

Crosswalk of 2014 and 2009 Ohio ABE/ASE Standards for ELA/Literacy

What is a crosswalk?

A crosswalk shows the relationship between two sets of criteria, in this case new (2014) and former (2009) standards. In general, a crosswalk aids teachers in determining where resources (e.g., lessons, textbooks, activities) match or have gaps with new standards. Because the new Adult Basic Education (ABE) and Adult Secondary Education (ASE) standards are the adopted College and Career Readiness Standards and not a minor revision of the 2009 standards, this crosswalk was created to assist you in your transition from the 2009 to the 2014 standards.

What is the value of this crosswalk?

The four content areas for 2014 English Language Arts and Literacy (ELA/Literacy) standards are Reading, Writing, Speaking and Listening, and Language. The 2009 Reading benchmarks were crosswalked to the 2014 Reading and Language benchmarks. The 2009 Writing benchmarks were crosswalked to the 2014 Writing and Language benchmarks. Speaking and Listening is specific to the 2014 standards and was not included in this crosswalk, as no 2009 benchmarks mapped to this content area.

This crosswalk does...

- show the relationship between the 2014 and 2009 standards.
- list multiple 2009 benchmarks, where appropriate.
- repeat 2009 benchmarks, where appropriate.

This crosswalk does not...

- contain all of the 2009 benchmarks.
- match all aspects of the listed 2009 benchmarks.
- address 2014 benchmarks in their entirety.

This crosswalk was developed with existing lessons in mind to show where those lessons can be applied. Because the crosswalk is not an exact alignment, lessons must be modified and adapted to meet the 2014 benchmarks fully. Due to the increase in rigor, some previous higher level lessons will need to be taught at lower levels. In addition, this crosswalk should be used to assist in the continuation of your program's curricular unit retrofitting, rather than starting over.

If you require assistance navigating and applying this crosswalk in your instructional planning and delivery, or if you have any questions, please contact the Ohio ABE Professional Development Network at ohiopdn@literacy.kent.edu.

References:

U.S. Department of Education. (2013). *College and Career Readiness Standards for Adult Education*. Washington, D.C.



Reading (R)

2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 1	
<p>R.1.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">a. Recognize and produce rhyming words.b. Distinguish long from short vowel sounds in spoken single-syllable words.c. Count, pronounce, blend, and segment syllables in spoken words.d. Blend and segment onsets and rimes of single-syllable spoken words.e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge)	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.1.2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">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.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.c. Know the spelling-sound correspondences for common consonant digraphs.d. Decode regularly spelled one-syllable words.e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.f. Know final -e and common vowel team conventions for representing long vowel sounds.g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.h. Decode two-syllable words following basic patterns by breaking the words into syllables.i. Read words with inflectional endings.j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).k. Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)	<p>R.1.3 Identify and apply phonemic awareness and decoding skills (for example, alphabetic knowledge, phonics, sight words) to read words.</p> <p>R.2.3 Identify and apply decoding skills (for example, phonics, sight words, compound words) to read words.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.1.3. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge) 	<p>R.1.5 Use context clues (for example, word order) to determine the meaning of words in texts.</p> <p>R.1.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).</p> <p>R.2.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)</p>
<p>R.1.4. Ask and answer questions about key details in a text. (RI/RL.1.1)</p>	<p>R.1.11 Apply, monitor and adjust comprehension strategies (for example, activate prior knowledge, make predictions, find key information, compare understanding with another reader, reread) to understand text.</p>
<p>R.1.5. Identify the main topic and retell key details of a text. (RI.1.2)</p>	<p>R.1.15 Identify the stated main idea and supporting details.</p>
<p>R.1.6. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</p>	
<p>R.1.7. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p>	<p>R.1.11 Apply, monitor and adjust comprehension strategies (for example, activate prior knowledge, make predictions, find key information, compare understanding with another reader, reread) to understand text.</p>



