Content Area: Reading and Writing with Understanding

Standard of Content 4: In order to read and write in English, Puerto Rican adult participants should be able to determine the reading purpose and to select reading strategies appropriate to such purpose. Students should have the capacity to monitor comprehension and adjust reading strategies; to analyze the information and reflect on its underlying meaning; and to integrate the grasped meaning with prior knowledge in order to address the reading purpose. In the process, students will recognize the importance of a second language as a means for enhancing communication capabilities.

ABE I: (0 – 1.9)		
Performance Standards	**Benchmarks**	Assessments
1. Read and understand commercial signs and messages frequently written in English, including well-known symbols such as *ladies, men, no smoking, stop, exit*, and simple, numerical expressions from 1 to 10.	1.1 Recognizes everyday words or phrases by: decoding letter-sound correspondence; isolating and saying first and last sounds; naming pictures to isolate and say initial sounds; sounding out words by segmenting them into separate sounds and syllables; combining or blending sounds; recognizing simple rhyming word patterns; and recalling oral vocabulary and sight words. (DOK 1)	Scoring Rubric Template
	1.2 Demonstrates familiarity with print materials, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary. (DOK 2)	Observation Form

	1.3 Writes all letters of the alphabet and all numbers; appropriately uses simple, everyday, highly familiar words (personal names, signatures, and addresses), numbers (dates, phone numbers, addresses, and prices, among others), and simple phrases in order to convey information with minimal attention to audience. (DOK 2)	Writing task with rubric
2. Read and comprehend some technology-related words, such as *fax, e-mail, and copy,* among others.	2.1 Recognizes basic technology-related words used in everyday situations, such as fax, e-mail, copy, ATM, among others. (DOK 1)	Picture Organizer
	2.2 Identifies common uses for familiar technological devices, like iphones, MP3, digital cameras, among others. (DOK 2)	Observation Form
3. Visually recognize and comprehend short, frequently used sentences, such as *What is your name? , How are you? , My name is…* and, *I am…,* among others.	3.1 Recognizes everyday words or word groups by decoding letter-sound correspondence, isolating and saying first and last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words. (DOK 1)	Writing Task

	3.2 Recalls prior knowledge that can assist in understanding textual information. (DOK 1)	Brainstorm exercise
	3.3 Analyzes accuracy of strategies such as re-reading, copying, or making word lists to decode simple sentences using various. (DOK 2)	Observation Form
4. Read and write common English words, such as *hotel, cafeteria, and hospital*, among others.	4.1 Determines the purpose and audience for communicating in writing. (DOK 2)	Short-answers questions
	4.2 Monitors accuracy of decoding and word recognition using various strategies, such as re-reading or making word lists. (DOK 3)	Copies words, phrases, and sentences written in English. Comic Strip
5. Understand and write popular anglicisms (accepted and not accepted), such as: *laundry, beauty parlor, mall, high school, and parking,* among others.	5.1 Recognizes common-use words, such as laundry, high school, parking, mall, as popular anglicisms. (DOK 1)	Graphic Organizer
	5.2 Describes pros and cons of using anglicisms in everyday written communications. (DOK 2)	Writing Task Rubric

ABE II (2.0 – 2.9) Part A		
Performance Standards	**Benchmarks**	Assessments
1. Use linguistic keys (syntactic and semantic) to understand written texts.	1.1 Decodes familiar everyday words in short, simple sentences by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words. (DOK 1)	Answer Sheets Short Answer Questions Picture Organizer (Basic Sight Vocabulary)
2. Read and comprehend various short and simple (two-paragraph) expository and narrative texts written in everyday English.	2.1 Locates important items of information in simplified text. (DOK 1) 2.2 Evaluates prior knowledge as a way to understand information in simple texts. (DOK 3) 2.3 Self-monitors his/her accuracy decodification of simple sentences using various strategies such as re-reading, copying, or making word lists. (DOK 3)	Focalized List Short Answer Questions Picture-Cued Descriptions or Stories Reading Rubric
3. Comprehend and produce written texts using basic vocabulary related to daily activities (clothing, food, body parts, living arrangements, furniture, and colors, among others).	3.1 Appropriately uses everyday, familiar vocabulary (words with personal significance and commonly-used adjectives, pronouns, and prepositions), and simple sentence structures to produce a few sentences on a given topic. (DOK 1)	Multiple Choice Exercises Writing Task Graphic Organizer

