



Illinois ABE/ASE Content Standards

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Table of Contents

ACKNOWLEDGEMENTS	2
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INTRODUCTION

• What Are Content Standards and Benchmarks?	4
• Why Were the Illinois ABE/ASE Content Standards Benchmarks Developed?	4
• How Were the Illinois ABE/ASE Content Standards and Benchmarks Developed?	5
• Design of the Illinois Content Standards	6
• Assessment	8

ILLINOIS ABE/ASE CONTENT STANDARDS AND BENCHMARKS

• Reading Content Standards and Benchmarks	9
• Writing Content Standards and Benchmarks	22
• Math Content Standards and Benchmarks	30

ILLINOIS ABE/ASE CONTENT STANDARDS AND BENCHMARKS BY LEVEL

• Reading Content Standards and Benchmarks – Level 1	43
• Reading Content Standards and Benchmarks – Level 2	44
• Reading Content Standards and Benchmarks – Level 3	46
• Reading Content Standards and Benchmarks – Level 4	47
• Reading Content Standards and Benchmarks – Level 5	49
• Reading Content Standards and Benchmarks – Level 6	50
• Writing Content Standards and Benchmarks – Level 1	51
• Writing Content Standards and Benchmarks – Level 2	52
• Writing Content Standards and Benchmarks – Level 3	53
• Writing Content Standards and Benchmarks – Level 4	54
• Writing Content Standards and Benchmarks – Level 5	55
• Writing Content Standards and Benchmarks – Level 6	56
• Math Content Standards and Benchmarks – Level 1	57
• Math Content Standards and Benchmarks – Level 2	58
• Math Content Standards and Benchmarks – Level 3	60
• Math Content Standards and Benchmarks – Level 4	62
• Math Content Standards and Benchmarks – Level 5	64
• Math Content Standards and Benchmarks – Level 6	65

APPENDICES

A. Reading Glossary	66
B. Math Glossary	69

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ABE/ASE Content Standards and Benchmarks Field Testers

The following instructors used the Illinois ABE/ASE Content Standards and Benchmarks in their classes and provided recommendations and evaluation data. The instructors who participated in the field test are listed below:

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Introduction

What Are Content Standards and Benchmarks?

Content standards describe what learners should know and be able to do in a specific content area. The Illinois ABE/ASE Content Standards broadly define what learners who are studying math, reading and writing should know and be able to do as a result of ABE/ASE instruction at a particular level.

The Illinois ABE/ASE Benchmarks go a step further than the standards. Benchmarks describe the specific set of skills that a learner needs to achieve in order to meet the more broadly stated standards. The benchmarks are more specific than the standards.

The Illinois ABE/ASE Benchmarks should be used as a basis for curriculum design. The standards may also be used to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies.

Why Were the Illinois ABE/ASE Content Standards and Benchmarks Developed?

The Illinois Community College Board (ICCB) Adult Education and Family Literacy Program developed the Illinois ABE/ASE Content Standards and Benchmarks for several reasons. They were developed to:

- Provide A Common Language For ABE/ASE Levels Among Programs
- Assist Programs With ABE/ASE Curriculum Development
- Provide Guidance For New ABE/ASE Instructors
- Ensure Quality Instruction Through Professional Development

Provide a Common Language for ABE/ASE Levels

ABE/ASE classes are very different across Illinois programs. For example, a student enrolled in an ABE Level 2 class in Chicago may be learning different skills from a student who is working at the same level in Urbana. Different skills may be taught at the same level in different classes within the same program. The Illinois ABE/ASE Content Standards and Benchmarks provide a description of what students should learn at each NRS level so that adult education practitioners have a common language when discussing ABE/ASE levels. Having a common language among levels and programs will help ABE/ASE learners who move from level to level within the same program or who move from one ABE/ASE program to another.

Assist Programs with ABE/ASE Curriculum Development

The Illinois ABE/ASE Content Standards and Benchmarks should serve as the basis for a program's curriculum development process. For programs with an existing curriculum, that curriculum should be aligned to the standards and benchmarks. For programs without a curriculum, the standards and benchmarks provide an excellent framework and starting point for the curriculum development process.

Provide Guidance for New ABE/ASE Instructors

The Illinois ABE/ASE Content Standards and Benchmarks provide guidance for new instructors who may have limited training in teaching adults enrolled in adult basic classes. The standards and benchmarks serve as a basis for what they should teach and include in their lesson plans.

Ensure Quality Instruction through Professional Development

In order to implement the Illinois ABE/ASE Content Standards and Benchmarks, program staff (administrators and instructors) will participate in professional development on implementation of the standards and benchmarks. These professional development sessions will address curriculum design, instructional materials, instructional techniques, and ongoing assessment strategies related to the standards and benchmarks. They will also provide an excellent opportunity for new and experienced ABE/ASE instructors to develop and refine their teaching skills.

How Were the Illinois ABE/ASE Content Standards and Benchmarks Developed?

The Illinois ABE/ASE Content Standards and Benchmarks are the result of several federal and state initiatives that addressed the need for content standards and benchmarks in adult education programs. This document contains the final version of the Illinois ABE/ASE Content Standards and Benchmarks resulting from a process that included development and field testing by ABE/ASE coordinators and instructors from across the state of Illinois.

A Blueprint for Preparing America's Future

This federal document, published in 2003 by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), indicated that all federally funded adult education programs would need to develop content standards for accountability purposes.

The Adult Education Content Standards Consortia and Online Warehouse Project

This federal project was funded in 2003 by OVAE to assist states in developing content standards for adult education. Fourteen states, including Illinois, participated in the Consortia, which provided information, technical assistance, and the opportunity to network with other states in the process of developing content standards.

Although Illinois participated in the Consortia group that was developing ESL standards, the background information and research were helpful in the development of the Illinois ABE/ASE Content Standards and Benchmarks. The online Content Standards Warehouse contains the adult education content standards and benchmarks from many states and can be accessed at www.adultedcontentstandards.org.

The Illinois ABE/ASE Benchmarks Work Group

Twelve experienced ABE /ASE instructors and coordinators from ABE/ASE programs across the state worked diligently from May 2004 through December 2005 to develop the initial draft of the Illinois ABE/ASE Content Standards and Benchmarks.

Field Test

The Illinois ABE/ASE Content Standards and Benchmarks were field tested from February through May, 2007 by thirteen programs across Illinois. Twenty-four instructors agreed to use the draft standards and benchmarks in reading, writing, and math as the primary focus for their ABE/ASE classes for four months (February through May, 2007). All NRS levels were represented in the field test classrooms, and both new and experienced instructors participated. After completion of the field test, the results were incorporated into the final document.

Design of the Illinois ABE/ASE Content Standards and Benchmarks

It was the intent of the ABE/ASE Content Standards and Benchmarks Work Group to make the standards and benchmarks easily accessible and user friendly. They are written in straightforward terms to enable busy ABE/ASE (GED) teachers to determine at a glance what his/her students should know, understand, or be able to do at their functioning level.

Illinois ABE/ASE content standards and benchmarks are based on the National Reporting System (NRS) definitions for each functioning level. They conform to the NRS structure for consistency and accountability. There are six NRS educational functioning levels from beginning literacy and adult basic education (ABE) through adult secondary education (ASE). The six levels each have titles and are identified by its grade equivalency:

- Beginning ABE Literacy 0-1.9
- Beginning Basic Education 2-3.9
- Intermediate Basic Education 4-5.9
- High Intermediate Basic Education 6-8.9
- Low Adult Secondary Education 9-10.9
- High Adult Secondary Education 11.0-12.9

Content standards and benchmarks for reading, math and writing skills are included in this document. Workplace skills have been incorporated into reading and writing. These standards and benchmarks are by no means meant to limit a teacher's creativity. Certainly some of the best teaching is done across the curriculum including some or all of the subject areas.

Reading Standards and Benchmarks

Illinois is privileged to be part of the ongoing Student Achievement in Reading (STAR) project which incorporates research-based strategies for the instruction of adults in reading. This project is sponsored by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE). It focuses on providing adult education teachers with the tools they need to assess intermediate level readers and develop instruction that will help each student succeed.

The Illinois ABE/ASE Reading Standards and Benchmarks are organized around the following STAR Project categories that define the process of learning to read:

1. Alphabetics
2. Vocabulary
3. Comprehension
4. Fluency
5. Functional and Workplace Skills

Standards and benchmarks within each of these five categories are organized by NRS levels.

Writing Standards and Benchmarks

Illinois' Writing Standards and Benchmarks also incorporate categories that define the process of learning to write within the context of the NRS levels:

- Beginning Writing
- Composition/Sentence Structure
- Grammatical Concepts

Math Standards and Benchmarks

The Illinois ABE/ASE Math Standards and Benchmarks are based on developing and applying math skills to a variety of situations and incorporate the following categories:

- Number Sense
- Units of Time and Measurement
- Algebra
- Geometry
- Data Interpretation and Probability

Coding System

Each standard and benchmark is coded according to the content area and NRS level. The first number of a specific skill indicates the NRS level. The second number indicates the category within the subject matter. The third number indicates the benchmark number.

W.2 Composition/Sentence Structure

- 2.2.1 Compose a topic sentence.
- 2.2.2 Generate at least two supporting sentences for a topic sentence.
- 2.2.3 Use the proofreading step of the writing process to edit a paragraph for spelling and capitalization.

W.2 The letter W represents Writing; the number 2 represents the NRS level.

2.2.1 The first number “2” represents the NRS level

The second number “2” represents the subject’s category

The number “1” represents the benchmark number for that standard

Assessment

Ongoing assessment of the Illinois ABE/ASE Content Standards and Benchmarks should be a part of every lesson. Learners can demonstrate their mastery of a particular standard and benchmark through ongoing assessment strategies such as demonstrations, project-based learning, presentations, simulation, out-of-class activities, and other nontraditional assessment strategies. Ongoing assessment is an integral part of instruction in standards-based education

Illinois ABE/ASE Reading Content Standards and Benchmarks

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

Benchmarks describe the set of skills and knowledge learners need to develop and achieve to master content standards.

Reading Content Standards are designed to help students acquire the knowledge and skills to read with understanding.

Illinois students should be able to

- Determine the reading purpose
- Select reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies
- Analyze the information and reflect on its underlying meaning
- Integrate new information with prior knowledge, to address the reading purpose

The Reading Standards have been developed using the following five skill areas. Benchmarks have been created in each skill area for all NRS levels.

