

The Washington *Read With Understanding* Curriculum Framework for ABE Students



Adult Basic Education
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***Adapted from the Equipped for the Future
Curriculum Frameworks**

2009

Based on:
The Equipped for the Future
Read With Understanding
Curriculum Framework



Equipped for the Future
Center for Literacy Studies, The University of Tennessee

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The Washington Curriculum Framework for ABE Read with Understanding

This document is the Washington State curriculum framework in ABE reading. This curriculum framework attempts to accurately represent Washington state's teaching and learning objectives, as well as viable strategies, knowledge, and skill sets to reach them.

Equipped for the Future's (EFF) curriculum framework, together with Washington state adult educators' professional wisdom and classroom experiences, have provided a rich matrix of ways to make these teaching and learning objectives (TLOs) real. The TLOs themselves, the recommended strategies, skills and knowledge to reach those objectives, the examples of proficient performance, the sample texts, illustrations of learners Read with Understanding, and illustrations of instructor teaching Read with Understanding are valuable resources. All of these descriptive elements are available to us as a field for investigation, review and further adaptation. The WA Learning Standards Cadre has a key role in this investigation, as do the staff of SBCTC-ABE, and teachers and learners throughout the system.

Please use and distribute this document widely. Also, please pay attention to and collect your own reactions to its validity. We look forward to a shared dialog in creating the Washington State Adult Learning Standards' curriculum frameworks.

The Equipped For the Future Read With Understanding Curriculum Framework

The EFF approach to teaching and learning begins with students' purposes: What are they concerned about? What do they want to be able to do? What do they want or need to read? The EFF Role Maps and Content Standards help you and your students determine what they need to learn – what skills at what level of proficiency – to accomplish their purposes. As a teacher, you plan learning activities with students that focus on their purposes and give them the instruction and practice they need to gain needed skills as described in the EFF Content Standards. You also take into account the goals of your program when you plan learning activities. You may use the Performance Continua to give you information about performance of the standard at different levels. This Curriculum Framework is another tool to use in planning instruction. It gives you specific teaching and learning objectives at various levels for the *Read With Understanding* (RWU) Standard.

A curriculum framework is just that – a framework. It provides a structure for instruction but does not prescribe what is taught. The RWU Curriculum Framework has been developed to give you guidance 1) in determining what students know and are able to do in relation to the EFF Standard *Read With Understanding* and 2) in deciding what learning objectives need to be targeted to support adult developing readers as they read to accomplish their own particular purposes.

Once you know what students want to accomplish – that is, their purposes for learning – and the skills they need to work on, the Curriculum Framework helps you identify the specific skills that underlie performance at each level. Your students can work on the skills they need as they participate in learning activities grounded in their real-life issues and concerns.

How the Curriculum Framework Is Organized

The EFF RWU Curriculum Framework is organized in six performance levels. Each of the six is presented in a consistent format. For each level you will find three familiar elements from Equipped for the Future:

The *Read With Understanding Standard* is included at each level as a reminder to keep the focus of teaching and learning activities on reading for students' purposes.

Performance Indicators describe what adult performance of the RWU Standard looks like at that level. These indicators describe the target performance at the exit point of that level. They may be used for guiding placement and for developing or selecting informal and formal assessments.

Examples of Proficient Performance are examples of meaningful real-life tasks in which adults use the standard at this level to accomplish important purposes in their roles as community members, family members, and workers. They also provide guidance for the types of texts and purposes with which students preparing to exit a particular level are able to engage.

These first three elements focus on reader performance at each level. The next three elements provide more specific information about the knowledge, skills, and strategies that might be taught at each level.

Teaching & Learning Objectives give explicit guidance for teaching and learning at this level. The Teaching & Learning Objectives for each level were determined by answering the question, "What kinds of knowledge, skills, and strategies will support developing readers in achieving the Performance Indicators at this level?" The Objectives for each level also introduce skills and strategies needed for upcoming levels.

The *Read With Understanding Teaching & Learning Objectives* are organized into four strands which correspond with the key sets of knowledge, skills, and strategies identified in the reading research:

- A. Comprehension Strand**
- B. Alphabetics Strand**
- C. Vocabulary Strand**
- D. Fluency Strand**

Each level begins with objectives for the Comprehension strand to keep the focus on reading for meaning and “with understanding.”

Each Teaching & Learning Objective is notated by a number indicating the level, an upper-case letter (indicating the strand), and a number of the objective (e.g., **1A1**, **3A2**, etc.) The objectives have been constructed so that each notated objective addresses the same content in every level. For example, A3 addresses monitoring and enhancing comprehension in each of Levels 1 through 6; B1 addresses the type of words easily recognized at each of the levels.

For most Teaching & Learning Objectives you will find **Content Examples** notated by lowercase letters. These present specific content that might be helpful to teach at this level. When content is mentioned in a lower level and not in higher level, it may be assumed that the content still applies. If a teacher observes that a student is not demonstrating the particular knowledge, skill, or strategy listed in a lower level – and would benefit from developing it – that content should be added to instruction.

Following the Performance Indicators and the Teaching & Learning Objectives for each level, you will find elaborated illustrations of performance and of teaching and learning.

The **Illustration of Reading With Understanding** presents an in-depth example of how a proficient reader at this level accomplishes a reading task. In each Illustration of Readers Performing, individuals in the scenario are performing real-life tasks that involve use of the components of the standard through the integration of alphabetic-related, fluency-related, vocabulary-related, and comprehension-specific abilities. The characters deal with a real-life issue and use prior knowledge and accumulated strategies to problem solve as they read.

The **Illustration of RWU Teaching & Learning** provides a description of the kinds of teaching and learning activities that might support a reader in becoming proficient at this level of reading with understanding. You will note that the description of instruction here is directly related to the *Illustration of Reading With Understanding* that appears before it. You will also see that the instruction described here is designed to target and integrate the specific types of knowledge, skills and strategies that support performance of RWU at the level as articulated in the Teaching & Learning Objectives.

The **Appendices** provide additional resources.

Appendix A is a table of the current **WA, EFF, CASAS and NRS Levels**

Appendix B addresses **Using the Curriculum Framework: Questions and Answers**

Appendix C discusses the **Development of the RWU Curriculum Framework**

WA ABE Level 1: Read With Understanding

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

ABE Level 1 Performance Indicators

R 1.1 Decode and recognize everyday words and word groups in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules (decoding letter-sound correspondence, isolating and saying first and last sounds, recognizing simple rhyming word patterns), using picture aids, and recalling oral vocabulary and sight words

R 1.2 Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and simple, everyday content knowledge and common vocabulary in simple sentences

R 1.3 Locate important items of information in texts

R 1.4 Monitor accuracy of decoding and word recognition and enhance comprehension using various strategies, such as rereading, restating, copying and rephrasing text; making a list of new words, or using a picture dictionary

R 1.5 Recall prior knowledge to assist in selecting texts and in understanding the information they contain

Show Fluency, Independence, and Ability to Perform in a Range of Settings: *Adults performing at Level 1 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.*

ABE Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Read with Understanding to accomplish a variety of goals, such as:

- Reading a grocery list and recognizing words and prices in a store ad to make decisions about what to buy
- Reading personal names and addresses to make an invitation list
- Reading product names and quantities to fill a purchase order
- Reading names and office numbers to distribute interoffice mail to the correct locations
- Reading personal information prompts to accurately fill out simple applications, registration forms and so on
- Reading product and store names or symbols on signs and storefronts to identify places to shop
- Reading months, days, and dates on a personal calendar to identify and enter important events

Teaching & Learning Objectives for ABE Level 1

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

1A1 Read texts for real-life purposes

1A2 Draw upon prior knowledge to support comprehension

1A3 Monitor and enhance comprehension by using simple strategies, perhaps one at a time

1A4 Use visible and organizational features of texts to aid understanding

1A5 Interpret meanings in simplified informational and narrative texts, both oral and written

1A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetics

1B1 Recognize some high-frequency, personally-relevant, and phonetically-regular words

1B2 Recognize the sounds of the English language and identify print-sound correspondences common in 1-2 syllable words

1B3 Use strategies, perhaps one at a time, to identify some unknown words commonly found in the environment and in simplified text

C. Vocabulary

1C1 Understand meanings of most simple everyday signs, symbols, and words and of words related to personal interests and safety

1C2 Draw from at least 1-2 strategies to discern the meanings of unfamiliar words found in written texts

D. Fluency

1D1 Read aloud own writing and simple text accurately, recognizing familiar words

1D2 Group words meaningfully in own writing and in simple phrases found in the community

1D3 Regularly read a small range of connected text, inside and outside class

Read With Understanding

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

ABE Level 1 Teaching & Learning Objectives

Teaching & Learning Objective		Content Examples
A. COMPREHENSION		
1A1	Read texts for real-life purposes	<ul style="list-style-type: none"> a. Determine general and specific purposes for reading b. Identify the general purpose of the text (inform, entertain, persuade) c. Identify how the purpose of the text relates to own purposes for reading
1A2	Draw upon prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings
1A3	Monitor and enhance comprehension by using simple strategies, perhaps one at a time	<ul style="list-style-type: none"> a. Use illustrations and symbols as clues to meaning b. Predict and confirm c. Check decoding d. Match words to written model e. Check for meaning f. Compare understanding with another reader g. Reread h. Read ahead
1A4	Use visible and organizational features of texts to aid understanding	<ul style="list-style-type: none"> a. Use text format/features common to very simple community and personal documents (e.g., store and street signs, product labels, address labels, simplified forms, calendars, grocery lists) to identify purpose of text and to locate discrete information b. Recognize sentences in connected text c. Identify simple story elements (e.g., character, setting, problem, sequence of events, and outcome) to aid recall and understanding of oral stories and/or simplified written stories
1A5	Interpret meanings in simplified informational and narrative texts, both oral and written	<ul style="list-style-type: none"> a. Identify the author's stated message/theme
1A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and other texts, personal experience, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions
B. ALPHABETICS		
1B1	Recognize some high-frequency, personally-relevant, and phonetically-regular words	<ul style="list-style-type: none"> a. Recognize words in meaningful discontinuous texts (e.g., names of self and family members, address, common grocery items, personal contacts, familiar signs/labels)

		<ul style="list-style-type: none"> b. Recognize many high-frequency words found in simplified narratives and personal writings c. Recognize 1-syllable words with short vowel patterns d. Recognize cognates similar to words in the L1 e. Recognize numbers from 0-100
1B2	Recognize the sounds of the English language and identify print–sound correspondences common in 1-2 syllable words	<ul style="list-style-type: none"> a. Recognize sounds associated with consonants b. Recognize high-frequency consonant digraphs and blends c. Recognize short vowel patterns d. Recognize silent-e pattern (e.g., <i>make, bike</i>) e. Recognize additional patterns learned through personally-relevant words f. Understand that some letters have more than one sound, depending on the letters with which they are combined
1B3	Use strategies, perhaps one at a time, to identify some unknown words commonly found in the environment and in simplified text	<ul style="list-style-type: none"> a. Match individual letters or letter combinations to sounds and blend together b. Make prediction based on first and last sounds c. Make predictions based upon current understanding of the text, knowledge of topic, oral vocabulary, picture aids d. Use knowledge of English syntax e. Compare English to L1 (syntax, grammar, sounds, morphology)

C. VOCABULARY

1C1	Understand meanings of most simple everyday signs, symbols, and words and of words related to personal interests and safety	<ul style="list-style-type: none"> a. Know meanings of most words and phrases common in daily environmental print b. Know meanings of most words commonly heard/spoken in relation to family, work, and community life
1C2	Draw from at least 1-2 strategies to discern the meanings of unfamiliar words found in written texts	<ul style="list-style-type: none"> a. Match unknown word to oral vocabulary b. Draw upon current understanding of the text and/or prior knowledge of the topic and task c. Use knowledge of English grammar and syntax to predict meaning d. Draw upon knowledge of cognates and similar affixes from L1 e. Use bilingual and/or picture dictionaries

D. FLUENCY

1D1	Read aloud own writing and simplified connected text accurately, recognizing familiar words	
1D2	Group words meaningfully when reading own writing and simple phrases/idioms	<ul style="list-style-type: none"> a. Attend to end punctuation. b. Attend to meaning of short phrases used in environmental print (e.g. “On sale,” “for free”)
1D3	Regularly read a small range of connected text, inside and outside class	<ul style="list-style-type: none"> a. Own writing b. Simplified stories and poems

Sample Texts Appropriate for ABE Level 1 Teaching & Learning

**Note: The reader’s purpose as well as interest and background knowledge related to the topic will affect the “appropriateness” of the text.*

- ❖ Shopping lists
- ❖ Names and addresses
- ❖ Product labels
- ❖ Simple advertisements
- ❖ Simple forms

- ❖ Calendars
- ❖ Language experiences stories
- ❖ Local place names and signs
- ❖ Children’s picture books with few words

Illustration of Reading With Understanding at WA ABE Level 1:

Getting to the Market

Every weekend, a neighbor drives Chen to the open-air market on the waterfront. This is where they know they can buy the kind of fresh fish they need for the special stew that their families love. When there finally comes a weekend that the neighbor's family cannot drive her, Chen is forced to get to the market on her own. To help her, her friends explain where to wait for the #67 bus and write down the signs she will need to look for. These include the signs on the bus ("Bennington Sq. via downtown" to get to the market and "Highland Heights" to get home) and the names of the stores that are near the fish seller.

Chen knows that there is a bus schedule that she could use to plan her trip, but she's not confident about using it and would rather just go and wait for the bus. She goes to the bus stand and first looks for her bus number. Then she looks for a long word beginning with B to make sure that Bennington Square is listed as part of that route and checks the whole word against what is on her paper. Still anxious, she waits until another Chinese passenger arrives and double-checks that this is her bus. She recognizes where to get off (the large weekly market is hard to miss), but now needs to find the fish stall. She remembers that the nearby Schumann's Bakery sign is in bright red letters and that the Metropolitan Café sign has cups of coffee on it, so she begins looking for those clues. She had practiced the pronunciation of the two names in case she couldn't find them on her own and had to ask. There are many other signs that begin with M – "Mr. Clean's Dry Cleaning," for example – but Chen notices differences in the words and the signage and can easily see that the places aren't cafes.

When she finds her destination, Chen looks at the familiar, hand-written listing of the day's "fresh fish" and points to the one she wants. She recognizes the written names of all the fish, since she has been looking at those labels every week for months, but doesn't feel confident saying them aloud. She nevertheless gets what she needs and then retraces her steps to get back to the bus. She will be extra careful to check for the words "Highland Heights" on the bus home because she once accidentally took a bus to "Hightower Ave." and had quite the fright.

Illustration of RWU Teaching & Learning at WA ABE Level 1:

Preparing to Use Public Transportation

Alice has a large class of beginning English speakers from many parts of the world. Although she can't explicitly talk about EFF with her students, she knows from her conversations with them that the EFF Four Purposes for Learning do a good job capturing their need to get oriented to their environment, to understand what is happening around them, and to participate in their new world. They have also clearly expressed that their greatest need is to improve their communication skills in English, so the class is focused on the integrated use of these skills.

