



Foundation: 1-4

Level 1: 5-8

Level 2: 9-11

Level 3: 12-15

Level 4: 16-20

Level 5: 21-21

BL Foundation (CASAS scores 150-200) Class Profile

General Description: Beginning Literacy/Pre-Beginning

Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R1: Beginning Literacy / Phonics

- R1.1 Identify the letters of the English alphabet (upper and lower case)
- R1.2 Recognize that letters make words and words make sentences
- R1.3 Read from left to right, top to bottom, front to back
- R1.4 Relate letters to sounds
- R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms
- R1.6 Use common phonological patterns to sound out unfamiliar words (e.g., man/van)

R2: Vocabulary

- R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #, ,
- R2.2 Read basic sight words (e.g., the, is)
- R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
- R2.4 Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- R2.5 Interpret contractions
- R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)
- R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
- R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
- R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, worker)
- R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)
- R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

- R3.1 Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
- R3.2 Read and understand simple sentences that contain familiar vocabulary
- R3.3 Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)
- R3.6 Interpret simple written instructions
- R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- R3.10 Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
- R3.12 Use supporting illustrations to interpret text
- R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next Purchase.)
- R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R4: Text in Format

- R4.1 Read numbers
- R4.2 Read clock times
- R4.3 Read dates
- R4.4 Read money amounts
- R4.5 Read simple handwriting
- R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)
- R4.8 Interpret information in charts and tables (e.g., bus schedules)
- R4.9 Interpret maps, diagrams, and graphs
- R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

- R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- R5.4 Use a picture dictionary
- R5.5 Use a simplified dictionary or glossary

R6: Reading Strategies

- R6.1 Predict the content of a text from title, pictures, type of material
- R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

R7: Reading and Thinking Skills

- R7.1 Identify the main idea of a simple paragraph
- R7.4 Determine the sequence of events in a simple narrative
- R7.8 Make inferences and draw conclusions from simple text
- R7.13 Compare related information from various sources (e.g., consumer ads)

CASAS Writing Content Standards

Students at this level should be able to do the following before progressing to the next level:

W1: Beginning Literacy

- W1.1 Write the letters of the English alphabet (upper and lower case)
- W1.2 Combine letters to make words and words to make sentences
- W1.3 Write from left to right, top to bottom, front to back
- W1.4 Use letters to represent sounds
- W1.5 Spell common sound blends (diphthongs, triphthongs and simple consonant blends, e.g. <pl>, <tr> etc.)
- W1.6 Spell words in the same phonics-related word families (e.g., man/can/tan)
- W1.7 Write name and other personal and very familiar words
- W1.8 Write numbers in numerals and words
- W1.9 Complete simple forms (e.g., appointment sign-in sheet, class registration)

W2: Spelling and Mechanics

- W2.1 Demonstrate legible handwriting
- W2.2 Write clock times in different formats
- W2.3 Write money amounts
- W2.4 Use capitalization and end punctuation to mark the beginning and end of sentences
- W2.5 Use capitalization to write proper nouns (e.g., names, place names, other proper nouns)
- W2.6 Write dates in different formats
- W2.7 Use spacing or indentation to show paragraph divisions
- W2.8 Write common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
- W2.9 Produce text using a word processor
- W2.10 Spell regular morphemes including plural –s, third person singular –s, possessive –’s, past –ed, gerund -ing
- W2.11 Use commas in a series
- W2.13 Write basic abbreviations (e.g., Mr., apt., lb.)
- W2.15 Write using the appropriate prefixes and suffixes (e.g., un-happy, work-er, employ-ee, anti-war)
- W2.16 Spell homonyms in context (e.g., There’s a hole in the bag. / Get a whole bag.)
- W2.17 Format written material (e.g., headings, captions, bullets, print features such as bold)
- W2.18 Write information for charts and tables (e.g., bus schedules)
- W2.19 Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)

