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Tutors of Literacy in the Commonwealth
925 West College Ave
State College, PA 16801

Division of Adult Education
Pennsylvania Department of Education, Bureau of Postsecondary and Adult Education
333 Market Street, 12th Fl., Harrisburg, PA 17126-0333
Phone: 717-787-5532
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How To Use This Resource

The following chapters containing information about reading and writing align with the *College and Career Readiness Standards for Adult Education* (CCR). The CCR Standards reflect what experts believe is most important for college and career readiness, and are organized by the National Reporting System for Adult Education (NRS) educational functioning levels for adults. As such, these content standards can help tutors understand where to focus instruction. The standards are included in the Appendix.

Content standards are not intended to dictate how to teach a particular subject. Rather, they define what students should understand and be able to do.

This handbook offers teaching strategies, ideas, and assessments that tutors can use to inform and guide instruction, guided practice exercises to enhance instruction, and suggested resources. Writing rubrics are also included in the Appendix.

Sources


National Reporting System for Adult Education: [http://www.nrsweb.org](http://www.nrsweb.org)
Chapter One: The Basics

Section 1: Adult Learners

Adult learners come to tutoring with many life experiences and strengths. They have personal goals and are looking for help in gaining the knowledge and skills necessary to attain those goals. Each adult learner’s educational background, interests, strengths, needs, and goals are unique.

Adults participate in learning activities when they see the potential outcomes as relevant and meaningful to their roles as family members, workers, and citizens. Learning has to be applicable to their goals, work, or other responsibilities to be of value to them. They become ready to learn when they experience a life situation where they need to know something new, and come to education with a purpose in mind, such as getting a better job or helping their children with their homework.

Adults learn best when instructional content (knowledge, skills, and strategies) is linked to real-life contexts that are similar to their own circumstances or present a reality that they would like to know – real-life contexts that relate to their lives and goals.

Adult learners want to be actively involved in planning and implementing their educational activities. They appreciate the opportunity to explore and discuss where they are in their learning, where they would like to be, and how to get there.

Adult learners’ life experiences are rich teaching resources. Their prior knowledge can be connected to what they are learning and, in so doing, can make learning more meaningful and assist in the acquisition of new knowledge and skills.

Goal Setting

Adult learners are motivated to learn when they feel there is something they need to know. Knowing they might wonder about how tutoring will help them, discuss the following questions to help them see the connection between tutoring and attaining their goals.

- Why do I need this information?
- How will I benefit from it?
- How can I make use of it in a real and practical way?
- How will it help me be a better person, parent, worker, or citizen?
Adult learners’ goals are discussed and educational needs are assessed when they enroll in services with the adult literacy agency. Using that information, you can discuss and set tutoring goals. Long-term personal goals, such as getting a better job, may require attaining long-term educational goals, such as earning a high school credential. SMART goals are a good way to set short-term goals for tutoring that will be steps toward attainment of both long-term educational and personal goals.

A SMART goal is:
- Specific: The goal answers the questions: Who? and What?
- Measurable: The goal describes how successful attainment of the goal can be measured.
- Attainable: The goal is realistic, can be achieved in a reasonable amount of time, and can be attained through tutoring.
- Results-oriented: The goal is an important step toward attainment of the student’s long-term goal.
- Time-specific: The goal has a clearly defined timeframe, including a date for attainment.

**Learning Styles**

We all have our own learning style or learning preference. Some people like to read new information, while others would rather see a video on the subject, have someone explain it to them, or learn something by doing it. Learning preferences are typically described in terms of a student being a visual, auditory, or kinesthetic/tactile learner. Although reading and writing are often included as a visual learning preference, they are sometimes considered a fourth learning style.

An individual’s learning style has an impact on how that individual acquires, processes, retains, and expresses information. Knowing a student’s learning style can help you design more effective learning activities in ways that will make learning easier and more enjoyable.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Description</th>
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<tr>
<td>Visual learners</td>
<td>Prefer using pictures, diagrams, maps, and other graphics to obtain and organize new information; graphic organizers are effective.</td>
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<tr>
<td>Auditory learners</td>
<td>Learn best through hearing and speaking; repetition, discussion, and reciting out loud are effective.</td>
</tr>
<tr>
<td>Reading/writing learners</td>
<td>Learn best through reading and writing; taking notes, summarizing, and outlining are effective.</td>
</tr>
<tr>
<td>Tactile/kinesthetic learners</td>
<td>Prefer to learn by doing: hands-on activities are effective.</td>
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</table>

Using the links that follow, have students take the inventory on the Education Planner.org or Marcia Conner.com website. Talk about what they learned about their learning preferences, and how that impacts their learning. You can use that information to help you design effective learning activities.

- [http://www.educationplanner.org/students/self-assessments/learning-styles.shtml](http://www.educationplanner.org/students/self-assessments/learning-styles.shtml)
Section 2: Direct Instruction and Planning Lessons

Direct instruction has been found to be effective when teaching basic reading, writing, and math skills. Direct instruction involves the following components.

- **Pre-lesson activities.**
- **Explaining and modeling** the new concept or skill.
- Providing *guided practice* opportunities with informal assessment and feedback.
- Providing *independent practice* opportunities with feedback.

Pre-lesson Activities

There are several things you can do to prepare students for a new lesson.

- Discuss the learning objectives for the lesson.
- Explain why the content is important and how it aligns with attaining their tutoring goals.
- Review what you have taught previously to make sure they have a solid understanding and foundation upon which to build new knowledge and skills.
- Pre-teach new vocabulary.
- If using a text, have students preview the text to get an idea of what it is about.
- Activate students’ prior knowledge to help them build on and learn from their previous knowledge of the topic. Take the time to ask students general questions about their familiarity with the topic. The lesson will have much more meaning to students if they are already thinking about what they know about the subject.

Explaining and Modeling the New Concept or Skill

Present new material effectively.

- Make explanations clear and provide examples.
- Break complex or abstract concepts down into concrete, less complex ideas.
- Present ideas in a logical order.
- Think aloud as you model the new concept or skill.
- Ask key questions or prompt questions from students to check their understanding.
- Help students connect new ideas to what they already know.
- Use visual aids and graphic organizers to help students process information successfully.
- Use mnemonics (memory aids) to help students remember important information.
When presenting new content, consider what we know about the brain's attention span—people tend to lose focus after eight to ten minutes. So, think about what you can do every ten minutes or so to regain a student's focus. For example, you might:

- Ask a question.
- Ask the student to summarize what you've just covered.
- Do an activity.
- Take a break.

**Present Reasonable Challenge**

Adult learners should feel challenged by the degree of difficulty of instruction, but not so challenged that they are frustrated or overwhelmed by information. When students are too stressed by the material, learning becomes a more difficult task. But, on the other hand, when the material is too easy, students will feel their time is being wasted. This is something you will need to continually assess as you present new content.

**Depth of Knowledge**

Norman Webb's (1997) Depth of Knowledge (DOK) defines criteria for analyzing the alignment between standards and instructional activities and assessments. DOK refers to content complexity, not content difficulty. Difficulty refers to the percentage of students who answered the question or solved the problem correctly and the amount of time and effort required. Complexity refers to the kind and level of thinking, action, and knowledge needed in order to answer a question, solve a problem, or complete a task.

DOK is an instructional tool to increase the level of rigor for all students. Tutoring lessons should present students with reasonable challenge. Understanding DOK levels can help tutors create a tutoring environment and lessons where students can learn at a high level.

Each DOK level reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. In other words, the DOK levels categorize instructional tasks and assessments according to the complexity of thinking required to successfully complete them. The table below outlines the DOK levels:

<table>
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<tr>
<th>DOK Level</th>
<th>Title of Level</th>
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<td>3</td>
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<td>4</td>
<td>Extended Thinking</td>
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</table>
**Level 1: Recall and Reproduction:** Learning tasks and assessments at this level require students to recall facts or apply simple procedures. They may have to locate, define, identify, list, label, measure, report, recall, recite, recognize, use rules, or answer who, what, when, where, why, or how. Tutors should show/model, tell/explain, provide examples, and define and break down new information. They can ask students questions, such as:

- Can you recall_____?
- When did ___ happen?
- Who was ___?
- How can you recognize___?
- What is___?
- How would you write___?
- What is the formula for___?
- Can you identify___?
- How would you describe___?

**Level 2: Skills and Concepts:** Level 2 tasks and assessments require students to make some decisions about their approach, and usually have more than one step, such as comparing, organizing, summarizing, predicting, estimating, using context clues, translating from table to graph, or showing cause/effect. Tutors should model, make connections, and provide examples and non-examples. They can ask students questions to check their conceptual understanding, such as:

- How would you compare ____? contrast?
- How are ____ alike? different?
- How would you summarize____?
- How would you estimate___?

**Level 3: Strategic Thinking:** At this level of complexity, students must use planning and evidence, and thinking is more abstract. They may have to revise for meaning, assess, investigate, cite evidence, develop a logical argument, use concepts to solve non-routine problems, or draw conclusions based on data. Tutors should encourage students to use multiple approaches to solve problems, and ask them open-ended questions about their reasoning and underlying thinking, such as:

- What conclusions can you draw?
- Can you predict the outcome if____?
- What is the best answer? Why?
- What is your interpretation of this text?
• What facts would you select to support____?
• Can you elaborate on the reason____?
• What would happen if___?

**Level 4: Extended Thinking:** Level 4 tasks require the most complex cognitive effort. Students may have to synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Tutors should ask students questions to extend their thinking and broaden their perspectives, such as:

- What information can you gather to support your idea about___?

**Level 4 Reading**

- Requires complex reasoning, planning, developing, and thinking most likely over an extended period of time, such as multiple works by the same author or from the same time period.
- Take information from at least one passage and apply this information to a new task.

**Ask and Answer Questions**

Make learning more active and engaging by inviting students to ask you questions, and by asking them questions. Try to use a mix of open-ended and close-ended questions, as each type of question has its own purpose.

- **Open-ended questions** require more than a yes/no or single response. This type of question will encourage students to think and develop a deeper response. Examples of open-ended questions include:
  - What do you think . . . ?
  - How are they similar and different . . . ?
  - What would happen if what you said is true?
  - What made you think that?
  - What is the opposite of this position?
  - You’re correct. The answer to this question is false. What would be needed to make it true?

- **Close-ended questions** are those that can be answered with yes/no, true/false, or a single, specific answer, such as:
  - What does that math symbol tell you to do?
  - What is the definition of that term?
  - Which one is correct?
Wait Time

*Wait time* is an example of when short silences are okay. Talk with students about the benefits of thinking about their response before they answer a question. Assure them that you are fine with allowing them time to think. If students seem stuck, you might want to try asking another question, providing a little clarification, or giving them a hint or clue to help them get started. Most often, just being patient while waiting for a response will yield good results.

Provide Guided Practice Opportunities

Practice is an important part of the learning process, but there is no value in practicing something the wrong way. *Guided practice* ensures that students are practicing something correctly before they practice it on their own. This is an opportunity to make sure students really understand and provide them with feedback. If they appear to be confused about a new concept or have trouble practicing a new skill, you can provide additional instruction or some support. Once students have demonstrated proficiency, they can practice independently.

You might ask students to think aloud as they go through the steps of a guided practice activity. Check for understanding by asking them questions to find out:

- What they know for sure.
- What they think they know, but are not quite sure of.
- Whether they have misconceptions that are getting in the way of their understanding.
- What might be confusing to them.

Effective Feedback

Feedback is about how we are doing and should tell us where we are on target and where we can improve. Timely, specific, and useful feedback motivates students to make greater effort. Feedback should be ongoing and supportive. Some students may want feedback, while others may be reluctant to hear how they are doing. So, be sure to explain how recognizing and correcting errors are part of the learning process. Don't be afraid to ask students how they feel they are doing. Encourage them to assess their own progress, as their input can guide your feedback. Ask them to give you feedback on how you're doing, as well. Their input can help you do a better job.

Keep in mind that feedback is not about praise, although praise is important. Praise effort and accomplishment, not ability. Give praise when it is deserved. Do not overdo praise or it will have little meaning to students.
Provide Independent Practice Opportunities

*Independent practice* can be part of a tutoring lesson or in the form of homework. Independent practice activities should be planned carefully so students can follow the specific strategies you have taught them. Be sure to provide students with your expectations as to how they should do their work, and provide feedback as soon as possible.

Assigning Homework

Should you give adult learners homework? The research evidence is mixed. Homework is a topic to discuss with adult learners. Talk about the benefits of homework. If students seem interested, provide short homework assignments that can be completed easily between tutoring sessions. Be sure to go over homework during the next lesson.

Section 3: Lesson Plans

A well-planned lesson follows what we know about effective instruction, and both motivates students and maximizes their learning. A lesson plan will also keep you on track toward attaining students’ goals.

Lesson plans can follow a simple format, such as the one below. You will notice that the following lesson plan aligns with the components of direct instruction. Each lesson should have a realistic timeline, with a specific amount of time allotted for each component. It is recommended that tutoring sessions last between one and two hours, with a 10-minute break after an hour. So, think about how much you can realistically cover in one lesson.

Parts of a lesson plan:

- *Pre-lesson activities* can include a review of the last lesson and homework, a warm-up activity to activate a student’s prior knowledge, and/or a preview of the topic and new vocabulary.
- *Presentation and modeling of new material* includes how you are going to present, explain, and model new skills and concepts, and a description of the learning tasks and instructional materials you plan to use.
- **Guided practice activities** should be planned to provide you with an informal assessment of how well the student understands new material.
- **Independent practice activities** can be planned for the tutoring session or as homework.
- **The lesson closing** should include a summary of the lesson's key points, a Q&A to check for understanding, and a preview of the next lesson. It may also include instructions for homework.

