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# **Kansas Board of Regents Adult Education**

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**FY2010  
Content Standards**

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**September 2009**

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# **Kansas Board of Regents Adult Education Content Standards**

**A project of the Kansas Board of Regents Adult Education developed in  
collaboration with CASAS**

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# Acknowledgements

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# **Kansas Board of Regents Adult Education**

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**Listening Content  
Standards  
NRS Grid Version**

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**September 2009**

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# KANSAS BOARD OF REGENTS ADULT EDUCATION

## ESL

# LISTENING CONTENT STANDARDS

SEPTEMBER 2009

### NRS Educational Functioning Levels

#### ESL

- 7 Beginning Literacy
- 8 Beginning Low
- 9 Beginning High
- 10 Intermediate Low
- 11 Intermediate High
- 12 Advanced Low

## **Kansas Listening Content Standards** by Instructional Level Grid Format

### **Listening Content Standards**

#### Categories

1. Recognizing Vocabulary
2. Understanding Imperatives, Instructions and Requests
3. Interpreting Grammatical Structures
4. Understanding Conversation
5. Understanding Non-Face-to-Face Speech
6. Comprehending Informational Discourse
7. Making Inferences

**Kansas Listening Content Standards by Instructional Level Grid Format**

<b>Categories</b>			<b>Key to NRS Educational Functioning Levels</b>
L1	Recognizing Vocabulary		<b>ESL</b>
L2	Understanding Imperatives, Instructions and Requests	7	Pre-Literacy
L3	Interpreting Grammatical Structures	8	Beginning Low
L4	Understanding Conversation	9	Beginning High
L5	Understanding Non-Face-to-Face Speech	10	Intermediate Low
L6	Comprehending Informational Discourse	11	Intermediate High
L7	Making Inferences	12	Low Advanced

CS#	Content Standard	ESL				ESL	
		7	8	9	10	11	12
		CASAS Level				A	B
		A	B	B	C	D	E
<b>L1</b>	<b>Recognizing Vocabulary</b>						
L1.1	Demonstrate understanding of familiar vocabulary through physical response (e.g., pointing, manipulation of objects)	•	•				
L1.2	Can associate a picture with commonly spoken simple words and phrases	•	•				
L1.3	Discriminate between sounds that affect word meaning (i.e., minimal pairs such as There are more chips vs. There are no more chips)			•	•		
L1.4	Demonstrate understanding of simple words and phrases drawn from learned topics		•	•			
<b>L2</b>	<b>Understanding Imperatives, Instructions and Requests</b>						
L2.1	Demonstrate understanding of high-frequency commands and expressions of courtesy		•	•			
L2.2	Respond appropriately to short emergency warnings and commands (e.g., Be careful! Slow down! Please wait here.)		•	•			
L2.3	Respond to simple requests for repetition or simple clarification		•	•			
L2.4	Respond appropriately to simple instructions and other non-classroom requests		•	•			
L2.5	Respond appropriately to a brief message of urgency (e.g., Call your son’s school right away.)			•			
L2.6	Follow multi-step directions and simple rules or regulations presented orally with support materials in a variety of familiar situations				•	•	
L2.7	Respond to detailed, specific spoken instructions (e.g., related to operating machines, employment directives, or academic assignments)						•
<b>L3</b>	<b>Interpreting grammatical structures</b>						
L3.1	Respond to simple questions about personal information (e.g., name, address, phone number), especially as they relate to wh- questions		•				
L3.2	Demonstrate understanding of negative statements		•	•			
L3.3	Respond to simple yes/no questions that are about familiar contexts	•	•				
L3.4	Demonstrate comprehension of simple wh- vs., yes/no questions through appropriate responses		•	•			
L3.5	Respond appropriately to questions using how many, how long, how much		•	•			
L3.6	Differentiate between statements and questions based on grammatical structure and intonation patterns				•		
L3.7	Recognize words that signal differences between present, past, and future events			•	•	•	•
L3.8	Demonstrate understanding of organizational clues used in speaking (e.g., first, next, then, later, finally)				•	•	
L3.9	Recognize word endings that affect meaning (e.g., careful, caring, cared)						•

## Kansas Listening Content Standards by Instructional Level Grid Format

CS#	Content Standard	ESL				ESL	
		7	8	9	10	11	12
		CASAS Level					
		A	B	B	C	D	E
<b>L4</b>	<b>Understanding conversation</b>						
L4.1	Respond to some routine social phrases (e.g., Hi, how are you? Paper or plastic? Have a good weekend.)		•	•			
L4.2	Demonstrate understanding of simple face-to-face conversations that use previously learned material		•	•			
L4.3	Identify the main topic of conversation in familiar material		•	•			
L4.4	Demonstrate understanding of general meaning and details in face-to-face conversations containing some unfamiliar vocabulary				•	•	
L4.5	Demonstrate understanding of everyday conversation when speakers make some adaptations for English learners (e.g., repeating or slowing down)			•	•	•	
L4.6	Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate, with some repetition					•	•
L4.7	Adapt listening strategies (e.g., use prior knowledge, listen for the gist, use organizational patterns and association, find listening clues) when confronted with spoken information on topics of less familiarity					•	•
L4.8	Identify details of face-to-face conversations on a variety of everyday subjects spoken at normal speed and using common patterns of reduced speech, phrasal verbs, idioms, and slang						•
<b>L5</b>	<b>Understanding non-face-to-face speech</b>						
L5.1	Demonstrate understanding of non-face-to-face speech (e.g., short announcements, recordings, or telephone conversations in familiar context)			•			
L5.2	Demonstrate understanding of non-face-to-face conversations on familiar material in familiar contexts (e.g., telephone, intercom, 2-way radio)				•	•	
L5.3	Demonstrate understanding of most of the language used in movies or broadcasts of a very general nature					•	•
<b>L6</b>	<b>Comprehending informational discourse</b>						
L6.1	Use simple contextual clues, such as time reference words, to get information from short announcements or conversations (e.g., It's supposed to rain tomorrow)			•			
L6.2	Use contextual clues (e.g., time, place, identity, or relationship or speakers) to get information from increasingly extended announcements or conversations				•		
L6.3	Identify specified essential information from a listening passage when given a verbal prompt		•	•	•		
L6.4	Respond to common requests for assistance or information and record important facts, directions, and appointments discussed in person and on the phone					•	
L6.5	Identify main ideas and most supporting details in factual discourse relating to everyday topics				•	•	•
L6.6	Identify essential information on a familiar subject in an observed conversation about the subject				•	•	
L6.7	Demonstrate understanding of a narrative passage read aloud by answering questions concerning the text					•	•
L6.8	Demonstrate understanding of face-to-face broadcast descriptions and narration of specialized material					•	•
L6.9	Identify accurate and applicable information in a variety of listening contexts (e.g., academic, work-related)						•

## Kansas Listening Content Standards by Instructional Level Grid Format

CS#	Content Standard	ESL				ESL	
		7	8	9	10	11	12
		CASAS Level					
		A	B	B	C	D	E
<b>W7</b>	<b>Editing</b>						
L7.1	Demonstrate understanding of implicit information (e.g., in a short conversation in a work setting between a man and a woman, infer the relationship of the two people)				•	•	
L7.2	Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message					•	•
L7.3	Make predictions based on simple statements or conversation (e.g., You've been late four days this week.)				•	•	
L7.4	Demonstrate understanding of hypothetical situations in familiar contexts					•	•
L7.5	Infer emotional content of a spoken message (e.g., anger, compliment, condolence, sarcasm) from intonation, rhythm, and stress						•
L7.6	Make predictions and draw conclusions from spoken information					•	•

