

# MIDDLE-LEVEL CURRICULUM

A SYNERGISTIC SYSTEM



## STANDARDS CORRELATION REPORT

**Friday, May 30, 2014**

### STANDARDS FROM

Louisiana | Adult Education Content Standards | English Language Arts (2006)

Adult



# SUMMARY

This report was prepared using the following information:

STANDARD SETS	TITLE SET
<b>Standards Body:</b> Louisiana <b>Document:</b> Adult Education Content Standards <b>Subject:</b> English Language Arts <b>Version:</b> 2006 <b>Grades:</b> Adult	Accuracy

## Please Note

In this report, two categories of curriculum statements are listed: standards and benchmarks. Standards should be read as the parents, with benchmarks being the children. Only the lowest level of statement is considered a benchmark (child). For example, if there are three levels of statements, the top two levels are listed as standards, with the third level being the benchmark. Depending on the specific report being viewed, the accounting of the standards and benchmarks will vary.

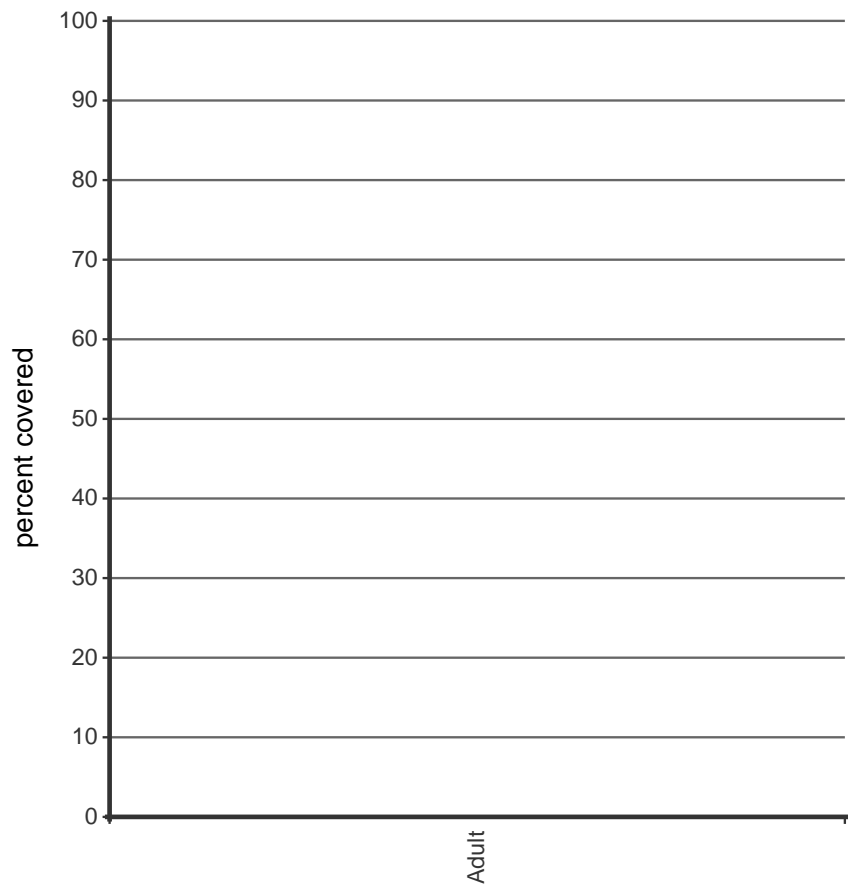
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Adult standards covered :0 of 119 (0%)