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<p>R.1.8. 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. (RI.1.5)</p>	<p>R.1.12 Locate and use basic structural elements (for example, title page, columns), basic punctuation clues and visual/graphic cues (for example, drawings, photographs, bold, italics, underlining, web links) to aid in comprehension of print and electronic texts.</p> <p>R.2.6 Select and use print and electronic reference materials (for example, glossary, simplified dictionary) to determine word meaning.</p> <p>R.2.12 Identify and use structural elements (for example, headings, subheadings, indentations, table of contents), visual/graphic cues (for example, basic maps, charts, graphs), punctuation clues and organizational strategies (for example, chronological order, sequence) to aid in comprehension of print and electronic texts.</p>
<p>R.1.9. Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)</p>	<p>R.1.12 Locate and use basic structural elements (for example, title page, columns), basic punctuation clues and visual/graphic cues (for example, drawings, photographs, bold, italics, underlining, web links) to aid in comprehension of print and electronic texts.</p> <p>R.2.12 Identify and use structural elements (for example, headings, subheadings, indentations, table of contents), visual/graphic cues (for example, basic maps, charts, graphs), punctuation clues and organizational strategies (for example, chronological order, sequence) to aid in comprehension of print and electronic texts.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.1.10. Identify the reasons an author gives to support points in a text. (RI.1.8)</p>	
<p>R.1.11. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p>	
<p>Level 1</p>	
<p>R.2.1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Identify words with inconsistent but common spelling-sound correspondences. f. Decode words with common Latin suffixes. g. Decode multisyllable words. h. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge) 	<p>R.1.3 Identify and apply phonemic awareness and decoding skills (for example, alphabetic knowledge, phonics, sight words) to read words.</p> <p>R.2.3 Identify and apply decoding skills (for example, phonics, sight words, compound words) to read words.</p> <p>R.4.3 Apply decoding skills (for example, multi-syllabic words) to read words.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.2.2. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge) 	<p>R.1.5 Use context clues (for example, word order) to determine the meaning of words in texts.</p> <p>R.2.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)</p> <p>R.2.5 Use context clues (for example, in-sentence definitions) to determine the meaning of words in texts.</p> <p>R.2.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).</p>
<p>R.2.3. 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. (RI/RL.2.1)</p>	<p>R.1.13 Identify basic story elements (for example, character, setting, plot).</p>
<p>R.2.4. Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</p>	<p>R.2.15 Determine a possible implied main idea and supporting details.</p>
<p>R.2.5. 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. (RI.3.3)</p>	
<p>R.2.6. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)</p>	



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<p>R.2.7. 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. (RI.2.5)</p>	<p>R.2.6 Select and use print and electronic reference materials (for example, glossary, simplified dictionary) to determine word meaning.</p> <p>R.2.12 Identify and use structural elements (for example, headings, subheadings, indentations, table of contents), visual/graphic cues (for example, basic maps, charts, graphs), punctuation clues and organizational strategies (for example, chronological order, sequence) to aid in comprehension of print and electronic texts.</p>
<p>R.2.8. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)</p>	<p>R.3.12 Use structural elements (for example, captions, sidebars), visual/graphic cues (for example, maps, charts, graphs), complex punctuation clues and organizational strategies (for example, description, compare and contrast) to aid in comprehension of print and electronic texts.</p>
<p>R.2.9. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)</p>	
<p>R.2.10. Distinguish their own point of view from that of the author of a text. (RI.3.6)</p>	
<p>R.2.11. 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). (RI.3.7)</p>	
<p>R.2.12. 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). (RL.3.7)</p>	



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<p>R.2.13. Describe how reasons support specific points the author makes in a text. (RI.2.8)</p>	
<p>R.2.14. Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</p>	<p>R.5.11 Apply, monitor and adjust comprehension strategies (for example, compare and contrast information) across multiple texts.</p>
<p>Level 3</p>	
<p>R.3.1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. (RF.4.3 and 5.3 merge) 	<p>R.1.3 Identify and apply phonemic awareness and decoding skills (for example, alphabetic knowledge, phonics, sight words) to read words.</p> <p>R.2.4 Identify and apply knowledge of word parts (for example, complex word families, prefixes, suffixes, contractions) to determine word meaning.</p>
<p>R.3.2. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4 and 5.4 merge) 	<p>R.2.5 Use context clues (for example, in-sentence definitions) to determine the meaning of words in texts.</p> <p>R.3.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)</p> <p>R.3.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).</p>
<p>R.3.3. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p>	