End

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# **Kansas Board of Regents Adult Education**

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**Listening Content  
Standards  
NRS Levels 7-12**

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**September 2009**

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# KANSAS BOARD OF REGENTS ADULT EDUCATION

## LISTENING

### BASIC SKILLS CONTENT STANDARDS

#### LISTED BY NRS LEVEL

#### NRS Educational Functioning Levels

##### ESL

- 7 Beginning Literacy
- 8 Beginning Low
- 9 Beginning High
- 10 Intermediate Low
- 11 Intermediate High
- 12 Advanced Low

September 2009

<b>L1</b>	<b>Recognizing vocabulary</b>
L1.1	Demonstrate understanding of familiar vocabulary through physical response (e.g., pointing, manipulation of objects)
L1.2	Can associate a picture with commonly spoken simple words and phrases
<b>L3</b>	<b>Interpreting grammatical structures</b>
L3.3	Respond to simple yes/no questions that are about familiar contexts

<b>L1</b>	<b>Recognizing vocabulary</b>
L1.1	Demonstrate understanding of familiar vocabulary through physical response (e.g., pointing, manipulation of objects)
L1.2	Demonstrate understanding of simple words in context of common, everyday situations
L1.4	Demonstrate understanding of simple words and phrases drawn from learned topics
<b>L2</b>	<b>Understanding imperatives, instructions and requests</b>
L2.1	Demonstrate understanding of high-frequency commands and expressions of courtesy
L2.2	Respond appropriately to short emergency warnings and commands (e.g., Be careful! Slow down! Please wait here.)
L2.3	Respond to simple requests for repetition or simple clarification
L2.4	Respond appropriately to simple instructions and other non-classroom requests
<b>L3</b>	<b>Interpreting grammatical structures</b>
L3.1	Respond to simple questions about personal information (e.g., name, address, phone number), especially as they relate to wh- questions
L3.2	Demonstrate understanding of negative statements
L3.3	Respond to simple yes/no questions that are about familiar contexts
L3.4	Demonstrate comprehension of simple wh- vs., yes/no questions through appropriate responses
L3.5	Respond appropriately to questions using how many, how long, how much
<b>L4</b>	<b>Understanding conversation</b>
L4.1	Respond to some routine social phrases (e.g., Hi, how are you? Paper or plastic? Have a good weekend.)
L4.2	Demonstrate understanding of simple face-to-face conversations that use previously learned material
L4.3	Identify the main topic of conversation in familiar material
<b>L5</b>	<b>Understanding non-face-to-face speech</b>
L5.1	Demonstrate understanding of non-face-to-face speech (e.g., short announcements, recordings, or telephone conversations in familiar context)
<b>L6</b>	<b>Comprehending informational discourse</b>
L6.3	Identify specified essential information from a listening passage when given a verbal prompt

<b>L1</b>	<b>Recognizing vocabulary</b>
L1.3	Discriminate between sounds that affect word meaning (i.e., minimal pairs such as There are more chips vs. There are no more chips)
L1.4	Demonstrate understanding of simple words and phrases drawn from learned topics
<b>L2</b>	<b>Understanding imperatives, instructions and requests</b>
L2.1	Demonstrate understanding of high-frequency commands and expressions of courtesy
L2.2	Respond appropriately to short emergency warnings and commands (e.g., Be careful! Slow down! Please wait here.)
L2.3	Respond to simple requests for repetition or simple clarification
L2.4	Respond appropriately to a brief message of urgency (e.g., Call your son’s school right away.)
L2.5	Respond appropriately to simple instructions and other non-classroom requests, including requests for clarification
<b>L3</b>	<b>Interpreting grammatical structures</b>
L3.2	Demonstrate understanding of negative statements
L3.4	Demonstrate comprehension of simple wh- vs., yes/no questions through appropriate responses
L3.5	Respond appropriately to questions using how many, how long, how much
L3.7	Recognize words that signal differences between present, past, and future events
<b>L4</b>	<b>Understanding conversation</b>
L4.1	Respond to some routine social phrases (e.g., Hi, how are you? Paper or plastic? Have a good weekend.)
L4.2	Demonstrate understanding of simple face-to-face conversations that use previously learned material
L4.3	Identify the main topic of conversation in familiar material
L4.6	Demonstrate understanding of everyday conversation when speakers make some adaptations for English learners (e.g., repeating or slowing down)
<b>L5</b>	<b>Understanding non-face-to-face speech</b>
L5.1	Demonstrate understanding of non-face-to-face speech (e.g., short announcements, recordings, or telephone conversations in familiar context)
<b>L6</b>	<b>Comprehending informational discourse</b>
L6.1	Use simple contextual clues, such as time reference words, to get information from short announcements or conversations (e.g., It’s supposed to rain tomorrow)
L6.3	Identify specified essential information from a listening passage when given a verbal prompt

<b>L1</b>	<b>Recognizing vocabulary</b>
L1.3	Discriminate between sounds that affect word meaning (i.e., minimal pairs such as There are more chips vs. There are no more chips)
<b>L2</b>	<b>Understanding imperatives, instructions and requests</b>
L2.6	Follow multi-step directions and simple rules or regulations presented orally with support materials in a variety of familiar situations
<b>L3</b>	<b>Interpreting grammatical structures</b>
L3.6	Differentiate between statements and questions based on grammatical structure and intonation patterns
L3.7	Recognize words that signal differences between present, past, and future events
L3.8	Demonstrate understanding of organizational clues used in speaking (e.g., first, next, then, later, finally)
<b>L4</b>	<b>Understanding conversation</b>
L4.4	Demonstrate understanding of general meaning and details in face-to-face conversations containing some unfamiliar vocabulary
L4.5	Demonstrate understanding of everyday conversation when speakers make some adaptations for English learners (e.g., repeating or slowing down)
<b>L5</b>	<b>Understanding non-face-to-face speech</b>
L5.2	Demonstrate understanding of non-face-to-face conversations on familiar material in familiar contexts (e.g., telephone, intercom, 2-way radio)
<b>L6</b>	<b>Comprehending informational discourse</b>
L6.3	Identify specified essential information from a listening passage when given a verbal prompt
L6.5	Identify main ideas and most supporting details in factual discourse relating to everyday topics
L6.6	Identify essential information on a familiar subject in an observed conversation about the subject
L6.7	Demonstrate understanding of a narrative passage read aloud by answering questions concerning the text
<b>L7</b>	<b>Making inferences</b>
L7.1	Demonstrate understanding of implicit information (e.g., in a short conversation in a work setting between a man and a woman, infer the relationship of the two people)
L7.3	Make predictions based on simple statements or conversation (e.g., You've been late four days this week.)