Standards/Benchmarks Addressed



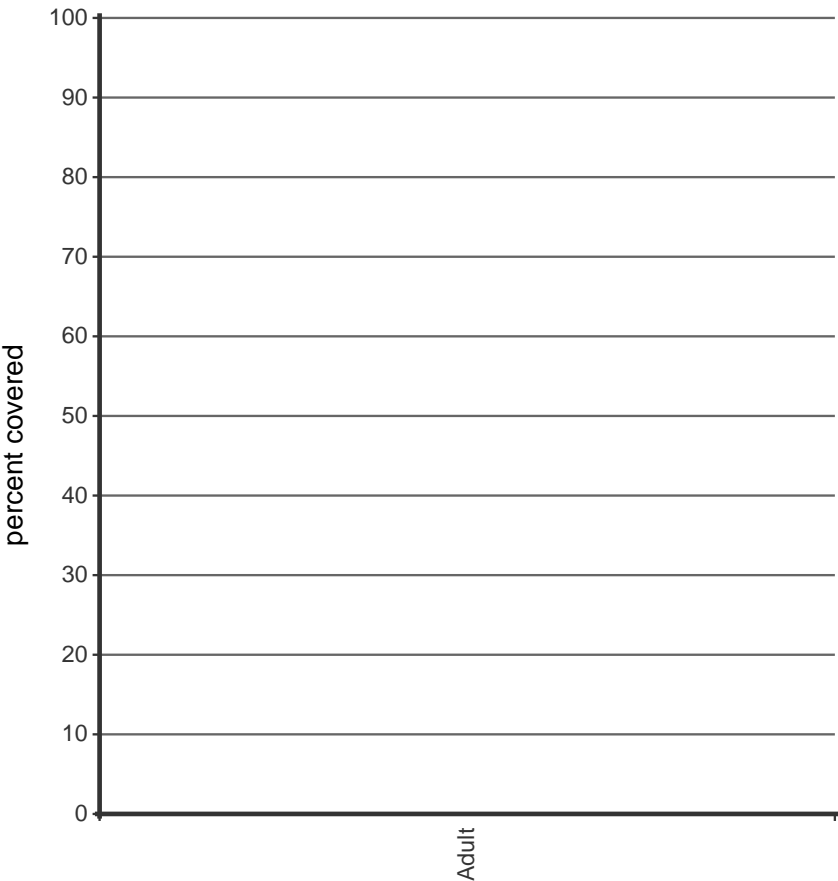
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Adult standards covered :0 of 88 (0%)

Benchmarks Addressed



## COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

### Adult

- Adult standards covered :0 of 119 (0%)
- Adult standards covered :0 of 88 (0%)

	Adult Louisiana Adult Education Content Standards   English Language Arts (2006)
	Reading
1	Phonemic Awareness and Word Analysis
1.A	Adult learners apply phonemic awareness and word analysis skills to make connections between written letters and sounds.
1.A.1	Mastery should be evidenced upon completion of the Beginning Basic.
1.B	Phonemic Awareness
1.B.1	Apply phonemic awareness skills:
1.B.1.a	isolation;
1.B.1.b	identity (written and oral letter recognition);
1.B.1.c	categorization;
1.B.1.d	blending;
1.B.1.e	segmentation;
1.B.1.f	deletion;
1.B.1.g	addition;

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
1.B.1.h	substitution;
1.B.1.i	syllabication.
1.C	Word Analysis
1.C.1	Apply word analysis (phonetic awareness) skills:
1.C.1.a	context clues (i.e., picture clues and sentence clues);
1.C.1.b	basic sight words;
1.C.1.c	spelling patterns and rules;
1.C.1.d	meaning of root words, suffixes and prefixes;
1.C.1.e	decoding of unfamiliar or new words.
2	Fluency
2.A	Adult learners apply fast and accurate decoding skills to read with the proper rhythm, intonation, and expression in order to increase comprehension.
2.A.1	Mastery should be evidenced by completion of High Intermediate.
2.A.1.a	Group words appropriately into meaningful grammatical units for interpretation.
2.A.1.b	Use punctuation to determine where to place emphasis or pause in order to make sense from written print and non-print text during oral reading.
2.A.1.c	Apply context clues to interpret written print and non-print text.
2.A.1.d	Read at an appropriate pace based upon the level of materials and the purpose for reading.
3	Vocabulary

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
3.A	Adult learners apply spoken, oral and written vocabulary skills in order to comprehend and communicate in a variety of contexts.
3.A.1	Vocabulary is a skill that is developed through a continuous process at all educational functioning levels.
3.A.1.a	Use context clues to derive meanings of words from spoken, oral, written print and non-print text.
3.A.1.b	Apply the meaning of root words, suffixes and prefixes to derive meaning from new and unfamiliar vocabulary words from a variety of print and non-print texts.
3.A.1.c	Recognize the meaning of word origins (i.e., Greek, Anglo-Saxon, Latin) to understand content area vocabulary words.
3.A.1.d	Recognize basic word patterns, antonyms, and synonyms.
3.A.1.e	Identify and use idioms and the literal and figurative meanings of words in spoken, oral and written language.
3.A.1.f	Identify multiple meanings of words, denotative and connotative meanings of words, and multiple meanings of related words.
4	Comprehension
4.A	Adult learners apply reading skills (Alphabetics, Fluency, Vocabulary) and strategies to interpret meaning from spoken, oral and written language in a variety of contexts.
4.A.1	Comprehension is a skill that is improved through a continuous process at all educational functioning levels.
4.A.1.a	Construct meaning from spoken, oral and written communication:
4.A.1.a.i	use the conventions of print (read from left to right directionality, from top to bottom, one-to-one matching, sentence framing);
4.A.1.a.ii	recognize the general structure of sentences and paragraphs;
4.A.1.a.iii	identify error detection while reading;