W3: Grammar and Sentence Structure

- W3.1 Demonstrate knowledge of grammar (rules governing use of language)
- W3.2 Demonstrate knowledge of syntax (grammatical arrangement of words in sentences)
- W3.3 Use basic grammar and structures with present tense verbs and modals in high-frequency usage (e.g., to be, to do, to need, to have, can)
- W3.4 Use contracted forms
- W3.5 Produce simple questions (e.g., WH- & yes/no) and statements
- W3.6 Use noun plurals
- W3.7 Use the possessive form of nouns and pronouns
- W3.8 Write in complete sentences (e.g., avoiding fragments and comma splices)
- W3.9 Use imperative constructions
- W3.10 Use pronouns and follow pronouns across a statement or passage (e.g., John lives with his mother.)
- W3.11 Use intermediate level grammar and structures (e.g., simple past, modals, real conditional, present

perfect, compound simple sentences)

W3.12 Use comparative forms of adjectives (e.g., faster, fastest)

W3.14 Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)

W4: Vocabulary/Word Choice

W4.1 Use common basic vocabulary (e.g., the, is, here)

W4.2 Use simple words and phrases from familiar contexts (e.g., boy, girl, man, woman, at home, at work)

W4.3 Use common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels, simple descriptions)

W4.4 Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)

W4.6 Use common prefixes and suffixes to add meaning to words (e.g., un-happy, work-er)

W5: Organization

W5.1 Plan writing by brainstorming and/or using graphic organizers

W5.2 Present information in a logical sequence

W5.3 Write related sentences to form a cohesive paragraph

W5.4 Write and make connections between related information across different sections of a text

W5.5 Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

W6: Content

W6.1 Write simple sentences that contain familiar vocabulary

W6.2 Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).

W6.3 Write the main idea of a simple paragraph

W6.5 Write the sequence of events in a simple narrative

W6.7 Write simple texts on familiar topics (e.g., short narratives, basic consumer materials)

W6.8 Use details that elaborate on main ideas: examples, descriptions, personal experiences

W6.9 Use a range of different styles of writing for different purposes

W7: Writing for Varied Purposes

W7.1 Complete simple forms

W7.2 Complete complex forms (e.g., rental, insurance, pay statements)

W7.3 Write simple instructions

W7.7 Write explanations (e.g., reference information)

W7.8 Write short functional texts (e.g., formal / informal letters, postcards, e-mail, notices)

W7.10 Write informational materials (e.g., brochures, advertisements)

W7.11 Write lists (e.g. to-do, action plans)

W7.12 Write personal recounts (e.g., oral anecdotes, diary entries)

BL Level 1 (CASAS scores 200-210) Class Profile

General Description: Beginning Basic Skills

Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R1: Beginning Literacy / Phonics

R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms

R2: Vocabulary

R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #, ,)

R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

R2.5 Interpret contractions

R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)

R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)

R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.2 Read and understand simple sentences that contain familiar vocabulary

R3.3 Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.6 Interpret simple written instructions

R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)

R3.10 Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)

R3.12 Use supporting illustrations to interpret text

R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R4: Text in Format

R4.2 Read clock times

R4.3 Read dates

R4.4 Read money amounts

R4.5 Read simple handwriting

R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)

- R4.8 Interpret information in charts and tables (e.g., bus schedules)
- R4.9 Interpret maps, diagrams, and graphs
- R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

- R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- R5.5 Use a simplified dictionary or glossary

R6: Reading Strategies

- R6.1 Predict the content of a text from title, pictures, type of material
- R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
- R6.4 Skim simple text for general meaning
- R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking Skills

- R7.2 Identify the main idea of a multi-paragraph text
- R7.4 Determine the sequence of events in a simple narrative
- R7.8 Make inferences and draw conclusions from simple text
- R7.13 Compare related information from various sources (e.g., consumer ads)

