



*By the end of this level, adult learners will be able to:*

## **Reading**

1. Use knowledge of letter-sound relationships, basic spelling and syllabication patterns, and common affixes to decode multisyllabic words. (RF3A/B)
2. Recognize common irregular words as sight words. (RF3K)
3. Read aloud simple decodable texts with accuracy, at an appropriate rate, and with expression. (RF4A/B)
4. Determine meaning of general academic and domain-specific words and phrases as they are used in level-appropriate texts. (R4A/B)
5. Comprehend and cite evidence from level-appropriate printed/digital texts, attending to the purpose of the text/author, main ideas, key details, and connections between individuals, events, or other details. (R1A/B; R2A/B; R3A/B; R5A/B; R6A/B; R8A/B)
6. Use knowledge of both print and digital text features, common text formats (e.g., prescriptions, bills, emails), and common search tools (e.g., hyperlinks, sidebars) to locate key facts or information. (R5B)
7. Interpret information or ideas presented in illustrations, simple charts, timelines, diagrams, and other visual formats. (R7A/B)
8. Identify key similarities and differences between two simple texts on the same topic. (R9A/B)

## **Writing**

9. With guidance, use the writing process to craft clear sentences and paragraphs appropriate to the task and purpose. (W4B; W5B)
10. Write simple narratives, informative texts, and opinion pieces. (W1B; W2A/B; W3B)
11. Engage in shared and individual research projects, gathering information from print and digital sources, taking notes, categorizing evidence, and summarizing what is learned. (W7A/B; W8A/B)
12. Use technology to produce and publish writing and to interact and collaborate with others. (W6A/B)

## **Speaking & Listening**

13. Prepare for and engage effectively in 1-1, small groups, and teacher-led discussions with diverse partners. (SL1A/B)
14. Determine main ideas and supporting details of information presented visually, quantitatively, and orally. (SL2A/B)
15. Ask and answer questions about information from a speaker. (SL3A/B)
16. Orally report on a topic or text, tell a story, or recount an experience, using appropriate details and speaking clearly at an appropriate pace. (SL4A/B)

## **Language**

17. Demonstrate command of the basic conventions of standard English grammar and usage when writing or speaking. (L1A/B)
18. Apply the basic conventions of English capitalization, punctuation, and spelling when writing. (L2A/B)
19. Determine or clarify the meaning of level-appropriate unknown and multiple-meaning words and phrases, using sentence context, knowledge of high-frequency roots and affixes, and print and digital aids; distinguish shades of meaning and connections among words (L4A/B; L5A/B)
20. Acquire and accurately use level-appropriate conversational, general academic, and domain-specific words and phrases. (L6A/B)

<sup>1</sup> These benchmarks are based on the CCRSAE and the level descriptions provided by the National Reporting System. They provide a big-picture view of what learners at this level are expected to be able to do by the time they exit the level. For specifics, see the [CCRS&E-ELA broken out for Levels A and B](#).  
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