Language Standards

Level C (4-5), ABE III Low Intermediate Education, Level M

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1 and 5.1 merge)

Inclusion	Standard
☒	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
☒	b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
☒	c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
☒	d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
☒	e. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) 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., a small red bag rather than a red small bag).
☐	i. Form and use prepositional phrases.
☐	j. Use correlative conjunctions (e.g., either/or, neither/nor).
☐	k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
☐	l. Correctly use frequently confused words (e.g., to, too, two; there, their)

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2 and 5.2 merge)

Inclusion	Standard
☒	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 yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
☐	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

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CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.4.3 and 5.3 merge)

Inclusion	Standard
☒	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.

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (L.4.4 and 5.4 merge)

Inclusion	Standard
☒	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., telegraph, autograph, photograph, photosynthesis).
☒	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.

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)

Inclusion	Standard
☐	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.

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CCR Anchor 6: Acquire and use accurately a range of 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 encountering a word or phrase important to comprehension or expression. (L.4.6 and 5.6 merge)

Inclusion	Standard
☒	• signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).
☒	• are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
☒	• signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.4.6 and 5.6 merge).

Writing Standards

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CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.5.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.[6]

Inclusion	Standard
☐	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., consequently, specifically).
☒	d. Provide a concluding statement or section related to the opinion presented.

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.4.2)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Inclusion	Standard
☒	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., another, for example, also, because).
☒	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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☒	e. Provide a concluding statement or section related to the information or explanation presented.