R9: Literary Analysis

- R9.1 Identify the story elements such as setting, character, plot, and resolution
- R9.2 Draw from personal experiences in responding to a work of literature (i.e., the learner recognizes similarities between the experiences of fictional characters in non-complex events and his/her own experiences)
- R9.3 Identify uncomplicated themes in reading selections
- R9.4 Differentiate between factual and fictional elements
- R9.5 Identify story elements including setting, plot, character, conflict, and resolution increasingly more complex fiction
- R9.6 Identify the function of introductory and concluding paragraphs in an essay

CASAS Writing Content Standards

Students at this level should be able to do the following before progressing to the next level:

W1: Beginning Literacy

- W1.9 Complete simple forms (e.g., appointment sign-in sheet, class registration)

W2: Spelling and Mechanics

- W2.8 Write common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

- W2.9 Produce text using a word processor
- W2.10 Spell regular morphemes including plural –s, third person singular –s, possessive –’s, past –ed, gerund-ing
- W2.11 Use commas in a series
- W2.12 Use commas with relative and dependent clauses, as well as other types of punctuation (e.g., semi-colons, colons, quotation marks)
- W2.13 Write basic abbreviations (e.g., Mr., apt., lb.)
- W2.14 Write abbreviations in specialized contexts (e.g., tsp., bnfts.)
- W2.15 Write using the appropriate prefixes and suffixes (e.g., un-happy, work-er, employ-ee, anti-war)
- W2.16 Spell homonyms in context (e.g., There’s a hole in the bag. / Get a whole bag.)
- W2.17 Format written material (e.g., headings, captions, bullets, print features such as bold)
- W2.18 Write information for charts and tables (e.g., bus schedules)
- W2.19 Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)

W3: Grammar and Sentence Structure

- W3.8 Write in complete sentences (e.g., avoiding fragments and comma splices)
- W3.9 Use imperative constructions
- W3.10 Use pronouns and follow pronouns across a statement or passage (e.g., John lives with his mother.)
- W3.11 Use intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)
- W3.12 Use comparative forms of adjectives (e.g., faster, fastest)
- W3.13 Use comparative forms of adverbs (e.g., more quickly, the most quickly)
- W3.14 Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., first, then, however, it’s important that, well, anyway, that being said, etc.)

W4: Vocabulary/Word Choice

- W4.3 Use common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels, simple descriptions)
- W4.4 Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
- W4.5 Use specialized vocabulary (e.g., consumer, work, field of interest)
- W4.6 Use common prefixes and suffixes to add meaning to words (e.g., un-happy, work-er)
- W4.7 Use words that are appropriate for informal (colloquial, slang) written discourse vs. formal written discourse
- W4.8 Use precise and appropriate vocabulary to convey intended meaning
- W4.9 Use idioms and collocations appropriately

W5: Organization

- W5.1 Plan writing by brainstorming and/or using graphic organizers
- W5.2 Present information in a logical sequence
- W5.3 Write related sentences to form a cohesive paragraph
- W5.4 Write and make connections between related information across different sections of a text
- W5.5 Use signal words as clues to the organization and content of a text (e.g., first... then; however; it’s important that...)
- W5.6 Organize text in paragraphs with clear beginning, middle and end

W5.7 Use an appropriate organizational structure which unifies relevant main ideas

W5.8 Organize and summarize information using a variety of organizational patterns: list, sequence, comparison, contrast, classification, cause and effect

W5.9 Synthesize information using a variety of organizational patterns: sequence, comparison, contrast, classification, cause and effect, chronology, hierarchy, topic

W6: Content

W6.2 Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).