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<p>R.3.4. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	
<p>R.3.5. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p>	<p>R.2.15 Determine a possible implied main idea and supporting details.</p> <p>R.3.11 Apply, monitor and adjust comprehension strategies (for example, adjust reading rate, read ahead, skim text, summarize, make simple inferences) to understand text.</p> <p>R.3.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.</p>
<p>R.3.6. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</p>	
<p>R.3.7. 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. (RI.4.3)</p>	
<p>R.3.8. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</p>	
<p>R.3.9. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)</p>	<p>R.3.9 Identify and explain use of figurative language (for example, metaphor, simile, idioms) in text.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.3.10. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)</p>	
<p>R.3.11. 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. (RI.5.5)</p>	
<p>R.3.12. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</p>	
<p>R.3.13. Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.5.6)</p>	
<p>R.3.14. 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. (RI.4.7)</p>	
<p>R.3.15. 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. (RI.5.7)</p>	
<p>R.3.16. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)</p>	



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<p>R.3.17. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	
<p>Level 4</p>	
<p>R.4.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> a. Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) b. Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) 	
<p>R.4.2. 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. (RI/RL.6.2)</p> <ul style="list-style-type: none"> a. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) 	<p>R.4.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.</p>
<p>R.4.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</p> <ul style="list-style-type: none"> 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). (RH.6-8.3) 	<p>R.5.9 Recognize how the use of figurative language (for example, analogy, cliché, extended metaphor) affects interpretation of text.</p>
<p>R.4.4. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</p>	



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<p>R.4.5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)</p>	<p>R.4.7 Use word relationships (for example, connotation, denotation) to determine word meaning.</p> <p>R.5.9 Recognize how the use of figurative language (for example, analogy, cliché, extended metaphor) affects interpretation of text.</p>
<p>R.4.6. 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. (RI.6.5)</p>	
<p>R.4.7. 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. (RI.7.5)</p>	
<p>R.4.8. 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. (RI.8.6)</p>	
<p>R.4.9. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)</p>	
<p>R.4.10. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</p>	<p>R.2.12 Identify and use structural elements (for example, headings, subheadings, indentations, table of contents), visual/graphic cues (for example, basic maps, charts, graphs), punctuation clues and organizational strategies (for example, chronological order, sequence) to aid in comprehension of print and electronic texts.</p>



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<p>R.4.11. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)</p>	<p>R.3.12 Use structural elements (for example, captions, sidebars), visual/graphic cues (for example, maps, charts, graphs), complex punctuation clues and organizational strategies (for example, description, compare and contrast) to aid in comprehension of print and electronic texts.</p>
<p>R.4.12. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)</p>	<p>R.3.14 Distinguish relevant from irrelevant information in the text.</p>
<p>R.4.13. 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. (RI.8.9)</p>	
<p>Level 5</p>	
<p>R.5.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> a. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) b. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1) 	
<p>R.5.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p>	<p>R.5.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.5.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</p>	<p>R.4.12 Use structural elements and organizational strategies (for example, problem and solution, cause and effect) to aid in comprehension of print and electronic texts.</p>
<p>R.5.4. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>	
<p>R.5.5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</p> <p>a. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)</p>	<p>R.4.5 Use context clues (for example, cause and effect and compare and contrast relationships) to determine the meaning of words in texts.</p> <p>R.5.9 Recognize how the use of figurative language (for example, analogy, cliché, extended metaphor) affects interpretation of text.</p> <p>R.6.9 Recognize how the use of figurative language (for example, oxymoron, allusions, paradox) affects interpretation of text.</p>
<p>R.5.6. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)</p>	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.5.7. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</p> <p>a. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)</p>	
<p>R.5.8. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>	
<p>R.5.9. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)</p>	<p>R.3.12 Use structural elements (for example, captions, sidebars), visual/graphic cues (for example, maps, charts, graphs), complex punctuation clues and organizational strategies (for example, description, compare and contrast) to aid in comprehension of print and electronic texts.</p>
<p>R.5.10. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)</p>	
<p>R.5.11. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)</p>	