4. Comprehend and produce written, short and simple, informational texts using devices such as: computers, fax, and ATMs.	4.1 Recognizes common technological devices which can be used for communication purposes. (DOK 1)	Matching Exercise
	4.2 Demonstrates basic skills using technological devices (such as iphones, computers, fax machines) to produce a few sentences on a topic. (DOK 2)	Writing Tasks
5. Write short texts (paragraphs, letters, messages, notes, and reading exercises, among others) using correct spelling and grammar.	5.1 Follows a highly structured plan in order to organize ideas around a single, familiar topic. (DOK 2)	Writing Tasks
	5.2 Makes a few simple content changes based on review and feedback from others and make a few simple edits of handwriting, spelling, punctuation and capitalization. (DOK 3)	Observation form

ABE II (3.0 – 3.9) Part B		
Performance Standards	**Benchmarks**	Assessments
1. Use linguistic keys (syntactic and, semantics) to understand written texts.	1.1 Recognizes familiar, everyday words in short, simple sentences by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words. (DOK 1)	Answer Sheets Short Answer Questions Picture Organizer (Basic Sight Vocabulary)
2. Read and comprehend various short and simple (three-paragraph) expository and narrative texts written in everyday English.	2.1 Locates important items of information in simplified text. (DOK 1) 2.2 Compares prior knowledge to information read in simple texts. (DOK 2) 2.3 Monitors accuracy of decodification of simple sentences using various strategies, such as re-reading or making word lists. (DOK 3)	Focalized List Short Answer Questions Picture-Cued Descriptions or Stories Reading Rubric
3. Comprehend and produces written texts using basic vocabulary, related to daily activities (clothing, food, body parts, living arrangements, furniture, and colors, among others).	3.1 Appropriately uses everyday, familiar vocabulary (words with personal significance and commonly-used adjectives, pronouns, and prepositions), and simple sentence structures to produce a few sentences on a given topic. (DOK 1)	Multiple Choice Exercises Writing Task Graphic Organizer

4. Comprehend and produce written, short and simple, informational texts using devices such as: computers, fax, ATM).	4.1 Selects the appropriate technological and informational device, considering purpose and audience for communicating in writing. (DOK 2)	Matching exercise Dictations
	4.2 Appropriately uses everyday, familiar vocabulary (words like cash register, television, radio, phone, camera, among others) when describing their known use. (DOK 2)	Oral and written presentation
5. Write short texts (paragraphs, letters, messages, notes, and reading exercises, among others) using correct spelling and grammar.	5.1 Follows a highly structured plan in order to organize ideas around a single, familiar topic. (DOK 2) 5.2 Determines the purpose and audience for communicating in writing. (DOK 3) 5.3 Makes simple edits of grammar, capitalization, spelling, and punctuation based on review and feedback from others. (DOK 3)	Writing Tasks Written Products Scoring Rubric

ABE III (4.0 – 4.9) Part A		
Performance Standards	**Benchmarks**	Assessments
1. Use linguistic keys (syntactic and semantic) to understand written texts.	1.1 Identifies everyday words and word groups in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words. (DOK 1)	Worksheets Short Answer Questions
	1.2 Demonstrates familiarity with simple, everyday content knowledge and vocabulary in simple sentences. (DOK 2)	Picture-Cued Descriptions or Stories
2. Read and comprehend various short and simple (three-paragraph) expository and narrative texts written in everyday English.	2.1 Recalls prior knowledge that can assist in selecting texts and understanding the information they contain. (DOK 1)	Reading Comprehension Quizzes
	2.2 Locates discrete items of information in texts. (DOK 2)	Answer Sheets
	2.3 Monitors accuracy of decodification and word recognition, and enhances comprehension using various strategies, such as: re-reading, re-stating, copying and rephrasing text, making a list of new words, and using a simplified dictionary. (DOK 3)	Short Answer Questions Scoring Rubric