W6.4 Write the main idea of a multi-paragraph text

W6.5 Write the sequence of events in a simple narrative

W6.7 Write simple texts on familiar topics (e.g., short narratives, basic consumer materials)

W6.8 Use details that elaborate on main ideas: examples, descriptions, personal experiences

W6.9 Use a range of different styles of writing for different purposes

W6.10 Use appropriate terms of address

W6.11 Draft, review and revise a text

W6.12 Proof-read, revise for accuracy and meaning

W7: Writing for Varied Purposes

W7.2 Complete complex forms (e.g., rental, insurance, pay statements)

W7.3 Write simple instructions

W7.5 Write moderately complex texts (e.g., general informational materials, common workplace materials)

W7.7 Write explanations (e.g., reference information)

W7.8 Write short functional texts (e.g., formal / informal letters, postcards, e-mail, notices)

W7.10 Write informational materials (e.g., brochures, advertisements)

W7.11 Write lists (e.g. to-do, action plans)

W7.12 Write personal recounts (e.g., oral anecdotes, diary entries)

W7.13 Create media messages with visual support (e.g., blogs, web pages)

W7.14 Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., powerpoint slides, video presentations)

W8: Academic-oriented Skills

W8.1 Paraphrase information

W8.2 Summarize a text

BL Level 2 (CASAS scores 210-220) Class Profile

General Description: Intermediate Basic Skills

Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R2: Vocabulary

- R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
- R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
- R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, worker)
- R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)
- R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

- R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)
- R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
- R3.11 Make connections between related information across different sections of a text
- R3.12 Use supporting illustrations to interpret text
- R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)
- R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
- R3.15 Interpret idioms and collocations from context
- R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)

R4: Text in Format

- R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)
- R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)
- R4.8 Interpret information in charts and tables (e.g., bus schedules)
- R4.9 Interpret maps, diagrams, and graphs
- R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

- R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- R5.6 Use a standard dictionary to distinguish between multiple meanings of a word

R6: Reading Strategies

- R6.1 Predict the content of a text from title, pictures, type of material
- R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

- R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- R6.4 Skim simple text for general meaning
- R6.5 Skim complex text for general meaning or to determine subject matter or organization
- R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- R6.7 Increase reading fluency (accuracy, speed)

R7 Reading and Thinking Skills

- R7.2 Identify the main idea of a multi-paragraph text
- R7.5 Determine the sequence of events in a complex narrative
- R7.6 Paraphrase information
- R7.7 Summarize a text
- R7.8 Make inferences and draw conclusions from simple text
- R7.10 Differentiate fact from opinion in a written text
- R7.13 Compare related information from various sources (e.g., consumer ads)

R9 Literary Analysis

- R9.7 Identify cause-and-effect relationships in literary texts

CASAS Writing Content Standards

Students at this level should be able to do the following before progressing to the next level:

W2: Spelling and Mechanics

- W2.12 Use commas with relative and dependent clauses, as well as other types of punctuation (e.g., semi-colons, colons, quotation marks)
- W2.14 Write abbreviations in specialized contexts (e.g., tsp., bnfts.)
- W2.15 Write using the appropriate prefixes and suffixes (e.g., un-happy, work-er, employ-ee, anti-war)
- W2.16 Spell homonyms in context (e.g., There's a hole in the bag. / Get a whole bag.)
- W2.17 Format written material (e.g., headings, captions, bullets, print features such as bold)
- W2.18 Write information for charts and tables (e.g., bus schedules)
- W2.19 Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)

W3: Grammar and Sentence Structure

- W3.10 Use pronouns and follow pronouns across a statement or passage (e.g., John lives with his mother.)
- W3.11 Use intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)
- W3.12 Use comparative forms of adjectives (e.g., faster, fastest)
- W3.13 Use comparative forms of adverbs (e.g., more quickly, the most quickly)
- W3.14 Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)

W4: Vocabulary/Word Choice

- W4.4 Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
- W4.5 Use specialized vocabulary (e.g., consumer, work, field of interest)
- W4.7 Use words that are appropriate for informal (colloquial, slang) written discourse vs. formal written discourse
- W4.8 Use precise and appropriate vocabulary to convey intended meaning
- W4.9 Use idioms and collocations appropriately
- W4.10 Use a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), antonyms (e.g., concern vs.

indifference), precise terminology (e.g., home vs. condominium), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics

W5: Organization

W5.1 Plan writing by brainstorming and/or using graphic organizers

W5.2 Present information in a logical sequence

W5.3 Write related sentences to form a cohesive paragraph

W5.4 Write and make connections between related information across different sections of a text

W5.5 Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

W5.6 Organize text in paragraphs with clear beginning, middle and end

W5.7 Use an appropriate organizational structure which unifies relevant main ideas

W5.8 Organize and summarize information using a variety of organizational patterns: list, sequence, comparison, contrast, classification, cause and effect

W5.9 Synthesize information using a variety of organizational patterns: sequence, comparison, contrast, classification, cause and effect, chronology, hierarchy, topic

W6: Content

W6.2 Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).

W6.4 Write the main idea of a multi-paragraph text

W6.6 Write the sequence of events in a complex narrative

W6.7 Write simple texts on familiar topics (e.g., short narratives, basic consumer materials)

W6.8 Use details that elaborate on main ideas: examples, descriptions, personal experiences

W6.9 Use a range of different styles of writing for different purposes

W6.10 Use appropriate terms of address

W6.11 Draft, review and revise a text

W6.12 Proof-read, revise for accuracy and meaning

W6.13 Write supporting points or details for a statement, position or argument on a familiar topic

W6.14 Present information and ideas concisely, logically and persuasively

W6.15 Use appropriate tone

W6.16 Convey humor, jokes, irony

W6.17 Identify and apply strategies used to influence audiences (e.g. pathos, logos, ethos)

W7: Writing for Varied Purposes

W7.2 Complete complex forms (e.g., rental, insurance, pay statements)

W7.4 Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

W7.5 Write moderately complex texts (e.g., general informational materials, common workplace materials)

W7.7 Write explanations (e.g., reference information)

W7.8 Write short functional texts (e.g., formal / informal letters, postcards, e-mail, notices)

W7.9 Write factual recounts (e.g., news reports, eye-witness accounts)

W7.10 Write informational materials (e.g., brochures, advertisements)

W7.13 Create media messages with visual support (e.g., blogs, web pages)

W7.14 Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., powerpoint slides, video presentations)

W8: Academic-Oriented Skills

W8.1 Paraphrase information

W8.2 Summarize a text

BL Level 3 (CASAS scores 220-235) Class Profile

General Description: Advanced Basic Skills

Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications.

Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Persons at the upper end of this score range are able to begin GED preparation.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R2: Vocabulary

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)

R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)

R3.11 Make connections between related information across different sections of a text

R3.12 Use supporting illustrations to interpret text

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)

R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)

R3.18 Interpret analogies in familiar contexts

R4: Text in Format

R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)

R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference materials

R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application)

help feature)

R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

R5.6 Use a standard dictionary to distinguish between multiple meanings of a word

R5.7 Use reference tools such as a print or online encyclopedia

R6: Reading Strategies

R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

R6.5 Skim complex text for general meaning or to determine subject matter or organization

R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information

R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking skills

R7.2 Identify the main idea of a multi-paragraph text

R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic

R7.5 Determine the sequence of events in a complex narrative

R7.6 Paraphrase information

R7.7 Summarize a text

R7.9 Make inferences and draw conclusions from complex text

R7.10 Differentiate fact from opinion in a written text

R7.11 Identify the writer, audience, and purpose of a text

R7.12 Determine a writer's point of view

R7.13 Compare related information from various sources (e.g., consumer ads)

R7.14 Verify and clarify facts in written information (e.g., advertising claims)

R9: Literary Analysis

R9.8 Identify the impact of language such as literary devices that are characteristic of an author's work

R9.9 Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life

R9.10 Identify the major theme in increasingly more complex stories

R9.11 Use specifics from literary passages to support his/her ideas formed from reading literary text

R9.12 Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)

R9.13 Interpret a work of literature and relate the information to contemporary experiences

R9.14 Identify more complex elements of plot, setting, character development, conflict, and resolution

R9.15 Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)