The beginner class always includes attention to "survival skills" – the skills newcomers need to navigate a new place and accomplish important tasks, such as communicating with doctors or landlords. The students express satisfaction with these topics and have very good attendance, and surveys of the more advanced students confirm that these are areas that beginning students tend to be most concerned about.

This week, they are doing a unit on using transportation and on giving and receiving directions. By the end of the unit, each student should at least be able to give oral directions from the school to their own home, to draw a map of these directions (with labels), and to ask for and follow oral directions to different places on a hand-drawn map of the neighborhood. The varied literacy activities include: drawing and comparing maps (since the way we convey spatial orientation differs by culture), building oral and written vocabulary by labeling the maps, and looking at local bus and train schedules to build recognition of the local stop names (in writing and orally). They also write sentences about where they go during a day and use these for shared reading and grammar practice.

Interspersed with these activities, Alice talks with them about what they already do – How do they find a new place? Do they ever use the bus or train? What are the visual clues they look for to know where they are? What signs can they already read? Despite their sense that they don't yet know how to read English, Alice shows them signs of local stores and demonstrates that they are able to recognize and understand (read!) many of those words. They think that it's cheating if they use their visual memory to figure it out (for example, to identify the McDonalds logo) rather than decoding the sounds, but Alice encourages them to use every tool at their disposal to recognize text. She also helps them build their alphabetic awareness by having them cluster the vocabulary words that they do know into families by initial sounds, final sounds, etc. and to practice pronunciation.

At the end of the unit, Alice asks them how they will use what they learned. Though they have trouble answering specifically, they are able to express that they feel better about going places. They will continue to build a linguistic knowledge base that allows them to move freely, act independently, and better articulate their needs and concerns.

WA ABE Level 2: Read With Understanding

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

ABE Level 2 Performance Indicators

R 2.1 Decode and recognize everyday and some unfamiliar words in short text by drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding decoding and comprehension, applying pronunciation rules, and adjusting reading pace
 R 2.2 Demonstrate familiarity with simple, everyday content knowledge and vocabulary
 R 2.3 Locate important items of information in simplified text using some simple strategies
 R 2.4 Monitor and enhance comprehension using various strategies, such as rereading, restating, recalling, copying and rephrasing text; or using a simplified dictionary
 R 2.5 Apply prior knowledge to assist in selecting texts and in understanding the information they contain

Show Fluency, Independence, and Ability to Perform in a Range of Settings: *Adults performing at Level 2 can read and comprehend words in a page or two of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.*

ABE Level 2 Examples of Proficient Performance

Adults performing at Level 2 can independently Read with Understanding to accomplish a variety of goals, such as:

- Reading aloud a picture book with very simple text to a young child
- Reading a short narrative about a community concern in order to identify and think about one's own community issues
- Reading about entry-level job duties in order to decide whether or not to apply
- Reading simple greeting cards to choose an appropriate card for a friend
- Reading a simple chart about job benefits to figure out if hospitalization is covered
- Reading short narratives about immigrant experiences to reflect on, and learn about, one's own heritage
- Reading and interpreting simple garage sale ads
- Reading utility bills in order to understand how and when to pay them
- Reading the weather forecast in the newspaper to decide appropriate clothes for a weekend

Teaching & Learning Objectives for ABE Level 2

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

- 2A1 Read texts for real-life purposes
- 2A2 Draw upon prior knowledge to support comprehension
- 2A3 Monitor and enhance comprehension by drawing from a store of simple strategies, perhaps one at a time
- 2A4 Attend to text format/features and common organizational structures to understand simple documents and simplified informational and literary texts
- 2A5 Analyze and interpret meanings in simplified informational and literary texts
- 2A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetics

- 2B1 Recognize most high-frequency, personally-relevant, and phonetically-regular words found in the environment and in simplified texts
- 2B2 Recognize print-sound correspondences in common multi-syllabic words
- 2B3 Use strategies in combination to identify most unknown words in the environment and in simplified texts

C. Vocabulary

- 2C1 Understand meanings of simple, everyday words and of words related to personal interests
- 2C2 Draw from a small store of strategies to discern the meanings of unfamiliar words common to the environment and in simplified texts

D. Fluency

- 2D1 Read simplified connected text (aloud and silently) accurately and with relative ease
- 2D2 Group words in simplified connected text into meaningful phrases
- 2D3 Read regularly a range of easy connected texts, inside and outside class

Read With Understanding

Beginning Basic Education

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

ABE Level 2 Teaching and Learning Objectives

Teaching & Learning Objective		Content Examples
A. COMPREHENSION		
2A1	Read texts for real-life purposes	<ul style="list-style-type: none"> a. Determine general and specific purposes for reading b. Identify the intended audience and the general and specific purpose of the author/text c. Identify how the purpose of the text relates to own purposes for reading
2A2	Draw upon prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings
2A3	Monitor and enhance comprehension by drawing from a store of simple strategies, perhaps one at a time	<ul style="list-style-type: none"> a. Preview material (e.g., title, pictures, format) b. Restate c. Rephrase d. Answer simple questions posed by self and others e. Use simple graphic organizers
2A4	Attend to text format/features and common organizational structures to understand simple documents and simplified informational and literary texts	<ul style="list-style-type: none"> a. Use the text features (e.g., layout, headings, bold print, symbols) to help locate information in common documents (e.g. bills, applications, order forms, calendars) b. Use text features (e.g., layout, headings, captions, bold print) to locate information in simple informational texts (e.g., specially written brochures, newspapers, special interest books, simplified dictionaries) c. Recognize and understand the concept of paragraph d. Identify simple narrative text structure (including conflict) and the basic features of poetry and drama to aid recall and enjoyment of simplified literary texts
2A5	Analyze and interpret meanings in simplified literary and informational texts	<ul style="list-style-type: none"> a. Determine possible unstated message/theme in a story by considering the characters, setting, sequence of events, and outcome b. Recognize that readers may have different interpretations of the same text
2A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions
B. ALPHABETICS		
2B1	Recognize most high-frequency, personally-relevant, and phonetically-regular words found in the environment and in simplified texts	<ul style="list-style-type: none"> a. Recognize words on most simple forms, labels, signs b. Recognize common abbreviations (e.g., <i>Rd.</i>, <i>Dr.</i>, <i>Mrs.</i>) c. Recognize high-frequency words (e.g., as identified on the Dolch list) d. Recognize 1-2 syllable phonetically regular words

2B2	Recognize print-sound correspondences in common multi-syllabic words	<ul style="list-style-type: none"> a. Recognize consonant digraphs and blends b. Recognize other common vowel patterns (e.g., short vowels, long vowels, r-controlled, diphthongs) c. Recognize high-frequency affixes (e.g., <i>-ed, -ing, -s, un-, re-, dis-</i>) d. Recognize compound words e. Recognize common patterns in multi-syllabic words (-Cle, vCCv)
2B3	Use strategies in combination to identify most unknown words in the environment and in simplified texts	<ul style="list-style-type: none"> a. Identify and blend syllables b. Apply basic pronunciation rules c. Use context (e.g., knowledge of topic, picture aids, knowledge of English syntax, commonalities with L1)

C. VOCABULARY

2C1	Understand meanings of simple, everyday words and of words related to personal interests	<ul style="list-style-type: none"> a. Know common meanings of words used in everyday oral contexts b. Know meanings of simple abbreviations (e.g., <i>Dr., Mrs., Rd.</i>, own state, months) c. Know meanings of high-frequency affixes (e.g., <i>un-, re-, dis-, -s, -ed, -ing</i>)
2C2	Draw from a small store of strategies to discern the meanings of unfamiliar words common to the environment and in simplified texts	<ul style="list-style-type: none"> a. Use context clues in close proximity to the unknown word b. Compare the unknown word to a known form of the word (i.e., cognates, base words) c. Draw upon knowledge of meanings of high-frequency affixes (e.g., <i>un-, re-, dis-, -s, -ed, -ing</i>) d. Use a glossary, simplified/picture dictionary, or bilingual dictionary

D. FLUENCY

2D1	Read simplified connected text (aloud and silently) accurately and with relative ease	
2D2	Group words in simplified connected text into meaningful phrases	<ul style="list-style-type: none"> a. Attend to simple punctuation clues (e.g., end punctuation, commas in a series) b. Attend to meanings of short phrases/idioms c. Draw upon knowledge of oral sentence structure
2D3	Read regularly a range of easy connected texts, inside and outside class	<ul style="list-style-type: none"> a. Personal letters b. Simplified informational books, poems, and stories

Sample Texts Appropriate for ABE Level 2 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Library card applications
- ❖ Simple charts
- ❖ Simple posters and fliers
- ❖ Greetings cards
- ❖ Sections of bills
- ❖ Weather forecast charts in newspaper or on-line
- ❖ Some classified ads
- ❖ Simplified dictionaries
- ❖ Simplified narratives and plays
- ❖ Narratives written by self or classmates
- ❖ Children's books with simple text
- ❖ Simple poems

Illustration of Reading With Understanding at WA ABE Level 2:

Reading Utility Bills

Mario is planning his monthly budget. To do this he needs to figure out when his various bills are due and how much he owes for each one. He likes to write this information down as a reminder and to be sure he has enough money to get through the month.

He knows how to recognize his telephone and electricity bills by the company names and logos on the envelopes; he also knows that both bills include a fairly simple “summary” page that includes the information he needs. He knows that the summary pages usually come first and will include his own and the company’s name, so he uses these clues to find these summary pages in the bills.

Mario slowly and carefully studies each summary page to find out how much he owes and when payment is due. On the phone bill he sees two different sets of numbers with dollar signs, so he “breaks down” and sounds out the words that come before each dollar amount (“account”, “balance”, “amount”) to figure out which number represents what he owes. He has to look up “balance” in his simplified dictionary, but he then recognizes “Amount Due” as the signal for how much he owes. On a piece of paper he writes down “phone,” and beside that, the amount that he owes for the phone bill.

Next he looks for numbers that look like a date, and discovers them with the help of two clues:

- ❖ He recognizes the way that years are written in numbers; and
- ❖ He sees the word “due” repeated again just before the date.

He copies the date down on his paper beside the amount he owes for the phone bill. Mario then goes through the same process of reading his electric bill in order to find and restate the information that is important to him. Being able to do this prepares him to make decisions and take action regarding his monthly budget.

Illustration of RWU Teaching & Learning at WA ABE Level 2:

Preparing to Read Utility Bills

Ana is an adult education instructor in a local community center. She asks her students to talk about the reasons they come to classes and what sorts of things they want to know and be able to do as a result of coming to classes. The students talk about and, later write very simple lists of, their main interests. Ana notices that a lot of their concerns focus on everyday household management; she gets lots of ideas to plan lessons around and suggests one as their next focus: family finances and budgeting. The students agree, and then Ana pulls out the EFF Skills Wheel (which the class refers to regularly) and asks students to think about which skills they will need to use in order to develop a family budget. Someone mentions how hard it is to understand the bills that are always coming. The group gets excited about handling bills better, and they decide that they need to read the bills with understanding so they can effectively budget for paying them.

Over the next couple weeks Ana and the students engage in several knowledge and skill building activities that will support reading utility bills with understanding. Students bring in copies of their own bills, and Ana uses them to teach about paying attention to “environmental print” (recognizing specific company names and logos) and about the general organization of everyday documents like utility bills. The students look at the bills together and discover the summary page of each by following clues that Ana provides (often comes first, has more empty space than other pages, has your name and the company’s name, has dollar amounts). The more bills they practice with, the easier it gets to find the right page.

Ana and her students also use the text of the summary pages as the basis for mini-lessons in alphabets (“ou” sounds) and vocabulary (using simplified dictionaries, word-number combinations in dates and addresses, etc). Ana found some simply written pamphlets on ways to conserve energy that students read to improve their fluency.

After each lesson they return to their goal of applying what they learn in order to independently read a variety of different bills with understanding. Specifically, each student works toward identifying which bills are part of their monthly budget, how much they owe for each bill, and when payment is due.

WA ABE Level 3: Read With Understanding

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

ABE Level 3 Performance Indicators

R 3.1 Decode and recognize most everyday and some unfamiliar and specialized words and abbreviations in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace

R 3.2 Demonstrate familiarity with common, high-interest content knowledge and related vocabulary

R 3.3 Locate important information in short to medium-length text using some simple strategies

R 3.4 Monitor and enhance comprehension by using a range of simple strategies, such as posing and answering questions, recalling, restating, rephrasing, explaining the content of the text or using simple examples

R 3.5 Actively apply prior knowledge to assist in understanding information in texts

Show Fluency, Independence, and Ability to Perform in a Range of Settings: *Adults performing at Level 3 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.*

ABE Level 3 Examples of Proficient Performance

Adults performing at Level 3 can independently Read with Understanding to accomplish a variety of goals, such as:

- Reading about a company's job benefits to make personal choices about benefits
- Reading a short story about how cultural differences can lead to conflict to reflect on and make decisions about personal issues
- Reading a minimum wage poster to determine if a job wage is legal
- Reading a short story about losing a job to reflect on the ways that job loss can affect family relationships
- Reading citizenship application procedures to help someone decide whether to pursue citizenship
- Reading housing rental ads to compare housing options and make a decision about which house is better for a family

Teaching & Learning Objectives for ABE Level 3

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

- 3A1 Read texts for real-life purposes
- 3A2 Apply prior knowledge to support comprehension
- 3A3 Monitor and enhance comprehension by drawing from a store of strategies and combining 2 or 3
- 3A4 Attend to text format/ features and common organizational structures to understand simple documents and simple informational and literary texts
- 3A5 Analyze and interpret meanings in simple informational and literary texts
- 3A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetics

- 3B1 Recognize most words found in simple texts
- 3B2 Recognize common syllable patterns and patterns that indicate a word is derived from another (e.g., inform- information)
- 3B3 Use strategies in combination to identify unknown words in simple texts

C. Vocabulary

- 3C1 Understand meanings of words/phrases commonly found in simple everyday texts and recognize simple relationships between words
- 3C2 Draw from a store of strategies to discern the meanings of unfamiliar words found in simple texts

D. Fluency

- 3D1 Read simple text (aloud and silently) accurately and easily
- 3D2 Group words in simple text into meaningful phrases
- 3D3 Regularly read simple connected texts, inside and outside of class