Each lesson should be guided by learning objectives that state the desired knowledge or skills that a student should be able to demonstrate at the end of the lesson. Learning objectives will:
- Give students a clear picture of what to expect and what is expected of them.
- Help you plan a sequence of lessons that build on each other.
- Help you select content.
- Help you decide on instructional strategies and materials.
- Form the basis for evaluating adults' learning gains.

When writing a measurable learning outcome, it is important to:
- Focus on student behavior: **The student will be able to:**
- Use simple and specific action verbs, such as define, name, order, recognize, list, describe, identify, discuss, explain, demonstrate, solve, use, calculate, analyze, compare, contrast, criticize, differentiate, infer, and summarize.
- Select appropriate informal assessment methods to assess the student's ability to perform the skill or understanding of the concept.

### Lesson Plan Template

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Learning objectives</strong></td>
<td>• State what you want the student to know or be able to do after the lesson.</td>
</tr>
<tr>
<td><strong>Pre-lesson activities</strong></td>
<td>• Review of past lesson&lt;br&gt;• Warm-up activity to engage students in new material&lt;br&gt;• Link new content to student's prior knowledge&lt;br&gt;• Preview new material or text&lt;br&gt;• Teach unfamiliar vocabulary</td>
</tr>
<tr>
<td><strong>Presentation/modeling of new material</strong></td>
<td>• Description of how you will explain, demonstrate, or model new concepts and skills&lt;br&gt;• Description of learning activities&lt;br&gt;• List of materials needed</td>
</tr>
<tr>
<td><strong>Guided practice</strong></td>
<td>• Activity designed to informally assess student's understanding of new material</td>
</tr>
<tr>
<td><strong>Independent practice</strong></td>
<td>• On their own activity that students can complete during the lesson or as homework</td>
</tr>
<tr>
<td><strong>Lesson closing</strong></td>
<td>• Summary of key points from the lesson (most effective if student does the summary)&lt;br&gt;• Student's questions&lt;br&gt;• Suggestions for review and practice at home&lt;br&gt;• Overview of next tutoring session</td>
</tr>
</tbody>
</table>
Chapter Two: Reading and Writing Instruction Overview

Section 1: Reading Instruction

Simply speaking, the purpose of reading is to obtain meaning from print. Learning to read begins with phonemic awareness, followed by phonics and other word recognition skills, which are often referred to as decoding skills (the alphabet is the code). Once students can recognize a number of words, they can begin to read words in phrases with expression (fluency), which enables them to focus on the meaning of a text (reading comprehension). Readers continually build their vocabulary throughout the reading process and as they encounter unfamiliar words in new texts.

The Reading Process

- Begins with phonemic awareness
- Phonics instruction and word recognition skills when students can hear sounds
- Fluency when students have a sight word vocabulary
- Reading comprehension when students can think about meaning instead of focusing on decoding words
- Vocabulary development throughout the process

Why Read?

Motivation is a key factor in learning to read. So, why is it important to know how to read?

- Reading is essential to success as an individual, family member, worker, and citizen.
- Reading is fundamental to function in today’s society, from understanding the instructions on a medicine bottle and reading road or warning signs to understanding daily documents such as bills and leases.
- Reading is an important skill in finding and maintaining a good job, and many jobs require reading as a part of job performance.
- Reading develops the mind, improves critical thinking and memory, and expands vocabulary.
- Reading enables us to be independent thinkers.
- Reading is fundamental in developing a good self-image.
Adult Reading Levels

You will receive information about a student’s reading level from the literacy agency. Adult reading levels are defined by the following five NRS levels (Levels A, B, C, D, and E), based on standardized assessment scores (usually the TABE or CASAS). These levels are general descriptions, but you can use informal assessments to determine a student’s specific reading strengths and areas for improvement. Note: Please do not use grade level equivalents when talking with students.

Levels A and B: Beginning Level

Levels A and B are usually considered beginning level and range from minimal reading skills to reading simple texts with familiar vocabulary on familiar subjects. Students in this level are focused primarily on translating letters into sounds and words, and reading simple sentences and short paragraphs with some literal comprehension.

- Level A: Beginning ABE Literacy, which is approximately grade levels 0–1.9 and a TABE (7–8 and 9–10) reading scale score of 367 and below, and a CASAS scale score of 200 and below.
- Level B: Beginning Basic Education, which is approximately grade levels 2–3.9 and a TABE (7–8 and 9–10) reading scale score of 368–460, and a CASAS scale score of 201-210.

Levels C and D: Intermediate Level

Levels C and D are usually considered intermediate level and readers typically can read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by the context. They can also make some minimal inferences about familiar texts, and can compare and contrast information from some texts. Students in the intermediate level are focused primarily on reading fluently, improving their reading comprehension, and building their vocabulary.

- Level C: Low Intermediate Basic Education, which is approximately grade levels 4–5.9 and a TABE (7–8 and 9–10) reading scale score of 461–517, and a CASAS scale score of 211-220.
- Level D: High Intermediate Basic Education, which is approximately grade levels 6–8.9 and a TABE (7–8 and 9–10) reading scale score of 518–566, and a CASAS scale score of 221-235.

Level E: Advanced Level

Level E is high school level reading and students typically focus on reading, analyzing, evaluating, and comparing multiple complex texts that use complex text structures and technical vocabulary.

- Level E: Low Adult Secondary Education, which is approximately grade levels 9–10.9 and a TABE (7–8 and 9–10) reading scale score of 567–595, and a CASAS scale score of 236-245.
• Level E: High Adult Secondary Education, which is approximately grade levels 11-12 and a TABE (7–8 and 9–10) reading scale score of 596 and above, and a CASAS scale score of 246 and above.

Section 2: Writing Instruction

Writing instruction includes a foundation in language conventions (grammar, punctuation, capitalization, spelling, and sentence and paragraph structure), as well as teaching students how to write narratives, opinions, informational essays, and arguments. Students should be taught the process approach to writing, which involves planning, drafting, revising, editing, and publishing their writing.

Adult Writing Levels

Adult writing levels align with adult reading levels.

Levels A and B: Beginning Level
Students at the beginning level:
• May only be able to write a limited number of basic sight words, familiar words, and short and simple phrases.
• May be able to write basic personal information.
• May be able to write simple sentences or messages, but their writing may lack clarity and focus.
• Typically write in a disorganized and unclear manner.
• May be able to use simple punctuation (periods, commas, question marks).
• Tend to make frequent errors in spelling.
• May be able to use some basic grammar.

Levels C and D: Intermediate Level
Students at the intermediate level typically:
• Can write simple paragraphs with a main idea and supporting details on familiar topics.
• Can edit for spelling and punctuation errors.
• Can write simple narrative descriptions and short informational reports on familiar topics.
• Use correct basic punctuation consistently.
• Make grammatical errors with complex structures.

Level E: Advanced Level
Students at the advanced level typically:
• Can write in an organized and cohesive manner with few mechanical errors.
• Can write using a complex sentence structure.
Teaching Reading and Writing Together

Researchers recommend that you teach writing with reading, as they are similar processes. In fact, when reading and writing are taught together, students make more progress in both areas and become better critical thinkers. Research also indicates that teaching language conventions separate from other writing skills is not effective. The most effective way to teach language conventions is to integrate them into the writing process, such as when students edit their writing.
Chapter Three: Beginning Level Reading and Writing (Levels A-B)

Section 1: Beginning Level Reading

Reading instruction for beginning-level readers should focus on phonemic awareness, phonics, and word recognition skills, and include beginning-level work on fluency and comprehension. It is recommended that reading and writing be practiced together, even at the beginning level. When students have a sight word vocabulary, you can have them write short, simple phrases and then gradually add description. Beginning reading instruction should include reading aloud to students, and students should have opportunities to read both orally and silently.

Section 2: Phonemic Awareness

The English alphabetic writing system uses letters to represent single speech sounds. Before students can connect sounds to letters, they need to be able to hear sounds, divide words into sounds, recognize those sounds, and put them together again. These sounds are phonemes and the ability to hear and manipulate spoken sounds is referred to as phonemic awareness.

The 26 letters of the alphabet make up 44 phonemes, which are the smallest units of sound in the English spoken language. Phonemes or speech sounds are represented in writing by placing the letter(s) used to represent the sound between slashes. For example, the sound that you say at the beginning of the word map is represented by /m/. You can find a list of phonemes at the following Auburn University website: http://www.auburn.edu/~murraba/spellings.html.

Struggling adult readers often lack phonemic awareness and may not even know what is meant by the term sound as it relates to reading. They may be able to name the alphabet letters, but have little or no idea what letters represent. In particular, students who lack phonemic awareness skills cannot:

- Group words with similar and dissimilar sounds, such as mat, mug and sun. (CCR RF.2)
- Blend and segment syllables. (CCR RF.2)
- Blend sounds into words, such as m_a_n. (CCR RF.2)
- Segment a word as a sequence of sounds; for example, the word dish is made up of three phonemes, /d/, /i/, /sh/. (CCR RF.2)
• Detect and manipulate sounds within words; for example, change \( r \) in run to \( s \) to make sun.

(CCR RF.2)

Source

Teaching Phonemic Awareness

The list below is the research-recommended progression for teaching phonemic awareness skills. Once students can hear rhymes and alliteration, then move toward hearing individual sounds in words. You can teach phonemic awareness skills in combination with phonics and other word recognition skills because the skills reinforce each other.

1. Hearing oral rhymes and alliteration.
2. Hearing syllables in spoken words.
3. Hearing onsets and rimes in words.
4. Hearing individual phonemes in words.
   • Initial sounds, then final and middles sounds.
   • Segmenting and producing sounds.
   • Blending sounds.
   • Removing, adding, or substituting sounds in words.

Phonemic Awareness Informal Pre-Assessments

You can use the following short informal assessments to determine if the student needs instruction or more practice in phonemic awareness skills.

**Rhyming Words**

Give students three consonant-vowel-consonant (CVC) words (such as but, mat, cat) and ask which words rhyme.

Ask students to tell you which word does not fit, and why:

- cab, lab, mad (mad)
- pin, big, dig (pin)
- bind, wind, line (line)
- lone, fool, tool (lone)

**Hearing and Blending Sounds**

Ask students to tell you the word formed when you blend different phonemes, such as:

• \( /s+/p+/e+/l/\) (spell)
• \( /k+/l+/o+/k/\) (clock)
• \( /t+/ee+/m/\) (team)
### Blending Sounds

Ask students:
- What word would you have if you added the sound /b/ to the word *ring*? ____ (bring)
- What word would you have if you added the sound /k/ to the word *oat*? ____ (coat)
- What word would you have if you added the sound /s/ to the word *truck*? ____ (struck)

### Segmenting Sounds

Ask students:
- What is *gold* without the sound /g/? ____ (old)
- What is *snail* without the sound /s/? ____ (nail)
- What is *price* without the sound /p/? ____ (rice)

### Helping Students Become Aware of Spoken Sounds (CCR RF.2)

Because some students may not really understand what you mean by *hearing sounds*, it is a good idea to begin by helping them become aware of sounds in words.
- Model how to say a beginning or ending sound several times.
  - Ask students to listen carefully and watch your mouth as you say it.
  - Point to several items that begin or end with the sound and say the words.
  - Ask students to repeat after you.
- Then, model how to say middle sounds within words.

### Rhyming Words (CCR RF.2)

Show students how to recognize rhymes so they become aware of word and letter patterns. Word games work well for practice.
- Give students an ending sound and ask them to add letters at the front to form words that rhyme.
- Say a word and ask students to come up with a word that rhymes with it and a sentence containing that word.

### Alliteration

You can use alliteration (eagles eat electric eels easily) for practice in hearing sounds because it, too, involves words that share a common sound. Hearing rhyming words requires attention to the ending sound in words, while alliteration requires attention to the beginning sound. When doing alliteration activities, avoid using initial blends because they are more difficult than a single consonant. Also, focus on only one sound of a letter.
- Try using tongue twisters.
- Try writing an alliteration acrostic poem with students.
  - Take a word and write it vertically. With students, think of two words for each line of the poem that describe the topic word and begin with the same first letter.
**Hearing Spoken Syllables (CCR RF.2)**

Spoken and written syllables are different.
- Segmenting and blending *spoken* syllables are phonemic awareness skills.
- *Reading* syllable patterns is a word recognition skill that is explained in the next section on phonics instruction and other word recognition skills.

Spoken syllables are organized around a vowel sound.
- Show students how their jaw drops open when they say a vowel in a syllable.
- Students can count syllables by putting their hand under their chin and feeling the number of times their jaw drops for a vowel sound.

**Hearing Onsets and Rimes (CCR RF.2)**

Teach students about *onsets* and *rimes* to help them hear common sounds within words. This will also help them figure out new words when reading and spell words when writing.
- The *onset* is the initial consonant or consonant cluster of the word—the part of the word before the vowel. Not all words have onsets.
- The *rime* is the part of the word that includes the vowel and what follows it.
- For example, in the word *cat*: *c-* is the onset, and *-at* is the rime.

The following are rime word families:

<table>
<thead>
<tr>
<th>Easiest rimes:</th>
<th>it</th>
<th>ay</th>
<th>in</th>
<th>ap</th>
<th>ill</th>
<th>an</th>
<th>ack</th>
<th>ip</th>
<th>ing</th>
<th>at</th>
<th>ore</th>
<th>ug</th>
<th>ell</th>
</tr>
</thead>
<tbody>
<tr>
<td>More difficult:</td>
<td>aw</td>
<td>ide</td>
<td>ake</td>
<td>ock</td>
<td>unk</td>
<td>ick</td>
<td>oke</td>
<td>ank</td>
<td>ice</td>
<td>ash</td>
<td>ump</td>
<td>ink</td>
<td></td>
</tr>
<tr>
<td>Most difficult:</td>
<td>ine</td>
<td>ain</td>
<td>ate</td>
<td>ail</td>
<td>est</td>
<td>ale</td>
<td>ight</td>
<td>ot</td>
<td>uck</td>
<td>eat</td>
<td>ap</td>
<td>ame</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Koppenhaver, D.A. Ericksson, K.A. (2000). Handout provided at the Literacy in AAC Intensive at Gustavus Adolphus College, MN.)