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<p>R.5.12. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</p>	
<p>R.5.13. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</p> <p>a. Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</p>	<p>R.5.11 Apply, monitor and adjust comprehension strategies (for example, compare and contrast information) across multiple texts.</p>
<p>Level 6</p>	
<p>R.6.1. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p>	<p>R.3.11 Apply, monitor and adjust comprehension strategies (for example, adjust reading rate, read ahead, skim text, summarize, make simple inferences) to understand text.</p> <p>R.6.11 Apply, monitor and adjust comprehension strategies (for example, evaluate and synthesize) across multiple texts.</p> <p>R.6.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.</p>
<p>R.6.2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p>	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>R.6.3. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</p>	
<p>R.6.4. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p>	
<p>R.6.5. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</p>	
<p>R.6.6. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</p>	



Writing (W)

2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 1	
<p>W.1.1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)</p>	<p>W.1.5 Choose a topic for writing.</p> <p>W.2.10 Organize writing by providing a simple introduction, a body and a clear sense of closure.</p>
<p>W.1.2. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)</p>	<p>W.2.9 Choose an organizational pattern (for example, logical sequence) to present ideas logically.</p>
<p>W.1.3. With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)</p>	<p>W.1.4 Generate writing ideas through discussions with others.</p> <p>W.1.5 Choose a topic for writing.</p> <p>W.1.20 Seek feedback from teachers (for example, through discussions, conferences, written comments).</p>
<p>W.1.4. With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)</p>	<p>W.1.4 Generate writing ideas through discussions with others.</p> <p>W.1.22 Use available technology to compose text.</p>
<p>W.1.5. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (W.1.7)</p>	<p>W.1.6 Gather ideas for investigation about a topic using level-appropriate books, observations or discussions.</p>
<p>W.1.6. With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)</p>	<p>W.1.6 Gather ideas for investigation about a topic using level-appropriate books, observations or discussions.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 2	
<p>W.2.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. (W.3.1) 	<p>W.2.3 Write for varying types of tasks (for example, stories, letters, responses, notes).</p> <p>W.2.10 Organize writing by providing a simple introduction, a body and a clear sense of closure.</p> <p>W.2.11 Group related ideas into a paragraph with a topic sentence and supporting sentences.</p>
<p>W.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. (W.3.2) 	<p>W.2.3 Write for varying types of tasks (for example, stories, letters, responses, notes).</p> <p>W.2.10 Organize writing by providing a simple introduction, a body and a clear sense of closure.</p> <p>W.2.11 Group related ideas into a paragraph with a topic sentence and supporting sentences.</p> <p>W.3.23 Add visuals as needed to support the presentation of writing.</p>
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)</p>	<p>W.2.9 Choose an organizational pattern (for example, logical sequence) to present ideas logically.</p> <p>W.2.12 Use suitable word choice to convey a message effectively.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.2.4. Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</p>	<p>W.2.3 Write for varying types of tasks (for example, stories, letters, responses, notes).</p>
<p>W.2.5. With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5)</p>	<p>W.2.18 Reread and revise writing to clarify meaning and to focus topic (for example, adding and deleting words, adding descriptive words, rearranging words and sentences).</p> <p>W.2.19 Proofread writing and edit to improve conventions (for example, subject-verb agreement, spelling of compounds, commas in a series, contractions).</p> <p>W.2.20 Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).</p>
<p>W.2.6. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)</p>	<p>W.2.20 Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).</p> <p>W.2.22 Use available technology to compose text.</p> <p>W.2.23 Rewrite as needed and present writing for display or sharing with others.</p>
<p>W.2.7. Conduct short research projects that build knowledge about a topic. (W.3.7)</p>	<p>W.3.6 Employ research skills to select level appropriate sources to support central ideas, concepts and themes.</p>
<p>W.2.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)</p>	<p>W.2.6 Acquire information about an assigned or self-selected topic (for example, from level appropriate books, magazines, videotapes, CDs, websites).</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 3	