Read with Understanding

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

ABE Level 3 Teaching and Learning Objectives

Teaching & Learning Objective		Content Examples
A. COMPREHENSION		
3A1	Read texts for real-life purposes	<ul style="list-style-type: none"> a. Seek out texts to meet personal goals b. Determine general and specific purposes for reading c. Identify the intended audience and the general and specific purpose of the author/text d. Identify how the purpose of the text relates to own purposes for reading
3A2	Apply prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings
3A3	Monitor and enhance comprehension by drawing from a store of strategies and combining 2 or 3	<ul style="list-style-type: none"> a. Preview material (e.g., title, headings, format, captions, vocabulary) b. Use simple text markings (e.g., highlighting, underlining, personal reactions, questions) c. Retell (orally or in writing) d. Answer questions posed by self and others e. Adjust reading pace f. Use graphic organizers g. Write simple summaries
3A4	Attend to text format/ features and common organizational structures to understand simple documents and simple informational and literary texts	<ul style="list-style-type: none"> a. Use the organization of common resources (e.g., television listings, classified ads, dictionaries, magazines) to locate information b. Use text features (e.g., title, subheadings, bulleted points, bold/italicized print, table of contents) common to simple/simplified informational texts to find specific information c. Recognize that organizational structures used to organize ideas are culturally specific d. Apply knowledge of simple paragraph structures common to informational text to identify stated main ideas and the details that support those ideas e. Identify narrative text structure to aid recall and interpretation f. Recognize simple signal words that help organize text (<i>first, next, finally, once upon a time, etc.</i>)
3A5	Analyze and interpret meanings in simple informational and literary texts	<ul style="list-style-type: none"> a. Identify stated and unstated messages/themes b. Distinguish between fact and opinion c. Interpret figurative language (e.g., idioms, simile, metaphor, personification) and its role in meeting the author's purpose d. Identify prior knowledge or experience that affects own interpretation
3A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions

B. ALPHABETICS		
3B1	Recognize most words found in simple texts	<ul style="list-style-type: none"> a. Recognize names common to own environment b. Recognize common single- and multi-syllabic words c. Recognize abbreviations common to such things as calendars, classified ads, states, etc.
3B2	Recognize common syllable patterns and patterns that indicate a word is derived from another (e.g., inform- information)	<ul style="list-style-type: none"> a. Recognize common syllable patterns (e.g., closed syllable, open syllable, VCe, vowel digraphs/diphthongs, r-controlled, and –Cle) in multisyllabic words b. Recognize common prefixes and affixes (e.g., <i>anti-</i>, <i>inter-</i>, <i>intra-</i>, <i>post-</i>, <i>-able</i>, <i>-ible</i>, <i>-tion</i>) c. Recognize common roots (e.g., <i>cycle</i>, <i>form</i>, <i>ped</i>)
3B3	Use strategies in combination to identify unknown words in simple texts	<ul style="list-style-type: none"> a. Identify and blend syllables b. Apply pronunciation rules c. Use the pronunciation guide in a simple dictionary or glossary
C. VOCABULARY		
3C1	Understand meanings of words/phrases commonly found in simple everyday texts and recognize simple relationships between words	<ul style="list-style-type: none"> a. Know common meanings of words found across everyday texts b. Know meanings of simple idioms c. Know meanings of terms related to specific topics of personal interest d. Know meanings of many common abbreviations (e.g., titles, states, measurements, terms used in classified ads) e. Recognize relationships between some words (e.g., antonyms, synonyms, simple categories) f. Know meanings of simple roots and affixes
3C2	Draw from a store of strategies to discern the meanings of unfamiliar words found in simple texts	<ul style="list-style-type: none"> a. Use embedded context clues b. Apply knowledge of the meanings of simple roots and affixes c. Use text aids (margin notes, illustrations, glossary, etc.) d. Use a simple dictionary, identifying the appropriate definition from several provided in an entry
D. FLUENCY		
3D1	Read simple text (aloud and silently) accurately and easily	
3D2	Group words in simple text into meaningful phrases	<ul style="list-style-type: none"> a. Attend to common punctuation clues (e.g., commas separating simple clauses) b. Attend to meaning of phrases and simple clauses c. Draw upon knowledge of simple sentence structures found in written text
3D3	Regularly read simple connected texts, inside and outside of class	<ul style="list-style-type: none"> a. Sections of popular magazines/newspapers b. Illustrated product instructions

Sample Texts Appropriate for ABE Level 3 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Applications
- ❖ Simple forms
- ❖ Posters and community
- ❖ Charts
- ❖ Television listings
- ❖ Classified ads
- ❖ Simple dictionaries
- ❖ Newspaper headlines
- ❖ Simple novels or plays
- ❖ Newspapers written especially for students
- ❖ Simple Web pages
- ❖ Simple information books
- ❖ Simple short stories
- ❖ Simple emails or letters
- ❖ EZ voter information

Illustration of Reading With Understanding at WA ABE Level 3:

Reading Brief Descriptions of Health Insurance Plans

Vera has been at her new full-time job for three months. Today her supervisor approached her and told her that her job performance thus far has been satisfactory and that she is now eligible for some benefits, including health insurance. Her supervisor gave Vera a sheet of written information that highlighted the main characteristics of three health insurance plans offered by her company and asked Vera to make a decision as soon as possible about which plan she would like to choose.

At home, Vera looks the sheet over quickly at first and notices that there are three paragraphs, each with a title and some bulleted points with words in bold beside each bullet. Since she knows that there are three plans available, she predicts that each paragraph deals with one plan and that the bullets and bolded words point out the main things she needs to know about it. She reads the headers and bold words again to check if her prediction is accurate. She also notices and underlines some words that she is not sure she recognizes or knows the meaning of (*primary, deductible, co-pay*).

Before reading the whole sheet more carefully, Vera thinks about what she wants to find out before making a decision. She writes these down as questions she wants to answer: Will this plan cover my two kids as well as me? How much do I have to pay each month for that coverage? How much do I have to pay for a doctor's visit? For a stay in the hospital? For prescriptions? Can my kids get annual physicals? Glasses if they need them?

Now Vera reads more carefully. When she gets to the words she is unsure of, she tries to sound them out by syllables and figure out what they mean by looking at the text around them. If that doesn't work she looks them up in her dictionary. As she reads and rereads she looks for answers to her questions. With the help of the bolded words she soon finds and highlights words that answer some of her questions in the first paragraph. As she reads, Vera discovers that each paragraph is organized the same way. It gets easier to find answers in the second paragraph and easier still in the third. After she has read all three paragraphs, she writes down on a sheet of paper the name of each plan and, under each name, the words/answers that she highlighted.

While she doesn't learn everything she wants to know (she still is not sure she knows enough about the annual physicals and vision benefits), she now has sufficient information to know what more she needs to know and, eventually to make a more informed decision about which health insurance plan to choose.

Illustration of RWU Teaching and Learning at WA ABE Level 3:

Preparing to Read Job Materials

Joe teaches basic skills in a workplace literacy program. He wants to be sure that he is focusing on what his students really want to know and be able to do in order to be effective and satisfied in their jobs, so he engages them in conversation about the various skill requirements of their jobs, using the EFF Worker Role Map as a guide. He gets lots of ideas about possible learning activities from this conversation. One particular issue that many students raise is their concern about being able to understand the written communications they often receive while on the job. Joe points out that they might focus on the EFF Standard *Read With Understanding* and use real written materials from their jobs to develop their abilities to use that standard whenever they need it, either on the job or in other parts of their lives.

The students bring to class many examples of the kinds of written materials they need to understand while at work: employee handbooks, posters about safety procedures, emails from supervisors or coworkers, information sheets about health benefits, etc. Joe chooses sections of text from these sources that will be challenging but not too difficult for his students to use (i.e., moderately difficult, not too long, containing multi-syllabic words – a few of which are not part of students' current oral language, etc.)

Then Joe facilitates a number of instructional activities using these texts. He teaches about how to use some simple pre-reading strategies, like looking at titles, pictures, and bold or italicized words in a text and trying to predict what the text is about, thinking about what we already know about the subject of the text, and asking questions about a text before starting to read it. He uses words from the texts to do some lessons on decoding multi-syllabic words, reviewing some common ways to divide words into syllables and recognizing prefixes (co-, pre-) and suffixes (-ible). He also engages students in lessons about the meanings of these affixes and, as always, does some work with using context to help figure out the meaning of words. Joe makes sure that students know how to use simplified dictionaries to find and define words they can't figure out another way. In other lessons, Joe teaches the learners some simple strategies for being sure they understand what they are reading – such as highlighting, underlining, writing down or retelling the most important points.

Whenever he teaches these lessons, Joe always ends by returning to the students' reading purpose – to use what they just learned in order to understand the written material in front of them. So the students always read the text either silently or aloud. Then they always talk about what they read and what it means to them. They might revisit their pre-reading strategies and talk about whether or not the text matched their predictions, or whether or not they found answers to their questions. In this way, the students are accomplishing their purposes for reading and learning skills that they can use with other texts they encounter on the job.

WA ABE Level 4: Read With Understanding

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

ABE Level 4 Performance Indicators

R 4.1 Recognize unfamiliar and some specialized words and abbreviations using word analysis or inference
 R 4.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary
 R 4.3 Locate important information, read for detail and determine missing information using a wide range of strategies
 R 4.4 Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace
 R 4.5 Actively apply prior knowledge to assist in understanding information in texts
 R 4.6 Organize information using some strategies, such as recall, restatement, simple sequencing and simple categorization

Show Fluency, Independence, and Ability to Perform in a Range of Settings : *Adults performing at Level 4 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar and some novel settings.*

ABE Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Read with Understanding to accomplish a variety of goals, such as:

- Reading fast food nutrition charts to choose a meal that is low in fat
- Reading brief newspaper editorials on opposing sides of a subject of interest to clarify a personal opinion on the subject
- Reading newspaper advice columns to stimulate thinking about personal issues
- Reading TV Guide to determine if specific movies are appropriate for children
- Reading information about labor unions to make a decision about joining a union
- Reading a magazine about typical behavior for toddlers to figure out how to deal with a two-year-old's tantrums
- Reading a brochure from a health clinic to learn about signs of depression and helpful tips for dealing with it

Teaching & Learning Objectives for ABE Level 4

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

4A1 Read texts for real-life purposes
 4A2 Apply prior knowledge to support comprehension
 4A3 Monitor and enhance comprehension by drawing from among a store of strategies, integrating several at a time
 4A4 Attend to text features and common text structures to understand common documents and informational and literary texts
 4A5 Analyze and interpret meanings in common informational and literary texts
 4A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetic

4B1 Recognize many words found in everyday texts, as well as some words specific to a limited set of specialized areas
 4B2 Recognize less common patterns and patterns used regularly across specialized areas
 4B3 Use strategies in combination to identify most unknown words in everyday texts

C. Vocabulary

4C1 Understand meanings of many words/phrases found in everyday texts and of small sets of terms related to a few specialized topics
 4C2 Draw from an array of strategies to discern the meanings of unfamiliar words found in everyday texts

D. Fluency

4D1 Read many texts accessible to adults in everyday life accurately and at an appropriate pace
 4D2 Group words in complex sentences into meaningful phrases
 4D3 Regularly read a variety of types of connected texts inside and outside of class

Read With Understanding

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

ABE Level 4 Teaching and Learning Objectives

Teaching & Learning Objective		Content Examples
A. COMPREHENSION		
4A1	Read texts for real-life purposes	a. Seek out texts to meet personal goals b. Determine general and specific purposes for reading c. Identify the intended audience and the general and specific purpose of the author/text d. Identify how the purpose of the text relates to own purposes for reading
4A2	Apply prior knowledge to support comprehension	a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings e. Some specialized content knowledge
4A3	Monitor and enhance comprehension by drawing from among a store of strategies, integrating several at a time	a. Preview text aids (e.g., key words, advanced organizers, summary statements) provided in the text b. Pose and answer own questions that elicit critical thinking c. Take written notes d. Select appropriate graphic organizers e. Write summaries
4A4	Attend to text features and common text structures to understand common documents and informational and literary texts	a. Locate important information and/or follow directions on common business and community documents (e.g., job applications, tax withholding forms, etc.) b. Use text aids (e.g., bold/italicized print, subheadings, indices, map keys, charts, graphs) to locate information in informational text c. Recognize the organization of major literary forms (e.g., narratives, poetry, drama, essay) to form expectations d. Identify common expository text features (e.g., description, sequence, compare/contrast, problem/solution, cause and effect) to determine relationships among ideas (including stated and unstated main ideas and supporting details) e. Recognize signal words that organize text (<i>to whom it may concern, furthermore, in summary</i>)
4A5	Analyze and interpret meanings in common informational and literary texts	a. Draw conclusions about the author's viewpoint and underlying bias(es) b. Determine the effectiveness of the author's use of language (e.g., word choice, phraseology, figurative language) to achieve the author's purpose c. Consider how narrative elements interact to develop a story (e.g., character development as a result of events, role of setting in plot development)
4A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community

		<p>c. Answer questions and/or ask new ones</p> <p>d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions</p>
B. ALPHABETICS		
4B1	Recognize many words found in everyday texts, as well as some words specific to a limited set of specialized areas	<p>a. Recognize names of people found commonly in everyday texts</p> <p>b. Recognize most abbreviations found in everyday texts</p> <p>c. Recognize words common to fields of interest/study</p>
4B2	Recognize less common patterns and patterns used regularly across specialized areas	<p>a. Recognize a range of syllable patterns</p> <p>b. Recognize a range of roots (e.g., <i>spec, flect, dic</i>)</p> <p>c. Recognize a range of prefixes and suffixes (e.g., <i>semi-, quad-, milli-, -logist, -ician</i>)</p>
4B3	Use strategies in combination to identify most unknown words in everyday texts	<p>a. Identify and blend syllables</p> <p>b. Apply pronunciation rules</p> <p>c. Use the pronunciation guide in a dictionary or glossary</p>
C. VOCABULARY		
4C1	Understand meanings of many words/phrases found in everyday texts and of small sets of terms related to a few specialized topics	<p>a. Recognize specific meanings (out of a set of possible meanings) of words found across a range of texts</p> <p>b. Know meanings of common idioms</p> <p>c. Know meanings of terms related to specialized topics</p> <p>d. Recognize relationships within and across some sets of words and terms</p> <p>e. Know meanings of common abbreviations found in everyday texts (e.g., <i>gov't, Capt., CPA, RE</i>)</p> <p>f. Know meanings of common roots and affixes</p>
4C2	Draw from an array of strategies to discern the meanings of unfamiliar words found in everyday texts	<p>a. Apply knowledge of the meanings of common roots and affixes</p> <p>b. Use a dictionary, identifying the appropriate definition and/or using etymological information</p> <p>c. Use a thesaurus</p>
D. FLUENCY		
4D1	Read many texts accessible to adults in everyday life accurately and at an appropriate pace	
4D2	Group words in complex sentences into meaningful phrases	<p>a. Attend to a range of punctuation clues (e.g., semicolons, colons)</p> <p>b. Attend to meaning of long phrases and clauses</p> <p>c. Draw upon knowledge of the syntax of written language</p>
4D3	Regularly read a variety of types of connected texts inside and outside of class	<p>a. Plays</p> <p>b. Informational books</p>

Sample Texts Appropriate for ABE Level 4 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Applications
- ❖ Tax forms
- ❖ Dictionaries
- ❖ Newspaper sections (i.e., comics, weather, etc.)
- ❖ Articles from popular magazines (i.e., *Reader's Digest, People, Parenting*)
- ❖ Internet articles
- ❖ Information books
- ❖ Popular novels
- ❖ Poems
- ❖ Plays and screenplays

Illustration of Reading With Understanding at WA ABE Level 4:

Reading a Movie Guide

Angel is watching TV with the kids one evening. It's a school night but he allows the kids to watch TV before bed if they've finished their homework and helped clean up after supper. They turn to a channel where a movie is just starting, and the kids say, "Let's watch this!" The movie is called "Nowhere to Run." Angel doesn't know anything about the movie, including whether or not it's appropriate for kids their age (9 and 12 years old) or how long it runs (the kids are supposed to be in bed by 10pm). Angel just started subscribing to *TV Guide*, so he decides to look the movie up in this week's issue to see if it's ok for his kids to watch. He thinks about what he wants to find out: what is the movie's rating and what does it mean? Does the movie contain a lot of violence, foul language, "adult" sexual content? And will watching the movie mean the kids are staying up past their bedtime?

He knows the fastest way to find out what he needs to know; he first finds the Table of Contents by looking over the first few pages of the *Guide* until he sees the right heading. Then he reads more carefully down the list of contents so he can find words that sound like they refer to what he's looking for. Eventually he finds "Movie Guide" and the corresponding page number. He again scans a few pages to find where the page numbers are located on the page, and now, knowing this, he turns to the pages containing the Movie Guide. He looks at the first page of the Movie Guide and notices several things: there are several small paragraphs, each one starting with bolded words (he correctly guesses that each paragraph describes one movie whose title is in the bolded words); the print is very small; and it includes not only words but also some abbreviations and symbols that he is not familiar with. He guesses that somewhere on the page there will be explanations for those abbreviations and symbols, and sure enough, he finds the "key" at the bottom of the page. He also knows that these kinds of listings are usually in alphabetical order, so he remembers the title he's looking for, skims down the listings to the Ns, and reads through the titles starting with N until he finds "Nowhere to Run."

First, he reads the text of the movie description. A couple of the words are tough for him, but he works out the syllables and either recognizes them or guesses at them based on what he reads in the rest of the sentence. Now, he looks at the abbreviations and symbols that accompany the description, and, one at a time, he matches them to the listings in the key and reads what each one means. In this way he finds out most of the answers to the questions he thought about before he started. Based on what he learns, he can now decide if it's okay for his kids to watch the movie.

Illustration of RWU Teaching & Learning at WA ABE Level 4:

Preparing to Locate Information in Documents

Isabel teaches in a family literacy program. As a way to assess the needs of her learners and get ideas for appropriate instructional activities, she has been engaging them in conversations about what and why they read in family life, using the EFF Four Purposes for Learning as a guide. The learners raise lots of concerns and interests. One exchange that she is especially struck by focuses on the purpose of “access”, and how sometimes you need to find specific information when you read a book, magazine, or other text, but you don’t really want to spend the time to read everything. So Isabel decides to plan some learning activities around the kinds of documents that learners use every day to find information they need. She asks them to bring in examples of these kinds of texts: cookbooks, children’s magazines, TV Guides, brochures from the local health center, etc.

Isabel first asks learners to look at all the collected documents together and think about what they have in common; for instance, she guides them to notice that they are all organized into specific sections, that each section has some theme or organizing principle, and that a Table of Contents somewhere near the beginning of most of the documents helps us see what the sections are and where to find them. Also, these kinds of documents sometimes use specialized words, abbreviations or symbols; in that case the text usually includes some kind of glossary or key to help you understand what they mean. Isabel points out that knowing these characteristics may help when we have to find information in texts about all different subjects and even texts that we have never seen or used before.

Now Isabel turns to working with some of the documents individually. For each one, she facilitates lessons in pre-reading activities (asking questions to be answered by reading, focusing on section headings to predict content, etc.); particular strategies for locating information in text (finding, identifying, and using the Table of Contents, index, keys, glossaries; finding items in alphabetized lists; highlighting important text; etc.); and simple ways to organize the information once it is located (brief oral or written summary, providing answers to pre-reading questions, making a simple chart, etc.). She also plans lessons in which she teaches the meanings of root words and affixes, using words from the readings as target words. She helps learners identify and define some often used abbreviations as well.

After a series of lessons focused on discrete skills like these, Isabel always makes sure that learners have a chance to apply what they are learning by reading some part of the text (aloud or silently), locating some information from the text that they need in order to learn something they want to know, and then talking together about whether the text and their reading of it helped them achieve their purposes for reading. If there is a problem, Isabel and her learners talk about using a different text (if that is the root of the problem) or using a different set of strategies for reading the text. By consistently applying what they are learning and then monitoring their reading experiences in these ways, the learners are not only reading particular texts with understanding during class, but also learning how to read a range of texts for a variety of purposes outside the classroom.

WA ABE Level 5: Read With Understanding

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

ABE Level 5 Performance Indicators

R 5.1 Recognize and interpret abbreviations and specialized vocabulary
 R 5.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization
 R 5.3 Locate important information, read identified sections for detail and determine missing information using a wide range of strategies
 R 5.4 Monitor and enhance comprehension using a wide range of strategies
 R 5.5 Evaluate prior knowledge against new information in texts to enhance understanding of the information
 R 5.6 Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast

Show Fluency, Independence, and Ability to Perform in a Range of Settings: *Adults performing at Level 5 can read and comprehend dense or multipart texts at an appropriate pace and with good comprehension to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings.*

ABE Level 5 Examples of Proficient Performance

Adults performing at Level 5 can Read with Understanding to accomplish a variety of goals, such as:

- Reading over-the-counter medicine labels to choose the right product for a sick child
- Reading a magazine article about home Internet connection providers to analyze the options described and select a provider
- Reading information about advertising techniques and analyzing the ways advertisers persuade customers to buy their products to become better informed about a purchase
- Reading a campus safety brochure to be aware of school's rules, regulations and resources available for students
- Reading information from the Occupational Safety and Health Administration about noise exposure to solve a problem at work
- Reading a self-help book about family finances to find ways to save money
- Reading information about voter eligibility to decide if one is eligible to vote in an upcoming election
- Reading instructions from a Web site for job seekers to find information and advice on effective resume writing

Teaching & Learning Objectives for ABE Level 5

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

5A1 Read a range of texts for real-life purposes
 5A2 Evaluate and apply relevant prior knowledge to support comprehension
 5A3 Monitor and enhance comprehension by using a range of strategies flexibly, and in combination
 5A4 Attend to text features and author's unique organization of ideas to understand dense or multi-part documents and informational and literary texts
 5A5 Analyze and interpret meanings in dense or multipart informational and literary texts and evaluate the contents
 5A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetics

5B1 Recognize most words and abbreviations found in a range of texts, including a store of words specific to certain specialized areas
 5B2 Recognize patterns used regularly in specialized areas
 5B3 Use strategies easily and in combination to identify most unknown words found in a range of texts

C. Vocabulary

5C1 Understand meanings of most words/phrases found in everyday texts and of organized sets of terms related to some specialized topics
 5C2 Draw easily from an array of strategies to discern the meanings of unfamiliar words found in a range of texts

D. Fluency

5D1 Read most texts accessible to adults in everyday life, accurately and at an appropriate pace
 5D2 Group words in long, complex sentences into meaningful phrases
 5D3 Read a variety of types of connected texts inside and outside of class

Read With Understanding

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

ABE Level 5 Teaching and Learning Objectives

Teaching & Learning Objective		Content Examples
A. COMPREHENSION		
5A1	Read texts for a range of real-life purposes	<ul style="list-style-type: none"> a. Seek out texts to meet personal goals b. Determine general and specific purposes for reading c. Identify the intended audience and the general and specific purpose of the author/text d. Identify how the purpose of the text relates to own purposes for reading
5A2	Evaluate and apply relevant prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings e. Content knowledge related to a variety of specialized topics
5A3	Monitor and enhance comprehension by using a range of strategies flexibly, and in combination	<ul style="list-style-type: none"> a. Preview text aids b. Pose and answer own questions that elicit high levels of critical thinking c. Take and organize written notes d. Develop graphic organizers/text maps e. Write summaries, clearly organizing major and minor ideas
5A4	Attend to text features and author's unique organization of ideas to understand dense or multi-part documents and informational and literary texts	<ul style="list-style-type: none"> a. Locate information and/or follow directions on common business, legal, and community documents (e.g., training manuals, simple wills, voter eligibility material) b. Recognize the organization of major literary forms (e.g., narrative, poetry, drama, essay) and different categories of each (e.g., comedy tragedy, etc.) c. Determine how authors organize ideas, identifying the principal arguments/points (stated and unstated) and the supporting details d. Recognize a wide range of signal words that organize text
5A5	Analyze and interpret meanings in dense or multipart informational and literary texts and evaluate the contents	<ul style="list-style-type: none"> a. Identify influences on the writing (e.g. historical and cultural contexts, author's personal history, author's own biases) b. Recognize the use of language and literary devices (e.g., point of view flashback, symbolism, irony, etc.) to achieve the author's purpose c. Recognize techniques used to develop themes, arguments, and explanations d. Evaluate the accuracy/reasonableness of the author's major and minor points e. Draw conclusions about the themes in and implications of the author's message f. Compare and contrast information and ideas presented in two or more texts
5A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community

		<p>c. Answer questions and/or ask new ones</p> <p>d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions</p>
B. ALPHABETICS		
5B1	Recognize most words and abbreviations found in a range of texts, including a store of words specific to certain specialized areas	
5B2	Recognize patterns used regularly in specialized areas	<p>a. Recognize roots common to different specialized areas (e.g., <i>morph, ortho, path, rad, homo</i>)</p> <p>b. Recognize prefixes and suffixes common to different specialized areas (e.g., <i>bio-, hydro-, -cracy, -ectomy</i>)</p>
5B3	Use strategies easily and in combination to identify most unknown words found in a range of texts	<p>a. Identify and blend syllables</p> <p>b. Apply pronunciation rules</p> <p>c. Use pronunciation guides in dictionaries and glossaries</p>
C. VOCABULARY		
5C1	Understand meanings of most words/phrases found in everyday texts and of organized sets of terms related to some specialized topics	<p>a. Recognize relationships within and across increasingly complex sets of words and terms</p> <p>b. Know meanings of less common abbreviations</p> <p>c. Know meanings of a range of roots</p>
5C2	Draw easily from an array of strategies to discern the meanings of unfamiliar words found in a range of texts	<p>a. Apply knowledge of meanings of a range of roots and affixes</p> <p>b. Use a dictionary, identifying the appropriate definition and/or using etymological information</p>
D. FLUENCY		
5D1	Read most texts accessible to adults in everyday life accurately and at an appropriate pace	
5D2	Group words in long, complex sentences into meaningful phrases	
5D3	Regularly read a variety of types of connected texts inside and outside of class	

Sample Texts Appropriate for ABE Level 5 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- | | | |
|-------------------------------|---|-------------------------|
| ❖ Work manuals | ❖ News magazines (i.e., <i>Time, Newsweek</i>) | ❖ Novels |
| ❖ Simple wills | ❖ Editorials | ❖ Poems |
| ❖ Tax forms | ❖ Information books | ❖ Plays and screenplays |
| ❖ Voter eligibility materials | ❖ Internet Web sites | |
| ❖ Newspaper articles | ❖ High school textbooks | |

Illustration of Reading With Understanding at WA ABE Level 5:

Reading a Novel for the Book Club

Carol is scheduled to take the GED exam in a few months. She has been attending a GED class at the local library. Walking into class one day, she notices an announcement on the bulletin board at the library about a women's book club that is forming. The group will meet every two weeks, and members will prepare to discuss a different book at each meeting. Carol likes to read novels and had heard from some of her friends about how much they like attending book clubs. It seems like it might be fun to read books and then talk about them with other people; she already does that informally with some of her friends and in this group she might make some new friends. She thinks she could probably manage to read a book in 2 weeks if it wasn't too long; plus, reading regularly for the club might help her with her GED test (she remembers her teacher often says that the best way to be a good reader is to read – a lot.) So Carol signs up for the club, writes down the name of the first book the club will discuss, and finds the book at the library.

Carol knows that reading a novel is different than reading something like a textbook, where the writer is trying to convey straightforward information by using organized paragraphs and chapters focused on particular topics, or an editorial in the newspaper, where the writer is explicitly expressing an opinion and (hopefully) defending it with a series of factual details. Still, writers of novels have views about the world and often are trying to make a point about something. If that's true with this book, Carol wants to be able to figure out the writer's point. She knows that sometimes a writer makes the message obvious, and sometimes you have to “dig deeper” to figure out what the writer is getting at. And, even if the writer's purpose is only to entertain, Carol is reading the novel not only to be entertained but also to be able to participate in the book club discussion. So she knows she will have to pay attention to some things that the writer does as she reads.

Before she starts reading, Carol thinks about what kinds of questions people might talk about at the book club and writes some things down to remind herself: Who are the main characters? What are they like, how do they relate to each other, and how do they change as the story unfolds? What happens in the story? What does the writer do to make the story more interesting? Anything unusual or unexpected? What's the “moral” of the story? And, finally, did I like it? Can I relate to it? Do I agree with the author's purpose and point of view?

Carol knows that there are some ways to get “clues” about the story before actually reading it. So she flips through the pages to look at how the chapters are presented. She notices that the book has three parts, each labeled with a date. So now she knows about how much time is covered in the story. She sees that the chapters seem pretty long, and they are numbered but have no titles. However, she also notices that at the beginning of each chapter there is a small passage of italicized print, followed by a name and title of some kind. She knows that she will have to figure out what that's about as she reads. Then, Carol looks on the back cover and reads the

information about some of the characters and storyline there. These activities all get her ready to begin, and now she settles in to reading.

Carol reads pretty fluently at this point. Every once in a while, when a sentence is particularly long, she has to stop to reread it in chunks to be sure she gets the whole meaning. And there are a few words that she looks up in the dictionary, but mostly she reads without great difficulty. Whenever she has time, she likes to read a chapter (the chapters are fairly long), then stop to stretch, and then pick up her list of questions and jot down any answers she has come up with so far in her reading.

After doing this 3 or 4 times she thinks she understands the reason for the italicized text at the beginning of each chapter. It seems that, while the story is being told by one character, the writer wants the reader to hear another viewpoint on the action. For this reason, the writer starts each chapter with an excerpt from a newspaper report related to the story from the same general time and place. This would explain the italics – the author is signaling that this is a different kind of writing for a different purpose (to convey “objective” information) and needs to be read differently than the rest of the text. Carol makes sure to note this on her question/answer sheet.

As Carol reads further, she no longer needs to stop at the end of each chapter. She does stop now and then, though, to add information to her question/answer sheet. And when she finishes the book, she decides to do 3 things to organize her thoughts in preparation for the book club meeting. Looking over her question/answer sheet, she first draws a “map” of the main characters, putting the narrator in a circle at the center, and then drawing spokes out to circles for other characters, each enclosing a name and a brief description of his/her relationship to the narrator. She then writes a brief summary of the story and lists some points she thinks the author was trying to make. She reads certain sections of the book again, using sticky notes to mark passages she might want to refer to in the book club. Finally, she writes some notes about her reactions to the story and how it did (or did not) speak to her own life and experience. Following a suggestion from the book club announcement, she includes a question she would like to ask the author if she had the chance.