1. Alphabetics R.1
2. Vocabulary R.2
3. Comprehension R.3
4. Fluency R.4
5. Functional and Workplace Skills R.5

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>
<p>1.1.1 Recognize the sounds of the letters first and then connect them to print (left to right, top to bottom, front to back, return sweep).</p> <p>1.1.2 Recognize upper and lower case manuscript letters of the alphabet.</p> <p>1.1.3 Identify how many individual sounds there are in a word.</p>	<p>2.1.1 Identify two and three letter consonant blends (e.g., br-, sp-, cl-, str-, spl-, -sk, -nd). Digraphs (e.g., ch, sh, th, wh) should also be identified in initial, medial, or final word positions and both blends and digraphs should be used to understand word patterns.</p> <p>2.1.2 Identify long vowel combinations and use them to decode words for word recognition.</p> <p>2.1.3 Identify diphthongs (e.g., away) and use to decode simple words used in stories, texts and theme lessons.</p>	<p>3.1.1 Use phonics, word structure, and visual cues to identify words.</p> <p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

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<p>1.1.4 Manipulate the sounds in a word to assist in recognizing the blending and rhyming of words.</p> <p>1.1.5 Identify single consonants/sounds in initial, medial, and final word positions.</p> <p>1.1.6 Identify short and long vowels and their sounds.</p> <p>1.1.7 Identify the syllables in a word.</p>	<p>2.1.4 Identify the schwa sound (e.g., about) and use to decode simple words.</p> <p>2.1.5 Recognize and spell correctly words with silent consonants (e.g., kn, gh).</p> <p>2.1.6 Identify and use contractions and be able to match them to the two words being replaced (e.g., I'm = I am).</p> <p>2.1.7 Decode compound words.</p>	N/A	N/A	N/A	N/A

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>	<u>R.1 ALPHABETICS</u>
<p>1.1.8 Use syllable patterns to decode single and two-syllable words.</p> <p>1.1.9 Use syllable patterns to decode single and two-syllable words in appropriately leveled text.</p> <p>1.1.10 Read sight words from an appropriate level word list.</p>	<p>2.1.8 Identify root words, prefixes (e.g., pre-, un-, dis-), and suffixes (e.g., -less, -ly, -ment) and use them to decode multi-syllabic words.</p> <p>2.1.9 Begin to use decoding strategies to identify syllables in multi-syllable words.</p> <p>N/A</p>	N/A	N/A	N/A	N/A

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>
<p>1.2.1 Through print and oral work, give in-depth meaning of NRS beginning ABE literacy words (e.g., words that are basic and concrete and are used in daily conversation).</p> <p>1.2.2 Through print, apply basic words in context (e.g., by identifying missing words from sentences or cloze exercises).</p> <p>N/A</p>	<p>2.2.1 Give word meanings for academic words and words commonly used in print.</p> <p>2.2.2 Begin to use prefixes, suffixes, and root words to determine the meaning of words and extend those meanings in context.</p> <p>2.2.3 Demonstrate ability to read personal information presented on a simple application (e.g., name, address, zip code, phone number, and age).</p>	<p>3.2.1 Identify the meaning of frequently used synonyms, antonyms, and homonyms for grade-level words.</p> <p>3.2.2 Use context clues to determine meaning of unfamiliar words.</p> <p>3.2.3 Recognize the correct meaning of multiple-meaning words (e.g., bill, train) when presented in text.</p>	<p>4.2.1 Use a dictionary to locate the meaning of words used in a statement.</p> <p>4.2.2 Identify and interpret basic figurative language (e.g., similes, metaphors, pun, and alliteration).</p> <p>4.2.3 Identify idioms and their use in passages.</p>	<p>5.2.1 Demonstrate understanding of language structures by focusing on idioms, expressions, colloquialisms and literary structures.</p> <p>5.2.2 Demonstrate understanding of synonyms, antonyms and different applications of the same word (multiple meanings).</p> <p>N/A</p>	<p>6.2.1 Demonstrate understanding of specialized vocabulary from the content areas (e.g., science, social studies, and Constitution).</p> <p>N/A</p>

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Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>	<u>R.2 VOCABULARY</u>
N/A	<p>2.2.4 Sort words into categories to show relationships and make explicit the connections seen among meanings.</p> <p>N/A</p>	N/A	<p>4.2.4 Recognize and understand clipped and shortened words (e.g., exam-examination).</p> <p>4.2.5 Demonstrate an awareness of the difference between the use of English in formal and informal settings (e.g., formal vs. slang use in a job interview).</p>	N/A	N/A

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>
<p>1.3.1 Locate pertinent information in simple familiar materials (e.g., want ads, job listings, schedules, signs, and food packages).</p> <p>1.3.2 Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing.</p> <p>1.3.3 Recall facts and details of text.</p>	<p>2.3.1 Read and interpret compound sentences in a short paragraph containing familiar grade-level vocabulary.</p> <p>2.3.2 Locate stated information in functional reading (e.g., bulletins, invitations).</p> <p>2.3.3 Locate specific items in an alphabetical listing (e.g., class list, phone directory, dictionary) or in a topical listing (e.g., picture dictionary, table of contents).</p>	<p>3.3.1 Follow simple written multi-step instructions and diagrams.</p> <p>3.3.2 Locate specific information in a text.</p> <p>3.3.3 Read and interpret simplified policies/procedures (e.g., simple employee handbooks, driver's manual).</p>	<p>4.3.1 Read and interpret information in newspapers, and periodicals.</p> <p>4.3.2 Identify and use the structural features of newspapers, magazines, and editorials.</p> <p>4.3.3 Select, explore, and evaluate sources, such as a dictionary, Internet, magazine, and newspaper, to obtain and to evaluate information for a specific task using research as serves the student's purpose.</p>	<p>5.3.1 Identify and restate in own words the implied main idea from symbols used to represent a person, place, or thing (e.g., political cartoon) or main idea of a multi-paragraph passage.</p> <p>5.3.2 Read a technical manual or a legal document and explain a sequential process about a complex and unfamiliar work procedure.</p> <p>5.3.3 Identify the central idea or theme of a literary work (e.g., short story, drama, poetry).</p>	<p>6.3.1 Follow complex instructions or directions that include conditionals (e.g., if and then statement) and multiple steps.</p> <p>6.3.2 Identify directly stated and implied main ideas based on stated and suggested information.</p> <p>6.3.3 Compare and contrast the personalities of two characters in a story.</p>

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Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>
<p>1.3.4 Locate information from simple charts, graphs, labels, ads and payroll stubs.</p> <p>1.3.5 Read and understand both fiction and nonfiction text that is at the appropriate instructional level.</p> <p>1.3.6 Demonstrate self monitoring strategies, e.g., reread sentences that aren't clear.</p>	<p>2.3.4 Begin to distinguish between fact and opinion in a passage.</p> <p>2.3.5 Begin to use comparison and contrast to draw conclusions in a passage.</p> <p>2.3.6 Interpret information from diagrams, charts, and graphs.</p>	<p>3.3.4 Begin to use comparison and contrast.</p> <p>3.3.5 Identify cause/effect signal words in sentences (e.g., as a result, because, consequently, thus).</p> <p>3.3.6 Summarize the main idea of a passage by answering who, what, when, why, and how questions.</p>	<p>4.3.4 Determine author's purpose (e.g., to entertain, inform, and persuade) from a variety of written pieces (e.g., newspaper article, travel brochure, and store catalog).</p> <p>4.3.5 Identify the implied main idea and supporting details from an instructional level passage.</p> <p>4.3.6 Identify cause and effect implied in a paragraph.</p>	<p>5.3.4 Identify the elements of a plot (e.g., beginning, exposition, middle-complications and climax; end-resolution) within a literary work.</p> <p>5.3.5 Identify and interpret common figurative language (e.g., simile, metaphor, hyperbole) found in a literary work or poem.</p> <p>5.3.6 Interpret information in context (e.g., medical, occupational, parenting) and apply that information to a new situation.</p>	<p>6.3.4 Identify the moral of a short story or a play.</p> <p>6.3.5 Identify phrases or words that the author used to create an image or mental picture in a poem.</p> <p>6.3.6 Determine a character's motivation in a play by examining the character's dialogue, actions, and stage directions.</p>

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Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>
N/A	<p>2.3.7 Use newspaper headlines or other titles to draw conclusions and make inferences about simple written materials.</p> <p>2.3.8 Orally paraphrase a grade-level written passage.</p> <p>2.3.9 Follow a set of grade-level written directions.</p>	<p>3.3.7 Locate pertinent information in multi-paragraph passages and apply it to answer a question.</p> <p>3.3.8 Determine the appropriate reading strategy to acquire specific information (rereading, skimming, and scanning).</p> <p>3.3.9 Make inferences about short passages at grade-level (e.g., identifying correct multiple choice answers or writing short answers to questions).</p>	<p>4.3.7 Be able to summarize what has been read.</p> <p>4.3.8 Predict probable outcomes from knowledge of events obtained from a reading selection.</p> <p>4.3.9 Identify features that distinguish fiction, drama, poetry, fables, and legends.</p>	<p>5.3.7 Follow directions necessary to perform a moderately complex sequential task.</p> <p>5.3.8 Identify relationships between similar documents (e.g., order form and invoice) and compare information for accuracy.</p> <p>5.3.9 Recognize differences in structure, content, and tone of various texts.</p>	<p>6.3.7 Make generalizations from implicit ideas (e.g., first paragraph of <i>The Declaration of Independence</i>).</p> <p>6.3.8 Locate information on a given topic in several types of reference materials (e.g., dictionary, Internet, newspaper).</p> <p>6.3.9 Analyze a character in a fictional passage by identifying the character's appearance, behaviors, actions, and dialogue with other characters.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>
N/A	<p>2.3.10 Determine the sequence in a process (e.g., set of directions, missing item, events in a story).</p> <p>2.3.11 At instructional level, identify the story elements including setting, plot, and character.</p> <p>2.3.12 Use graphic organizers to determine meaning in texts written for this instructional level (e.g., story maps, K-W-L).</p>	<p>3.3.10 Identify and apply appropriate strategies to aid comprehension (e.g., graphic organizers, outlining).</p> <p>3.3.11 At instructional level, formulate questions while reading text.</p> <p>3.3.12 Skim for overall understanding and scan for keywords and ideas.</p>	<p>4.3.10 Determine the meaning of persuasive language and faulty logic used in print and visual material (e.g., advertisement).</p> <p>4.3.11 Integrate information from texts, charts, and graphs to draw a conclusion.</p> <p>4.3.12 Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.</p>	<p>5.3.10 Identify opinions, propaganda, and bias within written publications (e.g., newspapers, political cartoons).</p> <p>5.3.11 Use a graphic organizer to demonstrate the importance of and relationship between ideas (e.g., Venn diagram, webbing, and mapping).</p> <p>N/A</p>	<p>6.3.10 Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts.</p> <p>6.3.11 Identify the writer's style (e.g., repetition of a key word, use of a string of opposites) used to convey ideas.</p> <p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>	<u>R.3 COMPREHENSION</u>
N/A	<p>2.3.13 Self-monitor and clearly identify specific words or wordings that are causing comprehension difficulties (e.g., circling or underlining difficult words, creating word banks).</p> <p>N/A</p>	<p>3.3.13 Determine the sequence of events in a written passage.</p> <p>N/A</p>	<p>4.3.13 Demonstrate an awareness of the difference between the use of English in formal and informal settings.</p> <p>4.3.14 Determine the appropriate reading strategy to acquire specific information (e.g., rereading, skimming, and scanning).</p> <p>4.3.15 Begin to identify and interpret similes and metaphors.</p>	N/A	N/A

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<p><u>R.4 FLUENCY</u></p> <p>1.4.1 Listen and follow along in text as teacher models fluency.</p>	<p><u>R.4 FLUENCY</u></p> <p>2.4.1 Read orally at a conversational rate with accuracy, expression, and comprehension, recognizing punctuation signals in texts designed for this instructional level.</p>	<p><u>R.4 FLUENCY</u></p> <p>3.4.1 Read instructional level narrative and expository text aloud at a conversational rate with expression and accuracy.</p>	<p><u>R.4 FLUENCY</u></p> <p>N/A</p>	<p><u>R.4 FLUENCY</u></p> <p>N/A</p>	<p><u>R.4 FLUENCY</u></p> <p>N/A</p>
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Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<p><u>R.5 FUNCTIONAL AND WORKPLACE SKILLS</u></p> <p>N/A</p>	<p><u>R.5 FUNCTIONAL AND WORKPLACE SKILLS</u></p> <p>2.5.1 Apply environmental reading to life skills (e.g., read a job ad, determine meaning of technical vocabulary, understand and use safety language).</p>	<p><u>R.5 FUNCTIONAL AND WORKPLACE SKILLS</u></p> <p>3.5.1 Apply environmental reading to life skills (e.g., read nutrition charts).</p>	<p><u>R.5 FUNCTIONAL AND WORKPLACE SKILLS</u></p> <p>4.5.1 Apply environmental reading to life skills (e.g., read and summarize a brief message addressed to a group of co-workers, read simple directions for a fax or computer to perform the sequence of tasks).</p>	<p><u>R.5 FUNCTIONAL AND WORKPLACE SKILLS</u></p> <p>5.5.1 Apply environmental reading to life skills (e.g., read a campus catalog, read instructions from a job-search-focused website).</p>	<p><u>R.5 FUNCTIONAL AND WORKPLACE SKILLS</u></p> <p>6.5.1 Apply environmental reading to life skills (e.g., a brochure on workplace medical benefits and/or a consumer guide about long distance phone service).</p>
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Illinois ABE/ASE Writing Content Standards and Benchmarks

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

Benchmarks describe the set of skills and knowledge learners need to develop and achieve to master content standards.

Writing Content Standards: Express Self in Written English

Illinois students should be able to:

- Write for a variety of purposes
- Write for diverse audiences
- Use conventional grammar
- Use Standard English
- Use a variety of sentence structures and writing strategies

There are 3 sub-categories for the Writing Benchmarks.

1. Beginning Writing W.1
2. Composition/Sentence Structure W.2
3. Grammatical Concepts W.3

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>
<p>1.1.1 Recognize and write letters of the alphabet (upper & lower case).</p> <p>1.1.2 Recognize and write numerals to 100.</p> <p>1.1.3 Group letters to form words.</p> <p>1.1.4 Copy/space letters to form words.</p> <p>1.1.5 Copy/space letters to form sentences.</p> <p>1.1.6 Write/copy words identifying objects in the classroom, home or workplace.</p>	<p>2.1.1 Write simple words and sentences on familiar life skill topics.</p> <p>2.1.2 Write lists and personal schedules.</p> <p>2.1.3 Write dates, days of the week, months of the year, and numbers.</p> <p>2.1.4 Use resources to locate and copy information (i.e. dictionary, phone book, Internet).</p> <p>2.1.5 Fill out simple personal information forms.</p> <p>2.1.6 Identify topic and supporting sentences in a paragraph.</p>	N/A	N/A	N/A	N/A

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>	<u>W.1 BEGINNING WRITING</u>
<p>1.1.7 Copy basic personal information.</p> <p>1.1.8 Accurately copy printed or written material of at least one paragraph.</p> <p>1.1.9 Classify pictures and shapes under appropriate headings.</p> <p>1.1.10 Arrange pictures of three events in a sequential pattern.</p> <p>1.1.11 Group words by similarities in meaning.</p>	<p>2.1.7 Generate headings for words grouped together when the words have something in common.</p> <p>N/A</p>	N/A	N/A	N/A	N/A

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>
<p>1.2.1 Use the free-write strategy to compose simple, original sentences.</p> <p>1.2.2 Write simple messages.</p> <p>1.2.3 Produce word lists and a personal dictionary.</p> <p>1.2.4 Write statements and questions using appropriate word order.</p>	<p>2.2.1 Compose a topic sentence.</p> <p>2.2.2 Generate at least two supporting sentences for a topic sentence.</p> <p>2.2.3 Use the proofreading step of the writing process to edit a paragraph for spelling and capitalization.</p> <p>2.2.4 Compose a simple set of instructions for common tasks sequencing at least four steps.</p>	<p>3.2.1 Identify the elements of a paragraph: indentation, topic sentence, supporting sentences, details, and concluding sentence.</p> <p>3.2.2 Use chronological order in a paragraph describing a personal experience.</p> <p>3.2.3 Use editing to improve writing.</p> <p>3.2.4 Create lists comparing and contrasting two objects.</p>	<p>4.2.1 Write and edit a paragraph summarizing an article.</p> <p>4.2.2 Use simple, compound, and complex sentences in writing with correct punctuation.</p> <p>4.2.3 Recognize how to write to a specific audience.</p> <p>4.2.4 Identify the purpose for descriptive, narrative, and expository writing.</p>	<p>5.2.1 Analyze and understand an essay prompt (brainstorming, clustering, free writing).</p> <p>5.2.2 Use the writing process (drafting, editing, and re-writing) to compose an essay.</p> <p>5.2.3 Write a business/technical memo or letter.</p> <p>5.2.4 Compose an expository essay from a given prompt.</p>	<p>6.2.1 Write an analysis based on a given prompt.</p> <p>6.2.2 Develop an up-to-date autobiographical paragraph or resume.</p> <p>6.2.3 Differentiate between example and reason when given a writing prompt.</p> <p>6.2.4 Evaluate and adjust use of strategies to generate ideas for each writing situation.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>	<u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u>
N/A	<p>2.2.5 Compose a short letter and address an envelope.</p> <p>2.2.6 Use prewriting techniques to generate ideas.</p> <p>2.2.7 Identify sentences and non-sentences (fragment vs. complete).</p> <p>N/A</p>	<p>3.2.5 Recognize and use transition words and phrases.</p> <p>3.2.6 Spell and use correctly common homophones (there, their, they're).</p> <p>N/A</p>	<p>4.2.5 Write a simple paragraph using cause and effect.</p> <p>4.2.6 Use brainstorming to generate ideas for a paragraph.</p> <p>4.2.7 Identify the elements and purpose of an essay: introduction, body, and conclusion.</p> <p>4.2.8 Use a variety of connector words and phrases to vary sentence structure.</p>	<p>5.2.5 Proofread an essay to assure sentence variety.</p> <p>5.2.6 Adjust topic, purpose, and audience for a writing situation.</p> <p>5.2.7 Evaluate and adjust organizational pattern for ideas based on a given prompt (e.g., time order, comparison/ contrast, cause/effect).</p> <p>5.2.8 Develop an essay with an introduction, body, and conclusion, including a clear main idea and theses statement.</p>	<p>6.2.5 Organize paragraphs to create engaging writing that extends the thesis.</p> <p>6.2.6 Evaluate writing to clarify main idea and maintain consistent style, tone, and voice.</p> <p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<p><u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u></p> <p>N/A</p>	<p><u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u></p> <p>N/A</p>	<p><u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u></p> <p>N/A</p>	<p><u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u></p> <p>4.2.9 Use comparative and superlative adjectives.</p>	<p><u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u></p> <p>5.2.9 Use feedback from a variety of sources to improve writing.</p>	<p><u>W.2 COMPOSITION/ SENTENCE STRUCTURE</u></p> <p>N/A</p>
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Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p><u>W.3</u> <u>GRAMMATICAL</u> <u>CONCEPTS</u></p> <p>N/A</p>	<p><u>W.3</u> <u>GRAMMATICAL</u> <u>CONCEPTS</u></p> <p>2.3.1 Use capital letters and commas appropriately.</p> <p>2.3.2 Distinguish among declarative (statement), imperative (command), interrogative (question), and exclamatory (exclaim) sentences when presented orally.</p> <p>2.3.3 Correctly punctuate simple sentences with end punctuation.</p> <p>2.3.4 Correctly punctuate abbreviations of common titles such as Mr., Mrs., Ms., etc.</p>	<p><u>W.3</u> <u>GRAMMATICAL</u> <u>CONCEPTS</u></p> <p>3.3.1 Follow comma rules.</p> <p>3.3.2 Follow apostrophe rules.</p> <p>3.3.3 Follow quotation rules.</p> <p>3.3.4 Use simple verb tenses (past, present, and future) as needed.</p>	<p><u>W.3</u> <u>GRAMMATICAL</u> <u>CONCEPTS</u></p> <p>4.3.1 Use commas and semi-colons in complex sentences.</p> <p>4.3.2 Use subject/verb agreement in sentences.</p> <p>4.3.3 Use past, present, and future perfect verb tenses as needed.</p> <p>4.3.4 Use verb forms (past and present participles) as needed.</p>	<p><u>W.3</u> <u>GRAMMATICAL</u> <u>CONCEPTS</u></p> <p>5.3.1 Begin to use Standard English.</p> <p>N/A</p>	<p><u>W.3</u> <u>GRAMMATICAL</u> <u>CONCEPTS</u></p> <p>6.3.1 Apply Standard English.</p> <p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>W.3 GRAMMATICAL CONCEPTS</u>	<u>W.3 GRAMMATICAL CONCEPTS</u>	<u>W.3 GRAMMATICAL CONCEPTS</u>	<u>W.3 GRAMMATICAL CONCEPTS</u>	<u>W.3 GRAMMATICAL CONCEPTS</u>	<u>W.3 GRAMMATICAL CONCEPTS</u>
N/A	<p>2.3.5 Identify nouns and verbs in a sentence.</p> <p>2.3.6 Write singular and plural form of nouns.</p> <p>2.3.7 Distinguish uses of “the”, “a”, and “an”.</p>	<p>3.3.5 Write the appropriate forms of common regular and irregular verbs.</p> <p>3.3.6 Use nouns and pronouns appropriately.</p> <p>3.3.7 Use parts of speech appropriately.</p> <p>3.3.8 Use pronouns to replace nouns.</p> <p>3.3.9 Use subject and object pronouns appropriately.</p>	N/A	N/A	N/A

Illinois ABE/ASE Math Content Standards and Benchmarks

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

Benchmarks describe the set of skills and knowledge learners need to develop and achieve to master content standards.

Math Content Standards: Develop and apply math skills to a variety of situations.

Illinois students should be able to perform the following.

- Understand basic mathematics skills and concepts in the context of everyday, real-life applications
- Use number sense to solve a variety of real life problems and be able to verbally determine if results are reasonable
- Apply algebraic concepts and methods to explore, analyze, and solve mathematical and adult contextual situations
- Use geometric properties, relationships, and methods to identify, analyze, and solve real-life problems
- Use data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

There are 5 sub-categories for the Math Benchmarks.

1. Number Sense M.1
2. Units of Time and Measurement M.2
3. Algebra M.3
4. Geometry M.4
5. Data Interpretation and Probability M.5

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)
<p><u>M.1 NUMBER SENSE</u></p> <p>1.1.1 Identify, read, write, count, and recognize values from 0-100.</p> <p>1.1.2 Apply basic vocabulary to concepts.</p> <p>1.1.3 Add and subtract single digit numbers.</p> <p>1.1.4 Demonstrate commutative property.</p> <p>1.1.5 Perform basic operations of the calculator to check work.</p>	<p><u>M.1 NUMBER SENSE</u></p> <p>2.1.1 Read, write, count, and recognize values from 0-1000.</p> <p>2.1.2 Identify numbers out of sequence.</p> <p>2.1.3 Understand place values.</p> <p>2.1.4 Round whole numbers to nearest 10 or 100 and estimate whole numbers.</p> <p>2.1.5 Add and subtract two and three digit numbers.</p>	<p><u>M.1 NUMBER SENSE</u></p> <p>3.1.1 Read, write, count and recognize values from 0-10,000.</p> <p>3.1.2 Identify place values and round to nearest requested number.</p> <p>3.1.3 Multiply and divide whole numbers with remainders.</p> <p>3.1.4 Determine equivalents of common fractions using pictures and symbols.</p> <p>3.1.5 Reduce fractions to lowest terms.</p>	<p><u>M.1 NUMBER SENSE</u></p> <p>4.1.1 Read, write, and count large numbers greater than 10,000.</p> <p>4.1.2 Perform four basic math operations (i.e., addition, subtraction, multiplication, division) using whole numbers, fractions, and decimals.</p> <p>4.1.3 Demonstrate ability to estimate fraction, decimal, and percents.</p> <p>4.1.4 Recognize, write, and solve ratios and proportions.</p> <p>4.1.5 Demonstrate and apply an understanding of the order of operations.</p>	<p><u>M.1 NUMBER SENSE</u></p> <p>5.1.1 Solve problems using square roots.</p> <p>5.1.2 Recognize and estimate imperfect square roots.</p> <p>5.1.3 Perform all four operations on positive and negative rational numbers.</p> <p>5.1.4 Identify irrational numbers.</p> <p>5.1.5 Solve problems using percents.</p>	<p><u>M.1 NUMBER SENSE</u></p> <p>6.1.1 Solve problems using all four operations with real numbers.</p> <p>6.1.2 Demonstrate an understanding of absolute value.</p> <p>6.1.3 Convert equivalencies between fractions, percents, and decimals.</p> <p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>
<p>1.1.6 Identify U.S. currency and coins up to \$20.00.</p> <p>1.1.7 Recognize symbols for dollars and cents (e.g. \$, ¢).</p> <p>N/A</p>	<p>2.1.6 Recognize patterns of numbers.</p> <p>2.1.7 Count by 2's, 5's, and 10's.</p> <p>2.1.8 Demonstrate multiplication facts to 12.</p> <p>2.1.9 Divide single digit numbers with no remainder.</p> <p>2.1.10 Determine equivalents and make change using U.S. coins and currency up to \$20.00.</p>	<p>3.1.6 Find the lowest common denominator of two or more fractions.</p> <p>3.1.7 Recognize, differentiate, and demonstrate the rules of addition, subtraction, multiplication, and division for decimals.</p> <p>3.1.8 Make change with all denominations up to \$100.00.</p> <p>3.1.9 Calculate the average of a group of numbers.</p> <p>3.1.10 Draw and utilize a number line.</p>	<p>4.1.6 Identify and use positive exponents.</p> <p>4.1.7 Recognize and memorize perfect square roots up to 15.</p> <p>4.1.8 Use GED-approved calculator to check and/or solve problems.</p> <p>N/A</p>	<p>5.1.6 Solve simple interest problems.</p> <p>5.1.7 Calculate distance between two locations.</p> <p>5.1.8 Use GED-approved calculator to check and/or solve problems.</p> <p>N/A</p>	<p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>	<u>M.1 NUMBER SENSE</u>
N/A	2.1.11 Construct a number line and compare numbers on the line. 2.1.12 Identify proper, improper, and mixed fractions.	N/A	N/A	N/A	N/A