CASAS Writing Content Standards

Students at this level should be able to do the following before progressing to the next level:

W2: Spelling and Mechanics

W2.12 Use commas with relative and dependent clauses, as well as other types of punctuation (e.g., semi-colons, colons, quotation marks)

W2.17 Format written material (e.g., headings, captions, bullets, print features such as bold)

W2.18 Write information for charts and tables (e.g., bus schedules)

W2.19 Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)

W3: Grammar and Sentence Structure

W3.11 Use intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)

W3.14 Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)

W3.15 Use advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)

W4: Vocabulary/Word Choice

W4.5 Use specialized vocabulary (e.g., consumer, work, field of interest)

W4.7 Use words that are appropriate for informal (colloquial, slang) written discourse vs. formal written discourse

W4.8 Use precise and appropriate vocabulary to convey intended meaning

W4.9 Use idioms and collocations appropriately

W4.10 Use a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), antonyms (e.g., concern vs. indifference), precise terminology (e.g., home vs. condominium), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics

W5: Organization

W5.4 Write and make connections between related information across different sections of a text

W5.5 Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

W5.6 Organize text in paragraphs with clear beginning, middle and end

W5.7 Use an appropriate organizational structure which unifies relevant main ideas

W5.8 Organize and summarize information using a variety of organizational patterns: list, sequence, comparison, contrast, classification, cause and effect

W5.9 Synthesize information using a variety of organizational patterns: sequence, comparison, contrast, classification, cause and effect, chronology, hierarchy, topic

W6: Content

W6.2 Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).

W6.4 Write the main idea of a multi-paragraph text

W6.6 Write the sequence of events in a complex narrative

W6.8 Use details that elaborate on main ideas: examples, descriptions, personal experiences

W6.9 Use a range of different styles of writing for different purposes

W6.10 Use appropriate terms of address

W6.11 Draft, review and revise a text

W6.12 Proof-read, revise for accuracy and meaning

W6.13 Write supporting points or details for a statement, position or argument on a familiar topic

W6.14 Present information and ideas concisely, logically and persuasively

W6.15 Use appropriate tone

W6.16 Convey humor, jokes, irony

W6.17 Identify and apply strategies used to influence audiences (e.g. pathos, logos, ethos)

W7: Writing for Varied Purposes

W7.2 Complete complex forms (e.g., rental, insurance, pay statements)

W7.4 Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

W7.5 Write moderately complex texts (e.g., general informational materials, common workplace materials)

W7.7 Write explanations (e.g., reference information)

W7.8 Write short functional texts (e.g., formal / informal letters, postcards, e-mail, notices)

W7.9 Write factual recounts (e.g., news reports, eye-witness accounts)

W7.13 Create media messages with visual support (e.g., blogs, web pages)

W7.14 Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., powerpoint slides, video presentations)

W8: Academic-Oriented Skills

W8.1 Paraphrase information

W8.2 Summarize a text

BL Level 4 (CASAS scores 235-245) Class Profile

General Description: Adult Secondary

Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R2: Vocabulary

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)

R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)

R3.11 Make connections between related information across different sections of a text

R3.12 Use supporting illustrations to interpret text

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)

R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)

R3.18 Interpret analogies in familiar contexts

R3.19 Interpret meaning of metaphors and similes in context

R4: Text in Format

R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)

R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

R5.6 Use a standard dictionary to distinguish between multiple meanings of a word

R5.7 Use reference tools such as a print or online encyclopedia

R6: Reading Strategies

R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

R6.5 Skim complex text for general meaning or to determine subject matter or organization

R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information

R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking Skills

R7.2 Identify the main idea of a multi-paragraph text

R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic

R7.5 Determine the sequence of events in a complex narrative

R7.6 Paraphrase information

R7.7 Summarize a text

R7.9 Make inferences and draw conclusions from complex text

R7.11 Identify the writer, audience, and purpose of a text

R7.12 Determine a writer's point of view

R7.13 Compare related information from various sources (e.g., consumer ads)