Carol attends the first book club meeting and has a great time! It’s a little scary to talk at first, but almost everyone is “in the same boat” and they are all very nice. And Carol is well-prepared so she feels pretty competent. She feels like she learns even more by listening to others as well. Moreover, when Carol later takes the GED test, she finds several opportunities to use some of the strategies she used in preparing for the book club – identifying, describing and drawing conclusions about an author’s purpose, techniques, organization, and characters; identifying details; and summarizing information.

Illustration of RWU Teaching & Learning at WA ABE Level 5:

Preparing to Read a Novel for a Book Club

Yvonne teaches a GED preparation class at the local library. She knows that her students want her to prepare them to be able to read and answer questions about many kinds of long texts if they are going to pass the test, so she tries to introduce as many different kinds of text as she can for students to work with. But she also wants to be sure that many of the texts are like reading materials her students will actually use in their everyday lives; that way it will be more likely that the students will be able to use the knowledge and skills they gain while preparing for the GED in other contexts and for other purposes that are important to them. Also, her students will probably show a lot more interest and motivation if their reading is meaningful to them.

One day Yvonne notices an announcement on the library bulletin board about book clubs. It makes her think about how often she overhears students talking to each other about novels they are reading and how interested some of them were when Oprah was holding her book club on TV. She decides to ask students if they would like to work on reading skills they need for the GED while getting to know some novels that they can read just for pleasure – or maybe even getting involved in a book club themselves. They agree. Yvonne asks them to take out their copies of the *EFF Read with Understanding* standard, and together they review the skill process they will be using in their activities.

Yvonne starts by asking students to brainstorm a list of things they might need to know about a passage from a novel as it might appear on a GED test – what kind of questions might they be asked on the test? Yvonne contributes to the brainstorm, filling in gaps with her own knowledge about the kinds of questions related to narrative passages that appear in “official” GED preparation workbooks and practice tests. She writes down everyone’s contributions.

Then, she asks students to think about reading a novel on their own, and what they might want to find out as they read. She makes a list of their responses and then asks the students to compare the two lists. What is the same? What’s different? Why? Based on this discussion, Yvonne and the students together decide what kinds of questions they will focus on when they are reading; Yvonne uses this opportunity to show the students how they can group their questions into 3 categories:

- 1) About the story: What is the story about? When does the story take place? Who are the main characters? How are they related to each other? What do they do, and why? What happens?
- 2) About the author: How does the writer put the story together? Does the writer do anything unusual or interesting to tell the story? Use any unusual or interesting words (and what do they mean)? What points is the writer trying to make?
- 3) About my reaction: Why did I decide to read this story? Do I like it? Do I agree with what the writer is getting at? Does it remind me of anything about my life? Would I tell someone else to read it?

Yvonne also makes the point that they can make, and categorize, their own list of questions before they read any book; that's one way to focus their reading if they need to do that – for instance, if they are preparing to discuss the book with someone else and they want to organize their thoughts beforehand.

Next, Yvonne makes an annotated list of several novels that have been featured on Oprah's book club, and the students talk about which ones sound interesting. Yvonne suggests that instead of reading one novel together, they read excerpts from a few. That way the readings will be more like what will appear on the GED, and then students will know enough about each to decide if they want to read the whole thing.

So they narrow the list down to their top three, and Yvonne chooses excerpts from each of these three for the students to work with. However, Yvonne also brings in (or asks students to bring in, if they have them) a few copies of each novel so she can help the students see how different narratives are organized (how many parts/chapters, use of titles/headings, use of different kinds of text and/or voices, etc.) and learn how to get clues about the story before they read the excerpts (previewing key words in, and getting information from, titles/headings, reading back or dust covers, etc.).

During the class, sometimes the students read passages silently. Yvonne shows them how to reread a long sentence "in chunks" if they get confused about what it is saying. She also has them practice sounding out and figuring the meaning of some unfamiliar words (either by drawing conclusions from the context, or looking up in the dictionary). And she urges them to keep track of what the text is saying, either by taking notes or highlighting key points. Sometimes the students read passages aloud so that Yvonne can check fluency.

After they read the selected passages from a novel, the students spend some time jotting down answers to their questions and, as a group, use these questions and answers as a guide to discuss the story, the author's way of telling the story, and their own responses. During this time Yvonne also shows them some strategies to help with their understanding. They make "character maps" to illustrate the relationships among main characters. They write brief summaries. And they practice writing a "question to the author" that includes 1) what I think you were trying to say, and 2) what I would ask you about that if I had the chance.

For excerpts from the final novel, and as a way for students to demonstrate how they are using their reading skills, Yvonne sets up a sort of "book club" in the class. She breaks up the class into smaller groups. The members of each group take on specific roles in which they lead discussions about the excerpts. The Discussion Leader chooses one question from each of the first two categories the students created and uses these questions as guides to facilitate discussion. The Vocabulary Grower finds 3 to 5 words that seem most interesting or powerful, or the meaning of which are unclear; presents each word to the group and reads the entire sentence in which the word appears; and discusses why the word was chosen and its definition in this sentence (all group members record new vocabulary in a journal or word log). The Summarizer writes a brief summary of the excerpts, reads the summary to the group, and leads a discussion about whether all the important points are included and

accurate. The Real Life Connector writes about a connection of the story to real life, shares this writing with the group, and asks for comments or feedback. And the Big Picture Thinker leads a discussion about the overall point the author was trying to make, whether or not it makes sense to group members, and whether or not members would read the whole book and recommend it to others.

Finally, the students look again at *Read with Understanding* and talk about how these activities have helped them to improve their use of this standard, both to prepare for the GED and to read well for other purposes.

WA ABE Level 6: Read With Understanding

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

ABE Level 6 Performance Indicators

R 6.1 Recognize and interpret terms, signs, symbols, acronyms, and abbreviations
 R 6.2 Demonstrate familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose and complex documents
 R 6.3 Locate both directly stated and implied important information, using a wide range of strategies to guide reading of long texts
 R 6.4 Monitor and enhance comprehension using a wide range of strategies, such as brainstorming and question formulation techniques
 R 6.5 Integrate prior knowledge with new information in texts to develop deep understanding of the information
 R 6.6 Organize and analyze information and reflect upon its meaning using a wide range of strategies, such as applying relevant information to multiple scenarios, summarizing, and drawing “big picture” conclusions and generalizations from detailed reading

Show Fluency, Independence, and Ability to Perform in a Range of Settings: *Adults performing at Level 6 can read and comprehend long, complex texts at an appropriate pace and with good comprehension to independently accomplish structured or unstructured complex reading activities in a variety of familiar and novel settings.*

ABE Level 6 Examples of Proficient Performance

Adults performing at Level 6 can Read with Understanding to accomplish a variety of goals, such as:

- Reading information about financial aid for higher education to decide whether to apply for loans and to understand options available if applying for aid
- Reading a brochure on workplace medical benefits to distinguish differences between types of plans
- Reading newspaper editorials that take opposite stands on the same issue and decide which argument is more persuasive to develop a personal position on the issue
- Reading a consumer guide about long-distance telephone services to choose a personal home service
- Reading a journal article on childhood bullying to get ideas about how to cope with a child’s bullying behavior
- Reading data sheets on material safety to get guidance about safely handling toxic materials in the workplace
- Reading a company’s employee handbook to get up-to-date information about the company’s employment leave policies

Teaching & Learning Objectives for ABE Level 6

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

- 6A1 Read a wide range of texts for real-life purposes
 6A2 Evaluate and apply relevant prior knowledge to support comprehension
 6A3 Monitor and enhance comprehension by using a wide range of strategies flexibly and in combination
 6A4 Attend to text features and author’s organization of ideas to understand complex documents and informational and literary texts
 6A5 Analyze and interpret meanings in long and complex informational and literary texts and evaluate the contents
 6A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetics

- 6B1 Recognize most words and abbreviations found in a wide range of texts, including words specific to a variety of specialized areas
 6B2 Recognize patterns used regularly in a variety of specialized areas
 6B3 Use strategies easily and in combination to identify most unknown words encountered in a wide range of texts

C. Vocabulary

- 6C1 Understand meanings of most words/phrases found in everyday texts and of complex and varied sets of terms related to a range of specialized topics
 6C2 Draw easily from an array of strategies to discern the meanings of unfamiliar words found in a wide range of texts

D. Fluency

- 6D1 Read everyday texts and specialized but familiar material accurately and at an appropriate pace
 6D2 Group words in long, complex sentences into meaningful phrases
 6D3 Read a variety of texts, inside and outside class

Read with Understanding

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

ABE Level 6 Teaching and Learning Objectives

Teaching & Learning Objective		Content Examples
A. COMPREHENSION		
6A1	Read a wide range of texts for real-life purposes	<ul style="list-style-type: none"> a. Seek out texts to meet personal goals b. Determine general and specific purposes for reading c. Identify the intended audience and the general and specific purposes of the author/text d. Identify how the purpose of the text relates to own purposes for reading
6A2	Evaluate and apply relevant prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings e. Content knowledge related to a wide range of specialized topics
6A3	Monitor and enhance comprehension by using a wide range of strategies flexibly, and in combination	<ul style="list-style-type: none"> a. Preview text aids b. Pose and answer own questions that elicit high levels of critical thinking c. Take and organize written notes d. Develop graphic organizers/text maps e. Write summaries, clearly organizing major and minor ideas
6A4	Attend to text features and author's organization of ideas to understand complex documents and informational and literary texts	<ul style="list-style-type: none"> a. Locate information and/or follow directions on business, legal, academic and community documents (e.g., financial aid applications, tax forms, insurance forms, consumer guides, textbooks) b. Recognize categories of major literary forms (e.g., tragedy, comedy, etc.) and major features of each (e.g., tragic hero, jester, etc) c. Determine how authors organize ideas, identifying the principal arguments/points (stated and unstated) and the supporting details d. Recognize a wide range of signal words that organize text
6A5	Analyze and interpret meanings in long and complex informational and literary texts and evaluate the contents	<ul style="list-style-type: none"> a. Draw conclusions about how historical/cultural contexts, the author's personal history, and the author's biases have impacted the writing b. Determine the effectiveness of the use of language and literary devices to achieve the author's purpose c. Identify the techniques used to develop themes arguments, and explanations d. Evaluate the accuracy/reasonableness and relevance of the author's major and minor points e. Draw conclusions about the themes in and implications of the author's message f. Compare and contrast complex information and ideas presented in two or more texts
6A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community. c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions

B. ALPHABETICS		
6B1	Recognize most words and abbreviations found in a wide range of texts, including words specific to a variety of specialized areas	a. Recognize a range of common sounds from other languages (e.g. <i>j</i> in <i>Juan</i>)
6B2	Recognize patterns used regularly in a variety of specialized areas	
6B3	Use strategies easily and in combination to identify most unknown words encountered in a wide range of texts	a. Identify and blend syllables b. Apply pronunciation rules c. Use the pronunciation guides in dictionaries and glossaries
C. VOCABULARY		
6C1	Understand meanings of most words/phrases found in everyday texts and of complex and varied sets of terms related to a range of specialized topics	a. Recognize relationships within and across comprehensive and complex sets of words and terms b. Know meanings of abbreviations found in advanced work and community documents and texts on specialized topics (e.g., <i>etc.</i> , <i>i.e.</i> , <i>e.g.</i> , <i>aka</i>)
6C2	Draw easily from an array of strategies to discern the meanings of unfamiliar words found in a wide range of texts	a. Apply knowledge of meanings of a range of roots and affixes b. Use a dictionary, identifying the appropriate definition and/or using etymological information
D. FLUENCY		
6D1	Read everyday texts and specialized but familiar material accurately and at an appropriate pace	
6D2	Group words in long, complex sentences into meaningful phrases	
6D3	Read a variety of connected texts, inside and outside of class	

Sample Texts Appropriate for ABE Level 6 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

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|---------------------------------|-------------------------|-------------------------|
| ❖ College application materials | ❖ Work manuals | ❖ Novels |
| ❖ Financial aid information | ❖ Magazine essays | ❖ Poems |
| ❖ Tax and insurance forms | ❖ Information books | ❖ Plays and screenplays |
| ❖ Consumer guides | ❖ Internet Web sites | |
| | ❖ High school textbooks | |

Illustration of Reading With Understanding at RWU WA ABE Level 6:

Developing a Personal Position on the Issue of School Vouchers

Sara and Marco have 2 children who are attending the local public schools. They both work and together make enough money to provide a decent life for their family, but there isn't much money left for "extras." Up to this point the children have been getting pretty good grades in school and the parents have tried to stay as involved as they can in school meetings and activities despite a heavy work schedule. But lately they have been worrying about their children's education and safety in school. Metal detectors have been installed at the high school, there are rumors about drug sales near the middle school, and there was almost a teachers' strike last fall.

Meanwhile, there have been debates going on at the state level about whether or not to introduce a school voucher program that would allow some parents to put their children in private schools. Sara and Marco have heard about this on the TV news. Marco says that if he had the chance he would use the vouchers to take the children out of public school immediately, but Sara is not so sure. She knows that there are some people who think vouchers are great and other people who think vouchers are a bad idea. But she doesn't feel like she understands why, and she doesn't get much information to help her understand beyond the brief treatment on the TV news. One night while Sara and Marco are discussing this, Sara proposes that they get more information by reading about the pros and cons of voucher programs. That way, if there is a vote about vouchers or if they are offered the opportunity to use them, together they can decide where they stand for their family. Sara says she will look for some information to read on the subject.

Every Saturday morning Sara takes the children to the library to pick out a book for the week. She knows that she can find lots of information on the Internet and that the library offers Internet access, so she signs up for some time on the computer while her children are reading their chosen books. She knows that, once online, she can search for information by typing "school vouchers" on the blank line beside the word "search," and then clicking on "search." She finds a very long list of entries. She knows she can't look at all of them, so she decides to narrow her search by looking for articles that appeared in newspapers. She knows that people write about their opinions about such topics as school vouchers in newspaper editorials. She does this by scanning the Web site addresses at the end of each entry and identifying what she thinks are the (sometimes abbreviated) names of newspapers there.

As she finds articles that look promising, she studies the title, summary, and marginal notes if these are provided. She skims for key and bolded words or other clues about what the article might say. In this way she decides to print out 4 or 5 articles that seem to present a range of opinions.

Sara and Marco plan to read the articles together and then talk about them, checking with each other to clarify and make sure they understand what the articles say. Before they start, they remember several questions they had asked and want to find answers for as they read. ("What's the best reason FOR vouchers? What's the biggest problem

with vouchers? Who gains and who loses if we have vouchers? What are the facts, and what is each writer's opinion? Which argument makes more sense? What more do I need to know?") Sara also makes charts that she will use to keep track of what each writer is saying in the long articles. She uses 2 pieces of paper; one she labels "arguments for vouchers" and the other she labels "arguments against vouchers."