3. Comprehend and produces written texts using basic, vocabulary, related to daily activities (clothing, food, body parts, living arrangements, furniture, and colors, among others).	3.1 Appropriately uses everyday, familiar vocabulary with personal significance to describe in writing, using short, simple sentences, daily activities and experiences. (DOK 2)	Answer Sheets Short Answer Questions
4. Write short texts (paragraphs, letters, messages, notes, and reading exercises, among others) using correct spelling and grammar.	4.1 Follows a highly structured, externally developed plan (or text model) in order to organize information about self and/or related to immediate needs in very simple structures, such as lists, responses to prompts for everyday information, and draft paragraphs. (DOK 2) 4.2 Makes a few simple content changes, as well as basic and simple edits of handwriting, spelling, grammar, punctuation, and capitalization, based on review and feedback from others. (DOK 3)	Writing Tasks Written Products Scoring Rubric

ABE III (5.0 – 5.9) Part B		
Performance Standard	**Benchmarks**	**Assessments**
1. Use linguistic keys (syntactic and semantic) to understand written texts.	1.1 Interprets everyday words and word groups in short, simple texts by using context and word order clues, picture clues and origins of known words. (DOK 1)	Worksheets Short Answer Questions
	1.2 Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft. (DOK 2)	Picture-Cued Descriptions or Stories
2. Read and comprehend various short and simple (four-paragraph) expository and narrative texts written in everyday English.	2.1 Decodes most everyday and some unfamiliar and specialized words and abbreviations in short to medium length texts by drawing on content knowledge and oral vocabulary. (DOK 2)	Reading Comprehension Quizzes Answer Sheets
	2.2 Applies skills which includes previewing, re-reading, predicting to enhance comprehension of the reading material. (DOK3)	Short Answer Questions
	2.2 Locates discrete items of information in texts. (DOK 2)	Scoring Rubric

3. Comprehend and produce written texts using basic vocabulary related to daily activities (clothing, food, body parts, living arrangements, furniture, and colors, among others).	3.1 Appropriately uses mostly familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a few short, well-linked paragraphs to express emotions.(DOK 1)	Answer Sheets Short Answer Questions Brainstorm exercise
4. Write short texts (paragraphs, letters, messages, notes, and reading exercises, among others) using correct spelling and grammar.	4.1 Analyzes the structured, externally developed plan (or text model) used to organize written information in structures such as lists, responses to prompts for everyday information, or draft paragraphs. (DOK 2) 4.2 Explains the text model used to organize written information in structures such as lists, responses to prompts for everyday information, or draft paragraphs. (DOK 3)	Writing Tasks Written Products Scoring Rubric

ABE IV (6.0 – 6.9) Part A		
Performance Standards	**Benchmarks**	**Assessments**
1. Read and comprehend different texts (narrative, descriptive, argumentative, dramatic) addressing various issues and using frequently used vocabulary and both simple and complex sentence structures.	1.1 Decodes most everyday and some unfamiliar words in short to medium-length texts by: drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding, decoding and comprehension, applying pronunciation rules, and adjusting reading pace. (DOK 2)	Reading Comprehension Quizzes Worksheets
	1.2 Identifies different types of texts, such as, narrative, descriptive, argumentative and dramatic, by describing their specific characteristics. (DOK 2)	Graphic Organizer Matching Exercises
2. Use linguistic keys (syntactic and semantic) to understand written texts.	2.1 Monitors comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, copying, and using a simplified dictionary. (DOK 2)	Scoring Rubric
	2.2 Actively applies prior knowledge to assist in selecting texts and in understanding information in texts. (DOK 3)	Worksheets
3. Write short essays using a basic structure (introduction, body, and conclusion).	3.1 Determines the purpose and audience for communicating in writing. (DOK 2)	Biopoems Graphic Organizer

	3.2 Follows a highly structured plan to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft. (DOK 2)	I Charts
	3.3 Demonstrates beginner's attention to revision strategies, including re-reading and revising based on review and feedback from others. (DOK 3)	Clustering Worksheets
4. Write short work-related texts (instructions, notices, and messages, among others).	4.1 Applies multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose (such as writing to inform, to get things done, to express feelings and ideas or to persuade others) and produce a legible and comprehensible draft. (DOK 2)	Writing Tasks Scoring Rubric Checklists
5. Demonstrate consistence and correction in working with basic grammar rules (concordance, morphology, and pronouns, among others).	5.1 Describes the use of basic edits of grammar (verb tenses, subject/verb agreement), simple and compound sentences, capitalization, spelling, and punctuation (end periods and some commas, among others) to ensure and enhance clarity and organization in the writing process. (DOK 3)	Short Answer Worksheets Worksheets

6. Use and reinterpret Spanish grammar rules to understand English grammar.	6.1 Applies prior knowledge of Spanish basic grammar with basic to enhance comprehension of grammar rules in English. (DOK 2)	Worksheets
7. After receiving the appropriate training, use various computer programs requiring knowledge of English.	7.1 Determines the purpose for using information and communication technologies. (DOK 1)	Word Processing and Publishing Software for Creating Documents
	7.2 Selects the technological tools and resources appropriate for the purpose. (DOK 2)	Scoring Rubric
	7.3 Applies technological knowledge, skills, and strategies in using technological tools and resources to locate, process, and communicate information. (DOK 3)	Software Application Results
	7.4 Monitors own ability to use the technological tools and resources and their effectiveness in achieving the purpose, and, if needed, adjust strategies to overcome barriers to achieving goals. (DOK 3)	Checklists

ABE IV (7.0 – 7.9) Part B		
Performance Standards	**Benchmarks**	**Assessments**
1. Read and comprehend different texts (narrative, descriptive, argumentative, and dramatic) addressing various issues and using frequently used vocabulary and both simple and complex sentence structures.	1.1 Recognizes specific vocabulary, types of sentences, sentence structure, and style in different types of written texts, such as descriptive, argumentative and dramatic. (DOK 1)	Reading Comprehension Quizzes
	1.2 Identifies most everyday and some unfamiliar words in short to medium-length text by drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding, decoding and comprehension, applying pronunciation rules, and adjusting reading pace. (DOK 2)	Worksheets
	1.3 Demonstrates familiarity with common, everyday content knowledge and related vocabulary. (DOK 2)	Graphic Organizer
	1.4 Locates important information in simple texts using some simple strategies. (DOK 2)	Matching Exercises

2. Use linguistic keys (syntactic and semantic) to understand written texts.	2.1 Enhances comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, copying, and using a dictionary. (DOK 2)	Scoring Rubric
	2.2 Actively applies prior knowledge in order to assist in selecting texts and understanding information in texts. (DOK 3)	Worksheets
3. Write short essays using a basic structure (introduction, body, and conclusion).	3.1 Determines the purpose and audience of written communication. (DOK 2)	Biopoems
	3.2 Follows a highly structured plan in order to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft. (DOK 2)	Graphic Organizer I Charts
	3.3 Demonstrates beginner's attention to revision strategies, including re-reading and revising based on review and feedback from others. (DOK 3)	Clustering Worksheets