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
4.A.1.a.iv	locate information from print and non-print text, recalling information, and using information effectively;
4.A.1.a.v	listening comprehension;
4.A.1.a.vi	use skimming and scanning strategies.
4.A.1.b	Apply information and ideas from a passage:
4.A.1.b.i	organize thoughts and ideas according to order and sequence;
4.A.1.b.ii	summarize;
4.A.1.b.iii	retell;
4.A.1.b.iv	generate questions about print and non-print text;
4.A.1.b.v	state the main idea and supporting details;
4.A.1.b.vi	read and interpret charts and graphs.
4.A.1.c	Analyze content, style, and structure:
4.A.1.c.i	make inferences from print and non-print text;
4.A.1.c.ii	state points of view;
4.A.1.c.iii	state the author's purpose of print and non-print text;
4.A.1.c.iv	recognize the literary structure (i.e., cause and effect, compare and contrast, fact and opinion);
4.A.1.c.v	recognize and describe story elements (i.e., setting, plot, character, theme, point of view, beginnings, middles, endings);
4.A.1.c.vi	interpret figurative language;
4.A.1.c.vii	make predictions from print and non-print text.
4.A.1.d	Develop connections between separate sources of information:



	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
4.A.1.d.i	write about print and non-print text;
4.A.1.d.ii	integrate information from long print and non-print text;
4.A.1.d.iii	make predictions from print and non-print text;
4.A.1.d.iv	describe multiple inferences from an entire passage;
4.A.1.d.v	integrate information from outside the passage (i.e., life experiences) to reach a new understanding.
	<b>Writing</b>
1	<b>Spelling, Punctuation, and Capitalization</b>
1.A	Adult learners apply correct spelling, punctuation, and capitalization rules to complete a variety of writing tasks in accordance with the learner's identified educational functional level.
1.A.1	Write (print and cursive) upper and lower-case letters of the alphabet.
1.A.2	Write and spell words correctly.
1.A.3	Apply capitalization rules.
1.A.4	Apply punctuation rules to all written text:
1.A.4.a	terminal punctuation;
1.A.4.b	commas;
1.A.4.c	colons and semi-colons;
1.A.4.d	apostrophes;
1.A.4.e	quotation marks.
1.A.5	Use a variety of resources to spell unfamiliar words.
2	<b>Grammar, Usage and Conventions of Sentence Structure</b>

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
2.A	Adult learners identify and apply correct grammar and usage rules and the conventions of sentence structure to complete a variety of writing tasks in accordance with their identified educational functional level.
2.A.1	Identify and use basic parts of speech:
2.A.1.a	verbs;
2.A.1.b	nouns;
2.A.1.c	pronouns;
2.A.1.d	adjectives;
2.A.1.e	adverbs;
2.A.1.f	conjunctions;
2.A.1.g	prepositions; and
2.A.1.h	interjections.
2.A.2	Identify subject and predicate in sentences.
2.A.3	Apply standard grammar and usage to subject and verb agreement, simple past, present, and future continuous verb tense.
2.A.4	Identify and correct sentence fragments and run-on sentences.
2.A.5	Recognize the standard use of homonyms, homophones, and homographs.
2.A.6	Use a thesaurus.
2.A.7	Apply standard grammar and usage.
2.A.7.a	Combine simple sentences into compound and complex sentences.
2.A.7.b	Construct conditional clauses.
2.A.7.c	Develop parallel structures.