**Hearing Individual Spoken Sounds (Phonemes) (CCR RF.2)**

Becoming aware of individual sounds in words is the most important and difficult level of phonemic awareness. Have students tell you the number of sounds in different words. For example: *grab* /g/ /r/ /a/ /b/ has four sounds.
Blending and Segmenting Spoken Sounds and Syllables (CCR RF.2)

Blending and segmenting are important skills for both phonemic awareness and phonics. In phonemic awareness:

- **Blending** involves combining a sequence of spoken sounds to produce a word.
- **Segmenting** involves breaking a word into its spoken sounds.

Have students work on:

- **Blending** syllables to say a whole word.
- **Segmenting** the syllables in a spoken word.

Elkonin Boxes (CCR RF.2)

Elkonin boxes are sound boxes that you can use to help students segment words into their individual spoken sounds.

- Select a word and draw a box with the same number of cells as the number of sounds in that word.
- Ask students to listen to the word as you say it slowly.
- Have students count the number of sounds (phonemes) they hear.
- Have students put a marker in each cell of the Elkonin box for each sound they hear.

```
S U N
K EE P
L E T
```

- You can also ask students to listen for a certain sound in a word.
  - Draw a box with three cells in a row.
  - Have students make a mark in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.
  - For example, have them listen for the /m/ sound in the words *mix, time,* and *lemon.*

Manipulating Phonemes (CCR RF.2)

Manipulating phonemes in words is more difficult than blending and segmenting sounds. It can involve:

- Deleting a sound (Take the /s/ off of the word *stop*).
- Adding a sound (Add /f/ to the beginning of the word *lip*).
- Substituting a sound (Change the word *map* to the word *mop*).
Informal Post-Assessment

To check phonemic awareness, is the student able to: (yes, no, sometimes).
1. Hear specific sounds in words?
2. Provide a rhyming word for a pronounced word?
3. Blend three separate phonemes into a recognizable word?
4. Point out a word that begins or ends with a different sound?

Section 3: Phonics Instruction

Teaching Phonics (CCR RF.3)

Phonics instruction teaches students sound-letter relationships. Phonics involves rules, but sometimes the rules don’t work because of the many languages from which English has borrowed. There are websites that list phonics rules, such as the following Glendale Community College website: http://english.glendale.cc.ca.us/phonics.rules.html.

It is recommended that you use the following research-based sequence for teaching phonics:

- Single consonant sounds
- Consonant blends (bl, gr, and sp)
- Consonant digraphs (sh, ch, and th)
- Short vowels
- Long vowels
- Vowel digraphs
- R-controlled vowels
- Vowel diphthongs

Phonics Informal Pre-Assessments

Use the following short assessments to determine where students may need instruction or practice with phonics.

- Have students go through the alphabet to find beginning consonants to use with the following word families to generate three-letter words. -ab -ib -ob -ed -ub -ad -id -od -eg -ug -ag -ig -og -en -um -am -in -op -et -un.
- Have students underline the short vowel sounds in words.
- Have students underline the long vowel sounds in words.
- Have students spell the words daily, float, and wheat, and then use them in a sentence.
- Have students spell the words pound, oil, and allow, and then use them in a sentence.
- Have students spell the words guitar, spider, and pier, and then use them in a sentence.
Blending and Segmenting Sounds (CCR RF.3)

Blending and segmenting are important phonics skills.
- To sound out words, students must be able to match letters to sounds and blend those sounds together.
- To spell words, students must be able to segment a word into sounds and match those sounds to letters.

Teaching Single Consonant Sounds (CCR RF.3)

The majority of letters in the alphabet are consonant letters: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z, and sometimes y – the letter y stands for a consonant in yoke, but a vowel in the word myth. Most consonants have only one sound and rarely sound like their name.

Teaching Consonant Blends (CCR RF.3)

A blend is when two or more letters appear together, and you hear each sound that each letter would normally make. For example, the word blend has two consonant blends: bl (you hear the sounds for both b and l), and nd (you hear the sounds for both n and d.)
- Write several tr words (tray, truck, and try) and pronounce them, emphasizing the initials sounds.
  o Talk about the tr blend and have students add tr to ip, ick, ap, ail, and aïn.
- Review other r-blends (br, cr, dr).
- Follow with l-blends (bl, cl) and blends that begin with s (sc, sk, sp, st).

Guided Practice

Have students use the beginning blends below to generate four- and five-letter words; for example, -ap: clap, flap, slap, snap, trap, scrap, strap.

<table>
<thead>
<tr>
<th>L blends</th>
<th>R blends</th>
<th>S blends</th>
<th>3 letter blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>bl, cl, fl, gl, pl, sl</td>
<td>br, cr, dr, fr, gr, pr, tr</td>
<td>sc, sk, sm, sn, sp, st, sw</td>
<td>scr, spl, spr, squ, str</td>
</tr>
</tbody>
</table>

Have students add beginning consonants and beginning blends to the end-blend word families below to generate four- and five-letter words; for example, -and: band, hand, land, sand, bland, brand, grand, strand.

<table>
<thead>
<tr>
<th>L-end blends</th>
<th>N-end blends</th>
<th>T-end blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>all, alm, ill, old, oll, el, elp, ull</td>
<td>and, ang, ank, ing, ink, ond, ong, end, ung, unk</td>
<td>ant, art, ast, ift, irt, ist, ort, ost, eft, elt, est</td>
</tr>
</tbody>
</table>
Teaching Consonant Digraphs (CCR RF.3)

Digraphs consist of two consonants that form a new sound when combined.
- Have students practice the following digraphs (ch, sh, th, wh, ng, nk).
  - ch: chin, such, patch (silent t)
  - sh: ship, dish
  - th: thin, with
  - wh: wheel
  - ng: rang, ring
  - nk: think, honk, sunk
  - ng: ring, rang
  - nk: think, sunk

Other consonant digraphs include: ck (chick), gh (ghost), gn (gnome), kn (knife), mb (thumb), ph (phone), qu (quick), wh (where), and wr (write).

Teaching Long and Short Vowels (CCR RF.3)

Vowels are: a, e, i, o, u, and sometimes y. A vowel's position in a word and the letters around it determine if it has a long sound, a short sound, or remains silent.
- Long vowels are pronounced the same as the name of the letter.
- Short vowels can be difficult for struggling readers. Practice the following short vowel sounds:

<table>
<thead>
<tr>
<th>Short a words</th>
<th>ask</th>
<th>bat</th>
<th>cab</th>
<th>dad</th>
<th>fan</th>
<th>gas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short e words</td>
<td>fed</td>
<td>get</td>
<td>hen</td>
<td>jet</td>
<td>let</td>
<td>men</td>
</tr>
<tr>
<td>Short i words</td>
<td>did</td>
<td>dig</td>
<td>fit</td>
<td>him</td>
<td>his</td>
<td>hid</td>
</tr>
<tr>
<td>Short o words</td>
<td>dog</td>
<td>got</td>
<td>jog</td>
<td>log</td>
<td>mop</td>
<td>got</td>
</tr>
<tr>
<td>Short u words</td>
<td>bus</td>
<td>cup</td>
<td>fun</td>
<td>hug</td>
<td>nut</td>
<td>run</td>
</tr>
</tbody>
</table>

- Explain the Silent-e Rule to students: When a one-syllable word ends in e and has the pattern VCE (vowel-consonant-e), the first vowel says its name and the e is silent.

Teaching Vowel Digraphs (CCR RF.3)

If two vowels are beside each other in a word or syllable, the first vowel is usually long and the second vowel remains silent. Practice the following vowel digraphs.

| /aɪː/: maid, brain | /əʊː/: snow |
| /eɪː/: jeep, heels, sweep | /eɪː/: tray |
| /eɪː/: team, clean | /oʊː/: school |
| /əʊː/: coal, boat, goal, road | /əʊː/: hoe |
| /oʊː/: snow | /ueː/: blue |
Teaching R-controlled Vowels *(CCR RF.3)*

When a vowel is followed by the letter *r*, the vowel does not make the long or the short sound, and is considered *r-controlled*. Go over the following *r*-controlled vowel sounds and their spellings.

<table>
<thead>
<tr>
<th>/ar/</th>
<th>bar</th>
<th>far</th>
<th>tar</th>
</tr>
</thead>
<tbody>
<tr>
<td>/or/</td>
<td>form</td>
<td>cord</td>
<td>sort</td>
</tr>
<tr>
<td>/er/</td>
<td>heard</td>
<td>herd</td>
<td>fern</td>
</tr>
<tr>
<td>/ur/</td>
<td>fur</td>
<td>hurt</td>
<td>burst</td>
</tr>
<tr>
<td>/ir/</td>
<td>skirt</td>
<td>first</td>
<td>bird</td>
</tr>
</tbody>
</table>

Teaching Vowel Diphthongs *(CCR RF.3)*

Vowel diphthongs blend two vowel sounds, and both vowel sounds are usually heard and make a gliding sound. Practice the diphthongs in the chart below.

<table>
<thead>
<tr>
<th>/oil/</th>
<th>soil</th>
<th>point</th>
<th>coin</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ow/</td>
<td>owl</td>
<td>ouch</td>
<td>tower</td>
</tr>
<tr>
<td>/oyl/</td>
<td>destroy</td>
<td>deploy</td>
<td></td>
</tr>
<tr>
<td>short /o/</td>
<td>cook</td>
<td>took</td>
<td>book</td>
</tr>
<tr>
<td>long /o/</td>
<td>broom</td>
<td>tooth</td>
<td>moon</td>
</tr>
<tr>
<td>/awl/</td>
<td>saw</td>
<td>lawn</td>
<td>yawn</td>
</tr>
<tr>
<td>/au/</td>
<td>haul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ewl/</td>
<td>news</td>
<td>screw</td>
<td></td>
</tr>
</tbody>
</table>

Section 4: Teaching Word Recognition Skills *(CCR RF.3)*

**Teaching Word Recognition Skills and Vocabulary**

Word recognition skills are the foundation of vocabulary instruction and should be taught in the beginning level of reading instruction. Teach word recognition strategies, such as word families, sight words, word relationships, and using context clues. Students need to have several strategies, as no one strategy will work in all situations.

Effective vocabulary instruction is an ongoing process that continues throughout all three levels of reading instruction. It involves:

- Different types of instruction to teach different types of words.
- Focusing on new words that are generally useful to students or that students encounter.
- Descriptions as opposed to definitions of new words.
- Relating new words to known words and ideas that students know or have been learning.
- Practice with word games.
Teach *deep*, which means have students spend time learning about individual words. For example, have students research word origins, divide words into syllables, or sort and categorize words.

Teach *wide*, which means expose students to lots of words. Read aloud and encourage students to read poetry, nonfiction, literature, newspapers, magazines, etc. Talk about new words they hear and read.

Have students keep vocabulary logs, which can be in the form of a chart or journal. Either way, students should:

- Write the definition from a dictionary, and use the word in a sentence.
- Include synonyms, antonyms, and an illustration or example of the word.

Have students write 7-Up Rule sentences for vocabulary words. The rule is that all sentences must have at least seven words and must be perfect in terms of spelling, capitalization, and punctuation.

**Words to Teach (CCR Language Anchor 6)**

Beginning level readers will most often encounter Tier 1 words. As they approach the intermediate level, researchers recommend that vocabulary instruction focus on Tier 2 words (Beck, McKeown, and Kucan, 2002), which are considered *general academic* words. The following three tiers provide a general guide for teaching vocabulary words.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Consists of the most basic words that rarely require direct instruction and typically do not have multiple meanings. These include sight words, nouns, verbs, adjectives, and early reading words. There are about 8,000 word families included in Tier 1.</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Words include general academic words that occur across a variety of domains, are important for reading comprehension, and often have multiple meanings. There are about 7,000 word families in Tier 2.</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Consists of low-frequency words that occur in specific domains, such as subjects in school, hobbies, occupations, geographic regions, technology, and weather. We usually learn these words when a specific need arises. Approximately 400,000 words are included in Tier 3.</td>
</tr>
</tbody>
</table>

**Resource**

You can find a list of Tier 2 words on the Hyde Park Central School District website: [http://www.hpcsd.org/district.cfm?subpage=29208](http://www.hpcsd.org/district.cfm?subpage=29208)

**Source**

You should also preview vocabulary needed to understand a lesson to determine which words to teach. This includes previewing texts students will be reading. It is also a good idea to teach students how to preview a text for unfamiliar vocabulary.

- Read the title to students, and have them think about what the text is about.
- Have students make a list of words they think they may encounter while reading the text.
- Have students look at the text to find unfamiliar vocabulary.

You can give students a list of vocabulary from a text, have them check the appropriate descriptor below, and then teach those words that students don't know:

- I've never heard the word.
- I've heard it, but don't know what it means.
- I think I know what the word means or what it is related to.
- I know the word.

**Work Recognition and Vocabulary Development Informal Pre-Assessments**

The following assessments are easy to administer and can help you target instruction to a student's individual needs.

- **Word Reading Test of the Quick Adult Reading Inventory**
  (https://lincs.ed.gov/readingprofiles/resources.htm)
  - Students read graded lists of words to determine grade level, beginning with List A (grades 1-2) through List E (grades 9-10).

- **Davidson-Bruce Word Meaning Test**
  (https://lincs.ed.gov/readingprofiles/resources.htm)
  - Students tell you meaning of words you read to them.

- **Sylvia Greene's Informal Word Analysis Inventory**
  (https://lincs.ed.gov/readingprofiles/resources.htm)

**Teaching Context Clues (CCR Language Anchor 4)**

One way to figure out an unknown word is by its context. Context clues may be in the same sentence as the unknown word, or in the sentence before or following it. You can begin teaching context clues at this level. Focus on a couple sentences at a time and help students look for context clues that may be descriptions, examples, or the opposite of the unfamiliar word.

**Teaching Word Relationships (CCR Language Anchor 5)**

At this level, you can teach common word relationships, including synonyms, antonyms, and homophones. Knowing how unfamiliar words relate to known words can help students understand and remember the meanings of new words. You can find lists of synonyms, antonyms, and homophones online.
Teaching Synonyms

Synonyms are different words with identical or similar meanings, and tend to be adjectives, adverbs, or verbs. When writing a sentence, we can usually replace a word with its synonym, depending upon how important it is to be exact.

- Beginning level synonyms include: glad-happy, little-small, big-large, noisy-loud, quick-fast, and same-alike.
- Ask students to give you a synonym for the words: job, workplace, salary, chef, and laborer.
- Discuss when we need to be careful about using synonyms. For example, is a cook always the same as a chef? When might it be important to know the difference between a cook and a chef?

Teaching Antonyms

Antonyms are words with opposite meanings. Prefixes can create antonyms, such as employed and unemployed.

- Beginning level antonyms include: big-little, fast-slow, right-wrong, and noisy-quiet.

Teaching Homophones

A homophone is a word that is pronounced the same as another word, but differs in meaning. They may be spelled the same, such as rose (flower) and rose (past tense of rise), or differently, such as two, to, and too.

- Have students give you the homophone for the following words: knight, eye, by, sea, hear, where, and flower.
- Beginning level homophones include: blue-blew, tail-tale, where-wear, sent-cent, ate-eight, and meet-meat.

Guided Practice

- Have students write a synonym for: end, odd, funny, mistake, scare, cry, neat.
- Have students write an antonym for: different, messy, end, yell, sharp, lost, heavy, bright, give, sloppy.
- Have students write a homophone for: red, know, write, ant, heard, tow, cell, week, won.

Teaching Word Families (CCR Language Anchor 2)

Word families are groups of words that have some of the same combinations of letters in them and a similar sound. These can also be thought of as spelling patterns.

- Have students see how many words that can make from the word family ack: (back, jack, lack, Mack, pack, quack, rack, sack, tack, black, crack, shack, snack, stack, track).
Guided Practice

Give students the following chart of commonly used word families, and have them create groups of words for several different word families.

<table>
<thead>
<tr>
<th>ab</th>
<th>ack</th>
<th>ad</th>
<th>ag</th>
<th>ail</th>
<th>ake</th>
<th>ale</th>
<th>all</th>
<th>am</th>
<th>an</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>ap</td>
<td>ape</td>
<td>ar</td>
<td>are</td>
<td>ast</td>
<td>at</td>
<td>ate</td>
<td>aw</td>
<td>ax</td>
</tr>
<tr>
<td>ay</td>
<td>eal</td>
<td>ean</td>
<td>ear</td>
<td>eat</td>
<td>ed</td>
<td>eel</td>
<td>een</td>
<td>eep</td>
<td>eet</td>
</tr>
<tr>
<td>eg</td>
<td>ell</td>
<td>en</td>
<td>end</td>
<td>ent</td>
<td>erry</td>
<td>es</td>
<td>est</td>
<td>et</td>
<td>ew</td>
</tr>
<tr>
<td>ex</td>
<td>ice</td>
<td>ick</td>
<td>ide</td>
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</table>

Teaching Written Syllables (CCR RF.3)

A syllable is a letter or combination of letters that are said together as a chunk.
- Every syllable in a word must contain a vowel and has only one vowel sound.
- The number of vowel sounds in a word equals the number of syllables.

Using a small mirror, you can have learners watch their mouths as they say a word to identify syllables.
- Have them count how many times they open their mouths.
- Explain that the number of times they open their mouths is the number of syllables in that word.

Show students different ways to break words into syllables.
1. Divide between two middle consonants. For example: hap/pen, let/ter, and din/ner.
   The only exceptions are the consonant digraphs that cannot be split because they represent only one sound (th, sh, ph, th, ch, wh).
2. Divide before a single middle consonant. For example: o/pen, i/item, and re/port.
   The only exception is when the first syllable has an obvious short sound, as in cab/in.
3. Divide before the consonant before a -le syllable. For example: a/ble and mum/ble.
   The only exceptions are ckle words like tick/le.
4. Divide between prefixes or suffixes and root words.

Resources

Using the following links for syllable rules, you can write words and show learners how to divide them into syllables. Be sure to explain that a one-syllable word cannot be divided.
Teaching Inflectional Endings (CCR RF.3)

Knowing what an inflectional ending means can help students figure out words. Explain that an inflectional ending is one or more letters added to the end of a word to change its meaning. Common inflectional endings include:

- The letter *s*, which makes a noun plural.
- The letters *es*, which also make a noun plural.
- The letters *ing*, which mean an action is happening now.
- The letters *ed*, which mean an action has already happened.
- The letters *es*, which mean an action is happening in the present.

Guided Practice

- Have students write the base word in a list of words with inflectional endings.
- Have students add inflectional endings to words to change their meanings.

Teaching Sight and High Frequency Words (CCR RF.3)

High frequency words are those words that are commonly found in the English language. Many are also considered to be sight words, which are slightly different as they are words that students recognize immediately without having to figure them out—sight words make up between 50 to 75 percent of all words that beginning readers encounter. Many high frequency and sight words cannot be sounded out using phonics rules, and some are challenging to remember because they are abstract in meaning. Knowing these words automatically will help students read fluently.

Teach both high frequency and sight words.

- Practice is the key. Research suggests that students may need 20 or more exposures to a new word before it becomes part of their reading and writing vocabulary.
- Teach words that students are most likely to encounter.
- Introduce groups of three words at a time in a meaningful way, such as in context or in a sentence.
- Pay particular attention to words that are commonly confused, such as *on/no, was/saw, of/for/from, them/then,* and *what/when/with.*
- Have students practice phrases using writing sight words.
The 100 Most Used Words

<table>
<thead>
<tr>
<th>the</th>
<th>he</th>
<th>be</th>
<th>but</th>
<th>which</th>
<th>out</th>
<th>into</th>
<th>no</th>
<th>made</th>
<th>long</th>
</tr>
</thead>
<tbody>
<tr>
<td>of</td>
<td>for</td>
<td>this</td>
<td>what</td>
<td>their</td>
<td>them</td>
<td>has</td>
<td>make</td>
<td>over</td>
<td>little</td>
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<tr>
<td>and</td>
<td>was</td>
<td>from</td>
<td>all</td>
<td>said</td>
<td>then</td>
<td>more</td>
<td>than</td>
<td>did</td>
<td>very</td>
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<tr>
<td>a</td>
<td>on</td>
<td>i</td>
<td>were</td>
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<td>she</td>
<td>her</td>
<td>first</td>
<td>down</td>
<td>after</td>
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<td>to</td>
<td>are</td>
<td>have</td>
<td>when</td>
<td>do</td>
<td>many</td>
<td>two</td>
<td>been</td>
<td>only</td>
<td>words</td>
</tr>
<tr>
<td>in</td>
<td>as</td>
<td>or</td>
<td>we</td>
<td>will</td>
<td>some</td>
<td>like</td>
<td>way</td>
<td>its</td>
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<td>with</td>
<td>by</td>
<td>there</td>
<td>each</td>
<td>so</td>
<td>him</td>
<td>who</td>
<td>find</td>
<td>just</td>
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<td>you</td>
<td>his</td>
<td>one</td>
<td>can</td>
<td>about</td>
<td>these</td>
<td>see</td>
<td>now</td>
<td>use</td>
<td>where</td>
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<td>they</td>
<td>had</td>
<td>an</td>
<td>how</td>
<td>would</td>
<td>time</td>
<td>people</td>
<td>may</td>
<td>most</td>
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<td>at</td>
<td>not</td>
<td>your</td>
<td>up</td>
<td>other</td>
<td>could</td>
<td>my</td>
<td>water</td>
<td>know</td>
</tr>
</tbody>
</table>

Resources

- Using the link below to K-12 Reader, you can print copies of Fry's 1,000 High Frequency Words. [http://www.k12reader.com/subject/sight-words/fry-words/](http://www.k12reader.com/subject/sight-words/fry-words/)

Section 5: Reading Fluency *(CCR RF.4)*

Fluency is the ability to read in phrases with expression and understanding. At this level, you can begin working on fluency with students who are approaching the intermediate level by having them read aloud with expression.

Section 6: Reading Comprehension *(CCR Reading Anchor 1)*

Comprehension is the purpose and goal of reading. You can begin working on reading comprehension at this level.

- Model comprehension strategies, while thinking aloud.
- Have students re-tell a story, including all the key details.
- Have students identify characters, setting, and main events in a story, and compare and contrast familiar stories.
- Ask students *who, what where, when, why,* and *how* questions that can be answered from the text.
- Most beginning readers can interpret illustrations, diagrams, and maps long before they can read the same information in words and sentences. So, you can incorporate visual information in reading instruction at all levels. For example, have students discuss the
connection between the words and illustrations on a page of text or use the illustrations to make predictions about the text.

Section 7: Writing Instruction  
(CCR Writing Anchors 1 & 2)

Beginning Level Writing

At this level, you can help students:

- Write basic personal information.
- Write simple sentences and short paragraphs.
- Use basic punctuation (periods, commas, question marks) when writing sentences.
- Work on spelling using phonics.
- Work on basic grammar.
- Work on organizing and focusing paragraphs.
- Begin writing short narratives and simple opinion pieces.

Writing Rubrics

Rubrics are a grid with the criteria items listed in the first column and four or five levels of performance in the columns to the right of each item. For example, the rubric below has four levels of performance for each criteria item. Writing that does not meet expectations for a criteria item scores only one point, as opposed to a score of four points for a criteria item that exceeds expectations.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Does not meet expectations</th>
<th>2 Partially meets expectations</th>
<th>3 Meets expectations</th>
<th>4 Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>More than 3 spelling errors</td>
<td>2-3 spelling errors</td>
<td>1 spelling error</td>
<td>No spelling errors</td>
</tr>
<tr>
<td>Topic sentence</td>
<td>No topic sentence</td>
<td>Topic sentence unclear</td>
<td>Adequate topic sentence</td>
<td>Strong, clearly stated topic sentence</td>
</tr>
</tbody>
</table>

Using a rubric to assess students' writing allows you to pinpoint their strengths and areas for improvement. For example, it can reveal that students need to be more attentive to spelling, but do a good job of writing a topic sentence. Rubrics can show you where you need to focus instruction.

Rubrics are also a great way to convey your expectations for writing to students. Give students a copy of the rubric you plan to use to assess their writing; this will tell them what counts as important and will allow them to assess the quality of their own writing.
There are rubrics for narrative and informative writing, as well as for writing opinions and arguments in the Appendix.

**Process Approach to Writing (CCR Writing Anchor 5)**

Following the process approach to writing is beneficial for several reasons.

- First, the task of writing can be overwhelming and taking it stage by stage can help students work through the process.
- Second, this will help you determine where students may have problems—such as, is it in organizing their ideas, or is it mechanical or grammatical errors?
- Third, it encourages students to think about what they are writing and take responsibility for proofreading their writing and correcting their own errors.

**The Writing Process**

- Pre-writing/planning: This initial stage begins the writing process with decisions regarding the purpose for writing and the intended audience. It includes brainstorming and pre-writing activities, such as doing research and creating notes or an outline.
- Drafting: The goal of this stage is to get ideas down on paper in sentences and paragraphs—the focus should be on content, not mechanics.
- Revising: The focus is on meaning in this stage. Does it say what you intend to say? Is your organization of ideas logical?
- Editing: This stage involves proofreading for punctuation, capitalization, spelling, and grammar errors.
- Publishing: This is the final stage when a final draft is produced.

**Teaching Students to Write Narratives (CCR Writing Anchor 3)**

At the beginning level, students can begin to write short narratives. A narrative tells a story. Give students the following simple structure for narrative writing.

- Introduction
- Body: Sequence of events with details to describe actions, thoughts, and feelings.
- Conclusion

Note: The writing rubric for narratives is in the Appendix.

**Teaching Students to Write Opinions (CCR Writing Anchor 1)**

More advanced students in the beginning level may also begin writing opinion pieces. Explain that an opinion is a personal belief about an issue. A well-founded opinion should be supported with reasons or details. Help students write a short opinion using the following structure.
Introduction
- Write a clear and strong statement of your opinion.
  - I agree (or disagree) that. . .
  - I agree (or disagree) with. . . for. . . reasons
  - I am against. . .

Body Paragraphs
- Describe supporting reasons with facts and details in one or separate paragraphs.
- Put the strongest reasons last as people tend to remember what is last.

Conclusion
- Summarize your issue for the reader.
  - I am for
  - I am against
  - I agree
  - I disagree

Note: The writing rubric for opinion essays is in the Appendix.