4. Write short work-related texts (instructions, notices, messages, among others).	4.1 Organizes written information to produce short work-related texts, such as, memos, agendas, reports, using strategies such as classification, categorization and comparison/contrast of written material. (DOK 2)	Writing Tasks Scoring Rubric Checklists
5. Demonstrate consistence and correction in working with basic grammar rules (concordance, morphology, and pronouns, among others).	5.1 Describes the strategies used to edit the written text in order to ensure consistence and correction. (DOK 2) 5.2 Analyzes the importance of editing written works to enhance text comprehension. (DOK 3)	Short Answer Worksheets Writing task with rubric
6. After receiving the appropriate training, use various computer programs requiring knowledge of English.	6.1 Determines the purpose for using information and communication technologies. (DOK 1) 6.2 Selects the technological tools and resources appropriate for the purpose. (DOK 2) 6.3 Applies technological knowledge, skills, and strategies in using technological tools and resources to locate, process, and communicate information. (DOK 3).	Scoring Rubric Scoring Rubric Software Application Results

	6.4 Monitors own ability to use the technological tools and resources, as well as the latter's effectiveness for achieving the purpose. If needed, adjusts strategies in order to achieve desired goals. (DOK 3)	Checklists

ABE IV (8.0 – 8.9) Continuation Part B		
Performance Standards	**Benchmarks**	**Assessments**
1. Read and comprehend different texts (narrative, descriptive, argumentative, and dramatic) addressing various issues and using frequently used vocabulary and both simple and complex sentence structures.	1.1 Identifies most everyday and some unfamiliar words in short to medium-length text by drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding, decoding and comprehension, applying pronunciation rules, and adjusting reading pace. (DOK 2)	Reading Comprehension Quizzes Worksheets
	1.2 Relates familiar, everyday content the knowledge with new vocabulary anf information. (DOK 2)	Matching Exercises
	1.3 Explains strategies used to locate important information in simple texts using some simple strategies. (DOK 2)	Graphic Organizer
2. Use linguistic keys (syntactic and semantic) to understand written texts.	2.1 Increases comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, copying, and using a simplified dictionary. (DOK 2)	Scoring Rubric
	2.2 Actively applies prior knowledge that can assist in selecting texts and understanding information they contain. (DOK 3)	Worksheets

3. Write short essays using a basic structure (introduction, body, and conclusion).	3.1 Determines the purpose and audience of written communication. (DOK 1)	Biopoems
	3.2 Follows a highly structured plan in order to identify and organize a limited number of ideas to support a single purpose and produces a legible and comprehensible draft. (DOK 2)	Graphic Organizer I Charts
	3.3 Demonstrates some attention to clarity, descriptiveness, personal voice and appropriateness of text for the intended audience. (DOK 3)	Clustering Worksheets
4. Write short work-related texts (instructions, notices, and messages, among others).	4.1 Produces work and everyday related texts of medium length and complexity to address common tasks or needs, such as: a personal event for the company; a short incident/accident report at work; an agenda for an upcoming 3-hour meeting; a brief letter to the editor, to clarify one's own opinion on a subject. (DOK3)	Writing Tasks Scoring Rubric Checklists
5. Demonstrate consistence and correction in working with basic grammar rules (concordance, morphology, and pronouns, among others).	5.1 Explains the purpose and audience for communicating in writing. (DOK 2)	Short Answer Worksheets

	5.2 Produces many edits of grammar (verb tense forms), spelling, sentence structure simple/compound/complex with appropriate capitalization and punctuation), language usage and text structure with the help of tools such as dictionaries, grammar checklists, and graphic organizers. (DOK 3)	Worksheets
6. After receiving the appropriate training, use various computer programs requiring knowledge of English.	6.1 Produces written, short, simple, and informational texts using technological tools and resources appropriate for the intended purpose. (DOK 3)	Scoring Rubric
	6.2 Applies technological knowledge, skills, and strategies in using technological tools and resources to locate, process, and communicate information. (DOK 3).	Software Application Results
	6.3 Monitors own ability to use the technological tools and resources, as well as the latter's effectiveness for achieving the purpose. If needed, adjusts strategies in order to achieve desired goals. (DOK 3)	Checklists

ASE I (9.0 – 9.9) Part A		
Performance Standards	**Benchmarks**	**Assessments**
1. Read and understand fiction and non-fiction texts of various literary genres (novel, short story, essay, drama, poetry, and newspaper articles, among others).	1.1 Decodes most everyday and some unfamiliar and specialized words and abbreviations in short to medium-length texts by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace. (DOK 2)	Graphic Organizer
	1.2 Demonstrates familiarity with common, high-interest content knowledge and related vocabulary. (DOK 2)	Reading Comprehension Quiz
2. Recognize and interpret poetic language (metaphors, similes, and personifications, among others).	2.1 Locates important information in simple texts using some simple strategies. (DOK 1)	Short Answer Worksheets
	2.2 Monitors comprehension by using a range of simple strategies, such as posing and answering questions, recalling, restating, rephrasing, explaining the content of the text or using simple examples. (DOK 2)	Matching Exercises
	2.3 Actively applies prior knowledge to assist in understanding information in texts. (DOK 4)	Worksheets

3. After receiving appropriate training, understand and write texts (paragraphs, letters, messages, bank statements, notes, inventories, and order forms, among others) using correct spelling and grammar, and traditional or technological means.	3.1 Analyzes the purpose and audience for communicating in writing. (DOK 2)	Clustering
	3.2 Uses simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft. (DOK 1)	Brainstorming
	3.3 Uses simple revision strategies to monitor effectiveness by re-reading and revising during the writing process and making revisions to a first and final draft based on review and feedback from others. (DOK 4)	Software Application Results
4. Use figurative language to produce a written work.	4.1 Demonstrates attention to clarity, descriptiveness, personal voice, and appropriateness of text for the intended audience. (DOK 2)	Biopoems Scoring Rubric
	4.2 Identifies appropriate skills to convey meaning with written work, such as: figurative language, symbolism and dialect. (DOK 2)	Matching Exercises

5. Use English to do research and write monographs.	5.1 Recognizes sources of information needed to produce written work for a specific purpose and audience, such as thematic essays and short monographs. (DOK 1)	Graphic organizer
	5.2 Locates needed information to produce written work for a specific purpose and audience using research resources and tools, such as reference guides, anthologies and personal interviews. (DOK 3)	Matching exercises with rubric
6. Use English to deal with social and work-related situations.	6.1 Describes events form personal experience in various social and work-related situations , such as showing appreciation or congratulations to a friend or relative; explaining comprehensive directions for a favorite recipe; a detailed narrative accident/incident report for work. (DOK 3)	Scoring Rubric Writing Tasks
7. After receiving the appropriate training, use various computer programs requiring knowledge of English.	7.1 Understands a large vocabulary of technological terms, and uses knowledge to determine some unfamiliar terms from context. (DOK 3)	Word Processing and Publishing Software for Creating Documents

	7.2 Skillfully uses a variety of technologies together (such as being able to upload images from a digital camera to the computer, crop and edit them, then save them in different file formats for different purposes such as pasting into web pages, slide presentations, or attaching to email). (DOK 3)	Classroom Magazine
	7.3 Routinely performs preventive maintenance, such as defragmenting hard drives, updating virus protection software, and backing up critical data. (DOK 3)	Scoring Rubric
8. Use Internet appropriately as a tool for information gathering and communication.	8.1 Recognizes the advantages and disadvantages, limitations of using technology, and plans strategies accordingly to accomplish goals (such as using the internet to anonymously access job information at a company website, then visiting the company to talk to employees for the information not on the website). (DOK 2)	Scoring Rubric
	8.2 Describes precautions to consider when going online, (such as the security of network and personal information). (DOK 3)	Cause and Effect Chain Venn Diagram