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. (W.5.1) 	<p>W.3.3 Write for varying types of tasks (for example, narratives, informational reports, formal letters, personal or creative writing).</p> <p>W.3.5 State and develop a clear main or controlling idea.</p> <p>W.3.9 Choose an organizational pattern (for example, classification, compare and contrast, climactic order) to present ideas logically.</p> <p>W.3.11 Group related ideas into a paragraph with a topic sentence and specific, relevant details and examples.</p>
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. (W.4.2) 	<p>W.3.3 Write for varying types of tasks (for example, narratives, informational reports, formal letters, personal or creative writing).</p> <p>W.3.5 State and develop a clear main or controlling idea.</p> <p>W.3.10 Organize writing by providing a simple introduction, a body and a clear sense of closure that summarizes important ideas and details.</p> <p>W.3.23 Add visuals as needed to support the presentation of writing.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.3.3. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)</p>	<p>W.3.2 Write for a growing number of purposes (for example, to argue a point, to inform).</p> <p>W.3.9 Choose an organizational pattern (for example, classification, compare and contrast, climactic order) to present ideas logically.</p>
<p>W.3.4. With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)</p>	<p>W.3.18 Reread and revise writing to clarify meaning and to ensure logical order (for example, word choice, adding transitional words and phrases and rearranging paragraphs).</p> <p>W.3.19 Proofread writing and edit to improve conventions (for example, pronouns, commas).</p> <p>W.3.20 Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).</p>
<p>W.3.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)</p>	<p>W.3.20 Seek feedback from peers and teachers (for example, through discussions, conferences, written comments).</p> <p>W.3.22 Use available technology to compose text.</p>
<p>W.3.6. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)</p>	<p>W.3.6 Employ research skills to select level appropriate sources to support central ideas, concepts and themes.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.3.7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)</p>	<p>W.2.6 Acquire information about an assigned or self-selected topic (for example, from level appropriate books, magazines, videotapes, CDs, websites).</p> <p>W.3.4 Generate writing ideas (for example, lists, discussions, free writing, background reading, other sources).</p> <p>W.3.7 Paraphrase from a variety of texts and incorporate into own writing.</p>
<p>W.3.8. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">a. Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).b. Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9)	<p>W.2.6 Acquire information about an assigned or self-selected topic (for example, from level appropriate books, magazines, videotapes, CDs, websites).</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 4	
<p>W.4.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1) 	<p>W.3.2 Write for a growing number of purposes (for example, to argue a point, to inform).</p> <p>W.4.2 Write for varying purposes (for example, to persuade, to explain, to entertain).</p> <p>W.4.10 Choose an organizational pattern (for example, order of importance, problem to solution, topical) to present ideas logically.</p> <p>W.4.11 Develop writing with an effective introduction, a body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>W.4.13 Use precise language, active voice and descriptive detail to effectively convey a message.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W/WHST.6-8.2) 	<p>W.4.2 Write for varying purposes (for example, to persuade, to explain, to entertain).</p> <p>W.4.3 Write for varying types of tasks (for example, business letters, letters to the editor, job applications, literature responses, informational essays, informal writing).</p> <p>W.4.11 Develop writing with an effective introduction, a body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>W.4.13 Use precise language, active voice and descriptive detail to effectively convey a message.</p> <p>W.4.24 Present information using a variety of means such as oral, visual, written or multimedia.</p>
<p>W.4.3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4)</p>	<p>W.4.2 Write for varying purposes (for example, to persuade, to explain, to entertain).</p> <p>W.4.10 Choose an organizational pattern (for example, order of importance, problem to solution, topical) to present ideas logically.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.4.4. With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6-8.5)</p>	<p>W.4.19 Reread and revise writing to clarify meaning (for example, sentence variety, transitions among paragraphs).</p> <p>W.4.20 Proofread writing and edit to improve conventions and to correct dangling and misplaced modifiers, fragments and run-ons.</p> <p>W.4.21 Seek feedback from peers and teachers (for example, through discussions, conferencing, written comments).</p>