R7.14 Verify and clarify facts in written information (e.g., advertising claims)

R8: Academic-Oriented Skills

R8.1 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings

R8.4 Generate relevant questions about readings on issues that can be researched

R8.5 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents

R8.6 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration

R8.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)

R8.10 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension

R9: Literary Analysis

R9.16 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)

R9.17 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic

R9.18 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)

R9.19 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and

- external conflicts, motivations) and explain the way those interactions affect the plot
- R9.20 Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy
- R9.21 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work
- R9.22 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)
- R9.23 Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal
- R9.24 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text
- R9.25 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text
- R9.26 Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature
- R9.27 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)
- R9.28 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)
- R9.29 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)

CASAS Writing Content Standards

Students at this level should be able to do the following before progressing to the next level:

W2: Spelling and Mechanics

- W2.18 Write information for charts and tables (e.g., bus schedules)
- W2.19 Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)

W3: Grammar and Sentence Structure

- W3.14 Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)
- W3.15 Use advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)

W4: Vocabulary/Word Choice

- W4.5 Use specialized vocabulary (e.g., consumer, work, field of interest)
- W4.7 Use words that are appropriate for informal (colloquial, slang) written discourse vs. formal written discourse
- W4.8 Use precise and appropriate vocabulary to convey intended meaning
- W4.9 Use idioms and collocations appropriately
- W4.10 Use a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), antonyms (e.g., concern vs. indifference), precise terminology (e.g., home vs. condominium), phrasal verbs and idioms (e.g., to

be late vs. running behind schedule) on a variety of topics

W5: Organization

- W5.5 Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
- W5.8 Organize and summarize information using a variety of organizational patterns: list, sequence, comparison, contrast, classification, cause and effect
- W5.9 Synthesize information using a variety of organizational patterns: sequence, comparison, contrast, classification, cause and effect, chronology, hierarchy, topic

W6: Content

- W6.2 Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).
- W6.6 Write the sequence of events in a complex narrative
- W6.8 Use details that elaborate on main ideas: examples, descriptions, personal experiences
- W6.9 Use a range of different styles of writing for different purposes
- W6.10 Use appropriate terms of address
- W6.11 Draft, review and revise a text
- W6.12 Proof-read, revise for accuracy and meaning
- W6.13 Write supporting points or details for a statement, position or argument on a familiar topic
- W6.14 Present information and ideas concisely, logically and persuasively
- W6.15 Use appropriate tone
- W6.16 Convey humor, jokes, irony
- W6.17 Identify and apply strategies used to influence audiences (e.g. pathos, logos, ethos)

W7: Writing for Varied Purposes

- W7.2 Complete complex forms (e.g., rental, insurance, pay statements)
- W7.4 Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)
- W7.6 Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports)
- W7.9 Write factual recounts (e.g., news reports, eye-witness accounts)
- W7.13 Create media messages with visual support (e.g., blogs, web pages)
- W7.14 Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., powerpoint slides, video presentations)

W8: Academic-oriented Skills

- W8.1 Paraphrase information
- W8.2 Summarize a text
- W8.3 Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)
- W8.4 Generate relevant research questions
- W8.5 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents
- W8.6 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
- W8.7 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations

- W8.8 Position the argument using appropriate structure and tone based on the intention (e.g. professional journals, editorials, political speeches, primary source materials)
- W8.9 Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics

BL Level 5 (CASAS scores 245-255) Class Profile

Advanced Adult Secondary

With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R2: Vocabulary

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)

R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)

R3.11 Make connections between related information across different sections of a text

R3.12 Use supporting illustrations to interpret text

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)

R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)

R3.18 Interpret analogies in familiar contexts

R3.19 Interpret meaning of metaphors and similes in context

R4: Text in Format

R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)

R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

R5.6 Use a standard dictionary to distinguish between multiple meanings of a word