Sara remembers from school that an opinion piece in the newspaper is usually written in the form of a "persuasive essay." That means that the author will write in formal paragraphs and will probably introduce and state a main idea early in the writing, maybe even in the first paragraph. The author will also probably use at least 1 paragraph (or maybe more if the paragraphs are short, as they often are in newspaper stories) to develop each point that supports the main idea and the paragraphs at the end to state conclusions and summarize the argument. Remembering this organization of a persuasive essay helps Sara to locate the different kinds of important information she is looking for and to see how each piece of writing hangs together as a whole.

As Sara and Marco read the articles together, Sara uses a highlighter to mark what seem to be important ideas (Marco, it turns out, prefers to write notes in the margins). She stops briefly at the end of every couple of paragraphs to mentally summarize what she has read. If she's not sure, she quickly skims her highlighting on the paragraph to pick up anything she missed. Sometimes she asks Marco if he found anything she didn't, and sometimes Marco asks her the same. Then she looks at her questions and her for/against charts and decides if she can fill anything in from what she has learned so far. The writing is dense and complicated, and even though Sara is able to read it (including some very long sentences and even some long and unfamiliar words) at a fair pace without stumbling, she wants to be sure she is getting as much of the important information as she can from each paragraph.

When she finishes reading the pieces this way, she studies her for/against chart. She notices how often each writer states facts that support the opinions expressed; she notices how what the writers say is similar (she is a little surprised by this!) and how it is different. And she notices that she is tending toward agreeing with some writers more than others. Before making a decision about her position, she goes back to her question sheet and makes sure that she has answered all the questions there or asks Marco for additional information if he has it.

Sara has identified at least one strong argument for each position and some facts to support each (though she notes that some of the authors did a much better job of drawing on factual information than the others did). She understands more about the gains and losses involved. And she has noted that she would like to know some more facts, if there are any, to support one of the positions.

After the children are in bed one evening that week, Sara and Marco talk about where they stand on school vouchers based on what they knew before and what they have gotten from their reading. At one point, Marco questions a point that Sara brings up, and she gets confused. She ends up re-reading some of the text and quoting some of the material to Marco. She's glad Marco asked because now she feels more certain that she understands what she read. It feels good to be better informed. And as they talk they are confident that, even if they disagree right now, in the long run they are helping their family to be stronger through learning, no matter what they decide.

Illustration of RWU Teaching & Learning at WA ABE Level 6:

Preparing to Develop a Personal Position on an Issue

Dontrell teaches classes at the local Adult High School. His students represent a mix of native and non-native English-speaking adults who need to pass several content-area courses in order to obtain a “real” high school diploma. In accordance with the prescribed curriculum for his Language Arts class, he has been focusing on expository writing. There is a unit on persuasive essays to be covered. Dontrell knows he has to plan classes to cover this unit and he can use the textbook provided for the class, but he also wants to be sure that what his students read will be meaningful and useful to them and that the skills they learn will transfer to other important tasks and purposes they have for reading. Dontrell also wants his students to be able to think critically about the ideas and opinions they find in persuasive writing and to use their reading skills to make informed decisions about where they stand on the issues that are important to them.

Dontrell has often overheard his students informally arguing about “current affairs” before and after class. He knows they care a lot about these issues, but they often don’t seem to have a lot of reliable information with which to form and defend their positions. As a result, they often get frustrated and give up trying to sort things out. Worse, they sometimes get angry at each other when they disagree. So he decides to ask students if they would like to use their reading skills to become better informed about the pros and cons of some issues they care about so they can feel confident about their opinions and be better at persuading others to agree with them. At the same time they will be covering information that they need to pass the course. The students really like this idea, so they agree.

Dontrell has a conversation with the class about issues that are impacting their lives at the moment, on which opinions are divided. Those students who currently have children in school have lots of ideas, such as school uniforms, vouchers, and the teaching of evolution. Other students mention such things as the plans to build a new superstore outside town. Dontrell suggests the students break into 2 smaller “interest groups,” one that will focus on a school issue and one that will focus on a community issue.

Dontrell now asks the full group to list what they remember about the features of expository essays from previous lessons and lets them know that persuasive essays are one kind of this form of writing. He asks them to brainstorm about how a writer might use the features of expository writing to try to convince a reader to agree with a position on an issue, and he records all their responses on newsprint. Then he asks them where they would most likely find writing that is meant to persuade them to agree with the writer about some issue. This way he can make the connection between persuasive essays and text that is more familiar to the students, such as editorials, op-ed pieces and “letters to the editor” in newspapers or magazines. He passes out copies of an op-ed piece on one of the issues that students had identified earlier. They read it together, and then they consult their brainstorm list to analyze the writer’s opinion and the strategies used to defend it. Dontrell makes sure that they touch on the difference between fact and opinion and how the language a writer uses can reflect bias. If

Dontrell sees that students need more in-depth information on these concepts or strategies, he directs them to the class textbook, and they study it together for further explanation and examples.

Now Dontrell and his students create a chart to compare persuasive essays to informative essays. (What is the writer's purpose? What will the "main idea" be like? How will the writer use paragraphs? How will the writer use facts and figures? What kind of conclusion will the writer offer?) Adding some information, if needed to fill in any gaps, Dontrell makes sure that they address all the key concepts related to the structure and content of persuasive essays as well as that they see the difference between informing and persuading. And then Dontrell asks students to look at their copies of the standard *Read with Understanding* and to talk about how they will use the process described there and the information they have been covering to read persuasive writing with understanding.

Dontrell and the students spend some time in the school's computer lab. The aide there reviews with them how to "google" (use key words to search the Internet) for information about a topic of interest and gives them tips for narrowing their searches once they find resources. Then the students break into their smaller groups. Dontrell asks each group to decide among themselves how they will conduct their search for and study of information about both "sides" of the issue they chose, and he will assist them on an as-needed basis.

Some students will look for "pro" information, some will look for "con," and all will download and make copies of at least one article for all group members. Students will use strategies of their choice to identify writers' positions and to differentiate between facts and opinions in the articles they choose, in some cases creating charts or using other types of graphic organizers. And each student will write, or present orally, a summary of the article to share with other group members. Dontrell observes the groups as they work, asks questions, and records notes on index cards about how individual students are applying their knowledge and skills in this activity. He will later transfer these notes into the students' learning portfolios. At a few points his observations lead him to stop the group work to conduct mini-lessons and practice on some pre-reading and comprehension strategies: Skimming the text for key words and text features that give clues about the content; formulating questions before reading and then answering them while/after reading; and highlighting or note-taking while reading to identify important information.

After each group has fully explored the work of its members, Dontrell asks the groups to decide how to present their findings to the full class. Either they come to consensus as a group on a position and then present their fully-supported argument to the class, or they present a debate on the issue to the full class with some students defending each side. As he observes these presentations, Dontrell uses a rubric he has developed, based on the RWU standard and the particular knowledge and strategies associated with reading persuasive essays, to assess the performance of each group. Finally, Dontrell and the students look at the standard together, reflect upon how well they have used it in these activities, and imagine how they will use their developing expertise in other parts of their lives.

WA ABE Read With Understanding Table of Teaching & Learning Objectives

A. COMPREHENSION STRAND

WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1A1 Read texts for real-life purposes</p> <p>a. Determine general and specific purposes for reading</p> <p>b. Identify the general purpose of the text (inform, entertain, persuade)</p> <p>c. Identify how the purpose of the text relates to own purposes for reading</p>	<p>2A1 Read texts for real-life purposes</p> <p>a. Determine general and specific purposes for reading</p> <p>b. Identify the intended audience and the general and specific purpose of the author/text</p> <p>c. Identify how the purpose of the text relates to own purposes for reading</p>	<p>3A1 Read texts for real-life purposes</p> <p>a. Seek out texts to meet personal goals</p> <p>b. Determine general and specific purposes for reading</p> <p>c. Identify the intended audience and the general and specific purpose of the author/text</p> <p>d. Identify how the purpose of the text relates to own purposes for reading</p>	<p>4A1 Read texts for real-life purposes</p> <p>a. Seek out texts to meet personal goals</p> <p>b. Determine general and specific purposes for reading</p> <p>c. Identify the intended audience and the general and specific purpose of the author/text</p> <p>d. Identify how the purpose of the text relates to own purposes for reading</p>	<p>5A1 Read a range of texts for real-life purposes</p> <p>a. Seek out texts to meet personal goals</p> <p>b. Determine general and specific purposes for reading</p> <p>c. Identify the intended audience and the general and specific purpose of the author/text</p> <p>d. Identify how the purpose of the text relates to own purposes for reading</p>	<p>6A1 Read a wide range of texts for real-life purposes</p> <p>a. Seek out texts to meet personal goals</p> <p>b. Determine general and specific purposes for reading</p> <p>c. Identify the intended audience and the general and specific purpose of the author/text</p> <p>d. Identify how the purpose of the text relates to own purposes for reading</p>
<p>1A2 Draw upon prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p>	<p>2A2 Draw upon prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p>	<p>3A2 Apply prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p>	<p>4A2 Apply prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p> <p>e. Some specialized content knowledge</p>	<p>5A2 Evaluate and apply relevant prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge from everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p> <p>e. Content knowledge related to a variety of specialized topics</p>	<p>6A2 Evaluate and apply relevant prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p> <p>e. Content knowledge related to a wide range of specialized topics</p>

<i>Comprehension, cont'd</i> WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1A3 Monitor and enhance comprehension by using simple strategies, perhaps one at a time</p> <p>a. Use illustrations and symbols as clues to meaning b. Predict and confirm c. Check decoding d. Match words to written model e. Check for meaning f. Compare understanding with another reader g. Reread h. Read ahead</p>	<p>2A3 Monitor and enhance comprehension by drawing from a store of simple strategies, perhaps one at a time</p> <p>a. Preview material (e.g., title, pictures, format) b. Restate c. Rephrase d. Answer simple questions posed by self and others e. Use simple graphic organizers</p>	<p>3A3 Monitor and enhance comprehension by drawing from a store of strategies and combining 2 or 3</p> <p>a. Preview material (e.g., title, headings, format, captions, vocabulary) b. Use simple text markings (e.g., highlighting, underlining, personal reactions, questions) c. Retell (orally or in writing) d. Answer questions posed by self and others e. Adjust reading pace f. Use graphic organizers g. Write simple summaries</p>	<p>4A3 Monitor and enhance comprehension by drawing from among a store of strategies, integrating several at a time</p> <p>a. Preview text aids (e.g., key words, advanced organizers, summary statements) provided in the text b. Pose and answer own questions that elicit critical thinking c. Take written notes d. Select appropriate graphic organizers e. Write summaries</p>	<p>5A3 Monitor and enhance comprehension by using a range of strategies, flexibly and in combination</p> <p>a. Preview text aids b. Pose and answer own questions that elicit high levels of critical thinking c. Take and organize written notes d. Develop graphic organizers/text maps e. Write summaries, clearly organizing major and minor ideas</p>	<p>6A3 Monitor and enhance comprehension by using a wide range of strategies, flexibly and in combination</p> <p>a. Preview text aids b. Pose and answer own questions that elicit high levels of critical thinking c. Take and organize written notes d. Develop graphic organizers/text maps e. Write summaries, clearly organizing major and minor ideas</p>
<p>1A4 Use visible and organizational features of texts to aid understanding</p> <p>a. Use text format/features common to very simple community and personal documents (e.g., store and street signs, product labels, address</p>	<p>2A4 Attend to text format/features and common organizational structures to understand simple documents and simplified informational and literary texts</p> <p>a. Use the text features (e.g., layout, headings,</p>	<p>3A4 Attend to text format/ features and common organizational structures to understand simple documents and simple informational and literary texts</p> <p>a. Use the organization of common resources (e.g., television</p>	<p>4A4 Attend to text features and common text structures to understand common documents and informational and literary texts</p> <p>a. Locate important information and/or follow directions on common business and community documents (e.g.,</p>	<p>5A4 Attend to text features and author's unique organization of ideas to understand dense or multi-part documents and informational and literary texts</p> <p>a. Locate information and/or follow directions on common business, legal, and</p>	<p>6A4 Attend to text features and author's organization of ideas to understand complex documents and informational and literary texts</p> <p>a. Locate information and/or follow directions on business, legal, and community documents (e.g.,</p>

<p>labels, simplified forms, simple calendars, grocery lists) to identify purpose of text and to locate discrete information</p> <p>b. Recognize sentences in connected text</p> <p>c. Identify simple story elements (e.g., character, setting, problem, sequence of events, and outcome) to aid recall and understanding of oral stories and/or simplified written stories</p>	<p>bold print, symbols) to help locate information in common documents (e.g., bills, applications, order forms, calendars)</p> <p>b. Use text features (e.g., layout, headings, captions, bold print) to locate information in simple informational texts (e.g., specially-written brochures, newspapers, special interest books, simplified dictionaries)</p> <p>c. Recognize and understand the concept of paragraph</p> <p>d. Identify simple narrative text structure (including conflict) and the basic features of poetry and drama to aid recall and enjoyment of simplified literary texts</p>	<p>listings, classified ads, dictionaries, magazines) to locate information</p> <p>b. Use text features (e.g., title, subheadings, bulleted points, bold/italicized print, table of contents) common to simple/simplified informational texts to find specific information</p> <p>c. Recognize that organizational structures used to organize ideas are culturally-specific</p> <p>d. Apply knowledge of simple paragraph structures common to informational text to identify stated main ideas and the details that support those ideas</p> <p>e. Identify narrative text structure to aid recall and interpretation</p> <p>f. Recognize simple signal words that help organize text (<i>first, next, finally, once upon a time, etc.</i>)</p>	<p>job applications, tax withholding forms, etc.)</p> <p>b. Use text aids (e.g., bold/italicized print, subheadings, indices, map keys, charts, graphs) to locate information in text</p> <p>c. Recognize the organization of major literary forms (e.g., narratives, poetry, drama, essay) to form expectations</p> <p>d. Identify common expository text structures (e.g., description, sequence, compare/contrast, problem/solution, cause and effect) to determine relationships among ideas (including stated and unstated main ideas and supporting details)</p> <p>e. Recognize signal words that organize text (<i>to whom it may concern, furthermore, in summary</i>)</p>	<p>community documents (e.g., training manuals, simple wills, voter eligibility material)</p> <p>b. Recognize the organization of major literary forms (e.g., narrative, poetry, drama, essay) and different categories of each (e.g., comedy, tragedy, etc.)</p> <p>c. Determine how authors organize ideas, identifying the principal arguments/points (stated and unstated) and the supporting details</p> <p>d. Recognize a wide range of signal words that organize text</p>	<p>financial aid applications, tax forms, insurance forms, consumer guides, textbooks)</p> <p>b. Recognize categories of major literary forms (e.g., tragedy, comedy, etc.) and major features of each (e.g., tragic hero, jester, etc.)</p> <p>c. Determine how authors organize ideas, identifying the principal arguments/points (stated and unstated) and the supporting details</p> <p>d. Recognize a wide range of signal words that organize text</p>
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<i>Comprehension, cont'd</i> WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1A5 Interpret meanings in simplified informational and narrative texts, both oral and written</p> <p>a. Identify the author's stated message or theme</p>	<p>2A5 Analyze and interpret meanings in simplified informational and literary texts</p> <p>a. Determine possible unstated message/theme in a story by considering the characters, setting, sequence of events, and outcome</p> <p>b. Recognize that readers may have different interpretations of the same text</p>	<p>3A5 Analyze and interpret meanings in simple informational and literary texts</p> <p>a. Identify stated and unstated messages/themes</p> <p>b. Distinguish between fact and opinion</p> <p>c. Interpret figurative language (e.g., idioms, simile, metaphor, personification) and its role in meeting the author's purpose</p> <p>d. Identify prior knowledge or experience that affects own interpretation</p>	<p>4A5 Analyze and interpret meanings in common informational and literary texts</p> <p>a. Draw conclusions about the author's viewpoint and underlying bias(es)</p> <p>b. Determine the effectiveness of the author's use of language (e.g., word choice, phraseology, figurative language) to achieve the author's purpose</p> <p>c. Consider how narrative elements interact to develop a story (e.g., character development as a result of events, role of setting in plot development]</p>	<p>5A5 Analyze and interpret meanings in dense or multipart informational and literary texts and evaluate the contents</p> <p>a. Identify influences on the writing (e.g., historical and cultural contexts, author's personal history, author's own biases)</p> <p>b. Recognize the use of language and literary devices (e.g., point of view, flashback, symbolism, irony, imagery, allusion) to achieve the author's purpose</p> <p>c. Recognize techniques used to develop themes, arguments, and explanations</p> <p>d. Evaluate the accuracy/reasonableness of the author's major and minor points</p> <p>e. Draw conclusions about the themes in and implications of the author's message</p> <p>f. Compare and contrast information and ideas presented in two or more texts</p>	<p>6A5 Analyze and interpret meanings in long and complex informational and literary texts and evaluate the contents</p> <p>a. Draw conclusions about how historical/cultural contexts, the author's personal history, and the author's biases have impacted the writing</p> <p>b. Determine the effectiveness of the use of language and literary devices to achieve the author's purpose</p> <p>c. Identify the techniques used to develop themes, arguments, and explanations</p> <p>d. Evaluate the accuracy/reasonableness and the relevance of the author's major and minor points</p> <p>e. Draw conclusions about the themes in and implications of the author's message</p> <p>f. Compare and contrast complex information and ideas presented in two or more texts</p>

1A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose	2A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose	3A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose	4A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose	5A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose	6A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose
<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions 	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions 	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions 	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions 	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions 	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions

B. ALPHABETICS STRAND

WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1B1 Recognize some high-frequency, personally-relevant, and phonetically-regular words</p> <p>a. Recognize words in meaningful discontinuous texts (e.g., names of self and family members, address, common grocery items, personal contacts, familiar signs/labels)</p> <p>b. Recognize many high-frequency words found in simplified narratives and personal writings</p> <p>c. Recognize 1-syllable words with short vowel patterns</p> <p>d. Recognize cognates similar to words in the L1</p> <p>e. Recognize numbers from 0-100</p>	<p>2B1 Recognize most high-frequency, personally-relevant, and phonetically-regular words found in the environment and in simplified texts</p> <p>a. Recognize words on most simple forms, labels, signs</p> <p>b. Recognize common abbreviations (e.g., Rd., Dr., Mrs.)</p> <p>c. Recognize high-frequency words (e.g., as identified on the Dolch list)</p> <p>d. Recognize 1-2 syllable phonetically-regular words</p>	<p>3B1 Recognize most words found in simple texts</p> <p>a. Recognize names common to own environment</p> <p>b. Recognize common single- and multi-syllabic words</p> <p>c. Recognize abbreviations common to such things as calendars, classified ads, states, etc.</p>	<p>4B1 Recognize many words found in everyday texts, as well as some words specific to a limited set of specialized areas</p> <p>a. Recognize names of people found commonly in everyday texts</p> <p>b. Recognize most abbreviations found in everyday texts</p> <p>c. Recognize words common to fields of interest/study</p>	<p>5B1 Recognize most words and abbreviations found in a range of texts, including a store of words specific to certain specialized areas</p>	<p>6B1 Recognize most words and abbreviations found in a wide range of texts, including words specific to a variety of specialized areas</p> <p>a. Recognize a range of common sounds from other languages (e.g., <i>j</i> in <i>Juan</i>)</p>

<p>1B2 Recognize the sounds of the English language and identify print-sound correspondences common in 1-2 syllable words</p> <ul style="list-style-type: none"> a. Recognize sounds associated with consonants b. Recognize high-frequency consonant digraphs and blends c. Recognize short vowel patterns d. Recognize silent-e pattern (e.g., <i>make, bike</i>) e. Recognize additional patterns learned through personally-relevant words f. Understand that some letters have more than one sound, depending on the letters with which they are combined 	<p>2B2 Recognize print-sound correspondences in common multi-syllabic words</p> <ul style="list-style-type: none"> a. Recognize consonant digraphs and blends b. Recognize other common vowel patterns (e.g., short vowels, long vowels, r-controlled, diphthongs) c. Recognize high-frequency affixes (e.g., <i>-ed, -ing, -s, un-, re-, dis-</i>) e. Recognize compound words f. Recognize common patterns in multi-syllabic words (-Cle, vCCv) 	<p>3B2 Recognize common syllable patterns and patterns that indicate a word is derived from another (e.g., inform-information)</p> <ul style="list-style-type: none"> a. Recognize common syllable patterns (e.g., closed syllable, open syllable, VCe, vowel digraphs/ diphthongs, r-controlled, and -Cle) in multi-syllabic words b. Recognize common prefixes and affixes (e.g., <i>anti-, inter-, intra-, post-, -able, -ible, -tion</i>) c. Recognize common roots (e.g., <i>cycle, form, ped</i>) 	<p>4B2 Recognize less common patterns and patterns used regularly across specialized areas</p> <ul style="list-style-type: none"> a. Recognize a range of syllable patterns b. Recognize a range of roots (e.g., <i>spec, flect, dic</i>) c. Recognize a range of prefixes and suffixes (e.g., <i>semi-, quad-, milli-, -logist, -ician</i>) 	<p>5B2 Recognize patterns used regularly in specialized areas</p> <ul style="list-style-type: none"> a. Recognize roots common to different specialized areas (e.g., <i>morph, ortho, path, rad, homo</i>) b. Recognize prefixes and suffixes common to different specialized areas (e.g., <i>bio-, hydro-, -cracy, -ectomy</i>) 	<p>6B2 Recognize patterns used regularly in a variety of specialized areas</p>
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<i>Alphabets, cont'd</i> WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1B3 Use strategies, perhaps one at a time, to identify some unknown words commonly found in the environment and in simplified text</p> <p>a. Match individual letters or letter combinations to sounds and blend</p> <p>b. Make prediction based on first and last sounds</p> <p>c. Make predictions based on current understanding of text, knowledge of topic, oral vocabulary, picture aids</p> <p>d. Use knowledge of English syntax</p> <p>e. Compare English to L1 (syntax, grammar, sounds, morphology)</p>	<p>2B3 Use strategies in combination to identify most unknown words in the environment and in simplified texts</p> <p>a. Identify and blend syllables</p> <p>b. Apply basic pronunciation rules</p> <p>c. Use context (e.g., knowledge of topic, picture aids, knowledge of English syntax, commonalities with L1)</p>	<p>3B3 Use strategies in combination to identify unknown words in simple texts</p> <p>a. Identify and blend syllables</p> <p>b. Apply pronunciation rules</p> <p>c. Use the pronunciation guide in a simple dictionary or glossary</p>	<p>4B3 Use strategies in combination to identify most unknown words in everyday texts</p> <p>a. Identify and blend syllables</p> <p>b. Apply pronunciation rules</p> <p>c. Use the pronunciation guide in a dictionary or glossary</p>	<p>5B3 Use strategies easily and in combination to identify most unknown words found in a range of texts</p> <p>a. Identify and blend syllables</p> <p>b. Apply pronunciation rules</p> <p>c. Use the pronunciation guides in dictionaries and glossaries</p>	<p>6B3 Use strategies easily and in combination to identify most unknown words encountered in a wide range of texts</p> <p>a. Identify and blend syllables</p> <p>b. Apply pronunciation rules</p> <p>c. Use the pronunciation guides in dictionaries and glossaries</p>

C. VOCABULARY STRAND

WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1C1 Understand meanings of most simple everyday signs, symbols, and words and of words related to personal interests and safety</p> <p>a. Know meanings of most words and phrases common in daily environmental print</p> <p>b. Know meanings of most words commonly heard/spoken in relation to family, work, and community life</p>	<p>2C1 Understand meanings of simple, everyday words and of words related to personal interests</p> <p>a. Know common meanings of words used in everyday oral contexts</p> <p>b. Know meanings of simple abbreviations (e.g., <i>Dr.</i>, <i>Mrs.</i>, <i>Rd.</i>, own state, months)</p> <p>c. Know meanings of high-frequency affixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>)</p>	<p>3C1 Understand meanings of words/phrases found in simple everyday texts and recognize simple relationships between words</p> <p>a. Know common meanings of words found across everyday texts</p> <p>b. Know meanings of simple idioms</p> <p>c. Know meanings of terms related to specific topics of personal interest</p> <p>d. Know meanings of many common abbreviations (e.g., titles, states, measurements, terms used in classified ads)</p> <p>e. Recognize relationships between some words (e.g., antonyms, synonyms, simple categories)</p> <p>f. Know meanings of simple roots and affixes</p>	<p>4C1 Understand meanings of many words/phrases found in everyday texts and of small sets of terms related to a few specialized topics</p> <p>a. Recognize specific meanings (out of a set of possible meanings) of words found across a range of texts</p> <p>b. Know meanings of common idioms</p> <p>c. Know meanings of terms related to specialized topics</p> <p>d. Recognize relationships within and across some sets of words and terms</p> <p>e. Know meanings of common abbreviations found in everyday texts (e.g., <i>gov't</i>, <i>Capt.</i>, <i>CPA</i>, <i>RE</i>)</p> <p>f. Know meanings of common roots and affixes</p>	<p>5C1 Understand meanings of most words/phrases found in everyday texts and of organized sets of terms related to some specialized topics</p> <p>a. Recognize relationships within and across increasingly complex sets of words and terms</p> <p>b. Know meanings of less common abbreviations</p> <p>c. Know meanings of a range of roots</p>	<p>6C1 Understand meanings of most words/phrases found in everyday texts and of complex and varied sets of terms related to a range of specialized topics</p> <p>a. Recognize relationships within and across comprehensive and complex sets of words and terms</p> <p>b. Know meanings of abbreviations found in advanced work and community documents and texts on specialized topics (e.g., <i>etc.</i>, <i>i.e.</i>, <i>e.g.</i>, <i>aka</i>)</p>

<i>Vocabulary, cont'd</i> WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1C2 Draw from at least 1-2 strategies to discern the meanings of unfamiliar words found in written texts</p> <ul style="list-style-type: none"> a. Match unknown word to oral vocabulary b. Draw upon current understanding of the text and/or prior knowledge of the topic and task c. Use knowledge of English grammar and syntax to predict meaning d. Draw upon knowledge of cognates and similar affixes from L1 e. Use bilingual and/or picture dictionaries 	<p>2C2 Draw from a small store of strategies to discern the meanings of unfamiliar words common to the environment and in simplified texts</p> <ul style="list-style-type: none"> a. Use context clues in close proximity to the unknown word b. Compare the unknown word to a known form of the word (i.e., cognates, base words) c. Draw upon knowledge of meanings of high-frequency affixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>) d. Use a glossary, simplified/picture dictionary, or bilingual dictionary 	<p>3C2 Draw from a store of strategies to discern the meanings of unfamiliar words found in simple texts</p> <ul style="list-style-type: none"> a. Use embedded context clues b. Apply knowledge of the meanings of simple roots and affixes c. Use text aids (margin notes, illustrations, glossary, etc.) d. Use a simple dictionary, identifying the appropriate definition from several provided in an entry 	<p>4C2 Draw from an array of strategies to discern the meanings of unfamiliar words found in everyday texts</p> <ul style="list-style-type: none"> a. Apply knowledge of the meanings of common roots and affixes b. Use a dictionary, identifying the appropriate definition and/or using etymological information c. Use a thesaurus 	<p>5C2 Draw easily from an array of strategies to discern the meanings of unfamiliar words found in a range of texts</p> <ul style="list-style-type: none"> a. Apply knowledge of meanings of a range of roots and affixes b. Use a dictionary, identifying the appropriate definition and/or using etymological information 	<p>6C2 Draw easily from an array of strategies to discern the meanings of unfamiliar words found in a wide range of texts</p> <ul style="list-style-type: none"> a. Apply knowledge of meanings of a range of roots and affixes b. Use a dictionary, identifying the appropriate definition and/or using etymological information

D. FLUENCY STRAND

WA ABE Level 1	WA ABE Level 2	WA ABE Level 3	WA ABE Level 4	WA ABE Level 5	WA ABE Level 6
<p>1D1 Read aloud own writing and simplified connected text accurately, recognizing familiar words</p>	<p>2D1 Read simplified connected text (aloud and silently) accurately and with relative ease</p>	<p>3D1 Read simple text (aloud and silently) accurately and easily</p>	<p>4D1 Read many texts accessible to adults in everyday life, accurately and at an appropriate pace</p>	<p>5D1 Read most texts accessible to adults in everyday life, accurately and at an appropriate pace</p>	<p>6D1 Read everyday texts and specialized but familiar material accurately and at an appropriate pace</p>
<p>1D2 Group words meaningfully when reading own writing and simple phrases/idioms</p> <p>a. Attend to end punctuation</p> <p>b. Attend to meaning of short phrases used in environmental print (e.g., “on sale,” “for free”)</p>	<p>2D2 Group words in simplified connected text into meaningful phrases/idioms</p> <p>a. Attend to simple punctuation clues (e.g., end punctuation, commas used in a series)</p> <p>b. Attend to meanings of short phrases/idioms</p> <p>c. Draw upon knowledge of oral sentence structure</p>	<p>3D2 Group words in simple text into meaningful phrases</p> <p>a. Attend to common punctuation clues (e.g., commas separating simple clauses)</p> <p>b. Attend to meaning of phrases and simple clauses</p> <p>c. Draw upon knowledge of simple sentence structures found in written text</p>	<p>4D2 Group words in complex sentences into meaningful phrases</p> <p>a. Attend to a range of punctuation clues (e.g., semicolons, colons)</p> <p>b. Attend to meaning of long phrases and clauses</p> <p>c. Draw upon knowledge of the syntax of written language</p>	<p>5D2 Group words in long, complex sentences into meaningful phrases</p>	<p>6D2 Group words in long, complex sentences into meaningful phrases</p>
<p>D3 Regularly read a small range of connected texts, inside and outside of class</p> <p>a. Own writing</p> <p>b. Simplified stories and poems</p>	<p>D3 Regularly read a range of easy connected texts, inside and outside of class</p> <p>a. Personal letters</p> <p>b. Simplified informational books, poems, and stories</p>	<p>D3 Regularly read simple connected texts, inside and outside of class</p> <p>a. Sections of popular magazines and newspapers</p> <p>b. Illustrated product instructions</p>	<p>D3 Regularly read a variety of types of connected texts, inside and outside of class</p> <p>a. Plays</p> <p>b. Informational books</p>	<p>D3 Read a variety of types of connected texts, inside and outside of class</p>	<p>D3 Read a variety of connected texts, inside and outside of class</p>

APPENDIX A: WA, EFF, CASAS and NRS Levels

Correspondences among WA Levels, EFF Levels and NRS, (ABE, ESL, and MATH) Educational Functioning Levels

EFF Levels	WA ESL Levels	NRS Federal ESL Levels	CASAS Scores for ESL	WA ABE Levels	NRS Federal ABE & MATH Levels	CASAS Scores: ABE & MATH
Beginning ESL Literacy	1	Beginning ESL Literacy	180 and below			
Beginning ESL	2	Low Beginning ESL	181-190			
1	3	High Beginning ESL	191-200	1	Beginning ABE Literacy	200 and below
2	4	Low Intermediate ESL	201-210	2	Beginning Basic Education	201-210
3	5	High Intermediate ESL	211-220	3	Low Intermediate Basic Education	211-220
4	6	Advanced ESL	221-235	4	High Intermediate Basic Education	221-235
5				5	Low Adult Secondary Education	236-245
6				6	High Adult Secondary Education	246+

For information about the NRS Levels, go to: http://www.nrsweb.org/docs/EFL_Discriptors.doc

Adapted from: The Equipped for the Future Read With Understanding Curriculum Framework; Appendix A, 2006 Edition.