<p>W.4.5. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)</p>	<p>W.4.21 Seek feedback from peers and teachers (for example, through discussions, conferencing, written comments).</p> <p>W.4.23 Use available technology to compose, revise and edit text.</p> <p>W.4.24 Present information using a variety of means such as oral, visual, written or multimedia.</p> <p>W.5.7 Avoid plagiarism by quoting and citing borrowed source material.</p>
<p>W.4.6. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)</p>	<p>W.3.6 Employ research skills to select level appropriate sources to support central ideas, concepts and themes.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.4.7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W/WHST.6-8.8)</p>	<p>W.4.7 Avoid plagiarism by summarizing findings from sources, and distinguish between own original material and borrowed material.</p> <p>W.4.8 Develop a list of sources referenced.</p>
<p>W.4.8. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">a. Apply Reading standards from this level to literature (e.g., “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”).b. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). (W/WHST.6-8.9)	<p>W.2.6 Acquire information about an assigned or self-selected topic (for example, from level appropriate books, magazines, videotapes, CDs, websites).</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 5	
<p>W.5.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented. <p>(W/WHST.9-10.1)</p>	<p>W.5.2 Develop writing for a broad range of purposes (for example, to support a thesis, to reinforce a controlling idea).</p> <p>W.5.3 Develop writing for varying types of tasks (for example, electronic communications, persuasive essays).</p> <p>W.5.11 Develop writing to create a coherent whole with an engaging introduction, a body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none">a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W/WHST.9-10.2)	<p>W.5.2 Develop writing for a broad range of purposes (for example, to support a thesis, to reinforce a controlling idea).</p> <p>W.5.3 Develop writing for varying types of tasks (for example, electronic communications, persuasive essays).</p> <p>W.5.11 Develop writing to create a coherent whole with an engaging introduction, a body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.5.3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)</p>	<p>W.5.20 Use available technology to compose, revise and edit text.</p> <p>W.5.21 Prepare writing for publication by following a form appropriate to the purpose and include graphics as appropriate to enhance the final product.</p> <p>W.6.17 Employ electronic means to create, manipulate, clarify and enhance a variety of print and nonprint texts.</p> <p>W.6.18 Prepare writing for publication by following a form appropriate to the purpose and include graphics as appropriate to enhance the final product.</p>
<p>W.5.4. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)</p>	<p>W.5.7 Avoid plagiarism by quoting and citing borrowed source material.</p> <p>W.6.6 Evaluate sources and integrate them in support of a thesis.</p> <p>W.6.7 Avoid plagiarism by accurately and correctly quoting, paraphrasing and summarizing material from research.</p> <p>W.6.8 Cite sources using a style guide (for example, Modern Language Association [MLA], American Psychological Association [APA], Chicago).</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 6	
<p>W.6.1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)</p>	<p>W.6.10 Use transitional devices within an effective organizational structure.</p> <p>W.6.12 Employ sentences of varying lengths and structures that are appropriate to audience, purpose and context.</p>
<p>W.6.2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)</p>	<p>W.5.17 Reread, analyze and revise writing for clarity and to ensure consistent style and voice.</p> <p>W.5.18 Proofread writing and edit to improve sentence fluency and grammar usage.</p> <p>W.6.14 Reread, analyze and revise writing for clarity, consistent point of view and effective organizational structure.</p> <p>W.6.15 Proofread writing and edit to improve sentence fluency and grammar usage.</p>
<p>W.6.3. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)</p>	<p>W.3.6 Employ research skills to select level appropriate sources to support central ideas, concepts and themes.</p> <p>W.6.6 Evaluate sources and integrate them in support of a thesis.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>W.6.4. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">a. Apply Reading standards from this level to literature (e.g., “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”).b. Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”). (W/WHST.11-12.9)	<p>W.2.6 Acquire information about an assigned or self-selected topic (for example, from level appropriate books, magazines, videotapes, CDs, websites).</p>