ASE I (10.0 – 10.9) Part B		
Performance Standards	**Benchmarks**	**Assessments**
1. Read and understand fiction and non-fiction texts of various literary genres (novels, short story, essay, drama, poetry, and newspaper articles, among others).	1.1 Decodes most everyday and some unfamiliar and specialized words and abbreviations in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace. (DOK 2)	Graphic Organizer Reading Comprehension Quiz
2. Recognize and interpret poetic language (metaphors, similes, and personifications, among others).	2.1 Describes the importance of figurative language to convey meaning in literary genre.Locates important information in simple text using some simple strategies. (DOK 2) 2.2 Explains how the use of figurative language enhances the expression of emotions and ideas. (DOK 3) 2.3 Uses figurative language to produce a written work. (DOK 3)	Short Answer Worksheets Oral presentation with rubric Biopoems

3. Use English to do research and write monographs.	3.1 Organizes written and oral presentations of research work, addressing the purpose and audience for communicating in writing, using organizing tools such as, lists, outcomes and cause/effect relationships. (DOK 3)	Oral presentation with rubric Portfolio Cause and Effect Chain
4. Use English to deal with social and work-related situations.	4.1 Appropriately uses English in social and work-related situations such as, a memo to employees about a guest speaker presentation on safety in the workplace; a proposal/plan for a community group trip. (DOK 3)	Scoring Rubric Writing Tasks
5. After receiving the appropriate training, use Internet appropriately as a tool for information gathering and communication.	5.1 Evaluates technological resources and tools to communicate ideas and other information (such as web pages, slide shows, and videos/DVDs) in terms of the understanding of the target audience. (DOK 4) 5.2 Skillfully uses a variety of technologies together (such as being able to upload images from a digital camera to the computer, crop and edit them, then save them in different file formats for different purposes such as pasting into web pages, slide presentations, or attaching to email). (DOK 3)	Word Processing and Publishing Software for Creating Documents Classroom Magazine Scoring Rubric

	5.3 Uses communications technologies for diverse purposes, such as working with peers to investigate problems or issues relevant to the groups, or to participate in online learning opportunities. (DOK 4)	Worksheets

ASE II (11.0 – 11.9) Part A		
Performance Standards	**Benchmarks**	**Assessments**
1. Read and understand fiction and non-fiction texts of various literary genres (novel, short story, essay, drama, poetry, and newspaper articles, among others).	1.1 Interprets abbreviations and specialized vocabulary using word analysis or inference. (DOK 2) 1.2 Organizesinformation and reflects upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast. (DOK 4) 1.3 Demonstrates familiarity with everyday and some specialized content knowledge and vocabulary. (DOK 3)	Graphic Organizer Reading Comprehension Quiz Worksheets
2. Recognize and interpret poetic language (metaphors, similes, and personifications, among others).	2.1 Interprets author's intention in various reading materials in which figurative language is used. (DOK 3) 2.2 Explains the importance of using a wide range of strategies, such as inferring, re-reading, predicting, identifying author's purpose, determining main idea in enhancing text comprhension. (DOK 3)	Matching Exercises Short Answer Worksheets

3. After receiving appropriate training, understand and write texts (paragraphs, letters, messages, bank statements, notes, inventories, and order forms, among others) using correct spelling and grammar, and traditional or technological means.	3.1 Explains the importance of knowing the purpose and audience for effective written communication. (DOK 3) 3.2 Appropriately uses both everyday and specialized vocabulary and a variety of simple and complex sentence structures in multiple coherent steps in order to convey information, using supporting facts, details, and examples. The process reflects appropriate judgment regarding language and level of formality for the intended audience. (DOK 4)	Clustering Brainstorming Software Application Results
4. Use figurative language to produce a written work.	4.1 Uses context clues as a support to verify meaning in written work where figurative language, such as symbolism, personification, among others, is used. (DOK 2) 4.2 Recognizes the use of figurative language in marketing as means to persuade and direct customer behavior. (DOK 3)	Concrete poems Scoring Rubric Matching Exercises