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)
<p><u>M.2 UNITS OF TIME AND MEASUREMENT</u></p> <p>1.2.1 Identify common units of measurement: length, volume, time, weight, and temperature.</p> <p>1.2.2 Identify and match the abbreviations of measurements.</p> <p>1.2.3 Demonstrate knowledge of time using clocks (analog and digital) and calendar.</p>	<p><u>M.2 UNITS OF TIME AND MEASUREMENT</u></p> <p>2.2.1 Measure an object or event using different techniques (distance, time, volume, weight, or temperature).</p> <p>2.2.2 Compare different units of measurement in order to determine equivalency.</p> <p>2.2.3 Using previously presented methods, demonstrate how to problem-solve a measurement.</p>	<p><u>M.2 UNITS OF TIME AND MEASUREMENT</u></p> <p>3.2.1 Identify and demonstrate knowledge of the appropriate U.S. units of measurement as related to length, width, weight, distance, time, and temperature.</p> <p>3.2.2 Identify and demonstrate knowledge of metric units of measurement as related to length, width, weight, distance, time and temperature.</p> <p>3.2.3 Check the time on a 24-hour (Greenwich Mean Time) clock.</p>	<p><u>M.2 UNITS OF TIME AND MEASUREMENT</u></p> <p>4.2.1 Plot compass directions on a map.</p> <p>4.2.2 Calculate time changes for U.S. and international time zones.</p> <p>4.2.3 Convert units of measurement using a proportion.</p>	<p><u>M.2 UNITS OF TIME AND MEASUREMENT</u></p> <p>5.2.1 Use scientific notation.</p> <p>5.2.2 Read meters and scales (caliper).</p> <p>N/A</p>	<p><u>M.2 UNITS OF TIME AND MEASUREMENT</u></p> <p>6.2.1 Analyze, compare, interpret, and convert measurements as related to distance, length, width, time, volume, weight, and temperature.</p> <p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>M.2 UNITS OF TIME AND MEASUREMENT</u>	<u>M.2 UNITS OF TIME AND MEASUREMENT</u>	<u>M.2 UNITS OF TIME AND MEASUREMENT</u>	<u>M.2 UNITS OF TIME AND MEASUREMENT</u>	<u>M.2 UNITS OF TIME AND MEASUREMENT</u>	<u>M.2 UNITS OF TIME AND MEASUREMENT</u>
<p>1.2.4 Demonstrate how to solve a simple measurement problem.</p> <p>N/A</p>	<p>2.2.4 Determine the appropriate unit of measurement for various objects.</p> <p>2.2.5 Estimate the measurement of an object by visual observation.</p>	<p>3.2.4 Read, compare, and apply temperature applications (positive and negative temperatures).</p> <p>N/A</p>	<p>4.2.4 Solve problems within either the U.S. or metric system.</p> <p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)
<p><u>M.3</u> <u>ALGEBRA</u></p> <p>1.3.1 Complete simple number sentences (equations).</p> <p>1.3.2 Create simple picture pattern replications (colors, shapes, objects).</p> <p>1.3.3 Recognize, describe and create simple picture pattern replications (colors, shapes, object).</p> <p>1.3.4 Recognize, use, and interpret basic symbols (=, -, +) to represent equivalence, taking away and combining.</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>2.3.1 Construct, identify, and continue picture patterns using manipulatives.</p> <p>2.3.2 Describe and extend numerical patterns such as twos, fives, and tens.</p> <p>2.3.3 Use positive and negative numbers to describe direction in changes such as temperature or sea level.</p> <p>2.3.4 Identify and explain that less than 0 is negative, and more than 0 is positive.</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>3.3.1 Recognize, create, and solve repeating simple patterns and identify unit/object repeated.</p> <p>3.3.2 Describe a rule for a simple pattern.</p> <p>3.3.3 Read, write, compare, and order integers.</p> <p>3.3.4 Write and solve simple problems using whole numbers, excluding exponents and parentheses.</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>4.3.1 Solve one-step equations using whole numbers.</p> <p>4.3.2 Use and substitute mathematical symbols (<, >, =, ≠) with numbers.</p> <p>4.3.3 Demonstrate the ability to properly use the distributive property.</p> <p>4.3.4 Identify and construct patterns and sequences using whole numbers, decimals, and fractions, including a 2-step progression.</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>5.3.1 Evaluate algebraic expressions using substitution.</p> <p>5.3.2 Graph inequalities.</p> <p>5.3.3 Determine, identify, and define the slope of a line.</p> <p>5.3.4 Evaluate operations using algebraic notation for multiplication and division using parentheses and fraction bar.</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>6.3.1 Solve and check linear equations with one variable.</p> <p>6.3.2 Convert a linear equation into the slope intercept form.</p> <p>6.3.3 Recognize the connection between algebra and geometry by using algebraic equations to illustrate coordinate graphing.</p> <p>6.3.4 Describe the relationship between algebra and geometry by using algebraic equations to illustrate coordinate graphing.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)
<p><u>M.3</u> <u>ALGEBRA</u></p> <p>1.3.5 Associate verbal names, written word names, and standard numerals with whole numbers.</p> <p>N/A</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>2.3.5 Locate positive and negative numbers on a number line.</p> <p>2.3.6 Translate written or verbal problems into math symbols or equations.</p> <p>2.3.7 Recognize and represent situations that involve variables with expressions.</p> <p>2.3.8 Use substitution to determine solutions in one-step equations.</p> <p>2.3.9 Write statements of inequality using whole numbers.</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>3.3.5 Describe a constant, a variable, a term, and an expression.</p> <p>3.3.6 Recognize simple consumer formulas such as the cost or distance formula.</p> <p>3.3.7 Read and write number operations using algebraic notations.</p> <p>3.3.8 Read, write, and solve one-step number sentences or equations.</p> <p>N/A</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>4.3.5 Translate a written phrase into an algebraic expression.</p> <p>4.3.6 Use simple formulas with one or two steps.</p> <p>4.3.7 Write statements of inequalities using integers.</p> <p>N/A</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>5.3.5 Analyze, predict, and extend a pattern.</p> <p>5.3.6 Order and compare positive and negative numbers using fractions, decimals, and percents.</p> <p>5.3.7 Simplify expressions with variables.</p> <p>N/A</p>	<p><u>M.3</u> <u>ALGEBRA</u></p> <p>6.3.5 Identify/create algebraic expressions when given graphic representations.</p> <p>6.3.6 Express a linear inequality in one variable.</p> <p>6.3.7 Add, subtract, multiply, and divide monomial expressions.</p> <p>6.3.8 Multiply binomials (use the FOIL method).</p> <p>6.3.9 Factor algebraic expressions.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

M.3 ALGEBRA	M.3 ALGEBRA	M.3 ALGEBRA	M.3 ALGEBRA	M.3 ALGEBRA	M.3 ALGEBRA
N/A	N/A	N/A	N/A	N/A	<p>6.3.10 Determine the solution to a system of equations with two variables from a given coordinate graph.</p> <p>6.3.11 Solve word problems involving one or two step algebraic equations.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>
<p>1.4.1 Name a circle, square, rectangle, and triangle.</p> <p>1.4.2 Match basic shapes in two and three dimensions: circle, square, rectangle, triangle, sphere (ball) and rectangular container (box).</p> <p>N/A</p>	<p>2.4.1 Explain uses of two and three-dimensional shapes in an everyday environment.</p> <p>2.4.2 Find the perimeter of any polygon using whole numbers.</p> <p>2.4.3 Find the area of any square or rectangle that has no side greater than 12 units.</p>	<p>3.4.1 Recognize, name, describe, and compare various 2 dimensional and 3 dimensional geometric shapes (square, rectangle, triangle, circle, sphere, cube, and rectangular container).</p> <p>3.4.2 Identify basic characteristics of lines on a plane that are parallel, perpendicular, or intersecting.</p> <p>3.4.3 Use the appropriate formulas to find the perimeter and/or area of a square, rectangle, or triangle.</p>	<p>4.4.1 Identify lines, line segments, and rays.</p> <p>4.4.2 Draw, measure, label, and classify angles (acute, right, obtuse, straight, and reflex).</p> <p>4.4.3 Identify complementary, supplementary, vertical, and corresponding angles.</p>	<p>5.4.1 Identify and analyze the characteristics of geometric figures.</p> <p>5.4.2 Identify and apply the appropriate formula to find the perimeter, area, or volume of geometric shapes with the use of the GED formula page.</p> <p>5.4.3 Use the properties of triangles to solve problems.</p>	<p>6.4.1 Solve problems using congruency and similarity of geometric figures.</p> <p>6.4.2 Recognize and apply the Pythagorean Theorem.</p> <p>6.4.3 Apply appropriate techniques, tools, and formulas to determine measurements of geometric figures.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>	<u>M.4 GEOMETRY</u>
N/A	N/A	N/A	<p>4.4.4 Classify triangles by sides and angles (scalene, isosceles, equilateral, acute, obtuse, and right triangles).</p> <p>4.4.5 Identify different parts of a circle.</p> <p>4.4.6 Find the area and circumference of a circle.</p> <p>4.4.7 Find the volume of a cube and a rectangular solid.</p>	<p>5.4.4 Solve problems using parallel, perpendicular, and intersecting lines.</p> <p>5.4.5 Define and graph ordered pairs on the rectangular coordinate plane including the intercepts.</p> <p>N/A</p>	<p>6.4.4 Apply distance and slope formulas between two points on a coordinate graph.</p> <p>6.4.5 Use coordinates to describe translations and rotations of geometric figures.</p> <p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)
<p><u>M.5 DATA INTERPRETATION AND PROBABILITY</u></p> <p>1.5.1 Formulate questions that lead to data collection and simple analysis.</p> <p>1.5.2 Make a picture graph by collecting, organizing, and displaying data.</p> <p>1.5.3 Utilize tally marks up to 20 when describing a set of data.</p>	<p><u>M.5 DATA INTERPRETATION AND PROBABILITY</u></p> <p>2.5.1 Determine, collect, and analyze appropriate data by plotting simple graphs which utilize information and draw reasonable conclusions based on findings.</p> <p>2.5.2 State most likely or least likely outcomes in a simple probability experiment.</p> <p>2.5.3 Identify ranges with high and low values to describe a simple set of data.</p>	<p><u>M.5 DATA INTERPRETATION AND PROBABILITY</u></p> <p>3.5.1 Describe a set of data using high and low values, ranges, mean, median, and mode frequent value.</p> <p>3.5.2 Match and interpret tables, graphs, and charts with appropriate data and draw simple conclusions based on information presented.</p> <p>3.5.3 Construct, read, and interpret tables, charts, and graphs.</p>	<p><u>M.5 DATA INTERPRETATION AND PROBABILITY</u></p> <p>4.5.1 Gather examples of graphs from a variety of sources for credibility of the source, techniques of collection, organization, and presentation of data, along with missing or incorrect data.</p> <p>4.5.2 Choose and construct the appropriate graph for the type of data given.</p> <p>4.5.3 Analyze and interpret tables, graphs, maps, and charts using keys and legends to make predictions, inferences, and draw conclusions.</p>	<p><u>M.5 DATA INTERPRETATION AND PROBABILITY</u></p> <p>5.5.1 Organize and display data from probability investigations using appropriate tables, graphs, and/or charts.</p> <p>5.5.2 Compare several sets of data to generate, test, confirm, or deny hypotheses.</p> <p>5.5.3 Analyze, evaluate, and critique the methods and conclusions of statistical information.</p>	<p><u>M.5 DATA INTERPRETATION AND PROBABILITY</u></p> <p>6.5.1 Organize and display data from statistical investigations using frequency distributions, percentiles, and line of best fit.</p> <p>6.5.2 Determine the probability of an occurrence.</p> <p>N/A</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Beginning ABE Literacy (0-1.9)	Beginning Basic Education (2.0-3.9)	Low Intermediate Basic Education (4.0-5.9)	High Intermediate Basic Education (6.0-8.9)	Low Adult Secondary Education (9.0-10.9)	High Adult Secondary Education (11.0-12.9)

<u>M.5 DATA INTERPRETATION AND PROBABILITY</u>	<u>M.5 DATA INTERPRETATION AND PROBABILITY</u>	<u>M.5 DATA INTERPRETATION AND PROBABILITY</u>	<u>M.5 DATA INTERPRETATION AND PROBABILITY</u>	<u>M.5 DATA INTERPRETATION AND PROBABILITY</u>	<u>M.5 DATA INTERPRETATION AND PROBABILITY</u>
<p>1.5.4 Identify simple probability while determining if future events are more or less likely, impossible, or certain to occur.</p> <p>1.5.5 Group objects by single criterion such as size, color, and length.</p> <p>1.5.6 Using simple charts, graphs, and pictographs, work with data in the context of real-world applications.</p>	<p>2.5.4 Explore and employ multiple strategies for data analysis and interpretation by constructing, reading and interpreting simple graphs such as line, bar and circle in the context of real-world applications.</p> <p>N/A</p>	<p>3.5.4 Predict the probability of an event as a ratio/fraction.</p> <p>N/A</p>	<p>4.5.4 Extract, interpret, and analyze information by using frequency of distribution including mode and range, along with central tendencies of data including mean and median.</p> <p>4.5.5 Predict probability of an event.</p> <p>4.5.6 Utilize and draw vertical and horizontal number lines.</p>	<p>N/A</p>	<p>N/A</p>

Level 1
Beginning ABE Literacy (0 – 1.9)

R.1 ALPHABETICS

- 1.1.1 Recognize the sounds of the letters first and then connect them to print (left to right, top to bottom, front to back, return sweep).
- 1.1.2 Recognize upper and lower case manuscript letters of the alphabet.
- 1.1.3 Identify how many individual sounds there are in a word.
- 1.1.4 Manipulate the sounds in a word to assist in recognizing the blending and rhyming of words.
- 1.1.5 Identify single consonants/sounds in initial, medial, and final word positions.
- 1.1.6 Identify short and long vowels and their sounds.
- 1.1.7 Identify the syllables in a word.
- 1.1.8 Use syllable patterns to decode single and two-syllable words.
- 1.1.9 Use syllable patterns to decode single and two-syllable words in appropriately leveled text.
- 1.1.10 Read sight words from an appropriate level word list.

R.2 VOCABULARY

- 1.2.1 Through print and oral work, give in-depth meaning of NRS beginning ABE literacy words (e.g., words that are basic and concrete and are used in daily conversation).
- 1.2.2 Through print, apply basic words in context (e.g., by identifying missing words from sentences or cloze exercises).

R.3 COMPREHENSION

- 1.3.1 Locate pertinent information in simple familiar materials (e.g., want ads, job listings, schedules, signs, and food packages).
- 1.3.2 Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing.
- 1.3.3 Recall facts and details of text.
- 1.3.4 Locate information from simple charts, graphs, labels, ads and payroll stubs.
- 1.3.5 Read and understand both fiction and nonfiction text that is at the appropriate instructional level.
- 1.3.6 Demonstrate self-monitoring strategies (e.g., reread sentences that aren't clear).

R.4 FLUENCY

- 1.4.1 Listen and follow along in text as teacher models fluency.

Level 2
Beginning Basic Education (2.0 – 3.9)

R.1 ALPHABETICS

- 2.1.1 Identify two and three letter consonant blends (e.g., br-, sp-, cl-, str-, spl-, -sk, -nd). Digraphs (e.g., ch, sh, th, wh) should also be identified in initial, medial, or final word positions and both blends and digraphs should be used to understand word patterns.
- 2.1.2 Identify long vowel combinations and use them to decode words for word recognition.
- 2.1.3 Identify diphthongs (e.g., away) and use to decode simple words used in stories, texts and theme lessons.
- 2.1.4 Identify the schwa sound (e.g., about) and use to decode simple words.
- 2.1.5 Recognize and spell correctly words with silent consonants (e.g., kn, gh).
- 2.1.6 Identify and use contractions and be able to match them to the two words being replaced (e.g., I'm =I am).
- 2.1.7 Decode compound words.
- 2.1.8 Identify root words, prefixes (e.g., pre-, un-, dis-), and suffixes (e.g., -less, -ly, -ment) and use them to decode multi-syllabic words.
- 2.1.9 Begin to use decoding strategies to identify syllables in multi-syllable words.

R.2 VOCABULARY

- 2.2.1 Give word meanings for academic words and words commonly used in print.
- 2.2.2 Begin to use prefixes, suffixes, and root words to determine the meaning of words and extend those meanings in context.
- 2.2.3 Demonstrate ability to read personal information presented on a simple application (e.g., name, address, zip code, phone number, and age).
- 2.2.4 Sort words into categories to show relationships and make explicit the connections seen among meanings.

R.3 COMPREHENSION

- 2.3.1 Read and interpret compound sentences in a short paragraph containing familiar grade-level vocabulary
- 2.3.2 Locate stated information in functional reading (e.g., bulletins, invitations).
- 2.3.3 Locate specific items in an alphabetical listing (e.g., class list, phone directory, dictionary) or in a topical listing (e.g., picture dictionary, table of contents).
- 2.3.4 Begin to distinguish between fact and opinion in a passage.
- 2.3.5 Begin to use comparison and contrast to draw conclusions in a passage.
- 2.3.6 Interpret information from diagrams, charts, and graphs.
- 2.3.7 Use newspaper headlines or other titles to draw conclusions and make inferences about simple written materials.
- 2.3.8 Orally paraphrase a grade-level written passage.
- 2.3.9 Follow a set of grade-level written directions.
- 2.3.10 Determine the sequence in a process (e.g., set of directions, missing item, events in a story).
- 2.3.11 At instructional level, identify the story elements including setting, plot, and character.

Level 2 (continued)

- 2.3.12 Use graphic organizers to determine meaning in texts written for this instructional level (e.g., story maps, K-W-L).
- 2.3.13 Self-monitor and clearly identify specific words or wordings that are causing comprehension difficulties (e.g., circling or underlining difficult words, creating word banks).

R.4 FLUENCY

- 2.4.1 Read orally at a conversational rate with accuracy, expression, and comprehension, recognizing punctuation signals in texts designed for this instructional level.

R.5 FUNCTIONAL AND WORKPLACE SKILLS

- 2.5.1 Apply environmental reading to life skills (e.g., read a job ad, determine meaning of technical vocabulary, understand and use safety language).

Level 3
Low Intermediate Basic Education (4.0 – 5.9)

R.1 ALPHABETICS

3.1.1 Use phonics, word structure, and visual cues to identify words.

R.2 VOCABULARY

3.2.1 Identify the meaning of frequently used synonyms, antonyms, and homonyms for grade-level words.

3.2.2 Use context clues to determine meaning of unfamiliar words.

3.2.3 Recognize the correct meaning of multiple-meaning words (e.g., bill, train) when presented in text.

R.3 COMPREHENSION

3.3.1 Follow simple written multi-step instructions and diagrams.

3.3.2 Locate specific information in a text.

3.3.3 Read and interpret simplified policies/procedures (e.g., simple employee handbooks, driver's manual).

3.3.4 Begin to use comparison and contrast.

3.3.5 Identify cause/effect signal words in sentences (e.g., as a result, because, consequently, thus).

3.3.6 Summarize the main idea of a passage by answering who, what, when, why, and how questions.

3.3.7 Locate pertinent information in multi-paragraph passages and apply it to answer a question.

3.3.8 Determine the appropriate reading strategy to acquire specific information (e.g., rereading, skimming, and scanning).

3.3.9 Make inferences about short passages at grade-level (e.g., identifying correct multiple choice answers or writing short answers to questions).

3.3.10 Identify and apply appropriate strategies to aid comprehension (e.g., graphic organizers, outlining).

3.3.11 At instructional level, formulate questions while reading text.

3.3.12 Skim for overall understanding and scan for keywords and ideas.

3.3.13 Determine the sequence of events in a written passage.

R.4 FLUENCY

3.4.1 Read instructional level narrative and expository text aloud at a conversational rate with expression and accuracy.

R.5 FUNCTIONAL AND WORKPLACE SKILLS

3.5.1 Apply environmental reading to life skills (e.g., read nutrition charts).

Level 4
High Intermediate Basic Education (6.0 – 8.9)

R.2 VOCABULARY

- 4.2.1 Use a dictionary to locate the meaning of words used in a statement.
- 4.2.2 Identify and interpret basic figurative language (e.g., similes, metaphors, pun, and alliteration).
- 4.2.3 Identify idioms and their use in passages.
- 4.2.4 Recognize and understand clipped and shortened words (e.g., exam-examination).
- 4.2.5 Demonstrate an awareness of the difference between the use of English in formal and informal settings (e.g., formal vs. slang use in a job interview).

R.3 COMPREHENSION

- 4.3.1 Read and interpret information in newspapers, and periodicals.
- 4.3.2 Identify and use the structural features of newspapers, magazines, and editorials.
- 4.3.3 Select, explore, and evaluate sources, such as a dictionary, Internet, magazine, and newspaper, to obtain and to evaluate information for a specific task using research as serves the student's purpose.
- 4.3.4 Determine author's purpose (e.g., to entertain, inform, and persuade) from a variety of written pieces (e.g., newspaper article, travel brochure, and store catalog).
- 4.3.5 Identify the implied main idea and supporting details from an instructional level passage.
- 4.3.6 Identify cause and effect implied in a paragraph.
- 4.3.7 Be able to summarize what has been read.
- 4.3.8 Predict probable outcomes from knowledge of events obtained from a reading selection.
- 4.3.9 Identify features that distinguish fiction, drama, poetry, fables, and legends.
- 4.3.10 Determine the meaning of persuasive language and faulty logic used in print and visual material (e.g., advertisement).
- 4.3.11 Integrate information from texts, charts, and graphs to draw a conclusion.
- 4.3.12 Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.
- 4.3.13 Demonstrate an awareness of the difference between the use of English in formal and informal settings.
- 4.3.14 Determine the appropriate reading strategy to acquire specific information (e.g., rereading, skimming, and scanning).
- 4.3.15 Begin to identify and interpret similes and metaphors.

Level 4 (continued)

R.5 FUNCTIONAL AND WORKPLACE SKILLS

- 4.5.1 Apply environmental reading to life skills (e.g., read and summarize a brief message addressed to a group of co-workers, read simple directions for a fax or computer to perform the sequence of tasks).

Level 5
Low Adult Secondary Education (9.0 – 10.9)

R.2 VOCABULARY

- 5.2.1 Demonstrate understanding of language structures by focusing on idioms, expressions, colloquialisms and literary structures.
- 5.2.2 Demonstrate understanding of synonyms, antonyms and different applications of the same word (multiple meanings).

R.3 COMPREHENSION

- 5.3.1 Identify and restate in own words the implied main idea from symbols used to represent a person, place, or thing (e.g., political cartoon) or main idea of a multi-paragraph passage.
- 5.3.2 Read a technical manual or a legal document and explain a sequential process about a complex and unfamiliar work procedure.
- 5.3.3 Identify the central idea or theme of a literary work (e.g., short story, drama, poetry).
- 5.3.4 Identify the elements of a plot (e.g., beginning, exposition, middle-complications and climax; end-resolution) within a literary work.
- 5.3.5 Identify and interpret common figurative language (e.g., simile, metaphor, hyperbole) found in a literary work or poem.
- 5.3.6 Interpret information in context (e.g., medical, occupational, parenting) and apply that information to a new situation.
- 5.3.7 Follow directions necessary to perform a moderately complex sequential task.
- 5.3.8 Identify relationships between similar documents (e.g., order form and invoice) and compare information for accuracy.
- 5.3.9 Recognize differences in structure, content, and tone of various texts.
- 5.3.10 Identify opinions, propaganda, and bias within written publications (e.g., newspapers, political cartoons).
- 5.3.11 Use a graphic organizer to demonstrate the importance of and relationship between ideas (e.g., Venn diagram, webbing, and mapping).

R.5 FUNCTIONAL AND WORKPLACE SKILLS

- 5.5.1 Apply environmental reading to life skills (e.g., read a campus catalog, read instructions from a job-search-focused website).

Level 6
High Adult Secondary Education (11.0 – 12.9)

R.2 VOCABULARY

- 6.2.1 Demonstrate understanding of specialized vocabulary from the content areas (e.g., science, social studies, and Constitution).

R.3 COMPREHENSION

- 6.3.1 Follow complex instructions or directions that include conditionals (e.g., if and then statement) and multiple steps.
- 6.3.2 Identify directly stated and implied main ideas based on stated and suggested information.
- 6.3.3 Compare and contrast the personalities of two characters in a story.
- 6.3.4 Identify the moral of a short story or a play.
- 6.3.5 Identify phrases or words that the author used to create an image or mental picture in a poem.
- 6.3.6 Determine a character's motivation in a play by examining the character's dialogue, actions, and stage directions.
- 6.3.7 Make generalizations from implicit ideas (e.g., first paragraph of *The Declaration of Independence*).
- 6.3.8 Locate information on a given topic in several types of reference materials (e.g., dictionary, Internet, newspaper).
- 6.3.9 Analyze a character in a fictional passage by identifying the character's appearance, behaviors, actions, and dialogue with other characters.
- 6.3.10 Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts.
- 6.3.11 Identify the writer's style (e.g., repetition of a key word, use of a string of opposites) used to convey ideas.

R.5 FUNCTIONAL AND WORKPLACE SKILLS

- 6.5.1 Apply environmental reading to life skills (e.g., a brochure on workplace medical benefits and/or a consumer guide about long distance phone service).

Level 1
Beginning ABE Literacy (0 – 1.9)

W.1 BEGINNING WRITING

- 1.1.1 Recognize and write letters of the alphabet (upper & lower case).
- 1.1.2 Recognize and write numerals to 100.
- 1.1.3 Group letters to form words.
- 1.1.4 Copy/space letters to form words.
- 1.1.5 Copy/space letters to form sentences.
- 1.1.6 Write/copy words identifying objects in the classroom, home or workplace.
- 1.1.7 Copy basic personal information.
- 1.1.8 Accurately copy printed or written material of at least one paragraph.
- 1.1.9 Classify pictures and shapes under appropriate headings.
- 1.1.10 Arrange pictures of three events in a sequential pattern.
- 1.1.11 Group words by similarities in meaning.

W.2 COMPOSITION/SENTENCE STRUCTURE

- 1.2.1 Use the free-write strategy to compose simple, original sentences.
- 1.2.2 Write simple messages.
- 1.2.3 Produce word lists and a personal dictionary.
- 1.2.4 Write statements and questions using appropriate word order.

Level 2
Beginning Basic Education (2.0 – 3.9)

W.1 BEGINNING WRITING

- 2.1.1 Write simple words and sentences on familiar life skill topics.
- 2.1.2 Write lists and personal schedules.
- 2.1.3 Write dates, days of the week, months of the year, and numbers.
- 2.1.4 Use resources to locate and copy information (i.e. dictionary, phone book, Internet).
- 2.1.5 Fill out simple personal information forms.
- 2.1.6 Identify topic and supporting sentences in a paragraph.
- 2.1.7 Generate headings for words grouped together when the words have something in common.

W.2 COMPOSITION/ SENTENCE STRUCTURE

- 2.2.1 Compose a topic sentence.
- 2.2.2 Generate at least two supporting sentences for a topic sentence.
- 2.2.3 Use the proofreading step of the writing process to edit a paragraph for spelling and capitalization.
- 2.2.4 Compose a simple set of instructions for common tasks sequencing at least four steps.
- 2.2.5 Compose a short letter and address an envelope.
- 2.2.6 Use prewriting techniques to generate ideas.
- 2.2.7 Identify sentences and non-sentences (fragment vs. complete).

W.3 GRAMMATICAL CONCEPTS

- 2.3.1 Use capital letters and commas appropriately.
- 2.3.2 Distinguish among declarative (statement), imperative (command), interrogative (question), and exclamatory (exclaim) sentences when presented orally.
- 2.3.3 Correctly punctuate simple sentences with end punctuation.
- 2.3.4 Correctly punctuate abbreviations of common titles such as Mr., Mrs., Ms., etc.
- 2.3.5 Identify nouns and verbs in a sentence.
- 2.3.6 Write singular and plural form of nouns.
- 2.3.7 Distinguish uses of “the”, “a”, and “an”.

Level 3
Low Intermediate Basic Education (4.0 – 5.9)

W.2 COMPOSITION/SENTENCE STRUCTURE

- 3.2.1 Identify the elements of a paragraph: indentation, topic sentence, supporting sentences, details, and concluding sentence.
- 3.2.2 Use chronological order in a paragraph describing a personal experience.
- 3.2.3 Use editing to improve writing.
- 3.2.4 Create lists comparing and contrasting two objects.
- 3.2.5 Recognize and use transition words and phrases.
- 3.2.6 Spell and use correctly common homophones (there, their, they're).

W.3 GRAMMATICAL CONCEPTS

- 3.3.1 Follow comma rules.
- 3.3.2 Follow apostrophe rules.
- 3.3.3 Follow quotation rules.
- 3.3.4 Use simple verb tenses (past, present, and future) as needed.
- 3.3.5 Write the appropriate forms of common regular and irregular verbs.
- 3.3.6 Use nouns and pronouns appropriately.
- 3.3.7 Use parts of speech appropriately.
- 3.3.8 Use pronouns to replace nouns.
- 3.3.9 Use subject and object pronouns appropriately.

Level 4
High Intermediate Basic Education (6.0 – 8.9)

W.2 COMPOSITION/SENTENCE STRUCTURE

- 4.2.1 Write and edit a paragraph summarizing an article.
- 4.2.2 Use simple, compound, and complex sentences in writing with correct punctuation.
- 4.2.3 Recognize how to write to a specific audience.
- 4.2.4 Identify the purpose for descriptive, narrative, and expository writing.
- 4.2.5 Write a simple paragraph using cause and effect.
- 4.2.6 Use brainstorming to generate ideas for a paragraph.
- 4.2.7 Identify the elements and purpose of an essay: introduction, body, and conclusion.
- 4.2.8 Use a variety of connector words and phrases to vary sentence structure.
- 4.2.9 Use comparative and superlative adjectives.

W.3 GRAMMATICAL CONCEPTS

- 4.3.1 Use commas and semi-colons in complex sentences.
- 4.3.2 Use subject/verb agreement in sentences.
- 4.3.3 Use past, present, and future perfect verb tenses as needed.
- 4.3.4 Use verb forms (past and present participles) as needed.

Level 5
Low Adult Secondary Education (9.0 – 10.9)

W.2 COMPOSITION/SENTENCE STRUCTURE

- 5.2.1 Analyze and understand an essay prompt (brainstorming, clustering, free writing).
- 5.2.2 Use the writing process (drafting, editing, and re-writing) to compose an essay.
- 5.2.3 Write a business/technical memo or letter.
- 5.2.4 Compose an expository essay from a given prompt.
- 5.2.5 Proofread an essay to assure sentence variety.
- 5.2.6 Adjust topic, purpose, and audience for a writing situation.
- 5.2.7 Evaluate and adjust organizational pattern for ideas based on a given prompt (e.g., time order, comparison/ contrast, cause/effect).
- 5.2.8 Develop an essay with an introduction, body, and conclusion, including a clear main idea and theses statement.
- 5.2.9 Use feedback from a variety of sources to improve writing.

W.3 GRAMMATICAL CONCEPTS

- 5.3.1 Begin to use Standard English.

Level 6
High Adult Secondary Education (11.0 – 12.9)

W.2 COMPOSITION/SENTENCE STRUCTURE

- 6.2.1 Write an analysis based on a given prompt.
- 6.2.2 Develop an up-to-date autobiographical paragraph or resume.
- 6.2.3 Differentiate between example and reason when given a writing prompt.
- 6.2.4 Evaluate and adjust use of strategies to generate ideas for each writing situation.
- 6.2.5 Organize paragraphs to create engaging writing that extends the thesis.
- 6.2.6 Evaluate writing to clarify main idea and maintain consistent style, tone, and voice.

W.3 GRAMMATICAL CONCEPTS

- 6.3.1 Apply Standard English.

Level 1 Beginning ABE Literacy (0 – 1.9)

M.1 NUMBER SENSE

- 1.1.1 Identify, read, write, count, and recognize values from 0-100.
- 1.1.2 Apply basic vocabulary to concepts.
- 1.1.3 Add and subtract single digit numbers.
- 1.1.4 Demonstrate commutative property.
- 1.1.5 Perform basic operations of the calculator to check work.
- 1.1.6 Identify U.S. currency and coins up to \$20.00.
- 1.1.7 Recognize symbols for dollars and cents (e.g., \$, ¢).

M.2 UNITS OF TIME AND MEASUREMENT

- 1.2.1 Identify common units of measurement: length, volume, time, weight, and temperature.
- 1.2.2 Identify and match the abbreviations of measurements.
- 1.2.3 Demonstrate knowledge of time using clocks (analog and digital) and calendar.
- 1.2.4 Demonstrate how to solve a simple measurement problem.

M.3 ALGEBRA

- 1.3.1 Complete simple number sentences (equations).
- 1.3.2 Create simple picture pattern replications (colors, shapes, objects).
- 1.3.3 Recognize, describe and create simple picture pattern replications (colors, shapes, object).
- 1.3.4 Recognize, use, and interpret basic symbols (=, -, +) to represent equivalence, taking away and combining.
- 1.3.5 Associate verbal names, written word names, and standard numerals with whole numbers.

M.4 GEOMETRY

- 1.4.1 Name a circle, square, rectangle, and triangle.
- 1.4.2 Match basic shapes in two and three dimensions: circle, square, rectangle, triangle, sphere (ball) and rectangular container (box).

M.5 DATA INTERPRETATION AND PROBABILITY

- 1.5.1 Formulate questions that lead to data collection and simple analysis.
- 1.5.2 Make a picture graph by collecting, organizing, and displaying data.
- 1.5.3 Utilize tally marks up to 20 when describing a set of data.
- 1.5.4 Identify simple probability while determining if future events are more or less likely, impossible, or certain to occur.
- 1.5.5 Group objects by single criterion such as size, color, and length.
- 1.5.6 Using simple charts, graphs, and pictographs, work with data in the context of real-world applications.

Level 2

Beginning Basic Education (2.0 – 3.9)

M.1 NUMBER SENSE

- 2.1.1 Read, write, count, and recognize values from 0-1000.
- 2.1.2 Identify numbers out of sequence.
- 2.1.3 Understand place values.
- 2.1.4 Round whole numbers to nearest 10 or 100 and estimate whole numbers.
- 2.1.5 Add and subtract two and three digit numbers.
- 2.1.6 Recognize patterns of numbers.
- 2.1.7 Count by 2's, 5's, and 10's.
- 2.1.8 Demonstrate multiplication facts to 12.
- 2.1.9 Divide single digit numbers with no remainder.
- 2.1.10 Determine equivalents and make change using U.S. coins and currency up to \$20.00.
- 2.1.11 Construct a number line and compare numbers on the line.
- 2.1.12 Identify proper, improper, and mixed fractions.