Language (L)

2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 1	
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge) 	<p>W.1.16 Capitalize the first word in a sentence, names and the pronoun “I.”</p> <p>W.1.17 Use basic parts of speech (nouns, verbs, adjectives) in writing.</p> <p>W.2.17 Incorporate parts of speech (pronouns, conjunctions) and grammatical structures (for example, verb tenses, subject-verb agreement, noun-pronoun agreement) in writing.</p> <p>W.3.13 Write simple and compound sentences.</p> <p>W.3.17 Incorporate parts of speech (adverbs, prepositions, interjections) and grammatical structures (for example, pronoun usage) in writing.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>W.1.14 Use correct spelling for high-frequency words and words with regular short- and long-vowel patterns in writing.</p> <p>W.1.15 Punctuate writing correctly using question marks, exclamation points and periods.</p> <p>W.1.16 Capitalize the first word in a sentence, names and the pronoun “I.”</p> <p>W.2.15 Punctuate writing correctly using end marks, commas in a series and apostrophes in contractions and possessives.</p> <p>W.2.16 Capitalize proper nouns, titles, places and abbreviations.</p> <p>W.3.14 Use correct spelling for contractions, compounds, homonyms and irregular patterns in writing.</p>
<p>L.1.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (L.1.4) 	<p>R.1.4 Identify and apply knowledge of word parts (for example, simple word families) to determine word meaning.</p> <p>R.1.5 Use context clues (for example, word order) to determine the meaning of words in texts.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.1.4. With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (L.1.5)	
<p>L.1.5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (L.1.6)</p>	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 2	
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). f. Use abstract nouns (e.g., <i>childhood</i>). g. Form and use regular and irregular verbs. h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. i. Ensure subject-verb and pronoun-antecedent agreement. j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. k. Use coordinating and subordinating conjunctions. l. Produce simple, compound, and complex sentences. m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (L.2.1 and 3.1 merge) 	<p>W.1.17 Use basic parts of speech (nouns, verbs, adjectives) in writing.</p> <p>W.2.17 Incorporate parts of speech (pronouns, conjunctions) and grammatical structures (for example, verb tenses, subject-verb agreement, noun-pronoun agreement) in writing.</p> <p>W.3.13 Write simple and compound sentences.</p> <p>W.3.17 Incorporate parts of speech (adverbs, prepositions, interjections) and grammatical structures (for example, pronoun usage) in writing.</p> <p>W.4.14 Write simple, compound and complex sentence structures based on the writing situation.</p> <p>W.5.14 Vary simple, compound and complex sentence structures based on the writing situation.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Capitalize appropriate words in titles. c. Use commas in greetings and closings of letters. d. Use commas in addresses. e. Use commas and quotation marks in dialogue. f. Use an apostrophe to form contractions and frequently occurring possessives. g. Form and use possessives. h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). i. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge) 	<p>R.2.6 Select and use print and electronic reference materials (for example, glossary, simplified dictionary) to determine word meaning.</p> <p>W.2.14 Use correct spelling for multi-syllabic words, common root words, base words and affixes in writing.</p> <p>W.2.15 Punctuate writing correctly using end marks, commas in a series and apostrophes in contractions and possessives.</p> <p>W.2.16 Capitalize proper nouns, titles, places and abbreviations.</p>
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3) 	<p>W.2.12 Use suitable word choice to convey a message effectively.</p> <p>W.5.13 Use precise language, active voice and descriptive detail to convey a personal style and voice.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4) 	<p>R.2.4 Identify and apply knowledge of word parts (for example, complex word families, prefixes, suffixes, contractions) to determine word meaning.</p> <p>R.2.5 Use context clues (for example, in-sentence definitions) to determine the meaning of words in texts.</p> <p>R.2.6 Select and use print and electronic reference materials (for example, glossary, simplified dictionary) to determine word meaning.</p>
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). (L.3.5) 	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>). (L.2.6)	
L.2.7. Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (L.3.6)	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 3	
