.

Standard 3. English language learners will . . . **Evaluate the effectiveness of systems in responding to one’s needs.**

Topics might include:

- criteria for evaluating a system’s effectiveness;
- documenting interactions within systems and evidence to substantiate the evaluation.

Lower level students can:

- develop simple rubrics to compare and rank housing options or assess the ease of navigating a particular system;
- make notes of conversations or information one receives, the name of the person spoken to, and the support received.

Higher level students can:

- develop a rubric to compare options for employment or higher education, or to assess how responsive a system is to the community served;
- consider scenarios and determine (using evidence) whether one used a system effectively and whether the system functioned effectively. Provide suggestions for improvement;
- keep detailed notes of interactions with systems.

Standard 4. English language learners will . . . **Determine next steps for self-advocacy if system response or support is lacking.**

Topics might include:

- advocating for self and/or family members;
- communicating feedback or concerns to system representatives when necessary and appropriate;
- investigating whether others are experiencing similar problems.

Lower level students can:

- discuss either hypothetical or real needs or issues they are facing (for example, if one calls about three different apartments and is told in each case that the landlords don't rent to families with children) and consider different courses of action that might be taken;
- write letters to the Editor of a newspaper or a legislator about an issue or need learners feel strongly about.

Higher-level students can:

- create resource pamphlets for other students to access free legal services for discrimination, employment, finance, etc.;
- survey peers about their experiences with a system or agency, see if there are patterns, and discuss how they might express their concerns collectively.

Appendix B: Massachusetts English Language Proficiency Standards and Threads Charts

Standards	Reading	Writing	Listening/Speaking
<i>Focus on meaning</i>	Reading 1: Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.	Writing 1: Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.	Listening/Speaking 1: Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.
<i>Organization and style</i>	Reading 2: Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.	Writing 2: Employ text structure and style that clearly conveys development of ideas.	Listening/Speaking 2: Listen for and/or employ a spoken-text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.
<i>Components of English</i>	Reading 3: Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to read and interpret written English.	Writing 3: Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English.	Listening/Speaking 3: Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce and comprehend spoken English.
<i>Use of effective strategies</i>	Reading 4: Use a variety of reading strategies appropriate to the reading purpose and type of text.	Writing 4: Use a variety of writing strategies appropriate to the writing purpose and type of text.	Listening/Speaking 4: Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.
<i>Use of diverse media</i>	Reading 5: Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information.	Writing 5: Evaluate and use diverse media, including the internet, to collaborate with others, and produce, publish, and enhance original writing.	Listening/Speaking 5: Evaluate and use diverse media, including the internet, to gather information, communicate and collaborate with others, and enhance oral presentations.

Chart of Standards and Threads:

Reading Strand	Writing Strand	Listening/Speaking Strand
<p>Reading Standard 1 (<i>Focus on meaning</i>): Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.</p>	<p>Writing Standard 1 (<i>Focus on meaning</i>): Produce clear and coherent writing to create increasingly complex texts for a variety of purposes.</p>	<p>Listening/Speaking Standard 1 (<i>Focus on meaning</i>): Communicate in varied social, work, and academic contexts, listening closely to construct and analyze meaning, speaking clearly and coherently, and conversing effectively with diverse partners.</p>
<p>Threads A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks. B. Read fluently to access and interpret meaning. C. Analyze written arguments.</p>	<p>Threads A. Use writing to carry out academic and real-world tasks. B. Create meaning in increasingly complex texts. C. Construct written arguments.</p>	<p>Threads A. Carry out increasingly complex communicative tasks. B. Comprehend and analyze meaning of information, ideas, and arguments. C. Communicate information, ideas, and arguments with increasing fluency. D. Participate effectively in interactions.</p>
<p>Reading Standard 2 (<i>Organization and style</i>): Analyze the organization of texts, including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shapes the text structure and style.</p>	<p>Writing Standard 2 (<i>Organization and style</i>): Employ text structure and style that clearly conveys development of ideas.</p>	<p>Listening/Speaking Standard 2 (<i>Organization and style</i>): Listen for and/or employ a spoken-text structure and style that supports the purpose, task, and audience, and that helps listeners follow the line of reasoning in a presentation or argument.</p>
<p>Threads A. Understand text structure and development. B. Recognize style and register.</p>	<p>Threads A. Organize writing. B. Develop ideas. C. Use appropriate style and register.</p>	<p>Threads A. Attend to organization of spoken text. B. Attend to style and register.</p>
<p>Reading Standard 3 (<i>Components of English</i>): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to read and interpret written English.</p>	<p>Writing Standard 3 (<i>Components of English</i>): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce written English.</p>	<p>Listening/Speaking Standard 3 (<i>Components of English</i>): Apply knowledge of general, academic, and domain-specific word meanings and of conventions of grammar, mechanics, and usage to produce and comprehend spoken English.</p>
<p>Threads A. Decode English print. B. Comprehend and expand reading vocabulary. C. Use grammar knowledge to comprehend meaning. D. Use understanding of English conventions to comprehend meaning.</p>	<p>Threads A. Encode English print. B. Use and expand written vocabulary. C. Use grammar accurately to convey meaning. D. Use conventions of standard English to convey meaning.</p>	<p>Threads A. Use and expand spoken vocabulary. B. Use grammar knowledge to convey and comprehend spoken meaning. C. Use conventions of spoken English.</p>

Chart of Standards and Threads, continued:

Reading Strand	Writing Strand	Listening/Speaking Strand
<p>Reading Standard 4 (<i>Use of effective strategies</i>): Use a variety of reading strategies appropriate to the reading purpose and type of text.</p>	<p>Writing Standard 4 (<i>Use of effective strategies</i>): Use a variety of writing strategies appropriate to the writing purpose and type of text.</p>	<p>Listening/Speaking Standard 4 (<i>Use of effective strategies</i>): Apply a variety of listening, speaking, and conversation strategies appropriate to the purpose and context for communicating.</p>
<p>Threads A. Use pre-reading strategies. B. Use reading strategies. C. Use post-reading strategies.</p>	<p>Threads A. Use pre-writing strategies. B. Use writing strategies. C. Use revision and editing strategies.</p>	<p>Threads A. Use listening and repair strategies. B. Use speaking and compensation strategies. C. Use conversation strategies.</p>
<p>Reading Standard 5 (<i>Use of diverse media</i>): Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information.</p>	<p>Writing Standard 5 (<i>Use of diverse media</i>): Evaluate and use diverse media, including the internet, to collaborate with others, and produce, publish, and enhance original writing.</p>	<p>Listening/Speaking Standard 5 (<i>Use of diverse media</i>): Evaluate and use diverse media, including the internet, to gather information, communicate and collaborate with others, and enhance oral presentations.</p>