M.2 UNITS OF TIME AND MEASUREMENT

- 2.2.1 Measure an object or event using different techniques (distance, time, volume, weight, or temperature).
- 2.2.2 Compare different units of measurement in order to determine equivalency.
- 2.2.3 Using previously presented methods, demonstrate how to problem-solve a measurement.
- 2.2.4 Determine the appropriate unit of measurement for various objects.
- 2.2.5 Estimate the measurement of an object by visual observation.

M.3 ALGEBRA

- 2.3.1 Construct, identify, and continue picture patterns using manipulatives.
- 2.3.2 Describe and extend numerical patterns such as twos, fives, and tens.
- 2.3.3 Use positive and negative numbers to describe direction in changes such as temperature or sea level.
- 2.3.4 Identify and explain that less than 0 is negative, and more than 0 is positive.
- 2.3.5 Locate positive and negative numbers on a number line.
- 2.3.6 Translate written or verbal problems into math symbols or equations.
- 2.3.7 Recognize and represent situations that involve variables with expressions.
- 2.3.8 Use substitution to determine solutions in one-step equations.
- 2.3.9 Write statements of inequality using whole numbers.

M.4 GEOMETRY

- 2.4.1 Explain uses of two and three-dimensional shapes in an everyday environment.
- 2.4.2 Find the perimeter of any polygon using whole numbers.
- 2.4.3 Find the area of any square or rectangle that has no side greater than 12 units.

Level 2 (continued)**M.5 DATA INTERPRETATION AND PROBABILITY**

- 2.5.1 Determine, collect, and analyze appropriate data by plotting simple graphs which utilize information and draw reasonable conclusions based on findings.
- 2.5.2 State most likely or least likely outcomes in a simple probability experiment.
- 2.5.3 Identify ranges with high and low values to describe a simple set of data.
- 2.5.4 Explore and employ multiple strategies for data analysis and interpretation by constructing, reading and interpreting simple graphs such as line, bar and circle in the context of real-world applications.

Level 3

Low Intermediate Basic Education (4.0 – 5.9)

M.1 NUMBER SENSE

- 3.1.1 Read, write, count and recognize values from 0-10,000.
- 3.1.2 Identify place values and round to nearest requested number.
- 3.1.3 Multiply and divide whole numbers with remainders.
- 3.1.4 Determine equivalents of common fractions using pictures and symbols.
- 3.1.5 Reduce fractions to lowest terms.
- 3.1.6 Find the lowest common denominator of two or more fractions.
- 3.1.7 Recognize, differentiate, and demonstrate the rules of addition, subtraction, multiplication, and division for decimals.
- 3.1.8 Make change with all denominations up to \$100.00.
- 3.1.9 Calculate the average of a group of numbers.
- 3.1.10 Draw and utilize a number line.

M.2 UNITS OF TIME AND MEASUREMENT

- 3.2.1 Identify and demonstrate knowledge of the appropriate U.S. units of measurement as related to length, width, weight, distance, time, and temperature.
- 3.2.2 Identify and demonstrate knowledge of metric units of measurement as related to length, width, weight, distance, time and temperature.
- 3.2.3 Check the time on a 24-hour (Greenwich Mean Time) clock.
- 3.2.4 Read, compare, and apply temperature applications (positive and negative temperatures).

M.3 ALGEBRA

- 3.3.1 Recognize, create, and solve repeating simple patterns and identify unit/object repeated.
- 3.3.2 Describe a rule for a simple pattern.
- 3.3.3 Read, write, compare, and order integers.
- 3.3.4 Write and solve simple problems using whole numbers, excluding exponents and parentheses.
- 3.3.5 Describe a constant, a variable, a term, and an expression.
- 3.3.6 Recognize simple consumer formulas such as the cost or distance formula.
- 3.3.7 Read and write number operations using algebraic notations.
- 3.3.8 Read, write, and solve one-step number sentences or equations.

M.4 GEOMETRY

- 3.4.1 Recognize, name, describe, and compare various 2 dimensional and 3 dimensional geometric shapes (square, rectangle, triangle, circle, sphere, cube, and rectangular container).
- 3.4.2 Identify basic characteristics of lines on a plane that are parallel, perpendicular, or intersecting.
- 3.4.3 Use the appropriate formulas to find the perimeter and/or area of a square, rectangle, or triangle.

Level 3 (continued)**M.5 DATA INTERPRETATION AND PROBABILITY**

- 3.5.1 Describe a set of data using high and low values, ranges, mean, median, and mode frequent value.
- 3.5.2 Match and interpret tables, graphs, and charts with appropriate data and draw simple conclusions based on information presented.
- 3.5.3 Construct, read, and interpret tables, charts, and graphs.
- 3.5.4 Predict the probability of an event as a ratio/fraction.

Level 4
High Intermediate Basic Education (6.0 – 8 .9)

M.1 NUMBER SENSE

- 4.1.1 Read, write, and count large numbers greater than 10,000.
- 4.1.2 Perform four basic math operations (i.e., addition, subtraction, multiplication, division) using whole numbers, fractions, and decimals.
- 4.1.3 Demonstrate ability to estimate fraction, decimal, and percents.
- 4.1.4 Recognize, write, and solve ratios and proportions.
- 4.1.5 Demonstrate and apply an understanding of the order of operations.
- 4.1.6 Identify and use positive exponents.
- 4.1.7 Recognize and memorize perfect square roots up to 15.
- 4.1.8 Use GED-approved calculator to check and/or solve problems.

M.2 UNITS OF TIME AND MEASUREMENT

- 4.2.1 Plot compass directions on a map.
- 4.2.2 Calculate time changes for U.S. and international time zones.
- 4.2.3 Convert units of measurement using a proportion.
- 4.2.4 Solve problems within either the U.S. or metric system.

M.3 ALGEBRA

- 4.3.1 Solve one-step equations using whole numbers.
- 4.3.2 Use and substitute mathematical symbols (<, >, =, ≠) with numbers.
- 4.3.3 Demonstrate the ability to properly use the distributive property.
- 4.3.4 Identify and construct patterns and sequences using whole numbers, decimals, and fractions, including a 2-step progression.
- 4.3.5 Translate a written phrase into an algebraic expression.
- 4.3.6 Use simple formulas with one or two steps.
- 4.3.7 Write statements of inequalities using integers.

M.4 GEOMETRY

- 4.4.1 Identify lines, line segments, and rays.
- 4.4.2 Draw, measure, label, and classify angles (acute, right, obtuse, straight, and reflex).
- 4.4.3 Identify complementary, supplementary, vertical, and corresponding angles.
- 4.4.4 Classify triangles by sides and angles (scalene, isosceles, equilateral, acute, obtuse, and right triangles).
- 4.4.5 Identify different parts of a circle.
- 4.4.6 Find the area and circumference of a circle.
- 4.4.7 Find the volume of a cube and a rectangular solid.

M.5 DATA INTERPRETATION AND PROBABILITY

- 4.5.1 Gather examples of graphs from a variety of sources for credibility of the source, techniques of collection, organization, and presentation of data, along with missing or incorrect data.
- 4.5.2 Choose and construct the appropriate graph for the type of data given.

Level 4 (continued)

- 4.5.3 Analyze and interpret tables, graphs, maps, and charts using keys and legends to make predictions, inferences, and draw conclusions.
- 4.5.4 Extract, interpret, and analyze information by using frequency of distribution including mode and range, along with central tendencies of data including mean and median.
- 4.5.5 Predict probability of an event.
- 4.5.6 Utilize and draw vertical and horizontal number lines.

Level 5
Low Adult Secondary Education (9.0 – 10.9)

M.1 NUMBER SENSE

- 5.1.1 Solve problems using square roots.
- 5.1.2 Recognize and estimate imperfect square roots.
- 5.1.3 Perform all four operations on positive and negative rational numbers.
- 5.1.4 Identify irrational numbers.
- 5.1.5 Solve problems using percents.
- 5.1.6 Solve simple interest problems.
- 5.1.7 Calculate distance between two locations.
- 5.1.8 Use GED-approved calculator to check and/or solve problems.

M.2 UNITS OF TIME AND MEASUREMENT

- 5.2.1 Use scientific notation.
- 5.2.2 Read meters and scales (caliper).

M.3 ALGEBRA

- 5.3.1 Evaluate algebraic expressions using substitution.
- 5.3.2 Graph inequalities.
- 5.3.3 Determine, identify, and define the slope of a line.
- 5.3.4 Evaluate operations using algebraic notation for multiplication and division using parentheses and fraction bar.
- 5.3.5 Analyze, predict, and extend a pattern.
- 5.3.6 Order and compare positive and negative numbers using fractions, decimals, and percents.
- 5.3.7 Simplify expressions with variables.

M.4 GEOMETRY

- 5.4.1 Identify and analyze the characteristics of geometric figures.
- 5.4.2 Identify and apply the appropriate formula to find the perimeter, area, or volume of geometric shapes with the use of the GED formula page.
- 5.4.3 Use the properties of triangles to solve problems.
- 5.4.4 Solve problems using parallel, perpendicular, and intersecting lines.
- 5.4.5 Define and graph ordered pairs on the rectangular coordinate plane including the intercepts.

M.5 DATA INTERPRETATION AND PROBABILITY

- 5.5.1 Organize and display data from probability investigations using appropriate tables, graphs, and/or charts.
- 5.5.2 Compare several sets of data to generate, test, confirm, or deny hypotheses.
- 5.5.3 Analyze, evaluate, and critique the methods and conclusions of statistical information.

Level 6
High Adult Secondary Education (11.0 – 12.9)

M.1 NUMBER SENSE

- 6.1.1 Solve problems using all four operations with real numbers.
- 6.1.2 Demonstrate an understanding of absolute value.
- 6.1.3 Convert equivalencies between fractions, percents, and decimals.

M.2 UNITS OF TIME AND MEASUREMENT

- 6.2.1 Analyze, compare, interpret, and convert measurements as related to distance, length, width, time, volume, weight, and temperature.

M.3 ALGEBRA

- 6.3.1 Solve and check linear equations with one variable.
- 6.3.2 Convert a linear equation into the slope intercept form.
- 6.3.3 Recognize the connection between algebra and geometry by using algebraic equations to illustrate coordinate graphing.
- 6.3.4 Describe the relationship between algebra and geometry by using algebraic equations to illustrate coordinate graphing.
- 6.3.5 Identify/create algebraic expressions when given graphic representations.
- 6.3.6 Express a linear inequality in one variable.
- 6.3.7 Add, subtract, multiply, and divide monomial expressions.
- 6.3.8 Multiply binomials (use the FOIL method).
- 6.3.9 Factor algebraic expressions.
- 6.3.10 Determine the solution to a system of equations with two variables from a given coordinate graph.
- 6.3.11 Solve word problems involving one or two step algebraic equations.

M.4 GEOMETRY

- 6.4.1 Solve problems using congruency and similarity of geometric figures.
- 6.4.2 Recognize and apply the Pythagorean Theorem.
- 6.4.3 Apply appropriate techniques, tools, and formulas to determine measurements of geometric figures.
- 6.4.4 Apply distance and slope formulas between two points on a coordinate graph.
- 6.4.5 Use coordinates to describe translations and rotations of geometric figures.

M.5 DATA INTERPRETATION AND PROBABILITY

- 6.5.1 Organize and display data from statistical investigations using frequency distributions, percentiles, and line of best fit.
- 6.5.2 Determine the probability of an occurrence.

Glossary of Terms

Used in the Illinois ABE/ASE Reading Content Standards

Alphabetics – A process readers use to translate-or decode-printed words into meaningful, spoken words. It includes phonemic awareness/word analysis/sight word recognition.

Analytic Approach – Method of learning letter/sound relationships by learning whole words and then learning sounds from known words.

ARCS – The Adult Reading Components Study. A project of the National Center for the Study of Adult Learning and Literacy.

Chunking – Putting together bits of information into a larger group so that information is easier to remember.

Collaborative Oral Reading – Teacher and student alternate or read a passage in unison.

Decode – Attach sounds to letters and groups of letters that make up a word and then blend them to say the word.