<b>L2</b>	<b>Understanding imperatives, instructions and requests</b>
L2.6	Follow multi-step directions and simple rules or regulations presented orally with support materials in a variety of familiar situations
<b>L3</b>	<b>Interpreting grammatical structures</b>
L3.7	Recognize words that signal differences between present, past, and future events
L3.8	Demonstrate understanding of organizational clues used in speaking (e.g., first, next, then, later, finally)
L3.9	Recognize word endings that affect meaning (e.g., careful, caring, cared)
<b>L4</b>	<b>Understanding conversation</b>
L4.4	Demonstrate understanding of general meaning and details in face-to-face conversations containing some unfamiliar vocabulary
L4.5	Demonstrate understanding of everyday conversation when speakers make some adaptations for English learners (e.g., repeating or slowing down)
L4.6	Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate, with some repetition
L4.7	Adapt listening strategies (e.g., use prior knowledge, listen for the gist, use organizational patterns and association, find listening clues) when confronted with spoken information on topics of less familiarity
<b>L5</b>	<b>Understanding non-face-to-face speech</b>
L5.2	Demonstrate understanding of non-face-to-face conversations on familiar material in familiar contexts (e.g., telephone, intercom, 2-way radio)
L5.3	Demonstrate understanding of most of the language used in movies or broadcasts of a very general nature
<b>L6</b>	<b>Comprehending informational discourse</b>
L6.4	Respond to common requests for assistance or information and record important facts, directions, and appointments discussed in person and on the phone
L6.5	Identify main ideas and most supporting details in factual discourse relating to everyday topics
L6.6	Identify essential information on a familiar subject in an observed conversation about the subject
L6.7	Demonstrate understanding of a narrative passage read aloud by answering questions concerning the text
L6.8	Demonstrate understanding of face-to-face broadcast descriptions and narration of specialized material
<b>L7</b>	<b>Making inferences</b>
L7.1	Demonstrate understanding of implicit information (e.g., in a short conversation in a work setting between a man and a woman, infer the relationship of the two people)
L7.2	Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message
L7.3	Make predictions based on simple statements or conversation (e.g., You've been late four days this week.)
L7.4	Demonstrate understanding of hypothetical situations in familiar contexts
L7.6	Make predictions and draw conclusions from spoken information

<b>L2</b>	<b>Understanding imperatives, instructions and requests</b>
L2.7	Respond to detailed, specific spoken instructions (e.g., related to operating machines, employment directives, or academic assignments)
<b>L3</b>	<b>Interpreting grammatical structures</b>
L3.7	Recognize words that signal differences between present, past, and future events
<b>L4</b>	<b>Understanding conversation</b>
L4.6	Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate, with some repetition
L4.7	Adapt listening strategies (e.g., use prior knowledge, listen for the gist, use organizational patterns and association, find listening clues) when confronted with spoken information on topics of less familiarity
L4.8	Identify details of face-to-face conversations on a variety of everyday subjects spoken at normal speed and using common patterns of reduced speech, phrasal verbs, idioms, and slang
<b>L5</b>	<b>Understanding non-face-to-face speech</b>
L5.3	Demonstrate understanding of most of the language used in movies or broadcasts of a very general nature
<b>L6</b>	<b>Comprehending informational discourse</b>
L6.7	Demonstrate understanding of a narrative passage read aloud by answering questions concerning the text
L6.8	Demonstrate understanding of face-to-face broadcast descriptions and narration of specialized material
L6.9	Identify accurate and applicable information in a variety of listening contexts (e.g., academic, work-related)
<b>L7</b>	<b>Making inferences</b>
L7.2	Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message
L7.4	Demonstrate understanding of hypothetical situations in familiar contexts
L7.5	Infer emotional content of a spoken message (e.g., anger, compliment, condolence, sarcasm) from intonation, rhythm, and stress
L7.6	Make predictions and draw conclusions from spoken information

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# **Kansas Board of Regents Adult Education**

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**Mathematics  
Content Standards  
NRS Grid Version**

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**September 2009**

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# **Kansas Board of Regents**

## **Adult Education**

### **ABE & ASE**

## **Mathematics Content Standards**

**SEPTEMBER 2009**

### **BY NRS LEVEL GRID**

#### **NRS Educational Functioning Levels**

##### **ABE**

- 1 Beginning Literacy
- 2 Beginning
- 3 Intermediate Low
- 4 Intermediate High

##### **ASE**

- 5 Low
- 6 High

**Math Content Standards**

Categories

1. Basic number skills
2. Algebra
3. Geometry
4. Measurement
5. Data
6. Probability

ABE/ASE Levels

- ABE 1 Pre-Literacy (Beginning ABE Literacy)
- ABE 2 (Beginning Basic Education)
- ABE 3 (Low Intermediate Basic Education)
- ABE 4 (High Intermediate Basic Education)
- ASE 5/GED (Low Adult Secondary Education)
- ASE 6 (High Adult Secondary Education)

# Kansas Math Content Standards by Instructional Level Grid Format

**Categories**

M1	Number sense
M2	Algebra
M3	Geometry
M4	Measurement
M5	Data
M6	Probability

**Key to NRS Educational Functioning Levels**

**ABE**

1	Beginning Literacy
2	Beginning
3	Intermediate Low
4	Intermediate High

**ASE**

5	Low
6	High

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
		CASAS Level				A	B
		A	B	B	C	D	E
<b>M1</b>	<b>Number sense</b>						
M1.1	Whole numbers						
M1.1.1	Associate numbers with quantities	•					
M1.1.3	Count up to 100 items	•					
M1.1.4	Count by 2s, 5s, and 10s up to 100	•					
M1.1.5	Recognize odd and even numbers	•	•				
M1.1.6	Read, write, order and compare numbers from 0 to 100	•					
M1.1.7	Read, write, order and compare numbers to 100,000 (e.g., 1 to 99,999)		•				
M1.1.8	Read, write, order and compare numbers to 1,000,000			•			
M1.1.9	Read, write, order and compare numbers in the millions (e.g., 2,900,000 compared to 2,700,000)			•			
M1.1.10	Identify place value in numbers to five digits (e.g., 13,258)		•	•			
M1.1.11	Round off numbers to the nearest 10, 100, 1000		•	•			
M1.2	Operation sense						
	Concepts						
M1.2.1	Interpret and use basic mathematical symbols +, -, =	•					
M1.2.2	Interpret and use these mathematical symbols × and ÷		•	•			
M1.2.3	Understand the concept of addition (i.e., as adding on or combining), including the role of place value	•	•				
M1.2.4	Understand the concept of subtraction (i.e., as taking away or separating), including the role of place value	•	•				
M1.2.5	Understand the concept of multiplication (i.e., as repeated addition, multiple groups, rows and columns), including the role of place value		•	•			
M1.2.6	Understand the concept of division (i.e., as dividing a set into equal groups, or determining number of groups within a set), including the role of place value		•	•			
M1.2.7	Understand the inverse relationship between addition and subtraction, and multiplication and division		•	•			
M1.2.8	Understand the commutative and associative properties of addition and multiplication (e.g., 2 pounds of meat at \$3/lb. costs the same as 3 pounds at \$2/lb.)		•	•			
M1.2.9	Understand the distributive property (e.g., $\$150 \times 12 = (\$150 \times 10) + (\$150 \times 2)$ )			•	•		
	Addition						