5. Use English to do research and write monographs.	5.1 Uses a variety of sources, including technical articles, newspapers, and magazines, among others to gather information to develop a writing plan for a specific work. (DOK 2)	Graphic organizer
	5.2 Self-monitors his/her use of revision strategies such as, developing a plan, a draft, and revising, proofreading and editing written works. (DOK 4)	Reflective diary
	5.3 Evaluates information from a variety of sources; uses abstract thinking to determine how to apply relevant research results for multiple purposes in a variety of contexts and understands when/under what conditions to apply research results. (DOK 4)	Portfolio
6. Use English to deal with social and work-related situations.	6.1 Describes how knowing the purpose and audience for communicating in writing enhances effectiveness. (DOK 3)	Scoring Rubric Writing Tasks Worksheets
	6.2 Promotes the use of multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible piece of written work. (DOK 3)	

7. Use Internet appropriately as a tool for information gathering and communication.	7.1 Uses communications technologies for other purposes (such as working with peers to investigate problems or issues relevant to the groups or to participate in online learning opportunities). (DOK 4)	Word Processing and Publishing Software for Creating Documents Classroom Magazine
	7.2 Searches user-group archives, company online help databases, and other online resources to solve difficult hardware or software problems and uses problem-solving skills when online searches do not yield desired results. (DOK 4)	Scoring Rubric Worksheets

ASE II (12.0 – 12.9) Part B		
Performance Standards	**Benchmarks**	**Assessments**
1. Read and understand fiction and non-fiction texts of various literary genres (novel, short story, essay, drama, poetry, and newspaper articles, among others).	1.1 Describes word analysis (word origins, roots, prefixes, suffixes); inference and reference guides as tools for enhancing comprehension of fiction and non-fiction texts of various literary genres. abbreviations and specialized vocabulary using (DOK 2) 1.2 Synthesizes information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast. (DOK 4)	Clustering Brainstorming Software Application Results Worksheets
2. Recognize and interpret poetic language (metaphors, similes, and personifications, among others).	2.1 Locates important information; reads for detail; and determines missing information as nmeans to enhance interpretation of figurative language, particularly in common everyday occurrences, such as watching television, reading a newspaper o magazine, receiveing text messages, watching movies, among others. (DOK 3) 2.2 Justifies the use of figurative language to convey meaning. (DOK 3)	Checklists Scoring Rubric Writing exercise Oral presentation

3. After receiving appropriate training, understand and write texts of diferent levels of complexity (letters, inventories, order forms, messages, articles, essays, monographs, among others) with attention to appropriate conventions of English language usage, including grammar, spelling, and sentence structure.	3.1 Select from and use a wide range of tools and strategies for overall planning and organization; reproduce, synthesize and draw sound conclusions from complex or extensive ideas; and produce a legible and comprehensible draft. (DOK 2)	Clustering Chart Cause and Effect Chain
	3.2 Explains the importance to determine and consider the purpose and audience for effectively communicating in writing. (DOK 3)	Short answer questions
	3.2 Appropriately use extensive everyday and specialized vocabulary (including idiom, colloquialisms and cultural references as appropriate) and a variety of sentence structures (including those reflecting logical relations), in medium-length, well-sequenced, and detailed text with appropriate voice, tone, rhetorical forms, and style and in modes of organization suitable for a variety of audiences. (DOK 4)	Portfolio

4. Use Internet appropriately as a tool for information gathering and communication in English	4.1 Uses communications technologies for other purposes (such as working with peers to investigate problems or issues relevant to the groups or to participate in online learning opportunities). (DOK 4)	Cause and Effect Chain
	4.2 Searches user-group archives, company online help databases, and other online resources to resolve difficult problems with hardware or software, and uses problem-solving skills when online searches do not yield desired results. (DOK 4)	Scoring Rubric