Writing Practice (CCR Writing Anchor 4)

Writing practice is important. To motivate students, make writing practice interesting and fun. For example:
- Give students a half-completed sentence and have them finish it.
- Write a three-word sentence, and ask students to rewrite the sentence, adding one word. You can also add a word. Continue taking turns to add a word, until no one can think of anything more to add.
- Help students write about meaningful times or events.
- Ask students to write a description of their neighborhood or workplace.
- Give students a prompt that describes a topic, an audience, purpose (to explain, etc.) and form (a letter, informative paragraph, an argument, etc.). For example: If you could choose any profession, what would it be? In several paragraphs (form), explain (purpose) to me (audience) why you would choose that profession (topic)
Spelling (CCR Language Anchors 2 & 4)

Teach spelling as a writing skill, although it will also strengthen students’ word recognition skills and vocabulary development. You can start to work on spelling with beginning readers and continue throughout the intermediate and advanced levels.

When working with beginning readers, help students spell words phonetically.
- Work on identifying spelling patterns and then generalizing those patterns.
- Work on patterns found in word families, syllables, inflectional endings, and word parts.

A strong foundation in phonemic awareness and phonics is essential to effective spelling.
- Try to work on spelling as word study instead of the traditional drill and practice of word lists.
- Word study involves identifying, understanding, and comparing and contrasting patterns found in words. The focus is on generalizing patterns found in words—not the spelling of an individual word.
- Give students lists of words to study that share common spelling patterns.

Although most words follow common patterns, it is important that students understand that some words do not follow the rules. Directly teach irregular words.
- Introduce common irregular words early.
- Explicitly point out the irregular or tricky part of the word.

Teach the spelling of multi-syllable words.
- Help students sound out and spell by syllable.

Teach students strategies to correct their spelling.
- Encourage students to find and analyze their own spelling errors, such as: Does the word look right?

Teach dictionary skills.
- Be careful not to tell beginning level students to simply look the misspelled word up in a dictionary as this doesn't help them learn how to spell and can be frustrating.

As students become intermediate level readers, help them understand word parts and learn the meanings of Latin and Greek roots, prefixes, and suffixes.

Provide lots of opportunities for students to practice spelling.
- They need to learn what spelling pattern is used for a specific word.
- Have them write the word 5 to 10 times while saying the sounds, not the letter names.
Chapter Four: Intermediate Level Reading and Writing (Levels C-D)

Fluency and reading comprehension strategies are the focus of instruction for intermediate level readers. Students should also continue to build their word recognition skills to expand their vocabulary. Throughout instruction, students should write about what they read and read to inform their writing.

Section 1: Teaching Fluency (CCR RF.4)

Fluency is the ability to read a text accurately and at an appropriate speed with expression and comprehension. Students need to be able to decode words, some automatically, in order to be fluent readers. Fluency is essential for students to focus on the meaning of a text.

Fluency Informal Assessments

You can use the following assessments to help students improve their fluency. Many assessments require using a text that is at a particular reading level for a student. The following chart describes how to determine a student’s reading level for a text. For example, if a student makes more than six word errors when reading a text, that text is considered to be at the student’s frustration level – it is too difficult for the student to read. A text that is at a student’s instructional level is appropriate for instruction. If a text is at a student’s independent level, the student can read it easily without help.

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>50 Words</th>
<th>100 Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>1-2 word errors</td>
<td>5 word errors maximum</td>
</tr>
<tr>
<td>Instructional</td>
<td>3-5 word errors</td>
<td>6-10 word errors</td>
</tr>
<tr>
<td>Frustration</td>
<td>6+ word errors</td>
<td>11+ word errors</td>
</tr>
</tbody>
</table>

Reading Rate

How quickly students can read has a huge impact on fluency. To increase their speed when reading, students need to be able to recognize and decode words effortlessly. The following chart lists
approximate optimal silent and oral reading rates in words per minute (wpm). Oral reading rates tend not to increase beyond the 8th grade level.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Silent Reading Rates</th>
<th>Oral Reading Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td>80 wpm</td>
<td>30-90 wpm</td>
</tr>
<tr>
<td>2nd grade</td>
<td>115 wpm</td>
<td>60-130 wpm</td>
</tr>
<tr>
<td>3rd grade</td>
<td>138 wpm</td>
<td>80-140 wpm</td>
</tr>
<tr>
<td>4th grade</td>
<td>158 wpm</td>
<td>90-140 wpm</td>
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<tr>
<td>5th grade</td>
<td>173 wpm</td>
<td>100-150 wpm</td>
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<tr>
<td>6th grade</td>
<td>185 wpm</td>
<td>110-160 wpm</td>
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<tr>
<td>7th grade</td>
<td>195 wpm</td>
<td>120-170 wpm</td>
</tr>
<tr>
<td>8th grade</td>
<td>204 wpm</td>
<td>130-180 wpm</td>
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<tr>
<td>9th grade</td>
<td>214 wpm</td>
<td>140-190 wpm</td>
</tr>
<tr>
<td>10th grade</td>
<td>224 wpm</td>
<td>140-190 wpm</td>
</tr>
<tr>
<td>11th grade</td>
<td>237 wpm</td>
<td>150-200 wpm</td>
</tr>
<tr>
<td>12th grade</td>
<td>250 wpm</td>
<td>150-200 wpm</td>
</tr>
</tbody>
</table>

Source

**Oral Reading Rate**
An oral reading rate is the number of words read in one minute (wpm).
- Select a reading passage that is at the student's *independent reading level*.
- Count the words in the passage.
- Have the student read the passage aloud.
- Time how long it takes for the student to read it.
- Record the time in seconds and compute the following: words per minute = (number of words in passage ÷ reading time (in seconds) x 60.

**Timed Repeated Readings**
A timed repeated reading of a text is similar to the oral reading rate assessment and has been shown to help students improve their reading rate and accuracy.
- Use a text that the student has read before and can read without help – at the student's *independent reading level*.
- Have the student read the same passage three to five times for one minute each time.
- Record the number of words read each time (wpm).
- You can also record the number of words read correctly each time (wcpm).
  - To determine the number of words read *correctly* in one minute.
    - Take the number of words read minus the number of mistakes = number of words read correctly.
To calculate the percent accuracy, divide the number of words read correctly by total number of words read.

- Keep a timed reading chart or graph wpm or wcpcm for each trial so both you and your student can measure progress.

<table>
<thead>
<tr>
<th>Trial</th>
<th>Words read correctly per minute (wcpcm)</th>
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</thead>
<tbody>
<tr>
<td>Trial 1</td>
<td></td>
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<tr>
<td>Trial 2</td>
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<td>Trial 3</td>
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<td>Trial 4</td>
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<td>Trial 5</td>
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</table>

**Reading Accuracy (CCR RF.4)**

Accuracy refers to reading words without mistakes. Understanding the types of errors students make can help you provide the individualized instruction they need to improve their reading.

To check a student's reading accuracy:

- Have the student read aloud an unfamiliar passage at their instructional level.
- Discreetly mark errors on your own copy of the passage as the student reads aloud.
- For each type of error, use one particular mark (circle it, underline it, write it above the words in the text, cross it out, etc.).
- After reading, ask the student to tell you what happened in the passage.
  o Did the student identify the main idea or theme and supporting details?
  o Did the student use some of the vocabulary used in the text?
  o Is the student's retelling minimal, adequate, or complete?
- Look at the errors that were made. Common errors include:
  o Unknown words: student doesn't know the word and can't decode it.
  o Omission: student leaves out a word.
  o Substitution: student reads a different, but similar, word than in the text.
  o Insertion: student inserts a word not in the text.
  o Repeats: student repeats words already read.
  o Self-correction: student corrects own errors while reading.
- Analyze any errors, consider how well the student understood the meaning of the passage, and think about how you can help the student work on accuracy and comprehension. For example:
  o Did the error happen only once or was it repeated?
  o Did the error change the meaning of the sentence?
  o Did the student understand the passage?
  o Is the student reading too fast?
  o Is the text too difficult for the student?
Repeated Reading Strategy

Repeated oral reading is the research-recommended strategy for improving fluency. You can work with students on improving their reading accuracy, rate, expression, and comprehension as you continue to practice this strategy.

Model repeated reading using the following procedure.

- Select a text at the student's instructional level that you will both enjoy reading multiple times.
- Talk about the purpose of reading this text.
- Slowly read the text aloud without expression and with hesitations and errors.
- After reading, talk about the parts that were difficult to read, and model how to re-read those sentences to improve reading accuracy, expression, and comprehension.
- Read the passage a second time; this time, reducing the number of errors and reading with more expression.
- Then, begin to read the passage aloud in unison with the student.
  - If the student is reading comfortably, stop reading.
  - If the student begins to struggle, resume reading.
  - Provide any words the student can't quickly identify.
- Once the student reads the text accurately at an appropriate speed and can answer comprehension questions correctly, begin work on another passage, gradually increasing the reading difficulty.

Reading with Expression (CCR RF.4)

Reading with expression refers to the reader’s timing, phrasing, emphasis, and intonation. Students who are struggling to decode individual words tend to pause too frequently and for too long, so that their timing and phrasing are seriously disrupted. They must put so much effort into decoding words that they cannot focus on punctuation or the meaning of the text. They, therefore, read with little or no expression.

Phrasing while Reading (CCR RF.4)

Phrasing refers to pausing or stopping to chunk words into small, meaningful phrases. Students who are not reading in phrases have a hard time comprehending what they're reading.

You can demonstrate the difference between disrupted reading and smooth, expressive reading by reading a couple sentences in a choppy word-by-word manner and, then, re-reading them more smoothly in phrases.

To practice expressive reading:

- Have students practice phrasing with the alphabet. Group letters, and have students recite the alphabet in chunks (ABC DE FGH IJK LM NOP QRS TUV W XYZ).
• Have students place slash marks between phrases in a text.
  o Have them put single slashes (/) to denote short phrases and short pauses, and double slashes (//) to denote the end of sentences and longer pauses.
• Help students chunk text into noun phrases, verb phrases, and prepositional phrases.
• Review the purpose of commas and periods, and demonstrate how punctuation can help them group words.
  o Raise the pitch of your voice at the end of a question, when you see a question mark.
  o Raise the pitch and volume of your voice if you see an exclamation mark.
  o Make a big pause at a period.
  o Make a small pause at a comma.
  o Treat colons, semi-colons, and dashes like commas.

Section 2: Vocabulary Development
(CCR RF.3/4 & CCR Reading Anchor 4)

More Advanced Teaching of Context Clues (CCR RF.4)
Continue to work on context clues, which can be synonyms, comparisons, contrasts, definitions, descriptions, or examples. Some are direct in that the explanation is given in the sentence. Others are indirect and students may have to infer or guess the meaning. Students need to be aware that not all contexts are helpful; some give little information about a word’s meaning. So, students should use context clues as only one strategy of several to figure out an unknown word.

Teach the steps for using context clues:
• Step 1: When you encounter an unfamiliar word, re-read the sentence and substitute a word that seems to make sense in the context.
• Step 2: If the word you substituted does not make sense in the context of the rest of the paragraph, try again.
• Step 3: Look for synonym, comparison, contrast, definition, description, and example clues. For example:
  o The store carried different styles of trousers; the pants varied in price. The word pants is a synonym for trousers.
  o A comparison often uses the words: as, same, same as, similar to, and other. The vehicle was similar to other cars on the lot.
  o A contrast often uses the words: although, but, though, on the other hand, however, yet, unlike, different from, in contrast to, not, and as opposed to. The building was vacant, unlike five years ago when all its apartments were rented.
  o Definition or description: The floor is made of granite. The grained rock contains quartz, which is durable and a good material for floors.
  o Example: The cupboard was full of toxic materials, such as poisonous cleaning supplies.
Teaching Word Parts (Affixes) (CCR RF.3)
If students are familiar with common root words, prefixes, and suffixes, they may be able to figure out some unknown words. Many words are formed by taking root words and adding combinations of prefixes and suffixes (affixes) to them.

- **A root word** is a word in its own right. In contrast, a root is the basis of a new word, but it does not typically form a stand-alone word on its own.
- **Pre** means *before* and, as such, a **prefix** comes before the main part of a word.
  - A prefix changes the meaning of the word.
  - Most prefixes have more than one meaning.
  - The spelling of the base word never changes when you add a prefix.
- **Suf** means *after* and, as such, a **suffix** comes at the end of a word.
  - A suffix does not have meaning by itself and needs to be connected to a root word.
  - It tells us the quality, action, or relation of the root word and it can determine whether the word is a noun, adjective, verb, or adverb.

**Resources**
There are many websites that list common root words, prefixes, and suffixes, such as:

- https://www.msu.edu/~defores1/gre/roots/gre_rts_afx_tab2.htm
- http://www.awrsd.org/oak/Library/greek_and_latin_root_words.htm

Teaching Meanings of Words as Used in a Text (CCR Reading Anchors 4 & 5)
At this level, you can focus on the following:

- **Figurative language** is the use of words to express more than their literal meaning. **Similes** and **metaphors** are examples of figurative language.
  - A **simile** uses the words *like* or *as* to compare two unlike things.
  - A **metaphor** is a comparison in which one thing is said to be another.
- The **denotative** meaning of a word is its dictionary definition, while the emotions and feelings connected to a word are its **connotative** meaning.
- The **technical meaning** of a word relates to a specific domain, discipline, process, or activity.

**Section 3: Reading Comprehension**
(CCR Reading Anchors 1, 2, 3, 4, 5, & 6)
Comprehension is the purpose and goal of reading. Teaching reading comprehension skills involves:

- Modeling comprehension strategies, while thinking aloud.
- Helping students learn comprehension strategies they can apply before, during, and after reading.
- Teaching students how to monitor their comprehension and apply fix-it strategies when they don't understand.
Comprehension Informal Pre-Assessments

You can use the following assessments to determine if the student needs instruction or more practice in reading comprehension skills.

- You can ask students simple questions about a text that require recall or questions that require making an inference from a text.
- Ohio Literacy Alliance website: [http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm](http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm)

These are three-minute grade-level passages that students read and then recall what they remember from the passage after it has been read. You can monitor their performance for word recognition, fluency, and comprehension. For this level, you want to use the passages that have a Flesch-Kincaid grade level between grades 4-8.