## Kansas Math Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE				
		1	2	3	4	5	6			
		CASAS Level				A	B	C	D	E
M1.2.10	Add single-digit numbers with totals up to 10	•								
M1.2.11	Know addition pairs for all numbers up to 10	•								
M1.2.12	Add single and two- and three-digit numbers	•	•							
M1.2.13	Add two or more single-digit numbers mentally		•							
Subtraction										
M1.2.14	Subtract single-digit numbers	•								
M1.2.15	Subtract two single-digit numbers mentally		•							
M1.2.16	Subtract single-digit numbers from numbers up to 20 by understanding the concept of grouping	•								
M1.2.17	Subtract two or three-digit numbers		•							
M1.2.18	Add back to check subtraction	•	•							
Multiplication										
M1.2.19	Multiply single-digit numbers		•							
M1.2.20	Know multiples of 2, 3, 4, 5, 10 up to $\times 10$		•							
M1.2.21	Know multiplication facts for numbers to 12 (Does not mean memorized)		•	•						
M1.2.22	Multiply numbers by 10, 100		•							
M1.2.23	Multiply two-digit numbers by single-digit numbers (e.g. $10 \times 3$ )		•	•						
M1.2.24	Multiply with numbers of two or more digits (e.g. $10 \times 70$ )		•	•						
M1.2.25	Square numbers to 12 (does not mean introducing the concept of exponents)		•	•						
Division										
M1.2.27	Halve even numbers up to 100		•	•						
M1.2.28	Identify factoring of common numbers (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$ )		•	•						
M1.2.29	Identify factors of numbers up to 100 (e.g., 72 is divisible by 1, 2, 3, 4, 6, ...)		•	•	•					
M1.2.31	Divide numbers by 10, 100		•	•						
M1.2.32	Express a remainder in long division as a fraction			•						
M1.2.33	Divide two-digit numbers by single-digit numbers and interpret remainders		•							
M1.2.34	Divide by numbers of two or more digits and interpret remainders		•	•	•					
M1.2.35	Back-multiply to check results of division		•	•	•					
M1.2.36	Understand the concept of prime numbers			•						
M1.3 Fractions										
M1.3.1	Understand, name and write fractions as representing portions of an object or set (e.g. dividing a cake into 12 equal pieces)		•							
M1.3.2	Read and write simple common fractions (e.g., halves, quarters, thirds)		•							
M1.3.3	Compare and order simple common fractions		•							
M1.3.5	Divide an object or set into fractional pieces (e.g., cut a cake into 12 equal pieces)		•	•						
M1.3.6	Understand equivalent fractions and simplify fractions to lowest terms			•	•					
M1.3.7	Express a relation between two quantities as a fraction or fractional estimate (11 of 20 graduates = $11/20$ ; or about $1/2$ )			•	•					
M1.3.8	Add and subtract common fractions with the same denominator		•							
M1.3.9	Convert improper fractions and mixed numbers			•	•					

## Kansas Math Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE				
		1	2	3	4	5	6			
		CASAS Level				A	B	C	D	E
M1.3.10	Add and subtract fractions and mixed numbers with different denominators		•	•	•					
M1.3.11	Relate multiplication of fractions and division (i.e., multiplying by $\frac{1}{2}$ is equivalent to dividing by 2)			•	•					
M1.3.12	Multiply and divide fractions and mixed numbers			•	•					
M1.3.13	Represent decimals as fractions			•	•					
M1.4	Decimals									
M1.4.1	Understand decimal notation and place value (e.g., $2.10 + 4.25$ )		•	•						
M1.4.2	Read and write decimals to two decimal places		•							
M1.4.3	Express simple common fractions as decimals (e.g., $\frac{1}{4} = .25$ , $\frac{1}{2} = .50$ , $\frac{3}{4} = .75$ )		•	•	•					
M1.4.4	Read, write, order and compare decimals of three or more places			•	•					
M1.4.5	Divide whole numbers and represent quotient as a decimal				•					
M1.4.6	Round decimal amounts to one or two decimal places or to a whole number			•	•					
M1.4.7	Add and subtract decimals		•	•	•					
M1.4.8	Multiply and divide decimals		•	•	•					
M1.4.9	Know the effect of multiplying and dividing decimals by powers of 10			•	•					
M1.4.10	Read and write large numbers with decimals (e.g., 15.6 million)			•	•					
M1.4.11	Convert fractions to decimals (e.g., $\frac{2}{5} = .40$ , $\frac{1}{6} = .17$ )		•	•	•					
M1.4.12	Determine a fraction or percent of a decimal (e.g., $\frac{1}{4}$ / 25% of the \$8.3 million budget)			•	•					
M1.4.14	Read and write money amounts using decimals and symbols \$ and ¢		•							
M1.4.15	Make and verify change		•	•	•					
M1.4.16	Calculate with money amounts	•	•	•	•					
M1.5	Percentages									
M1.5.1	Understand the meaning of percent		•	•						
M1.5.2	Read, write, order and compare simple percentages			•						
M1.5.3	Compute mentally 10% and 1% of an amount			•						
M1.5.4	Know percent equivalents for simple common fractions			•						
M1.5.5	Represent decimal amounts as percents				•	•				
M1.5.6	Find benchmark percents of numbers to 1000 (e.g., 10%, 25%, 50%)				•					
M1.5.7	Solve for a percentage when whole (base) or percent (rate) are known				•	•				
M1.5.8	Solve for whole when the percentage (rate) and part are known				•	•				
M1.5.9	Solve for part when the percent (rate) and whole (base) are known		•	•	•	•				
M1.5.10	Understand and calculate percents greater than 100% and less than 1%				•	•				
M1.5.11	Calculate percent of increase and decrease				•	•				
M1.5.13	Find the part from a given percentage and whole				•					
M1.6	Ratio and proportion									
M1.6.1	Understand the meaning of ratio			•	•	•				
M1.6.2	Express a relationship between two quantities as a ratio			•	•	•				
M1.6.3	Determine if ratios are proportional			•	•	•				

## Kansas Math Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
		CASAS Level					
		A	B	B	C	D	E
M1.6.4	Write and solve a proportion				•	•	
M1.6.5	Apply ratio and proportion in contextual situations using ratios					•	
M1.7	Solving problems						
M1.7.1	Analyze a math-related situation or problem, identifying the mathematical question that needs to be answered, the most appropriate methods and steps, procedures, algorithms and operations to apply, and the relevant and irrelevant information (e.g., find sales price, total with tax)	•	•	•	•	•	•
M1.7.4	Determine and use appropriate rounding and estimating techniques		•	•	•	•	•
M1.7.6	Recognize the degree of precision needed in a calculation			•	•	•	•
M1.7.7	Determine when and how to split up a problem into simpler parts			•	•	•	•
M1.7.8	Apply strategies and results from simpler problems to more complex problems			•	•	•	•
M1.7.9	Apply proportional reasoning to solve various problems (e.g., best buy, measurement conversion, percent problems, geometry problems)			•	•	•	•
M1.8	Using a calculator						
M1.8.1	Use a calculator to make basic calculations with +, −, ×, ÷, =		•	•			
M1.8.2	Order or reorder operations when grouping is important to achieve correct results with a calculator (e.g., $10 - 2 \times 6$ instead of $6 \times 10 - 2$ )			•	•	•	
M1.8.3	Use a calculator to make calculations involving multiple operations or percent			•	•	•	•
M1.8.4	Use a calculator for more advanced calculations				•	•	•
<b>M2</b>	<b>Algebra</b>						
M2.1	Patterns, relationships, functions						
M2.1.1	Recognize the numerical patterns and relationships inherent in the addition and multiplication tables	•	•	•			
M2.1.2	Recognize and describe patterns in given sets of numbers in a functional relationship and how changes in one quantity can affect another			•	•		
M2.2	Basic algebraic concepts and conventions						
M2.2.1	Understand mathematical expressions and equations as symbolic representation, including the concept of a variable		•	•	•		
M2.2.2	Understand what it means to solve an equation (e.g. $x + 2 = 4$ )			•	•	•	
M2.2.3	Reason mathematically regarding contextual situations			•	•	•	
M2.2.4	Interpret and write expressions and equations for simple contextual math situations			•	•	•	
M2.2.5	Know and use the correct order of operations			•	•		
M2.2.6	Know and use notational conventions such as parentheses and the various ways of representing multiplication				•	•	
M2.2.7	Interpret symbols $<$ , $>$ , $\neq$ and use to express number relationships			•	•	•	
M2.3	Unknowns, equations and expressions						
M2.3.1	Understand and solve simple one-step equations with unknowns (e.g., $n - 7 = 9$ ; $3x = 24$ )			•	•		
M2.3.2	Use substitution to check the solution of an equation			•	•		
M2.3.3	Understand the different meanings and uses of variables (i.e., $2x + 1 = 7$ ; $y = 2x + 1$ ; $A = 1 \times w$ ; $a + -a = 0$ )				•	•	