Digraph – Consonant digraph-- two letters together that make one sound: *ch*, *sh*, and *ck*. Vowel digraph—two vowels representing one speech sound: *ee*, *ea*, *oa*, *ai*, *ay*.

Diphthong – A vowel sound produced when the tongue moves or glides from one vowel sound toward another vowel in the same syllable.

Explicit – Clear, specific.

Fluency – Refers to the ability to read with efficiency and ease.

GE – Grade Equivalent.

GED – The General Education Development Test.

Hyperbole – An intention exaggeration not intended to be taken literally.

Implicit – Implied rather than expressly stated.

Instructional Reading Level – Material that a student can read with 90% to 95% word recognition and better than 75% comprehension.

K-W-L (know, want to know, learned) – A comprehension activity that helps students learn to ask and answer questions. What we *know*. What we *want* to find out. What we *learned*.

Meta-cognition – The ability to think about thinking.

Glossary of Terms

Used in the Illinois ABE/ASE Reading Content Standards, Continued

Metaphor – A figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as “A mighty fortress is our God.”

Phoneme Awareness – The ability to manipulate the basic sounds of spoken language.

Phonics – Teaching reading and spelling where the emphasis is placed on sound/letter relationships.

Prosody – Reading with appropriate phrasing and enough expression so that the author’s meaning is understood.

Read – Getting meaning from print.

Rime – Part of a word after initial consonants.

Scaffolding – Providing support to enable graduated learning.

Schwa – A vowel sound that is less accented than other vowels. The schwa is usually heard in polysyllabic words and appears in unstressed syllables (alone, happen, direct, gallop, circus).

Simile – A figure of speech in which two unlike things are explicitly compared, as in “she is like a rose”.

SQ3R (survey, question, read, recite, review) – A reading/study technique.

SSR – Sustained silent reading.

Syllable – A part of a word as determined by vowel sounds and rhythm.

TABE – Tests of Adult Basic Education.

Tone – A particular way of expressing one’s feelings or attitudes.

Venn Diagram – A graph that employs closed curves and especially circles to represent logical relations between operations on sets and terms of proposition by the inclusion, exclusion, or intersection of the curves.

Vowel – A voiced speech sound made without stoppage or friction of the air flow as it passes through the vocal tract.

Webbing – Webbing is a graphic means of outlining and organizing brainstorming results.

Glossary of Terms
Used in the Illinois ABE/ASE Reading Content Standards, Continued

Word Analysis – The ability to connect written letters and letter combinations with the sounds they represent.

The following resources were used to develop this glossary:

NIFL Assessment Strategies & Reading Profiles www.nifl.gov/readingprofiles/MC_Glossary.htm

Campbell, Pat (2003) Teaching Reading to Adults. Edmonton, Alberta, Grass Roots Press.

STAR Project Reading Toolkit-Pilot Version (2004) OVAE, US Department of Education.

Tarasoff, Mary (1993) Reading Instruction that Makes Sense. Victoria, BC, Active Learning Institute, Inc.

Glossary of Terms Used in the Illinois ABE/ASE Math Content Standards

Absolute Value – The distance from a number to zero on the number line.

Acute Angle – An angle measuring less than 90°

Acute Triangle – A triangle in which all three angles each measure less than 90°

Algebraic Expression – Consists of variables, constants, numerals, and operation signs. It does not contain signs of equality or inequality.

Analog Clock – A clock with hands.

Angle – A figure formed when two rays meet at a single point.

Area – The amount of surface of a two-dimensional figure. It is always measured in square units.

Associative Property – For addition and multiplication, three numbers that can be grouped in any order. The sum or product will be the same. For any numbers a , b , and c , $(a+b)+c=a+(b+c)$ and $(ab)c+a(bc)$.

Average – The sum of a set of numbers divided by the number of numbers in the set. This is another name for mean.

Bar Graph – Used to show comparisons among sizes or quantities of similar items at different times. Read a bar graph in the same way you would read a line graph: read the title and look at the vertical and horizontal axis. Instead of lines, a bar graph uses rectangular blocks or bars running either vertically or horizontally. Sometimes a bar graph includes a key when two or more sets of information are being compared.

Binomials – A polynomial (algebraic expression) with just two terms.

Charts – See tables/charts.

Circle/Pie Graph – Shows information as parts of a whole. Each “slice” is labeled and shows a percentage (part) of a whole. All the slices must add up to 100 percent. The title describes the main topic and the key assists the reader with understanding the information given.

Circumference – The distance around a circle.

Commutative Property – For addition and multiplication, numbers can be added or multiplied in any order. The sum or product will be the same. For any numbers a and b , $a+b=b+a$ and $ab=ba$.

Glossary of Terms

Used in the Illinois ABE/ASE Math Content Standards, Continued

Complementary Angles – Two angles whose sum is 90° .

Cone – A solid figure with a circular base and one vertex.

Congruency – Having the same size and shape.

Coordinate Graph – A system for finding the location of a point on a flat surface called a plane. The location is determined by an ordered pair (x, y) that gives a horizontal distance and a vertical distance from the origin.

Cube – A three-dimensional figure that contains six square faces. At each vertex (corner), all sides meet at right angles.

Cylinder – A solid figure with two congruent and circular bases.

Denominator – The bottom number in a fraction.

Diameter – The distance across and through the center of a circle.

Distance Formula – $\text{Distance} = \text{rate} \times \text{time}$.

Distance Formula for Two Points on the Coordinate Plane – The formula that allows us to solve for the distance between two points in the coordinate plane. $d = \sqrt{(x-x)^2 + (y-y)^2}$

Distributive Property – When multiplying a number by a sum or difference, you may first multiply each number in the sum or difference, or you can first find the sum or difference and then multiply. For any numbers a , b , and c ,
 $a(b+c) = ab+ac$ and $a(b-c) = ab-ac$.

Equilateral Triangle – A triangle with three equal sides and three equal angles.

FOIL Method – A method of multiplying binomials in which we multiply the first terms together, then the outside terms, the inside terms next, and finally the last items. After the multiplication is done, combine like terms.

Graph – A graph is a way of presenting facts. It has a title that gives the main idea. Except for the circle or pie graph, each graph also has an x and y axis that give important data. Written passages that include a lot of information and figures can be difficult to understand, so passages often include graphs to help you understand it more clearly. The types of graphs that are used to present information visually are pictographs, line graphs, bar graphs, and circle or pie graphs.

Greenwich Mean Time – The time at the median at Greenwich, England (0° longitude), used to calculate standard time in most of the world.

Glossary of Terms

Used in the Illinois ABE/ASE Math Content Standards, Continued

Hypotenuse – The side of a right triangle that is opposite the right angle. It is always the longest side.

Improper Fraction – A fraction in which the value of the numerator is greater than or equal to the value of the denominator.

Integers – All whole numbers (both positive and negative) and zero.

Interest – The amount of money that is paid or charged for the use of money over a certain period of time. If the time is not given in years, it needs to be converted to years or parts of a year when using the formula. The interest formula is: $\text{Interest} = \text{principal} \times \text{rate} \times \text{time (in years)}$.
 $I = prt$.

Intersect – To cross at a point.

Irrational Number – A number that cannot be expressed as a repeating or terminating decimal (example: π , $\sqrt{5}$).

Isosceles Triangle – A triangle in which two sides have the same length. The two angles opposite the equal sides have the same measure.

Least Common Multiple (LCM) – The smallest number that is a common multiple of two or more numbers. The LCM of 2, 3, and 4 is 12.

Legs of a Right Triangle – The two sides of a right triangle that form the right angle.

Line – A straight path of points that continues indefinitely in opposite directions.

Line Graph – Used to show a relationship among two or more things. They may show a change in quantity of something in relation to dates, years, or fixed amounts. They are especially helpful for illustrating trends.

Line Segment – A straight path of points with definite length, having two endpoints.

Linear Equation – An equation whose graph is a straight line.

Mean – The sum of a set of numbers divided by the number of numbers in the set. This is another name for average.

Measures of Central Tendency – Mean, median, and mode.

Median – If there is an odd number of members in an ordered set, the median is the number in the middle. If there is an even number of members in the ordered set, it is the average of the two middle numbers.

Glossary of Terms

Used in the Illinois ABE/ASE Math Content Standards, Continued

Mixed Numbers – A number with both a whole number and a fraction.

Mode – The number occurring most frequently in a set of numbers.

Monomial – A polynomial (algebraic expression) with just one term.

Numerator – The top number in a fraction.

Obtuse Angle – An angle that measures more than 90° and less than 180° .

Obtuse Triangle – A triangle that contains one angle that measures between 90° and 180° .

Order of Operations – Rules that tell the order in which steps must be done when solving a problem. The order is parenthesis (or any grouping symbols) first, exponents (powers and roots) second, multiplication and division left to right, third, and addition and subtraction left to right last.

Parallel – Moving in the same direction and always the same distance apart.

Parallelogram – A quadrilateral (4-sided figure) with opposite sides equal in length and parallel.

Perimeter – The distance around a polygon.

Perpendicular – Intersecting at a right (90°) angle.

Pi – The Greek letter π representing the ratio of the circumference of a circle to its diameter. The approximate value of π is 3.14, or $22/7$.

Pictograph – The simplest form of graph. They use symbols to show how certain quantities of a thing compare. Symbols in pictographs commonly are used to represent people, cars, houses, and dollars. Whole symbols and partial symbols may be used in a pictograph. A key showing the amount that each symbol represents is always provided to help the reader understand the graph.

Pie Graph – See circle/pie graph.

Polygon – A closed plane figure formed by three or more line segments that meet only at their endpoints.

Polynomial – An algebraic expression with at least one term.

Proper Fraction – A fraction in which the value of the numerator is less than the value of the denominator.

Glossary of Terms

Used in the Illinois ABE/ASE Math Content Standards, Continued

Pythagorean Theorem – For a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides. The formula is $a^2+b^2=c^2$, where a and b are the legs of a right triangle and c is the hypotenuse.

Radius – The distance from the center of the circle to a point on its circumference. Two radii equal the diameter of a circle.

Range – The distance between the least and greatest values in a set of numbers.

Rational Number – A number that can be expressed in the form a/b where $b \neq 0$.

Ray – A part of a line having only one endpoint; one side of an angle.

Real Numbers – All the numbers on the number line; all the rational and irrational numbers.

Rectangle – A four-sided figure with opposite sides equal and parallel containing four right angles.

Rectangular Solid – A three-dimensional figure in which all sides are rectangles and all corners form right angles.

Reflex Angle – An angle that measures between 180° and 360° .

Right Angle – An angle that measures 90° .

Right Triangle – A triangle that contains one right angle.

Rotation – Turning a figure without changing its size or shape.

Scalene Triangle – A triangle in which all three sides are different lengths and all three angles have different measures.

Scientific Notation – A way of writing very large numbers and very small decimals in which the numbers are expressed as the product of a number between 1 and 10 and a power of 10.

Similar Figures – Figures in which the corresponding angles have equal measures and the corresponding sides are in proportion; figures having the same shape but different sizes.

Slope-Intercept Formula – An equation of a line that takes the following form: $y = mx + b$ where m is the slope and b is the y -intercept.

Square – A quadrilateral with four sides of equal length and four right angles.

Straight Angle – An angle that measures 180° .

Glossary of Terms

Used in the Illinois ABE/ASE Math Content Standards, Continued

Supplementary Angles – Two angles for which the sum of their measures is 180° .

Tables/Charts – A table, sometimes called a chart, is a way to organize many facts into a small space. Tables are used to keep scores in games, list train/airline schedules, assign work tasks and compare weather reports. A table has a title at the top with separate columns and rows that are labeled to assist the reader with how the information is organized.

Translation – To move from one place to another, as in moving a figure on the rectangular coordinate graph.

Trapezoid – A four-sided figure with one pair of parallel sides.

Triangle – A three-sided figure whose angles add up to 180° .

Variable – A number used to represent an unknown value.

Vertex – The point where two rays meet to form an angle.

Volume – The amount of space inside a three-dimensional figure. Volume is measured in cubic units.