Teaching Reading Comprehension Strategies

Reading comprehension strategies help students understand and think more deeply about the meaning of texts. When teaching reading comprehension strategies, name each strategy and refer to it by name, as this increases the likelihood that students will use it on their own. Encourage students to use strategies in a way that makes sense to them.

Directed Reading

You can use the following instructional approach to help students work on their reading comprehension. This approach, direct reading, involves many of the strategies described below.

Model and guide students in:

- Activating their prior knowledge.
- Determining the purpose for reading.
- Previewing the text.
- Predicting the meaning of the text.
- Identifying facts, main ideas, and details.
- Stopping to re-read a difficult section of text.
- Summarizing long sentences and putting them in their own words.
- Looking back in the text to locate the person or thing that a pronoun refers to.
- Using various strategies to identify or determine the meaning of an unknown word, such as using context clues or affixes.
- Asking themselves who, what, when, where, and why questions after each section or page. If they can't answer these questions, stopping to re-read.

Strategy: Establishing a Purpose for Reading

Having a purpose for reading motivates us to read a text, and the purpose can also influence how we read. For example, do we need a deep understanding and need to read slowly to make sure we
understand details, or can we scan the text for a particular piece of information? Ask students why they are reading the text, and encourage them to be as specific as possible. For example, have them tell you the information they hope to learn.

**Strategy: Previewing the Text**
Explain to students why they should preview a text. Previewing a text will build their interest, like a movie preview builds interest in a movie. Show them how to scan headings, words in bold or italicized font, graphics, and any other text features, such as a glossary, or chapter summaries and questions. Suggest that they look up words they don't know. Previewing will help them activate their prior knowledge about the subject.

**Strategy: Using Prior Knowledge**
Sometimes students don’t consider their background knowledge when they read because they don’t think that it’s important. However, what they already know about a topic provides a framework for acquiring new information. Help students see how they can build on what they already know. By combining what they already know with the text, students can fill in the gaps of what is written and add to their understanding.

**Strategy: Predicting**
Predicting is a way to connect prior knowledge to new information from a text. Teach students how to make predictions before they begin reading by using what they know about the author and the topic to predict what a text will be about. Show them how to make predictions about what is going to happen next while they are reading. Explain that they need to evaluate their predictions as they read, and revise any prediction that is not confirmed by the text.

**Strategy: Asking and Answering Questions**
Asking and answering questions can be effective as a comprehension strategy because they:
- Focus students' attention on what they are to learn from the text.
- Help students think as they read.
- Help students review content and relate what they have learned to what they already know.

**Strategy: Identifying the Author’s Purpose and Point of View (CCR Reading Anchor 6)**
Determining why the author wrote the text and the author’s point of view will help students better understand what they are reading. An author’s purpose is usually one of three things:
- To inform.
  - Is the purpose to gain broad knowledge on a topic?
  - Is it to answer a specific question?
  - Is it to learn how to do something?
  - Is it to learn about something from the past?
To persuade.
To entertain.

You can use simple questions to get students ready to consider the author's point of view and purpose. This is an opportunity to have students write about what they read.

- Who wrote this? How do you know?
- What was the purpose of this document? How do you know?
- What is the main idea the author is trying to convince readers to agree with?
- How does the author’s choice of words influence how readers think about the topic?
- How does the author’s choice of facts or examples influence how readers think about the topic?
- What does the author want to accomplish in this text?
- How do the author’s purpose and point of view shape the style of this text?

**Strategy: Identifying Main Ideas** (CCR Reading Anchor 2)

Discuss how topic sentences and details in a paragraph work together to develop a main idea.

- The *topic sentence* is usually first, but can be in any position in the paragraph, and is usually more general than the other sentences.
  - How can you be sure that you have a topic sentence? Switch the sentence around to form a question. If the other sentences seem to answer the question, then you've got a topic sentence.
- *Detail sentences* are usually more specific than the topic sentence, and support, give examples, prove, talk about, or point toward the topic in some way.
- The central idea(s) of a *nonfiction* text answers *who, what, why, when, and where*.
- The central idea or theme of *fiction* ties together all of the other elements used by the author to tell the story.

**Strategy: Making Inferences** (CCR Reading Anchor 1)

Much of what we understand from reading, we understand indirectly by making inferences. Sometimes we have to *read between the lines*. Authors don't always tell us everything. To make an inference, we combine evidence from the text with our prior knowledge.

- An inference is NOT directly stated in the text.
- An inference is something that we think is true based on information that we have.

Evidence is said to *imply*, while readers *infer*. Not everyone will reach the same conclusion. However, the more evidence within the text and the more carefully we reason, the more valid our inferences. For example, if we see someone with an umbrella open, we might think it must be raining. But, we could also think the umbrella is being used for protection from the sun. The weather would provide evidence. We need to be careful that we don't jump to conclusions.
When reading, we often infer:

- Details about characters and settings.
- Details about actions or events.
- Cause and effect relationships.
- Motives and intentions.

**Guided Practice**

Have students consider the following classic example: *The Senator admitted owning the gun that killed his wife.*

- What do we know from the text? What can we infer?
- How could we jump to the wrong conclusion?

**Strategy: Identifying Text Structure (CCR Reading Anchor 5)**

*Text structure* refers to how information is organized in a passage. The structure can change in a text and even within a paragraph. Understanding a text's structure has been found to improve students' reading comprehension. There are several commonly used text structures.

- **Description**: The text provides a detailed description of something to give the reader a mental picture.
- **Cause and effect**: The text presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concepts that follow.
- **Chronological**: Information in the passage is organized chronologically.
- **Compare and contrast**: The text examines the similarities and differences between two or more people, events, concepts, ideas, etc.
- **Problem and solution**: The author sets up a problem, explains the solution, and then discusses the effects of the solution.
- **Sequence/process writing**: The author gives readers a list of steps in a procedure.
To teach text structures:

- Show students examples of paragraphs that correspond to each text structure.
- Help students examine topic sentences that clue the reader to a specific structure.
- Model the writing of a paragraph that uses a specific text structure.
- Have students try writing paragraphs that follow a specific text structure.
- Have students diagram text structures using a graphic organizer.

**Strategy: Summarizing**

Summarizing:

- Helps students identify essential ideas and consolidate the important details that support them.
- Helps students focus on key words and phrases of a text.
- Teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

Teach students how to create an objective summary of a text.

- Have students consider the following questions:
  - What are the main ideas?
  - What are the crucial details necessary for supporting the ideas?
  - What information is irrelevant or unnecessary?
- Have them use key words or phrases to identify the main points from the text.
- Have them summarize the single main idea of the text in their own words.
- Have them paraphrase important supporting points.
- Have them consider any words, phrases, or brief passages that might be quoted directly.
- Remind students not to include their own ideas, opinions, or interpretations in the summary.
- Suggest students use phrases such as the article claims, the author suggests, etc.

**Strategy: Close Reading**

Close reading promotes deep thinking as students re-read and critically examine a text for facts and details. Students do not automatically re-read a text; so, you need to ask text-dependent questions that require re-reading the text to find evidence and support for their answers. You can start with literal questions and then, in subsequent readings, ask questions that require more advanced thinking.

Model how to read closely.

- Select a short text that has good evidence.
- Introduce the text and the concept of close reading.
- Discuss the purpose of reading the text.
- Show students how you preview the text.
- Read the text aloud and re-read it deliberately, slowly examining and thinking about the meanings of individual words and the development of ideas.
• Demonstrate how you monitor your understanding and think through any questions you have as they relate to your purpose for reading the text.
• Make notes about the text, especially the big ideas (see INSERT System below).

The INSERT system is a way for students to make notes about a text while reading it closely. Give students the following code and provide opportunities for them to take notes while reading complex texts.

- = (I agree)
- X (I disagree)
- + (new information)
- ! (WOW)
- ? (I don't get it)
- * (This is important)

Guided Practice
Have students practice close reading using the following activities:

- Key Feature Illustration: Have students use any combination of drawing, writing, colors, and symbols to represent the who, what, where, when, why, and how of an informative text.
- Sentence Challenge: Have students identify what they think is the most important sentence in a designated section of text or in the whole text.
- Word Challenge: Have students identify what they think is the most important word in a designated section of text or the whole text.

Strategy: Citing Textual Evidence (CCR Reading Anchor 1)
When we read, we often are asked to answer questions or express our ideas about the text. Explicit textual evidence is the best way to support our opinions or answers.

- Explicit = direct
- Textual = from the text
- Evidence = support for your answer, opinion, or idea

All textual evidence should:

- Support a specific point.
- Be cited as a reference to the text, and summarized, paraphrased, or quoted.
- Be followed by an explanation of the evidence as it relates to your main point.

When citing the evidence, students can use the following sentence starters:

- The author wrote...
- On page ___ it stated...
- According to the text...
- Based on what I read...
- The graphic shows...
• The text also states...
  • For example, on page___
  • According to the passage. . .

When explaining the evidence, students can use one of the following sentence starters:
  • This shows. . .
  • This is because. . .
  • This means. . .
  • This reveals. . .
  • This illustrates. . .
  • This highlights the difference between. . .

Using Text-Dependent Questions
Text-dependent questions are questions that can only be answered by close reading and referring back to the text to find textual evidence. This re-reading encourages deep thinking, which is the ultimate goal of text-dependent questions. Use text-dependent questions to help students practice close reading.

A text dependent question:
  • Specifically asks a question that can only be answered by referring explicitly back to the text.
  • Does not rely on any particular background information nor depend on students having other experiences or knowledge.

There are three levels of text-dependent questions:
  • After the first reading, ask literal-level questions that focus on key textual details so students grasp the main idea. Examples include questions that ask who, what, when, where, why, how much, or how many.
  • The second reading should encourage deeper thinking, and questions should focus on vocabulary, text structure, and the author's purpose. Examples include: How do the words influence the book's meaning? How does the story change from beginning to end? Was the text written to entertain, explain, inform, or persuade? From what vantage point is the text written?
  • Questions for the third reading should require students to make inferences and form opinions and arguments about the text, using textual evidence for support. Examples include: What would logically happen next, and what clues support your thinking? Do you agree/disagree with the author? What evidence supports your answers?
Strategy: Monitoring Comprehension and Fix-it Strategies (before, during, and after reading strategies)

Students need to check to make sure that their understanding sounds and looks right, and makes sense. They need to:

- Be aware of what they do understand.
- Identify what they do not understand.
- Use appropriate fix-it strategies to resolve any problems in comprehension.

Model the following monitoring and fix-up strategies and encourage students to make them a habit when reading.

Before reading, students should:

- Activate their prior knowledge.
- Preview the text.
- Determine their purpose for reading the text.
- Write down any questions they have about the topic or points of confusion related to the topic.

During reading, students should:

- Monitor their comprehension as they read.
- Stop and review paragraphs to make sure they understood them correctly.
- Re-read confusing passages.
- Figure out unknown words.
- Write down and answer questions as they read.
- Take notes, draw visual representations of what they read, and use graphic organizers.

After reading, students should:

- Reflect on what they've read, including main ideas and important details.
- Summarize the text.
- Try to make connections to the text.

Section 4: Writing Instruction

Try to integrate writing into reading instruction as much as possible. At this level you can focus more on language conventions, including parts of speech, punctuation, capitalization, grammar, sentence and paragraph construction, spelling, and word choice or usage. You can also work on the process approach to writing as students learn to write informative essays and arguments.
Teaching Language Conventions *(CCR Language Anchors 1 & 2)*

When teaching language conventions, students often become overwhelmed by rules, so try to identify patterns in the errors students make in their writing, and then focus on one or two skill areas at a time. The following is a list of the most common errors in order of their frequency.

- No comma after introductory and clauses.
- Vague pronoun reference.
- No comma in compound sentence.
- Wrong word.
- No comma in nonrestrictive element.
- Wrong/missing inflected endings.
- Wrong or missing prepositions.
- Comma splice.
- Possessive apostrophe error.
- Tense shift.
- Unnecessary shift in person.
- Sentence fragment.
- Wrong tense or verb form.
- Subject-verb agreement.
- Lack of comma in series.
- Pronoun agreement error.
- Unnecessary comma with restrictive element.
- Run-on or fused sentences.
- Dangling or misplaced modifiers.
- Use of the word *its* versus *it’s*

Source

Teaching Informative Writing *(CCR Writing Anchor 2)*

Informative writing often relies on information students must obtain from reading and research.

- It begins with a topic sentence that defines the subject of the text.
- The body of informative writing answers the questions *who? what? when? where? and why?*
- Each main idea should have a paragraph beginning with a topic sentence.
- The remaining sentences should include details.
- The conclusion should restate the topic.

Have students research and write about a topic of interest to them or you can provide prompts from which they can choose a topic. You can use the informative writing rubric in the Appendix to guide and evaluate their writing.
Examples of Writing Prompts
- Research and write about a place you’d like to visit.
- What causes clouds to become gray and drop rain down on us?
- Write about one type of technology that didn’t exist 20 years ago.
- Research and write about a local organization.

Teaching How to Read and Write Arguments (CCR Reading Anchor 8 & CCR Writing Anchor 1)

This is a good time to combine reading and writing instruction. Begin by reading and evaluating arguments, and then you can help students write their own arguments. Writing an argument builds on what students know about writing an opinion, but has a more complex structure. Some experts believe this is the most important type of writing for adult learners. Explain to students that being able to write an effective argument is a critical life skill. A well-constructed argument has the power of changing someone’s mind—it will help others to really understand, accept, and respect their position as credible.