## Kansas Math Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
		CASAS Level				A	B
		A	B	B	C	D	E
M2.3.4	Substitute values for variables in simple expressions and evaluate				•	•	
M2.3.5	Simplify an expression by combining like terms				•	•	
M2.3.6	Apply the commutative and associative properties of addition and multiplication to rewrite expressions				•	•	
M2.3.7	Apply the distributive property to rewrite expressions (e.g., $3(x + 2)$ vs. $3x + 6$ )				•	•	
M2.3.8	Use the additive and multiplicative properties of equality to solve linear equations and write equivalent equations				•	•	
M2.3.9	Make mathematical arguments (e.g., proofs) using properties of real numbers and operations					•	•
M2.3.10	Interpret and write expressions and equations representing contextual situations				•	•	•
M2.3.12	Solve problems involving life-skill-related formulas (e.g., $\text{units} \times \text{price} = \text{cost}$ ; $d = r \times t$ )			•	•	•	•
M2.3.14	Solve inequalities					•	•
M2.3.15	Solve systems of linear equations					•	•
M2.3.16	Know, understand and apply the Pythagorean theorem				•	•	•
M2.3.17	Solve quadratic equations					•	•
M2.3.18	Factor polynomials to the 2 <sup>nd</sup> degree					•	•
M2.3.19	Add and subtract polynomials					•	•
M2.4	Exponents and numbers						
M2.4.1	Interpret and use exponents as representing repeated multiplication			•	•	•	
M2.4.2	Rewrite expressions using exponents				•	•	
M2.4.3	Add, subtract, multiply and divide expressions involving exponents				•	•	
M2.4.4	Understand, interpret and use scientific notation				•	•	
M2.5	Positive and negative numbers						
M2.5.1	Understand the meaning and uses of negative numbers				•	•	
M2.5.2	Read, write, order and compare positive and negative numbers				•		
M2.5.3	Place positive and negative numbers on a number line, and relate them to direction and change				•		
M2.5.4	Add, subtract, multiply and divide positive and negative numbers				•		
M2.5.5	Understand and use absolute value				•	•	
M2.6	Representations						
M2.6.1	Understand and relate different representations of functions: words, symbols, tables, graphs			•	•	•	•
M2.6.2	Generate a table of values from an equation in two variables				•	•	•
M2.6.3	Understand the Cartesian coordinate system				•	•	
M2.6.4	Create a coordinate plane, drawing and labeling x and y axes and scale				•	•	•
M2.6.5	Plot ordered pairs from an equation or data table				•	•	•
M2.6.6	Identify points and their coordinates on a graph of an equation				•	•	•
M2.6.7	Determine the slope of a line and relate it to change				•	•	•
M2.6.8	Use a graph to answer questions about a functional relationship			•	•	•	•
M2.6.9	Write the equation of a line					•	•
M2.6.10	Plot more than one equation on the same plane					•	
M2.6.11	Graph a linear function					•	

## Kansas Math Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
		CASAS Level				A	B
		A	B	B	C	D	E
M2.6.12	Graph quadratic functions					•	•
<b>M3</b>	<b>Geometry</b>						
M3.1	Shapes						
M3.1.1	Recognize, name and describe the properties of common two-dimensional and three-dimensional geometric shapes	•	•	•	•		
M3.1.2	Identify lines of symmetry in two-dimensional figures		•	•	•		
M3.1.3	Draw two-dimensional shapes of particular dimensions		•	•	•		
M3.1.4	Identify triangles based on their properties			•	•	•	
M3.1.5	Identify common types of quadrilaterals and their properties			•	•	•	
M3.1.6	Identify polygons of various types			•	•	•	
M3.1.7	Identify elements of a circle: center, radius, diameter, arc			•	•	•	
M3.1.8	Understand concepts of similarity, and identify figures that are similar or congruent				•	•	
M3.2	Lines and angles						
M3.2.1	Identify parallel, perpendicular and intersecting lines			•	•	•	
M3.2.2	Describe characteristics of angles formed by two intersecting lines			•	•	•	
M3.2.3	Describe characteristics of angles formed by a transversal intersecting parallel lines				•	•	
M3.2.4	Understand the 360-degree system of measuring angles and rotation			•	•	•	
M3.2.5	Identify angles of 90 and 45 degrees			•			
M3.2.6	Identify rotations of 90, 180, 270 and 360 degrees			•	•	•	
M3.2.7	Identify angles as acute, obtuse, right, straight and reflex			•	•	•	
M3.2.9	Estimate the measure of an angle			•	•	•	
M3.2.10	Draw angles of specific measures			•	•	•	
M3.3	Spatial relationships						
M3.3.1	Use the four main compass directions for spatial orientation		•	•			
M3.3.2	Use the secondary directions for spatial orientation (e.g., NW)		•	•			
M3.3.3	Use a map with a coordinate grid (e.g., C5)			•	•		
M3.3.4	Interpret diagrams (e.g., floor plan, blueprint) (find measurements and dimensions)			•	•		
M3.3.5	Draw a diagram on a grid using two-dimensional figures to represent the size and location of objects			•	•	•	
M3.3.6	Enlarge or reduce a shape, keeping the same proportions				•	•	
M3.3.7	Combine, divide, rotate, reconfigure or transform shapes to create different figures		•	•	•	•	
M3.3.8	Locate or position items in a three-dimensional coordinate system (e.g., in a model of a building)				•	•	
M3.3.9	Recognize and draw two-dimensional views of three-dimensional objects from different perspectives				•	•	
M3.3.10	Create a three-dimensional object from two-dimensional representations			•	•	•	
M3.3.11	Follow a pattern or model to produce or reproduce a shape or object (square to cube)		•	•			
<b>M4</b>	<b>Measurement</b>						
M4.1	Time						
M4.1.1	Read time from a clock, analog and digital	•					
M4.1.2	Read and record time of day in 12-hour format	•					

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CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
		CASAS Level		A	B	C	D
M4.1.4	Interpret numeric representation of dates	•					
M4.1.5	Convert with units of time: hours, minutes, seconds	•	•	•	•		
M4.1.6	Calculate with units of time: hours, minutes, seconds	•	•				
M4.1.7	Calculate with units of time: hours, days, weeks, months, years			•	•		
M4.1.8	Convert hours and minutes to decimal time format			•	•		
M4.1.9	Calculate elapsed time		•	•			
M4.2	Distance						
M4.2.1	Convert and calculate with units: miles, feet		•	•	•		
M4.2.3	Estimate equivalents between feet/miles and meters/kilometers				•		
M4.2.4	Calculate with kilometers, meters						
M4.2.5	Read mileage tables			•	•		
M4.2.6	Apply a scale on a map			•	•		
M4.2.7	Estimate distance		•	•	•		
M4.3	Speed						
M4.3.1	Understand the interrelation of distance, time and speed			•	•		
M4.3.2	Make simple calculations involving time and distance			•			
M4.3.3	Make calculations involving distance, time and speed, using a given speed			•	•	•	
M4.3.5	Estimate time, distance and speed in traveling				•	•	
M4.3.6	Estimate equivalents between mph and km/h				•	•	
M4.4	Rates						
M4.4.1	Understand, interpret, calculate and apply rates involving time, such as velocity (e.g., mi/hr, ft/sec, m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day, kw/hr), flow (e.g., gal/min), change (e.g., degrees/min, inches/year), and units (e.g., cents/min, \$/sq. ft., mi/gal, heartbeats/min)				•	•	•
M4.4.4	Use averaging in calculating rates				•	•	•
M4.5	Temperature						
M4.5.1	Understand Fahrenheit scale	•	•				
M4.5.2	Understand Fahrenheit scale, including negative temperatures			•	•		
M4.5.3	Read temperatures	•	•	•	•		
M4.5.4	Compare and calculate with temperatures		•	•	•	•	
M4.5.5	Estimate equivalents between Fahrenheit and Celsius temperatures				•	•	
M4.6	Weight						
M4.6.1	Know customary US units of weight and equivalents: pounds, ounces, tons	•	•	•	•		
M4.6.2	Know metric units of weight and equivalents: grams, kilograms, milligrams		•	•	•	•	
M4.6.3	Convert and calculate with weight units: pounds, ounces, etc.		•	•	•		
M4.6.4	Measure weight using pounds, ounces, etc.	•	•	•	•		
M4.6.6	Estimate equivalents between customary US and metric units of weight				•	•	
M4.6.7	Convert and calculate with metric units, noting decimal placement: kg/g/mg				•	•	
M4.6.8	Measure with metric units of weight				•	•	
M4.7	Capacity						