APPENDIX B: Using the Curriculum Framework Q & A

This section uses a question/answer format to offer ideas of how you might use the RWU Curriculum Framework.

“Where do I begin?”

The EFF approach to planning teaching and learning activities begins with students' purposes: What are they concerned about? What do they want to be able to do? What do they want or need to read? As a teacher, you will also take into account the goals of your program when you plan learning activities.

The EFF Standards help you and your students determine what they need to learn – what skills at what level of proficiency – to accomplish their purposes. EFF Performance continua help determine students' current levels of proficiency.

Once you know what students want to accomplish (i.e., their purposes for learning and the skills they need to work on) the curriculum frameworks help you identify the specific skills that underlie performance at each level. You and your students can work on the needed skills in the context of their purposes. The Examples of Teaching & Learning describe this process in action in classrooms.

“Which do I use, the Performance Indicators or the Teaching & Learning Objectives?”

You will use both; which you focus on depends upon your purpose. If you are selecting standardized assessments to be used for reporting purposes, or developing or using informal assessments to determine where instruction needs to begin, the focus should be on the Performance Indicators. They are research-based descriptions of key indicators of proficient performance at a particular level and, as such, are the target points for assessment-related activities.

If you are developing learning activities your focus will be on the Teaching & Learning Objectives. These are aligned with the Performance Indicators and, in some cases, mirror them very closely. However, since the Objectives were designed with teaching and learning in mind—as opposed to formal assessment—they offer more specific and explicit guidance to teachers/tutors and programs to support students in their reading with understanding.

“How do I begin to locate my students’ performance levels so that I will know where to begin the teaching and learning process?”

To identify students’ performance levels, try the following process, adapted from *Guide to Using the Read with Understanding Performance Continuum*.

1. Look over the **Performance Indicators** and the **Examples of Proficient Performance** at each level to familiarize yourself with what is required for proficient performance at each level.
2. Review what you already know about your students, based on intake assessments you or your program may have conducted, standardized test data, student portfolios, and previous student work. Determine one or two performance levels that seem to reflect your students' proficiency levels. Identify what further information about the student would help you place the student with confidence.
3. Gather the additional information you need by asking students to demonstrate and/or reflect on what they already know. The **Teaching/Learning Toolkit** has several tools that may be helpful. If you have participated in the EFF training **Teaching Adults to Read With Understanding**, the assessment section of the *Participant Resource Manual* also provides several tools. Tailor the questions you ask to fine-tune your understanding of the performance levels of your students.
4. Revisit the **Performance Indicators** and **Examples of Proficient Performance** to identify the performance level that best reflects student performance. NOTE: A student need not demonstrate every aspect of performance mentioned for a particular level. You are looking for a “best fit.” You have now “placed” the student in the Performance Continuum.

After determining the current performance level of a student, the teacher will then look at the next level up to design instruction based upon student and program goals. Reading the **Performance Indicators** and **Examples of Proficient Performance** at the level above where the student already demonstrates proficient performance lets you know what the next performance targets are. Then turn to the **Teaching & Learning Objectives** for that level to determine appropriate instructional content for preparing students for those exit behaviors.

“Once I know *what* to teach, *how* do I teach it?”

The **Teaching & Learning Objectives** and **Content Examples** help teachers determine what to teach to meet the needs of specific students. To help students master the RWU Standard at each level, these should be integrated into purposeful learning based on student goals. How much instructional time is spent on any particular Objective or Content Example will depend on the needs of particular students.

Each **Illustration of Teaching & Learning** in the Curriculum Framework illustrates the kinds of guidance that teachers might provide to students, from simple suggestions to explicit, complex instruction. These examples are stories with character and setting, framed within the **EFF Teaching/Learning Cycle**, and following an instructional “plot”: describing a goal, selecting a suitable EFF Standard, and applying appropriate elements of reading instruction. The examples also provide models for student evaluation of their own learning and decision making.

For more information on using the **EFF Teaching/Learning Cycle** to plan instruction, see the EFF Teaching/Learning Toolkit found at:
<http://eff.cls.utk.edu/toolkit/default.htm>.

The **Guide to Using the Read with Understanding Performance Continuum** also provides information on planning instruction, and can be found at:
<http://eff.cls.utk.edu/assessment/read1.htm>. Additional in-depth approaches and tools are provided in the EFF training **Teaching Adults to Read With Understanding**.¹

“How can I use the Curriculum Framework to find out what my students have learned from my instruction?”

As you plan instruction, you will also be planning how you will collect evidence of what students have learned. The **Performance Indicators** and the **Examples of Proficient Performance** found in the Curriculum Framework can help you to evaluate this evidence.

Teachers collect and evaluate evidence of student performance in many ways. One way is by the use of a teacher observation log; another is having students keep a reader’s journal. Student progress can also be monitored in a well-defined portfolio – a systematic collection of work, created over time, which may include entries such as representative products, the best work of the student, or other indicators of progress.

The **EFF Teaching/Learning Toolkit**, the **Guide to Using the RWU Performance Continuum**, and the **Participant Resource Manual for Teaching Adults to Read With Understanding** have additional ideas on how to collect evidence of student performance. Once evidence is collected, teachers can then use the **Performance Indicators** and the **Examples of Proficient Performance** to evaluate this evidence.

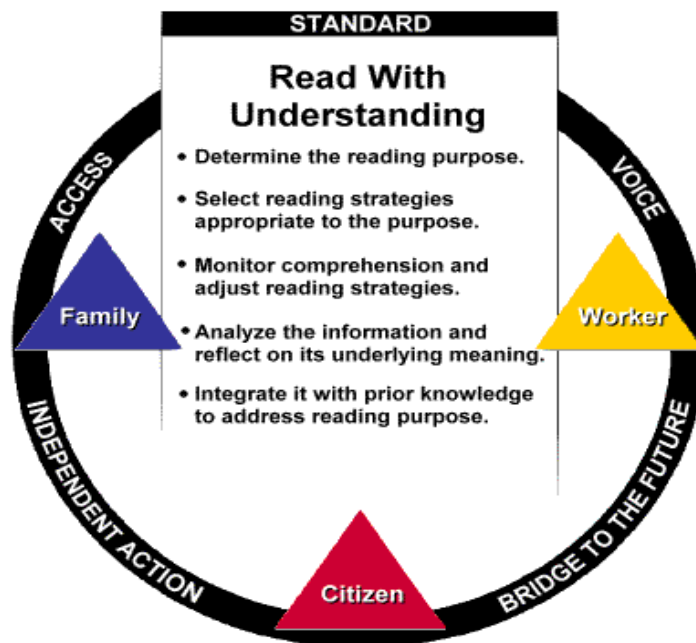
¹ For information on the Teaching Adults to Read With Understanding training, contact Equipped for the Future at 865-974-8426, or visit the EFF website at <http://eff.cls.utk.edu>

APPENDIX C: The Development of the RWU Curriculum Framework

A curriculum framework is a guide to teaching and learning that outlines the general content and goals of instruction at different levels of performance for a particular content area. The EFF *Read With Understanding* Curriculum Framework is based on the EFF Standard *Read With Understanding* (RWU) and the RWU Performance Continuum, a set of descriptions of proficient reader performance across the six levels most often associated with adult literacy, basic education, ESL, and GED preparation classes. The Curriculum Framework provides adult educators with a set of tools on which to base the instruction and assessment of reading. This framework is one of many pieces of the Equipped for the Future initiative² developed to help adult education providers better meet the needs of adult learners and the wider community.

The RWU Curriculum Framework is based on recent reviews of reading research as well as on the broadly participatory, long-term empirical research and development process that defined the *Read With Understanding* Standard. This framework is not a reading curriculum; however, it provides a basic structure which teachers can use with students to design a curriculum that is relevant to the needs of their particular group.

The core of the RWU Curriculum Framework is the EFF Content Standard *Read With Understanding*. Like the other fifteen EFF Standards, RWU describes one of the integrated skill processes used by individuals in carrying out their responsibilities in their families, workplaces, and communities. Specifically, it describes how adults perform tasks requiring the purposeful use of printed texts. The standard reads:



² To learn more about Equipped for the Future go to the EFF Web site at <http://eff.cls.utk.edu>

Under the title *Read With Understanding* are bulleted items, called components of the standard, which describe what happens when adults read material for real-life purposes. The RWU standard begins with “determine the reading purpose” and ends with “integrate [new information] with prior knowledge to address the reading purpose.” What happens on the way to achieving that purpose is a complex cognitive and behavioral process that involves interactions between a reader, a text, and a reading activity. For this reason, the components are not viewed as discrete, sequential steps but rather as identifiable aspects of an integrated process.

As they read, adults draw from underlying sets of knowledge, skills, and strategies (both cognitive and meta-cognitive). These sets can be thought of as *alphabetic-related, fluency-related, vocabulary-related, and comprehension-specific* tools employed by the reader in the process of constructing meaning.

Adult readers in different developmental stages differ in the tools they possess and in their ability to strategically employ these tools across the many print-related tasks in their adult lives. The proficient adult reader is able to apply well-developed sets of knowledge, skills, and strategies to interact with print in various formats, at varying levels of complexity, in a range of socio-cultural settings, and for a variety of purposes. Novice readers, on the other hand, are more limited in the tools currently available to them, both in number and complexity. Thus, the range of tasks and texts they can tackle independently as readers is restricted, with implications for their ability and/or willingness to use reading as a means of addressing life tasks. This curriculum framework supports instruction that will help adult learners to develop their reading tools in ways that will transfer to use in real life.

The definition of reading embodied in the RWU Standard has implications for how teachers go about assessing and providing instruction for developing adult readers. First and foremost, it places the student at the center. The goals of students drive teaching and learning, with the focus of instruction squarely on supporting students in developing the integrated skill process described in the Standard. Learning should transfer to both current and future needs and interests. The RWU Curriculum Framework offers teachers, tutors, and programs the information they need to provide this kind of comprehensive reading instruction.

GLOSSARY

Advanced organizer - a paragraph or schematic provided by an author (or instructor) so show how upcoming text is organized

Affixes - prefixes and suffixes

Cognate - words from different languages with similar spelling or pronunciation, historically derived from the same root word

Connected text - text composed of sentences

Discontinuous text- text composed of small groups of words, found on such things as labels, charts, signs, etc.

Documents - forms or graphically displayed information found in everyday life, including job applications, payroll forms, transportation schedules, signs, maps, tables and graphs (adapted from NAAL definition)

Environmental print - print found in the adult's daily environment; it usually refers to individual words or phrases found on signs, labels, etc.

Everyday texts - texts which adults are likely to encounter in their roles as family members, workers, and community members. These include such things as local newspapers, magazines, forms, personal and business letters, etc. *Environmental print* is a subset of *everyday text*.

Identify (words) - refers to applying strategies to name a word that is not immediately recognized

Informational text - texts that readers use to gain/remember information, understand ideas, or deepen knowledge. These may be personal (e.g., grocery lists, address lists, etc.) or public (e.g., editorials, dictionaries, biographies, essays, etc.)

L1 - a person's first or home language

L2 - a person's second or additional language

Lexicon - the vocabulary of a person, group, subject, or language

Literary text - short stories, novels, poetry, drama, essays

Logograph - a sign or character representing a word or phrase

Morphological - related to the rules of word formation in a language

Narratives - prose text that tells a story; short story or novel

Phonological - related to the sound system of a language

Prior knowledge - all that a person knows related to the reading task at hand, including general knowledge of the world, specific knowledge related to the topic and the terms used, and knowledge of how the language works

Recognize (letters, patterns, words) - refers to naming letters or words “on sight”, without conscious application of strategies; also used to refer to “on sight” recognition of letter combinations and patterns that carry particular sound-symbol relationships

Real-life purposes - reading purposes that either simulate or are in actuality authentic purposes for reading that adults have in the course of carrying out their responsibilities as adults. “Real-life” contrasts with “school-only,” which includes reading tasks that are only done in school settings to learn particular skills (e.g., completing worksheets). Since adults in real-life do pursue higher education, reading to learn academic/content-related material is included in the term “real-life purposes”

Simple text - text consisting mainly of everyday (high frequency) words and simple sentence structures

Simplified text - refers to text that is written specifically for beginning readers

Signal words - words or phrases that help the reader key into the organizational pattern (text structure) the author is using. Examples: *for instance, first, finally, on the other hand, consequently, nevertheless*

Syntactic - related to the rules of arranging words and phrases into grammatical sentence structures

Text format - visible organizational aids, including such things as the preface, table of contents, index, glossary, introductory statements, headings, bold print, illustrations, etc.

Text structure - patterns of organization the author uses to connect ideas. Common patterns for informational text include *description, sequence, comparison and contrast, cause and effect, problem and solution*. When applied to narrative (story) texts, text structure refers to common elements of a story, such as *character, setting, problem/conflict, sequence of events (plot), and theme*