Purpose and Parts of an Argument
The purpose of an argument is to convince or persuade. The main parts of an argument are:
- Claim: It tells what you think is true about a topic based on your knowledge and your research.
- Counter-claim: There are two sides to every argument. A counter-claim is just the opposite of a claim. When you're planning an argument, you need to know what the counter-claim might be so that you can make sure that you disprove it with your reasons and evidence.
- Reasons: A reason tells why. The reasons explain the importance of the claim and make someone care.
- Evidence: Your evidence comes after you give your reasons.
- Assumptions: An assumption is a point that the author doesn't try to prove, but rather assumes is true. All arguments require assumptions. You need to be able to identify and evaluate assumptions in order to understand and evaluate arguments. You also need to be able to identify faulty assumptions because some arguments require making an assumption that really is not acceptable, and this is a sign that the argument is unsound.

Reading an Argument
First, identify the author’s argument.
- Writers often state their argument as part of their introduction, but it can also be in the conclusion.
- Sometimes, the argument is not stated in one or two sentences, but rather it's up to the reader to decide what argument is being made based on the sum of all the claims the author makes.
Then, evaluate the effectiveness of the author’s argument, which depends on the author’s claims, reasons, evidence, and assumptions.

- Can the claim be supported by reasons and evidence?
- Are the reasons logical, clear, and directly related to and supportive of the claim?
- Is the evidence convincing, relevant, accurate, and truly supportive of the reasons?
- Are the assumptions logical and true?
- Does the argument present opposing viewpoints and acknowledge counter-claims?
- Does the argument disprove counter-claims?

An argument may be ineffective for a variety of reasons, such as:

- The evidence to support the claim is nonexistent or unreliable.
- The reasons are not logical.
- The claim is too broad, which makes it difficult to prove.

**Writing an Argument**

There are three parts to an argument:

- **Introduction**: Introduce your claim and provide some background information.
- **Body**: Provide your reasons and evidence; address counter-claims and state why your position is better.
- **Conclusion**: Restate your position.

To write your argument:

- Be well informed and credible when you state your claim.
- Gather and evaluate evidence to prove your claim.
- Check your assumptions to make sure they are sound.
- Provide reasons to support your claim.
- Reference experts who agree with your claim.
- Address and disprove counter-claims.
- Organize your argument so that it moves smoothly from stating your claim and defending your points to arguing against any counter-claims.

When providing a counter-argument, you can use wording similar to what follows:

- **While it's true that . . . but**
- **There is some truth to the argument that . . . However**
- **It is true that . . . However,**
- **It may be true that . . . but**
- **Even if . . .**
- **Even if it's true that . . .**

Note: The rubric for writing an argument is in the Appendix.
Chapter Five: Advanced Level Reading and Writing (Level E)

Section 1: Reading Comprehension

Students in this advanced level typically need to work on applying more advanced reading comprehension strategies that focus on analyzing, evaluating, comparing, and synthesizing information from multiple texts on the same topic. They should continue practicing the process approach to writing, and write longer and more complex informative essays and arguments. They should also work on expanding their vocabulary, including technical terms (Tier III words).

The reading comprehension strategies in this section include:

- Synthesizing ideas.
- Analyzing individuals, events, and ideas in a text.
- Reading visual/graphic information.
- Analyzing and comparing multiple texts.

Comprehension Informal Pre-Assessments

You can use passages from the Ohio Literacy Alliance website to determine if the student needs instruction or more practice in reading comprehension skills: [http://www.ohioliteracyalliance.org/fluency/fluency.htm](http://www.ohioliteracyalliance.org/fluency/fluency.htm).

These are one-minute probes from 9th-12th grade textbooks that students read and then recall what they remember from the passage after it has been read. You can monitor their performance for word recognition, fluency, and comprehension.

Synthesizing Ideas (CCR Reading Anchor 9)

Synthesis is the combining of new ideas from one or more texts with what the reader already knows. As we read, an original thought takes shape, and then it expands or changes as we read new information.
When synthesizing information from two or more texts, help students answer the question: *How do these texts together form a broader or more complete picture of the topic than they did on their own?* In order to answer this question, you can re-read texts in order to:

- Compare the types of texts, their purposes, and their main ideas.
- Compare their arguments, reasons, and evidence.
- Look for similarities and differences.

Students can use the following phrases to write about information from a text:

- *I have learned that...*
- *Now I understand that...*
- *This gives me an idea...*
- *That leads me to believe...*

**Analyzing individuals, Events, and Ideas in a Text (CCR Reading Anchor 3)**

Individuals, events, and ideas can interact in different ways in a text. Help students use specific information from a text to write about the relationships between two or more individuals, events, ideas, or concepts. Show them how to:

- Identify transition words (*therefore, because, as a result*) to find information about relationships.
- Determine how complex ideas or sequences of events connect and change over the course of a text.
- Identify the techniques authors use to develop individuals, ideas, or events over the course of a text, such as text structures.

**Reading Visual/Graphic Information (CCR Reading Anchor 7)**

Students need to be able to understand the meaning of visual or graphic images in texts, including illustrations, diagrams, maps, charts, tables, and graphs. These graphics contribute to the meaning of the text.

When reading a graphic, students should answer the question: *How does this graphic add to or contribute to the text?* They should:

- Consider the type of graphic.
- Determine what it's about and identify the kind of information it presents.
- Read all titles, captions, map keys, etc.
- Pay attention to all details.
Analyzing and Comparing Multiple Texts (CCR Reading Anchor 9)

Help students analyze how multiple texts about the same topic present key information. Discuss how they are similar or different; do they emphasize different evidence or advance different interpretations of facts?

After analyzing the texts, have students write the answers to the following questions:

- What topic do both authors address?
- How are their approaches similar or different?
- What evidence does each author use to shape his/her presentation of key information? How does their evidence differ?
- How are their interpretations similar? How do their interpretation of facts differ?

Analyzing Arguments in Pairs of Texts

When authors take opposite views of a particular issue, students need to know how to analyze their arguments. Their arguments may use different evidence to support their varying claims or use the same evidence, but make different assumptions and draw different conclusions.

Explain that authors of arguments can support differing claims and draw opposing conclusions even when they are dealing with the same issue.

- Sometimes this happens because authors choose different evidence to support their varying claims.
- Sometimes writers use the same evidence to support completely different claims and draw completely different conclusions based on different assumptions that cause them to see and use the same evidence in different ways.

Have students start by comparing the authors’ arguments or claims.

- What is each arguing?
- Where do they agree with one another?
- Where do they disagree?

Then have them compare the underlying assumptions.

- Does an author base her argument on assumptions that can be considered common sense?
- Does an author base her argument on assumptions that she can prove?
- Does an author include faulty assumptions?

Finally have them compare the evidence that each uses.

- Does one author include more reliable sources of evidence than the other?
- Does one rely too much on anecdotal evidence, such as stories, that may not be typical?
Appendix

CCR Reading Foundation Skills/Standards: Phonemic Awareness

**RF.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

<table>
<thead>
<tr>
<th>Level A (Beginning ABE Literacy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.2.a: Recognize and produce rhyming words.</td>
</tr>
<tr>
<td>RF.2.b: Distinguish <em>long from short vowel</em> sounds in spoken single-syllable words.</td>
</tr>
<tr>
<td>RF.2.c: Count, pronounce, blend, and segment syllables in spoken words.</td>
</tr>
<tr>
<td>RF.2.d: Blend and segment <em>onsets and rimes</em> of single-syllable spoken words.</td>
</tr>
<tr>
<td>RF.2.e: Orally produce single-syllable words by blending sounds (phonemes), including <em>consonant blends</em>.</td>
</tr>
<tr>
<td>RF.2.f: Segment spoken single-syllable words into their complete sequence of <em>individual sounds</em> (phonemes).</td>
</tr>
<tr>
<td>RF.2.g: Isolate and pronounce initial, medial <em>vowel, and final sounds</em> (phonemes), in spoken single-syllable words.</td>
</tr>
<tr>
<td>RF.2.h: <em>Add or substitute individual sounds</em> (phonemes), in simple, one-syllable words to make new words.</td>
</tr>
</tbody>
</table>
## CCR Reading Foundation Skills/Standards: Phonics and Word Recognition Skills

**RF.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

<table>
<thead>
<tr>
<th>Level A (Beginning ABE Literacy)</th>
<th>Level B (Beginning Basic Education)</th>
<th>Level C (Low Intermediate Basic Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.3.a:</strong> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each <strong>consonant.</strong></td>
<td><strong>RF.3.a:</strong> Distinguish <strong>long and short vowels</strong> when reading regularly spelled one-syllable words.</td>
<td><strong>RF.3.a:</strong> Use combined knowledge of all letter-sound correspondences, <strong>syllabication patterns,</strong> and morphology (e.g., <strong>roots and affixes</strong>) to read accurately unfamiliar <strong>multi-syllabic words</strong> in context and out of context.</td>
</tr>
<tr>
<td><strong>RF.3.b:</strong> Associate the <strong>long and short</strong> sounds with common spellings (graphemes) for the five major vowels.</td>
<td><strong>RF.3.b:</strong> Know spelling-sound correspondences for additional common <strong>vowel teams.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.c:</strong> Know the spelling-sound correspondences for common <strong>consonant digraphs.</strong></td>
<td><strong>RF.3.c:</strong> Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.d:</strong> Decode regularly spelled one-syllable words.</td>
<td><strong>RF.3.d:</strong> Identify words with inconsistent but common spelling-sound correspondences.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.e:</strong> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td>
<td><strong>RF.3.e:</strong> Decode words with common Latin suffixes.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.f:</strong> Know final -e and common vowel team conventions for representing <strong>long vowel sounds.</strong></td>
<td><strong>RF.3.f:</strong> Decode multi-syllable words.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.g:</strong> Use knowledge that every syllable must have a vowel sound to determine the number of <strong>syllables</strong> in a printed word.</td>
<td><strong>RF.3.g:</strong> Recognize and read grade-appropriate irregularly spelled words.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.h:</strong> Decode <strong>two-syllable words</strong> following basic patterns by breaking the words into syllables.</td>
<td><strong>RF.3.h:</strong> Recognize and read grade-appropriate <strong>irregularly spelled words.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.i:</strong> Read words with <strong>inflectional endings.</strong></td>
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<td></td>
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<tr>
<td><strong>RF.3.j:</strong> Read common <strong>high-frequency words</strong> by sight (e.g., the, of, to, you, she, my, is, are, do, does).</td>
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<td></td>
</tr>
<tr>
<td><strong>RF.3.k:</strong> Recognize and read grade-appropriate <strong>irregularly spelled words.</strong></td>
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</tbody>
</table>
CCR Reading Foundation Skills/Standards: Fluency

**RF.4** Read with sufficient accuracy and fluency to support comprehension.

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.4.a: Read with purpose and understanding</td>
<td>RF.4.a: Read texts with purpose and understanding.</td>
<td>RF.4.a: Read texts with purpose and understanding.</td>
</tr>
<tr>
<td>RF.4.b: Read text orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>RF.4.b: Read prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>RF.4.b: Read prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td>RF.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>RF.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>RF.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
</tbody>
</table>

**CCR Standards: Reading**

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

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<tbody>
<tr>
<td>Ask and answer questions about key details in a text.</td>
<td>Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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</table>

**CCR Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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<tbody>
<tr>
<td>Identify the main topic and retell key details of a text.</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>Determine the main idea of a text and explain how it is supported by key details, summarize the text.</td>
<td>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of what the text says.</td>
<td>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including...</td>
</tr>
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</table>
Appendix

| CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| **Level A**                                     | **Level B**                                     | **Level C**                                     | **Level D**                                     | **Level E**                                     |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. |

<p>| CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (This anchor is discussed in the <strong>Vocabulary Development</strong> section of this text.) |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| <strong>Level A</strong>                                     | <strong>Level B</strong>                                     | <strong>Level C</strong>                                     | <strong>Level D</strong>                                     | <strong>Level E</strong>                                     |
| Ask and answer questions to help determine or clarify the meaning of words and | Determine the meaning of general academic and domain-specific words and | Determine the meaning of general academic and domain-specific words and | Determine the meaning of words and phrases as they are used in a text, including | Determine the meaning of words and phrases as they are used in a text, including |</p>
<table>
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<tr>
<td>phrases in a text.</td>
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**CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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<tr>
<td>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
<td>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>Describe and compare the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
<td>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Analyze and evaluate the effectiveness of the structure an author uses in his or her argument, including whether the structure makes points clear, convincing, and engaging.</td>
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**CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.**