## Kansas Math Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
		CASAS Level					
		A	B	B	C	D	E
M4.7.1	Know customary US units of capacity and equivalents: ounces, quarts, gallons, etc.	•	•	•	•		
M4.7.2	Know metric units of capacity and equivalents: liters, milliliters				•	•	
M4.7.3	Convert and calculate with units of capacity: ounces, quarts, gallons, etc.		•	•	•		
M4.7.4	Measure capacity using ounces, quarts, gallons, etc.	•	•	•	•		
M4.7.6	Estimate equivalents between customary US and metric units of capacity				•	•	
M4.7.7	Convert and calculate with metric units, noting decimal placement: l/ml				•	•	
M4.7.8	Measure with metric units of capacity				•	•	
M4.8	Dimensions						
M4.8.1	Know customary US units of linear measurement and equivalents: inches, feet, yards		•	•	•		
M4.8.2	Know metric units of linear measurement and equivalents: meters, centimeters, millimeters				•	•	
M4.8.3	Convert and calculate with linear measurement units: inches, feet, etc.			•	•		
M4.8.4	Measure length, width, height using inches, feet, etc.		•	•	•		
M4.8.5	Know and use equivalents for fractions of an inch (e.g., $4/8 = 1/2$ )			•	•		
M4.8.7	Compare linear measurements, including in decimal notation (e.g., tolerances)				•	•	
M4.8.8	Estimate equivalents between customary US and metric units of linear measure				•	•	
M4.8.9	Convert and calculate with metric units, noting decimal placement: m/cm/mm				•	•	
M4.8.10	Measure with metric units of linear measurement				•	•	
M4.8.12	Interpret scale drawings (e.g., maps, blueprints, floor plans)				•	•	•
M4.8.13	Interpret and use proportions in solving problems involving dimensions or scale				•	•	•
M4.8.14	Plan linear spacing in a design (e.g., how many rows of plantings can fit in a garden of a certain length)				•	•	•
M4.9	Multi-dimensional measures						
M4.9.1	Understand concept of two and three-dimensional measurements, square and cubic units		•	•	•	•	
M4.9.2	Calculate perimeter of rectangles and other common figures, using a given formula		•	•	•		
M4.9.3	Calculate area of rectangles and other common figures, using a given formula		•	•	•		
M4.9.4	Calculate circumference of a circle, using a given formula				•	•	
M4.9.5	Calculate volume and surface area of rectangular and other common shapes, using a given formula		•	•			
M4.9.6	Calculate area or volume of irregular or composite shapes by dividing the figure into parts				•	•	
M4.9.7	Estimate area of curved shapes				•	•	
M4.9.8	Understand the exponential relationship of linear measure, area and volume (e.g., cubic feet vs. cubic yards)						•
M4.9.9	Plan a layout (e.g., in what ways how many elements of what size can fit in a given space)				•	•	•
M4.9.10	Apply measurement in three-dimensional scale modeling					•	•
M4.9.11	Calculate perimeter of irregular or composite shapes				•	•	•
M4.10	Estimating measurements						
M4.10.1	Make rough-estimate approximations of measurements		•	•	•		
M4.10.2	Relate need for accuracy in a given measurement situation to estimating, in terms of precision, rounding, etc.		•	•	•		
M4.10.3	Relate the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there)		•	•	•		

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		1	2	3	4	5	6
		CASAS Level					
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M4.11	Measurement tools						
M4.11.1	Use non-standard measurement methods (e.g., using an object as a measure)	•	•				
M4.11.2	Identify and use the appropriate units, instruments and techniques for measurement tasks		•	•	•	•	•
M4.11.3	Read and use a ruler or tape measure	•	•	•			
M4.11.4	Read and use a metric rule				•		
M4.11.5	Read a thermometer	•	•	•	•		
M4.11.6	Read analog and other types of scales, meters and gauges, including various types of units and calibrations	•	•	•	•	•	•
M4.11.7	Read digital scales on measuring devices			•	•	•	•
M4.11.8	Use specialized measurement tools (e.g., protractor, compass, caliper)				•	•	•
<b>M5</b>	<b>Data</b>						
M5.1	Reading and interpreting data						
M5.1.1	Identify, count and extract data in lists, tables and charts	•	•	•	•	•	•
M5.1.2	Interpret data organized in categories and groupings	•	•	•	•	•	•
M5.1.3	Compare and extract information from bar graphs, block graphs, picto graphs, scatterplots, line graphs and circle graphs		•	•	•	•	•
M5.1.6	Compare information from multiple plottings on the same plane				•	•	•
M5.1.7	Interpret and compare data in graphs with different scales					•	•
M5.2	Analyzing data						
M5.2.1	Identify, extract and analyze pertinent data for a particular purpose	•	•	•	•	•	•
M5.2.2	Reorient, reorganize, reformat data			•	•	•	•
M5.2.3	Check for internal accuracy in a data set			•	•	•	•
M5.2.4	Find the mean, median and mode for a data set			•	•	•	
M5.2.5	Find the range for a data set				•	•	
M5.2.6	Make generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends				•	•	•
M5.2.7	Compare different samples or groupings (e.g., age, gender) in a data set, or individual to overall or average				•	•	•
M5.2.8	Express data relationships in terms of ratios, fractions or percent (e.g., 3 to 1 ratio; 3 out of 4; 75%)			•	•	•	•
M5.2.9	Make observations and draw conclusions based on analysis of data		•	•	•	•	•
M5.2.10	Extrapolate data to make predictions				•	•	•
M5.2.11	Restate, summarize, report data for a particular purpose and audience				•	•	•
M5.2.12	Understand and use the basic language of statistics to describe, communicate and discuss data					•	•
M5.2.13	Use computer programs to assist in compiling and analyzing data				•	•	•
M5.3	Representing data						
M5.3.1	Collect, label and order numerical information for a particular purpose (e.g., to count and list stock, keep a log, construct a schedule)	•	•	•	•	•	
M5.3.2	Record numerical information using a tally	•	•	•			
M5.3.3	Sort, group, classify, compare or categorize data	•	•	•	•	•	