R5.7 Use reference tools such as a print or online encyclopedia

R6: Reading Strategies

R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

- R6.5 Skim complex text for general meaning or to determine subject matter or organization
- R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking skills

- R7.2 Identify the main idea of a multi-paragraph text
- R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic
- R7.5 Determine the sequence of events in a complex narrative
- R7.6 Paraphrase information
- R7.7 Summarize a text
- R7.9 Make inferences and draw conclusions from complex text
- R7.11 Identify the writer, audience, and purpose of a text
- R7.12 Determine a writer's point of view
- R7.13 Compare related information from various sources (e.g., consumer ads)
- R7.14 Verify and clarify facts in written information (e.g., advertising claims)

R8: Academic-oriented Skills

- R8.1 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings
- R8.2 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)
- R8.3 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)
- R8.4 Generate relevant questions about readings on issues that can be researched
- R8.5 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents
- R8.6 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
- R8.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)
- R8.9 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject
- R8.10 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension
- R8.11 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text

R9: Literary Analysis

- R9.30 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres
- R9.31 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim
- R9.32 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve

specific rhetorical or aesthetic purposes or both

- R9.33 Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions
- R9.34 Analyze recognized works of American literature representing a variety of genres and traditions
- R9.35 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings
- R9.36 Analyze recognized works of world literature from a variety of authors
- R9.37 Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work
- R9.38 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor (Political approach)
- R9.39 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach)

CASAS Writing Content Standards

Students at this level should be able to do the following before progressing to the next level:

W2: Spelling and Mechanics

- W2.18 Write information for charts and tables (e.g., bus schedules)
- W2.19 Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)

W3: Grammar and Sentence Structure

- W3.14 Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)
- W3.15 Use advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)

W4: Vocabulary/Word Choice

- W4.5 Use specialized vocabulary (e.g., consumer, work, field of interest)
- W4.7 Use words that are appropriate for informal (colloquial, slang) written discourse vs. formal written discourse
- W4.8 Use precise and appropriate vocabulary to convey intended meaning
- W4.9 Use idioms and collocations appropriately
- W4.10 Use a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), antonyms (e.g., concern vs. indifference), precise terminology (e.g., home vs. condominium), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics

W5: Organization

- W5.5 Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
- W5.8 Organize and summarize information using a variety of organizational patterns: list, sequence, comparison, contrast, classification, cause and effect

W5.9 Synthesize information using a variety of organizational patterns: sequence, comparison, contrast, classification, cause and effect, chronology, hierarchy, topic

W6: Content

W6.2 Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).

W6.6 Write the sequence of events in a complex narrative

W6.8 Use details that elaborate on main ideas: examples, descriptions, personal experiences

W6.9 Use a range of different styles of writing for different purposes

W6.10 Use appropriate terms of address

W6.11 Draft, review and revise a text

W6.12 Proof-read, revise for accuracy and meaning

W6.13 Write supporting points or details for a statement, position or argument on a familiar topic

W6.14 Present information and ideas concisely, logically and persuasively

W6.15 Use appropriate tone

W6.16 Convey humor, jokes, irony

W6.17 Identify and apply strategies used to influence audiences (e.g. pathos, logos, ethos)

W7: Writing for Varied Purposes

W7.2 Complete complex forms (e.g., rental, insurance, pay statements)

W7.4 Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

W7.6 Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports)

W7.9 Write factual recounts (e.g., news reports, eye-witness accounts)

W7.13 Create media messages with visual support (e.g., blogs, web pages)

W7.14 Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., powerpoint slides, video presentations)

W8: Academic-Oriented Skills

W8.1 Paraphrase information

W8.2 Summarize a text

W8.3 Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)

W8.4 Generate relevant research questions

W8.5 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents

W8.6 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration

W8.7 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations

W8.8 Position the argument using appropriate structure and tone based on the intention (e.g. professional journals, editorials, political speeches, primary source materials)

W8.9 Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics

