

**Florida Department of Education
Adult General Education
Curriculum Framework**

ADULT BASIC EDUCATION-READING	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education-Reading
Course Number	School Districts: 9900002 Florida College System: ABX0200-ABX0299
CIP Number	1532010100
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies (<i>see Program Length section</i>)

SPECIAL NOTE: Starting with Program Year 2023-2024, the ABE-Reading course has been marked for removal from the Florida DOE Course Code Directory. The course will no longer be offered starting with Program Year 2024-2025. It is not allowable to enroll new students in the course in Program Year 2023-2024, however, agencies may continue to serve students who enrolled in Program Year 2022-2023 or in a prior year.

Agencies have two options for transitioning ABE-Reading students to the ABE Reasoning through Language Arts course:

1. Allow students currently enrolled in the ABE-Reading course to remain enrolled as continuing students in the course. (It is not allowable to enroll new students in the course in 2023-2024.) Beginning with Program Year 2024-2025, enroll the students as new students in the ABE Reasoning through Language Arts course.
2. Discontinue offering the ABE-Reading course in Program Year 2023-2024 and enroll the students as new students in the ABE Reasoning through Language Arts course.

PURPOSE

The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE instructors
- Ensure quality instruction through professional development

- Provide basic skills instruction (0.0 – 8.9) and critical thinking skills to prepare students for the GED® Preparation Program (9.0 – 12.9), postsecondary education and employment.

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

The ABE content standards have been revised to include the State standards. The integration of standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

PROGRAM STRUCTURE

ABE is a non-credit course designed to develop literacy skills necessary for students to be successful workers, citizens and family members. A student enrolled in the ABE program may be receiving instruction in one or more of the following courses: Mathematics, Language Arts or Reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal reporting and Literacy Completion Points (LCPs) for state reporting. Progress through levels must be measured by approved validation methods in accordance with Rule 6A-6.014, F.A.C.

PROGRAM LENGTHS

The following table illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended for each ABE instructional level.

Please visit the Assessment Technical Assessment Paper, Division of Career and Adult Education, at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml> for both recommended and required assessment procedures and instruments.

Course Number	Course Title	Recommended Length	NRS Level/Grade Equivalent (GE)
9900002 ABX0200-ABX0299	Reading – ABE Level One (1)	450 Hours	1 (0.0 – 1.9)
	Reading – ABE Level Two (2)	450 Hours	2 (2.0 – 3.9)
	Reading – ABE Level Three (3)	300 Hours	3 (4.0 – 5.9)
	Reading – ABE Level Four (4)	300 Hours	4 (6.0 – 8.9)

STANDARDS

The standards are separated into four strands: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of anchor standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered anchor standard. In other words, each anchor standard identifies broad state skills and has a corresponding level-specific standard illustrating

specific level-appropriate expectations called a benchmark skill. The table below illustrates the numbering used to indicate strands, anchor standards, and skill standards.

Source	Strand	Program Area	Anchor Standard	NRS Level	Benchmark Skill
	RE.	ABE.	2.	3.	a)
<p>RE.ABE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p> <p>2.3: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>a) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>					

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

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

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in areas such as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

CAREER AND EDUCATION PLANNING

The following career development standards are designed to be integrated into the ABE frameworks to assist students with career exploration and planning. Students can access the local agency’s approved career information program for career exploration and development of a career plan.

Standards

- CP. ABE.01 Develop skills to locate, evaluate, and interpret career information.
- CP. ABE.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP. ABE.03 Identify career cluster and related pathways that match career and education goals.
- CP. ABE.04 Develop and manage a career and education plan.

DIGITAL LITERACY (TECHNOLOGY)

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are integrated in

the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards

- DL. ABE.01 Develop basic keyboarding and numerical keypad skills.
- DL. ABE.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- DL. ABE.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- DL. ABE.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

WORKFORCE PREPARATION ACTIVITIES

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

INTEGRATED EDUCATION AND TRAINING (IET)

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

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the “integrated” requirement of IET, all services must include the following:

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

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

READING STANDARDS

To become college and career ready, students need to grapple with a variety of fiction, non-fiction, and informational reading materials that span across genres, subject areas, cultures, and centuries. By engaging students with increasingly complex readings, students gain the ability to evaluate, analyze, and synthesize arguments and challenges posed by complex text.

The reading standards are divided into two sections; Reading Foundations and Reading Standards. Reading Foundations are the basic word decoding skills students need to learn to become proficient readers. The Reading Standards found below are skills students need to understand the structure of complex text required for reading comprehension. Standards 1 and 10 play a special role in complex readings since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the complexity of what students need to read.

READING (RE) ANCHOR STANDARDS

RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RE.ABE. 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

RE.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RE.ABE.6: Assess how point of view or purpose shapes the content and style of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)*

RE.ABE.8: Delineate and evaluate the argument a specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *(Apply this standard to texts of appropriate complexity as outline by Reading Standard 10.)*

RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently

Reading (RE)			
Anchor Standards and Benchmark Skills			
RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
<p>1. 1. Ask and answer questions about key details in a text.</p>	<p>1.2. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>1.3. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>a) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1.4. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>a) Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>b) Cite specific textual evidence to support analysis of science and technical texts.</p>
RE.ABE. 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
<p>2.1. Identify the main topic and retell key details of a text.</p>	<p>2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>2.3. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>a) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>2.4. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>a) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior</p>

			knowledge or opinions.
RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
3.1. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.2. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3.4. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). a) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). b) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
RE.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
4.1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4.2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.	4.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. a) Determine the	4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on

		meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	meaning and tone.
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RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
<p>5.1. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>5.2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>a) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>5.3. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text.</p> <p>a) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>5.4. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>a) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>

RE.ABE.6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
	<p>6.2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>a) Distinguish their</p>	<p>6.3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>6.4. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>a) Identify aspects of a text that</p>

	own point of view from that of the author of a text.	a) Describe how a narrator’s or speaker’s point of view influences how events are described.	reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
7.1. Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).	7.2. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). a) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7.3. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. a) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	7.4. Integrate information presented in different media or formats, such as in charts, graphs, photographs, videos, or maps, as well as in words to develop a coherent understanding of a topic or issue. a) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually, such as in a flowchart, diagram, model, graph, or table.
RE.ABE.8: Delineate and evaluate the argument a specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outline by Reading Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
8.1. Identify the reasons an author gives to support points in a text.	8.2. Describe how reasons support specific points the author makes in a text.	8.3. Explain how an author uses reasons and evidence to support particular	8.4. Delineate and evaluate the argument and specific claims in a text, assessing whether

		points in a text, identifying which reasons and evidence support which point(s).	the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
9.1. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.2. Compare and contrast the most important points and key details presented in two texts on the same topic.	9.3. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	9.4. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently.			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9	GE: 6.0–8.9
10.1. Actively engage in group reading activities with purpose and understanding; with prompting and support, read prose and poetry of approximate complexity for NRS Level 1. a) Actively engage in group reading activities with purpose and understanding; with prompting and support, read informational text appropriate for NRS Level 1.	10.2. Read and comprehend literature, including stories and poetry, of appropriate complexity for NRS Level 2 proficiently.) a) Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 2.	10.3. Read and comprehend literature, including stories, dramas, and poetry, of appropriate complexity for NRS Level 3, independently and proficiently. a) Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 3.	10.4. Read and comprehend literature, including stories, dramas, and poems, of appropriate complexity for NRS Level 4, independently and proficiently. a) Read and comprehend literary non-fiction of appropriate complexity for NRS Level 4 complexity.

READING FOUNDATIONAL SKILLS (0.0 – 5.9)

Reading Foundational Skills are the building block skills for students functioning within NRS Levels 1-3. These skills increase a student’s understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English reading and writing systems. They are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Teachers can integrate these standards into instruction as needed for students that may not be proficient in these skills.

Reading Foundations (RF) Anchor Standards 0.0 – 5.9

RF.ABE.1: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
(Phonological Awareness)

RF.ABE.2: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.ABE.3: Read with sufficient accuracy and fluency to support comprehension. (Fluency)

Reading Foundations (RF) Anchor Standards and Benchmark Skills		
RF.ABE.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)		
NRS Level 1	NRS Level 2	NRS Level 3
GE: 0.0–1.9	GE: 2.0–3.9	GE: 4.0–5.9
<p>1.1. Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a) Recognize and produce rhyming words.</p> <p>b) Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>c) Count, pronounce, blend, and segment syllables in spoken words.</p> <p>d) Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>e) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>f) Segment spoken single-syllable</p>		

<p>words into their complete sequence of individual sounds (phonemes).</p> <p>g) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>h) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>		
<p>RF.ABE.2. Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<p>NRS Level 1</p>	<p>NRS Level 2</p>	<p>NRS Level 3</p>
<p>GE: 0.0–1.9</p>	<p>GE: 2.0–3.9</p>	<p>GE: 4.0–5.9</p>
<p>2.1. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.</p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c) Know the spelling-sound correspondences for common consonant digraphs.</p> <p>d) Decode regularly spelled one-syllable words.</p> <p>e) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>f) Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>g) Use knowledge that every syllable must have a vowel sound to determine the number</p>	<p>2.2. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.</p> <p>a) Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b) Know spelling-sound correspondences for additional common vowel teams.</p> <p>c) Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>d) Identify words with inconsistent but common spelling-sound correspondences.</p> <p>e) Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f) Decode words with common Latin suffixes.</p> <p>g) Decode multi-syllable words.</p> <p>h) Recognize and read grade-appropriate irregularly spelled words.</p>	<p>2.3. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.</p> <p>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

<p>of syllables in a printed word.</p> <p>h) Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>i) Read words with inflectional endings.</p> <p>j) Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>k) Recognize and read grade-appropriate irregularly spelled words.</p>		
<p>RF.ABE.3: Read with sufficient accuracy and fluency to support comprehension. (Fluency)</p>		
<p>NRS Level 1</p>	<p>NRS Level 2</p>	<p>NRS Level 3</p>
<p>GE: 0.0–1.9</p>	<p>GE: 2.0–3.9</p>	<p>GE: 4.0–5.9</p>
<p>3.1. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read grade-level text with purpose and understanding.</p> <p>b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read grade-level text with purpose and understanding.</p> <p>b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.3. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read grade-level text with purpose and understanding.</p> <p>b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>