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		1	2	3	4	5	6
		CASAS Level					
		A	B	B	C	D	E
M5.3.4	Create a table to record and present numerical information		•	•	•	•	
M5.3.5	Create a table that provides for calculation of data (e.g., units $\times$ price; totals, subtotals)			•	•	•	
M5.3.6	Create a graph or other visual representation of data		•	•	•	•	
M5.3.7	Present data in different interpretations (e.g., as percentages, difference, change)			•	•	•	
M5.4	Understanding the nature of data						
M5.4.1	Understand what the numbers in a data set represent	•	•	•	•	•	
M5.4.2	Understand different ways in which data can be identified, organized and formatted	•	•	•	•	•	
M5.4.3	Note how data can change as certain variables change		•	•	•	•	
M5.4.4	Understand how average and median can represent a typical quantity or mid-point benchmark and how the spread of data is a factor					•	•
M5.4.5	Understand constraints on extending data to make predictions					•	•
M5.4.6	Recognize when data sets can be viably compared and when they cannot					•	•
M5.4.7	Understand concepts and implications of sampling and randomization in surveys					•	•
M5.4.8	Understand how selection and presentation of data can be oriented for audience and purpose and can influence perceptions and conclusions					•	•
M5.4.9	Evaluate arguments based on statistical reasoning					•	•
<b>M6</b>	<b>Probability</b>						
M6.1	Outcomes						
M6.1.1	Calculate the possible combinations of a number of elements in practical situations (e.g., I have 4 tickets and 6 potential guests)			•	•	•	•
M6.2	Probability						
M6.2.1	Determine the probability of certain simple events (e.g., in the results of tossing a coin or rolling a die)		•	•	•		
M6.2.2	Express the likelihood of an occurrence as a ratio, fraction, or a percent			•	•		
M6.2.3	Determine and compare probabilities of chance events (e.g., winning lottery prizes)				•	•	
M6.2.4	Identify possible outcomes involving compound events and determine the probability of their occurrence (e.g., rolling one die multiple times)					•	•
M6.2.5	Identify possible outcomes from combinations of events and determine the probability of their occurrence (e.g., of rolling different number combinations and totals with two dice)					•	•
M6.2.6	Understand and evaluate factors and their effects in decreasing or increasing the likelihood of occurrences (e.g., wearing a seat belt lessening chance of injury)					•	•

End

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# **Kansas Board of Regents Adult Education**

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**Mathematics  
Content  
Standards  
NRS Level 1**

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**September 2009**

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<b>1</b>	<b>Number sense</b>
M1.1	Whole numbers
M1.1.1	Associate numbers with quantities
M1.1.3	Count up to 100 items
M1.1.4	Count by 2s, 5s, and 10s up to 100
M1.1.5	Recognize odd and even numbers
M1.1.6	Read, write, order and compare numbers from 0 to 100
M1.2	Operation sense
	Concepts
M1.2.1	Interpret and use basic mathematical symbols +, -, =
M1.2.3	Understand the concept of addition (i.e., as adding on or combining), including the role of place value
M1.2.4	Understand the concept of subtraction (i.e., as taking away or separating), including the role of place value
	Addition
M1.2.10	Add single-digit numbers with totals up to 10
M1.2.11	Know addition pairs for all numbers up to 10
M1.2.12	Add single and two- and three-digit numbers
	Subtraction
M1.2.14	Subtract single-digit numbers
M1.2.16	Subtract single-digit numbers from numbers up to 20 by understanding the concept of regrouping
M1.2.18	Add back to check subtraction
M1.4	Decimals
M1.4.16	Calculate with money amounts
M1.7	Solving problems
M1.7.1	Analyze a math-related situation or problem, identifying the mathematical question that needs to be answered, the most appropriate methods, procedures, algorithms and operations to apply, and the relevant and irrelevant information
<b>M2</b>	<b>Algebra</b>
M2.1	Patterns, relationships, functions
M2.1.1	Recognize the numerical patterns and relationships inherent in the addition tables
<b>M3</b>	<b>Geometry</b>
M3.1	Shapes
M3.1.1	Recognize, name and describe the properties of common two-dimensional and three-dimensional geometric shapes
<b>M4</b>	<b>Measurement</b>
M4.1	Time
M4.1.1	Read time from a clock, analog and digital
M4.1.2	Read and record time of day in 12-hour format
M4.1.4	Interpret numeric representations of dates
M4.1.5	Convert with units of time: hours, minutes, seconds
M4.1.6	Calculate with units of time: hours, minutes, seconds

	Temperature
M4.5.1	Understand Fahrenheit scale, including negative temperatures
M4.5.3	Read temperatures
M4.6	Weight
M4.6.1	Know customary US units of weight and equivalents: pounds, ounces, tons
M4.6.4	Measure weight using pounds, ounces, etc.
M4.7	Capacity
M4.7.1	Know customary US units of capacity and equivalents: ounces, quarts, gallons, etc.
M4.7.4	Measure capacity using ounces, quarts, gallons, etc.
M4.11	Measurement tools
M4.11.1	Use non-standard measurement methods (e.g., using an object as a measure)
M4.11.3	Read and use a ruler or tape measure
M4.11.5	Read a thermometer
M4.11.6	Read analog and other types of scales, meters and gauges, including various types of units and calibrations
<b>M5</b>	<b>Data</b>
M5.1	Reading and interpreting data
M5.1.1	Identify, count and extract data in lists, tables and charts
M5.1.2	Interpret data organized in categories and groupings
M5.2	Analyzing data
M5.2.1	Identify, extract and analyze pertinent data for a particular purpose
M5.3	Representing data
M5.3.1	Collect, label and order numerical information for a particular purpose (e.g., to count and list stock, keep a log, construct a schedule)
M5.3.2	Record numerical information using a tally
M5.3.3	Sort, group, classify or categorize data
M5.4	Understanding the nature of data
M5.4.1	Understand what the numbers in a data set represent
M5.4.2	Understand different ways in which data can be identified, organized and formatted

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# **Kansas Board of Regents Adult Education**

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**Mathematics  
Content  
Standards  
NRS Level 2**

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**September 2009**

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<b>M1</b>	<b>Number sense</b>
M1.1	Whole numbers
M1.1.5	recognize odd and even numbers
M1.1.7	read, write, order and compare numbers up to 100,000 (e.g. 1 to 99,999)
M1.1.10	Identify naming place value in numbers to five digits (e.g., 13,258)
M1.1.11	round off numbers to the nearest 10, 100, 1000
M1.2	Operation sense
	Concepts
M1.2.2	interpret and use basic mathematical symbols $\times$ , $\div$
M1.2.3	Understand the concept of addition (i.e., as adding on or combining), including the role of place value
M1.2.4	Understand the concept of subtraction (i.e., as taking away or separating), including the role of place value
M1.2.5	understand the concept of multiplication (i.e., as repeated addition, multiple groups, rows and columns), including the role of place value
M1.2.6	understand the concept of division (i.e., as dividing a set into equal groups, or determining number of groups within a set), including the role of place value
M1.2.7	understand the inverse relationship between addition and subtraction, and multiplication and division
M1.2.8	understand the commutative and associative properties of addition and multiplication (e.g., 2 pounds of meat at \$3/lb. costs the same as 3 pounds at \$2/lb.)
	Addition
M1.2.12	Add single and two- and three-digit numbers
M1.2.13	add two or more single-digit numbers mentally
	Subtraction
M1.2.15	Subtract two single-digit numbers mentally
M1.2.17	subtract two or three-digit numbers
M1.2.18	add back to check subtraction
	Multiplication
M1.2.19	Multiply single-digit numbers
M1.2.20	know multiples of 2, 3, 4, 5, 10 up to $\times 10$
M1.2.21	know multiplication facts for numbers to 12 (does not mean memorized)
M1.2.22	multiply numbers by 10, 100
M1.2.23	multiply two-digit numbers by single-digit numbers (e.g. $10 \times 3$ )
M1.2.24	multiply with numbers of two or more digits (e.g. $10 \times 70$ )
M1.2.25	square numbers to 12 (does not mean introducing the concept of exponents)
	Division
M1.2.27	halve even numbers up to 100
M1.2.28	identify factoring of common numbers (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$ )
M1.2.29	identify factors of numbers up to 100 (e.g., 72 is divisible by 1, 2, 3, 4, 6, ...)
M1.2.31	divide numbers by 10, 100
M1.2.33	divide two, three and four-digit numbers by single and two-digit numbers and interpret remainders in the context of everyday situations
M1.2.34	Divide by numbers of two or more digits and interpret remainders in the context of everyday situations
M1.2.35	back-multiply to check results of division