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<tr>
<td>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Identify aspects of</td>
<td>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose; analyze a case in which grasping point of view</td>
<td></td>
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<tr>
<td>Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).</td>
<td>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
<td>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
<td>Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
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**CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- **Level A:** Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).
- **Level B:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **Level C:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **Level D:** Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- **Level E:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
### CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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<tr>
<td>Identify the reasons an author gives to support points in a text.</td>
<td>Describe how reasons support specific points the author makes in a text.</td>
<td>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
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### CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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<tbody>
<tr>
<td>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</td>
<td>Analyze seminal U.S. documents of historical and literary significance (The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, and King's Letter from Birmingham Jail), for their themes, purposes, and rhetorical features. Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.</td>
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</table>
## CCR Standards: Language

| CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---|---|---|---|---|
| **Level A** | **Level B** | **Level C** | **Level D** | **Level E** |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| a. Print all upper- and lowercase letters. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| b. Use common, proper, and possessive nouns. | a. Use collective nouns (e.g., group). |
| c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences. |
| d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their; anyone, everyone). | c. Form and use regular and irregular plural nouns. |
| e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| f. Use frequently occurring adjectives. | e. Form and use regular and irregular verbs. |
| g. Use frequently occurring nouns and verbs. | f. Use form and the simple future (e.g., I walk; I will walk) verb tenses. |
| h. Use frequently occurring conjunctions (e.g., and, but, or, so, because). | g. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
| i. Use determiners (e.g., articles, demonstratives). | h. Use verb tense to convey various times, sequences, states, and conditions. |
| j. Use frequently occurring prepositions (e.g., during, beyond, toward). | i. Recognize and correct inappropriate shifts in verb tense. |
| k. Understand and use question words | j. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| a. Ensure that pronouns are in the proper case (subjective, objective, possessive). | 
| b. Use intensive pronouns. | 
| c. Recognize and correct inappropriate shifts in pronoun number and person. | 
| d. Recognize and correct vague or unclear pronouns. | 
| e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | 
| f. Explain the function of verbal phrases (gerunds, participles, infinitives) in general and their function in particular sentences. | 
| g. Form and use verbs in the active and passive voice. | 
| h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | 
| i. Recognize and correct inappropriate shifts in verb voice and mood. | 
| j. Explain the function of phrases |
(interrogatives) (e.g., who, what, where, when, why, how).  
I. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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</table>
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 
   a. Capitalize the first word in a sentence and the pronoun I. 
   b. Capitalize dates and names of people. 
   c. Recognize and name end punctuation. 
   d. Use end punctuation for sentences. 
   e. Use commas in dates and to separate single words in a series. 
   f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 
   g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 
   h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular sounds (e.g., cage → badge; boy → boil).  
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 
   a. Capitalize holidays, product names, and geographic names. 
   b. Capitalize appropriate words in titles. 
   c. Use commas in greetings and closings of letters. 
   d. Use commas in addresses. 
   e. Use commas and quotation marks in dialogue. 
   f. Use an apostrophe to form contractions and frequently occurring possessives. 
   g. Form and use possessives. 
   h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 
   i. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 
   j. Use spelling patterns and generalizations (e.g., word | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 
   a. Use correct capitalization. 
   b. Use commas and quotation marks to mark direct speech and quotations from a text. 
   c. Use punctuation to separate items in a series. 
   d. Use a comma to separate an introductory element from the rest of the sentence. 
   e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). 
   f. Use underlining, quotation marks, or italics to indicate titles of works. 
   g. Use a comma before a coordinating conjunction in a compound sentence. 
   h. Spell grade-appropriate words | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 
   a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. 
   b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). 
   c. Use an ellipsis to indicate an omission. 
   d. Spell correctly. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 
   b. Use a colon to introduce a list or quotation. 
   c. Spell correctly. |

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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| words. | families, position-based spellings, syllable patterns, ending rules, meaningful word parts | correctly, consulting references as needed. |

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<p>| CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |</p>
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<tbody>
<tr>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
<td>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
<td>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
</tr>
<tr>
<td>e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
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<td>e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
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<p>| CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |</p>
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<tbody>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</td>
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<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
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<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
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Appendix

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<tbody>
<tr>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>b. Use frequently occurring affixes as a clue to the meaning of a word.</td>
<td>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/tell).</td>
<td>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).</td>
<td>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditor, audible).</td>
<td>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditor, audible).</td>
</tr>
<tr>
<td>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking.)</td>
<td>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</td>
<td>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</td>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
</tr>
<tr>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</td>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</td>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</td>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
<tr>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
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**CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

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<tbody>
<tr>
<td>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</td>
<td>Demonstrate understanding of word relationships and nuances in word meanings.</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
<td>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</td>
<td>a. Interpret figurative language, including similes and metaphors, in context.</td>
<td>a. Interpret figurative language, including similes and metaphors, in context.</td>
<td>a. Interpret figurative language, including similes and metaphors, in context.</td>
</tr>
<tr>
<td>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</td>
<td>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td>c. Distinguish shades of meaning among related words that</td>
<td>c. Distinguish shades of meaning among related words that</td>
<td>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to</td>
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<td>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to</td>
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</tr>
</tbody>
</table>
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

better understand each

---

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them.)</td>
<td>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: * signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). * are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). * signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</td>
<td>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
</tbody>
</table>
## CCR Standards: Writing

| CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|---|---|---|---|---|
| **Level A** | **Level B** | **Level C** | **Level D** | **Level E** |
| Write opinion pieces on topics or texts, supporting a point of view with reasons.  
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
   b. Provide reasons that support the opinion.  
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
   d. Provide a concluding statement or section. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  
   b. Provide logically ordered reasons that are supported by facts and details.  
   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  
   d. Provide a concluding statement or section related to the opinion presented. | Write arguments to support claims with clear reasons and relevant evidence.  
   a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  
   d. Establish and maintain a formal style.  
   e. Provide a concluding statement or section that follows from and supports the argument presented. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
### CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
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</thead>
</table>
| Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | Write informative texts to examine a topic and convey ideas and information clearly.  
  a. Introduce a topic and group related information together;  
  include illustrations when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, and details.  
  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
  d. Provide a concluding statement. | Write informative texts to examine a topic and convey ideas and information clearly.  
  a. Introduce a topic clearly and group related information in paragraphs and sections;  
  include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
  c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Provide a concluding statement or section related to the information or explanation presented. | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]  
  a. Introduce a topic clearly, previewing what is to follow;  
  organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Provide a concluding statement or section that follows from and supports the argument presented. | Write informative texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content.  
  a. Introduce a topic, and organize complex ideas, concepts, and information to make important connections and distinctions, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. |
### CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
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</thead>
<tbody>
<tr>
<td>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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</table>

### CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<table>
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<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
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<th>Level E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce writing in which the development and organization are appropriate to task and purpose.</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
<td></td>
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</tbody>
</table>

### CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<table>
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<th>Level D</th>
<th>Level E</th>
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<tbody>
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</tr>
<tr>
<td>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Note: this anchor may be difficult for tutors as it involves using technology and collaborating with others.</td>
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</tr>
<tr>
<td><strong>Level A</strong></td>
<td><strong>Level B</strong></td>
<td><strong>Level C</strong></td>
<td><strong>Level D</strong></td>
<td><strong>Level E</strong></td>
</tr>
<tr>
<td>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
<td>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</td>
<td>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; including linking to and citing sources.</td>
<td>Use technology, including the Internet, to produce publish, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically, including linking to and citing sources.</td>
</tr>
</tbody>
</table>

| CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|---|---|---|---|---|
| **Level A** | **Level B** | **Level C** | **Level D** | **Level E** |
| Participate in shared research and writing projects (e.g. explore a number of how-to books on a given topic and use them to write a sequence of instructions. | Conduct short research projects that build knowledge about a topic. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
### CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work.</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
</tbody>
</table>

### CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>
Writing Rubrics

Give students a copy of the rubric before they write so they can see what is important and do their own self-assessment of their writing before they give it to you.

**Narrative Rubric**

<table>
<thead>
<tr>
<th>Doesn't meet expectations (1 point)</th>
<th>Meets expectations (2 points)</th>
<th>Exceeds expectations (3 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No clear introduction</td>
<td>Introduction weak</td>
<td>Introduction presents the theme</td>
<td></td>
</tr>
<tr>
<td>No description of characters, setting, and events</td>
<td>Some description of characters, setting, and events</td>
<td>Good description of characters, setting, and events</td>
<td></td>
</tr>
<tr>
<td>No conclusion</td>
<td>Weak conclusion</td>
<td>Strong conclusion</td>
<td></td>
</tr>
<tr>
<td>Many capitalization errors</td>
<td>Few capitalization errors</td>
<td>No capitalization errors</td>
<td></td>
</tr>
<tr>
<td>Many punctuation errors</td>
<td>Few punctuation errors</td>
<td>No punctuation errors</td>
<td></td>
</tr>
<tr>
<td>Many spelling errors</td>
<td>Few spelling errors</td>
<td>No spelling errors</td>
<td></td>
</tr>
<tr>
<td>Many grammar errors</td>
<td>Few grammar errors</td>
<td>No grammar errors</td>
<td></td>
</tr>
</tbody>
</table>

Note: The level, *Meets Expectations*, refers to the expected process of learning and improving writing skills and does not imply that students have mastered these skills.
# Opinion Essay Rubric

<table>
<thead>
<tr>
<th>Doesn’t meet expectations (1 point)</th>
<th>Meets expectations (2 points)</th>
<th>Exceeds expectations (3 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No statement of the issue</td>
<td>Statement of the issue is weak</td>
<td>Issue is clearly stated</td>
<td></td>
</tr>
<tr>
<td>Reasons missing</td>
<td>Some reasons</td>
<td>Sufficient reasons supported by facts and details</td>
<td></td>
</tr>
<tr>
<td>Facts and details missing</td>
<td>Some facts and details</td>
<td>Sufficient and relevant facts and details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facts and details not relevant to issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete sentences</td>
<td>Weak sentences</td>
<td>Well-structured and varied sentences</td>
<td></td>
</tr>
<tr>
<td>No paragraphs</td>
<td>Weak paragraphs</td>
<td>Well-organized paragraphs</td>
<td></td>
</tr>
<tr>
<td>Many capitalization errors</td>
<td>Few capitalization errors</td>
<td>No capitalization errors</td>
<td></td>
</tr>
<tr>
<td>Many punctuation errors</td>
<td>Few punctuation errors</td>
<td>No punctuation errors</td>
<td></td>
</tr>
<tr>
<td>Many spelling errors</td>
<td>Few spelling errors</td>
<td>No spelling errors</td>
<td></td>
</tr>
<tr>
<td>Many grammar errors</td>
<td>Few grammar errors</td>
<td>No grammar errors</td>
<td></td>
</tr>
<tr>
<td>No concluding statement or section</td>
<td>Weak concluding statement or section</td>
<td>Concluding statement or section supports information presented and significance of topic</td>
<td></td>
</tr>
</tbody>
</table>

Note: The level, *Meets Expectations*, refers to the expected process of learning and improving writing skills and does not imply that students have mastered these skills.
### Informative Writing Rubric

<table>
<thead>
<tr>
<th>Doesn’t meet expectations (1 point)</th>
<th>Meets expectations (2 points)</th>
<th>Exceeds expectations (3 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No topic sentence</td>
<td>Weak topic sentence</td>
<td>Strong topic sentence</td>
<td></td>
</tr>
<tr>
<td>Facts, definitions, and details missing</td>
<td>Some facts, definitions, and details but not relevant to issue</td>
<td>Sufficient and relevant facts, definitions, and details</td>
<td></td>
</tr>
<tr>
<td>Incomplete sentences</td>
<td>Weak sentences</td>
<td>Well-structured and varied sentences</td>
<td></td>
</tr>
<tr>
<td>No relationships explained among ideas</td>
<td>Some relationships explained among ideas</td>
<td>Relationships explained among ideas</td>
<td></td>
</tr>
<tr>
<td>No paragraphs</td>
<td>Weak paragraphs</td>
<td>Well-organized paragraphs</td>
<td></td>
</tr>
<tr>
<td>No transitions between sections</td>
<td>Some transitions between sections</td>
<td>Appropriate and varied transitions between sections</td>
<td></td>
</tr>
<tr>
<td>Many capitalization errors</td>
<td>Few capitalization errors</td>
<td>No capitalization errors</td>
<td></td>
</tr>
<tr>
<td>Many punctuation errors</td>
<td>Few punctuation errors</td>
<td>No punctuation errors</td>
<td></td>
</tr>
<tr>
<td>Many spelling errors</td>
<td>Few spelling errors</td>
<td>No spelling errors</td>
<td></td>
</tr>
<tr>
<td>Many grammar errors</td>
<td>Few grammar errors</td>
<td>No grammar errors</td>
<td></td>
</tr>
<tr>
<td>Language vague</td>
<td>Some precise language and domain-specific vocabulary</td>
<td>Precise language and domain-specific vocabulary</td>
<td></td>
</tr>
<tr>
<td>No concluding statement or section</td>
<td>Weak concluding statement or section</td>
<td>Concluding statement or section supports information presented and significance of topic</td>
<td></td>
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</tbody>
</table>

Note: The level, *Meets Expectations*, refers to the expected process of learning and improving writing skills and does not imply that students have mastered these skills.
Appendix

# Argument Rubric

<table>
<thead>
<tr>
<th>Doesn't meet expectations (1 point)</th>
<th>Meets expectations (2 points)</th>
<th>Exceeds expectations (3 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No claim</td>
<td>Statement of the claim is weak</td>
<td>Claim is clearly stated</td>
<td></td>
</tr>
<tr>
<td>No data</td>
<td>Some data</td>
<td>Sufficient data</td>
<td></td>
</tr>
<tr>
<td>Counter-arguments missing</td>
<td>Counter-arguments not addressed, or not relevant to topic</td>
<td>Counter-arguments addressed and relevant to topic</td>
<td></td>
</tr>
<tr>
<td>Incomplete sentences</td>
<td>Weak sentences</td>
<td>Well-structured and varied sentences</td>
<td></td>
</tr>
<tr>
<td>Many capitalization errors</td>
<td>Few capitalization errors</td>
<td>No capitalization errors</td>
<td></td>
</tr>
<tr>
<td>Many punctuation errors</td>
<td>Few punctuation errors</td>
<td>No punctuation errors</td>
<td></td>
</tr>
<tr>
<td>Many spelling errors</td>
<td>Few spelling errors</td>
<td>No spelling errors</td>
<td></td>
</tr>
<tr>
<td>Many grammar errors</td>
<td>Few grammar errors</td>
<td>No grammar errors</td>
<td></td>
</tr>
<tr>
<td>No concluding statement or section</td>
<td>Weak concluding statement or section</td>
<td>Concluding statement or section supports information presented and significance of topic</td>
<td></td>
</tr>
</tbody>
</table>

Note: The level, *Meets Expectations*, refers to the expected process of learning and improving writing skills and does not imply that students have mastered these skills.