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
2.A.7.d	Use modifiers appropriately.
2.A.7.e	Use compound verbs appropriately.
2.A.7.f	Create possessive forms of nouns or pronouns with gerunds.
2.A.7.g	Use conjunctive adverbs appropriately.
3	Writing Process
3.A	Adult learners apply writing skills to complete a variety of practical writing tasks in accordance with their identified educational functional level.
3.A.1	Apply pre-writing tools to generate topics and/or plan writing tasks (e.g., brainstorming, clustering, outlining, listing, webbing).
3.A.2	Write a dialogue of sentences that uses descriptive words and phrases to develop ideas and advance characters.
3.A.3	Develop a paragraph on a topic of the learner's own choosing that includes a topic sentence followed by supporting details.
3.A.4	Write an essay/composition (i.e., expository, descriptive, persuasive, narrative, comparative) on a given topic that includes a well-developed thesis.
3.A.5	Write a letter for a variety of purposes that includes a heading, salutation, and closing.
3.A.5.a	spelling;
3.A.5.b	punctuation;
3.A.5.c	capitalization;
3.A.5.d	sentence fragments;
3.A.5.e	run-on sentences; and
3.A.5.f	grammar and usage errors.

# COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set choosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

## Accuracy

- Adult standards covered :0 of 119 (0%) (0 unique)

## Adult

No correlations are available for this product using the selected report criteria

## STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

## Adult

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
	Reading
1	Phonemic Awareness and Word Analysis
1.A	Adult learners apply phonemic awareness and word analysis skills to make connections between written letters and sounds.
1.A.1	Mastery should be evidenced upon completion of the Beginning Basic.
1.B	Phonemic Awareness
1.B.1	Apply phonemic awareness skills:
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1.B.1.f	deletion;
1.B.1.g	addition;
1.B.1.h	substitution;
1.B.1.i	syllabication.

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
1.C	Word Analysis
1.C.1	Apply word analysis (phonetic awareness) skills:
1.C.1.a	context clues (i.e., picture clues and sentence clues);
1.C.1.b	basic sight words;
1.C.1.c	spelling patterns and rules;
1.C.1.d	meaning of root words, suffixes and prefixes;
1.C.1.e	decoding of unfamiliar or new words.
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2.A.1.c	Apply context clues to interpret written print and non-print text.
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3.A.1	Vocabulary is a skill that is developed through a continuous process at all educational functioning levels.

	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
3.A.1.a	Use context clues to derive meanings of words from spoken, oral, written print and non-print text.
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4.A.1.a.iv	locate information from print and non-print text, recalling information, and using information effectively;
4.A.1.a.v	listening comprehension;
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	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
4.A.1.b	Apply information and ideas from a passage:
4.A.1.b.i	organize thoughts and ideas according to order and sequence;
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4.A.1.b.iv	generate questions about print and non-print text;
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4.A.1.c.vii	make predictions from print and non-print text.
4.A.1.d	Develop connections between separate sources of information:
4.A.1.d.i	write about print and non-print text;
4.A.1.d.ii	integrate information from long print and non-print text;
4.A.1.d.iii	make predictions from print and non-print text;
4.A.1.d.iv	describe multiple inferences from an entire passage;



	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
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1.A.4.d	apostrophes;
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1.A.5	Use a variety of resources to spell unfamiliar words.
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2.A.1	Identify and use basic parts of speech:
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	<b>Adult Louisiana Adult Education Content Standards   English Language Arts (2006)</b>
2.A.1.b	nouns;
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2.A.1.e	adverbs;
2.A.1.f	conjunctions;
2.A.1.g	prepositions; and
2.A.1.h	interjections.
2.A.2	Identify subject and predicate in sentences.
2.A.3	Apply standard grammar and usage to subject and verb agreement, simple past, present, and future continuous verb tense.
2.A.4	Identify and correct sentence fragments and run-on sentences.
2.A.5	Recognize the standard use of homonyms, homophones, and homographs.
2.A.6	Use a thesaurus.
2.A.7	Apply standard grammar and usage.
2.A.7.a	Combine simple sentences into compound and complex sentences.
2.A.7.b	Construct conditional clauses.
2.A.7.c	Develop parallel structures.
2.A.7.d	Use modifiers appropriately.
2.A.7.e	Use compound verbs appropriately.
2.A.7.f	Create possessive forms of nouns or pronouns with gerunds.
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3.A.4	Write an essay/composition (i.e., expository, descriptive, persuasive, narrative, comparative) on a given topic that includes a well-developed thesis.
3.A.5	Write a letter for a variety of purposes that includes a heading, salutation, and closing.
3.A.5.a	spelling;
3.A.5.b	punctuation;
3.A.5.c	capitalization;
3.A.5.d	sentence fragments;
3.A.5.e	run-on sentences; and
3.A.5.f	grammar and usage errors.