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Recognize and correct inappropriate shifts in verb tense. h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). i. Form and use prepositional phrases. j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (L.4.1 and 5.1 merge) 	<p>W.2.17 Incorporate parts of speech (pronouns, conjunctions) and grammatical structures (for example, verb tenses, subject-verb agreement, noun-pronoun agreement) in writing.</p> <p>W.3.13 Write simple and compound sentences.</p> <p>W.3.17 Incorporate parts of speech (adverbs, prepositions, interjections) and grammatical structures (for example, pronoun usage) in writing.</p> <p>W.4.14 Write simple, compound and complex sentence structures based on the writing situation.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">a. Use correct capitalization.b. Use commas and quotation marks to mark direct speech and quotations from a text.c. Use punctuation to separate items in a series.d. Use a comma to separate an introductory element from the rest of the sentence.e. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).f. Use underlining, quotation marks, or italics to indicate titles of works.g. Use a comma before a coordinating conjunction in a compound sentence.h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)	<p>W.3.14 Use correct spelling for contractions, compounds, homonyms and irregular patterns in writing.</p> <p>W.3.15 Punctuate writing correctly using commas, end marks, apostrophes, parentheses and quotation marks.</p> <p>W.3.16 Use correct capitalization based on the writing situation.</p> <p>W.4.17 Use correct capitalization.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge) 	<p>W.3.12 Use a variety of descriptive words and literal and figurative language to convey a message.</p> <p>W.5.13 Use precise language, active voice and descriptive detail to convey a personal style and voice.</p>
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>autograph</i>, <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge) 	<p>R.3.5 Use context clues (for example, grammar, sequencing, examples) and punctuation cues (for example, commas, quotes) to determine the meaning of words in texts.</p> <p>R.3.6 Select and use print and electronic reference materials (for example, dictionaries, thesauruses) to determine and clarify word meaning.</p> <p>R.4.4 Apply knowledge of word parts (for example, Greek and Latin roots) to determine word meaning.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.3.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) 	<p>R.1.7 Use word relationships (for example, synonyms, antonyms) to determine word meaning.</p> <p>R.5.9 Recognize how the use of figurative language (for example, analogy, cliché, extended metaphor) affects interpretation of text.</p> <p>R.6.9 Recognize how the use of figurative language (for example, oxymoron, allusions, paradox) affects interpretation of text.</p>
<p>L.3.6. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>); are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation); or signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (L.4.6 and 5.6 merge).</p>	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 4	
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Recognize and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge) 	<p>W.1.16 Capitalize the first word in a sentence, names and the pronoun "I."</p> <p>W.1.17 Use basic parts of speech (nouns, verbs, adjectives) in writing.</p> <p>W.2.17 Incorporate parts of speech (pronouns, conjunctions) and grammatical structures (for example, verb tenses, subject-verb agreement, noun-pronoun agreement) in writing.</p> <p>W.3.13 Write simple and compound sentences.</p> <p>W.3.17 Incorporate parts of speech (adverbs, prepositions, interjections) and grammatical structures (for example, pronoun usage) in writing.</p> <p>W.4.18 Incorporate parts of speech and grammatical structures (for example, clauses, phrases, placement of modifiers) in writing.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). c. Use an ellipsis to indicate an omission. d. Spell correctly. (L.6.2 through 8.2 merge) 	<p>W.4.15 Use correct spelling consistently in writing.</p> <p>W.4.16 Punctuate writing correctly using semicolons, colons, hyphens, dashes and brackets.</p>
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge) 	<p>W.5.14 Vary simple, compound and complex sentence structures based on the writing situation.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)	<p>R.4.4 Apply knowledge of word parts (for example, Greek and Latin roots) to determine word meaning.</p> <p>R.4.5 Use context clues (for example, cause and effect and compare and contrast relationships) to determine the meaning of words in texts.</p> <p>R.4.6 Select and use print and electronic reference materials (for example, web search) to determine and clarify word meaning.</p>
<p>L.4.5. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)</p>	



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 5	
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1) 	<p>W.4.18 Incorporate parts of speech and grammatical structures (for example, clauses, phrases, placement of modifiers) in writing.</p> <p>W.5.16 Use appropriate grammatical structures (for example, subject-verb agreement with collective nouns, parallel structures) in writing.</p>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2) 	<p>W.4.16. Punctuate writing correctly using semicolons, colons, hyphens, dashes and brackets.</p> <p>W.5.15 Use correct spelling, punctuation and capitalization consistently in writing.</p> <p>W.6.13 Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization and spelling.</p>



2014 ABE/ASE Benchmark	2009 ABE/ASE Benchmark
Level 6	
<p>L.6.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4) 	<p>R.6.5 Analyze context clues to determine or clarify the explicit and implicit meaning of words in texts.</p> <p>R.6.6 Select and use print and electronic specialized reference materials (for example, references related to a specific topic area) to determine and clarify word meaning.</p>
<p>L.6.2. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)</p>	