<b>M1.3</b>	<b>Fractions</b>
M1.3.1	understand, name and write fractions as representing portions of an object or set
M1.3.2	read and write simple common fractions (e.g., halves, quarters, thirds)
M1.3.3	compare and order simple common fractions
M1.3.5	divide an object or set into fractional pieces (e.g., cut a cake into 12 equal pieces, divide these 12 into 3 parts; $\frac{1}{3}$ of 12 is 4, $\frac{2}{3}$ is 8)
M1.3.8	add and subtract common fractions with the same denominator
M1.3.10	add and subtract fractions and mixed numbers with different denominators (e.g., $\frac{1}{4} + \frac{1}{2}$ )
<b>M1.4</b>	<b>Decimals</b>
M1.4.1	understand decimal notation and place value (e.g., $2.10 + 4.15$ )
M1.4.2	read and write decimals to two decimal places
M1.4.3	express simple common fractions as decimals (e.g.,
M1.4.7	add and subtract decimals
M1.4.8	multiply and divide decimals
M1.4.11	convert fractions to decimals (e.g. $\frac{2}{5} = .40$ , $\frac{1}{6} = .17$ )
M1.4.14	read and write money amounts using decimals and symbols \$ and ¢
M1.4.15	make and verify change
M1.4.16	calculate with money amounts
<b>M1.5</b>	<b>Percentages</b>
M1.5.1	Understand the meaning of percent
M1.5.9	Solve for part when the percent (rate) and whole (base) are known
<b>M1.7</b>	<b>Solving problems</b>
M1.7.1	analyze a math-related situation or problem, identifying the mathematical question that needs to be answered, the most appropriate methods, procedures, algorithms and operations to apply, and the relevant and irrelevant information
M1.7.4	determine and use appropriate rounding and estimating techniques
<b>M1.8</b>	<b>Using a calculator</b>
M1.8.1	use a calculator to make basic calculations with +, -, ×, ÷, =
<b>M2</b>	<b>Algebra</b>
<b>M2.1</b>	<b>Patterns, relationships, functions</b>
M2.1.1	recognize the numerical patterns and relationships inherent in the addition and multiplication tables
<b>M2.2</b>	<b>Basic algebraic concepts and conventions</b>
M2.2.1	understand mathematical expressions and equations as symbolic representation, including the concept of a variable
<b>M3</b>	<b>Geometry</b>
<b>M3.1</b>	<b>Shapes</b>
M3.1.1	recognize, name and describe the properties of common two-dimensional and three-dimensional geometric shapes
M3.1.2	identify lines of symmetry in two-dimensional figures
M3.1.3	draw two-dimensional shapes of particular dimensions
<b>M3.3</b>	<b>Spatial relationships</b>
M3.3.1	use the four main compass directions for spatial orientation
M3.3.2	use the secondary directions for spatial orientation (e.g., NW)
M3.3.7	combine, divide, rotate, reconfigure or transform shapes to create different figures

M3.3.11	follow a pattern or model to produce or reproduce a shape or object
<b>M4</b>	<b>Measurement</b>
<b>M4.1</b>	<b>Time</b>
M4.1.5	convert with units of time: hours, minutes, seconds
M4.1.6	Calculate with units of time: hours, minutes, seconds
M4.1.9	Calculate elapsed time
<b>M4.2</b>	<b>Distance</b>
M4.2.1	Convert and calculate with units: miles, feet
M4.2.7	estimate distance
<b>M4.5</b>	<b>Temperature</b>
M4.5.1	understand Fahrenheit scale, including negative temperatures
M4.5.3	read temperatures
M4.5.4	Compare and calculate with temperatures
<b>M4.6</b>	<b>Weight</b>
M4.6.1	know customary US units of weight and equivalents: pounds, ounces, tons
M4.6.2	Know metric units of weight and equivalents: grams, kilograms, milligrams
M4.6.3	Convert and calculate with weight units: pounds, ounces, etc.
M4.6.4	measure weight using pounds, ounces, etc.
<b>M4.7</b>	<b>Capacity</b>
M4.7.1	know customary US units of capacity and equivalents: ounces, quarts, gallons, etc.
M4.7.3	Convert and calculate with units of capacity: ounces, quarts, gallons, etc.
M4.7.4	Measure capacity using ounces, quarts, gallons, etc.
<b>M4.8</b>	<b>Dimensions</b>
M4.8.1	know customary US units of linear measurement and equivalents: inches, feet, yards
M4.8.4	measure length, width, height using inches, feet, etc.
<b>M4.9</b>	<b>Multi-dimensional measures</b>
M4.9.1	Understand concept of two and three-dimensional measurements, square and cubic units
M4.9.2	Calculate perimeter of rectangles and other common figures, using a given formula
M4.9.3	Calculate area of rectangles and other common figures, using a given formula
M4.9.5	Calculate volume and surface area of rectangular and other common shapes, using a given formula
<b>M4.10</b>	<b>Estimating measurements</b>
M4.10.1	make rough-estimate approximations of measurements
M4.10.2	relate need for accuracy in a given measurement situation to estimating, in terms of precision, rounding, etc.
M4.10.3	relate the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there)
<b>M4.11</b>	<b>Measurement tools</b>
M4.11.1	use non-standard measurement methods (e.g., using an object as a measure)
M4.11.2	identify and use the appropriate units, instruments and techniques for measurement tasks
M4.11.3	read and use a ruler or tape measure
M4.11.5	read a thermometer
M4.11.6	Read analog and other types of scales, meters and gauges, including various types of units and calibrations

<b>M5</b>	<b>Data</b>
M5.1	Reading and interpreting data
M5.1.1	identify, count and extract data in lists, tables and charts
M5.1.2	interpret data organized in categories and groupings
M5.1.3	compare and extract information from bar graphs, block graphs, picto graphs, scatterplots, line graphs and circle graphs
M5.2	Analyzing data
M5.2.1	identify, extract and analyze pertinent data for a particular purpose
M5.2.9	make observations and draw conclusions based on analysis of data
M5.3	Representing data
M5.3.1	collect, label and order numerical information for a particular purpose (e.g., to count and list stock, keep a log, construct a schedule)
M5.3.2	record numerical information using a tally
M5.3.3	sort, group, classify or categorize data
M5.3.4	create a table to record and present numerical information
M5.3.6	create a graph or other visual representation of data
M5.4	Understanding the nature of data
M5.4.1	understand what the numbers in a data set represent
M5.4.2	understand different ways in which data can be identified, organized and formatted
M5.4.3	Note how data can change as certain variables change
<b>M6</b>	<b>Probability</b>
M6.2	Probability
M6.2.1	determine the probability of certain simple events (e.g., in the results of tossing a coin or rolling a die)

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# **Kansas Board of Regents Adult Education**

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**Mathematics  
Content  
Standards  
NRS Level 3**

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**September 2009**

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<b>M1</b>	<b>Number sense</b>
M1.1	Whole numbers
M1.1.8	Read, write, order and compare numbers to 1,000,000
M1.1.9	Read, write, order and compare numbers in the millions (e.g. )
M1.1.10	Identify place value in numbers to five digits (e.g., 13,258)
M1.11	Round off numbers to the nearest 10, 100, 1000
M1.2	Operation sense
	Concepts
M1.2.2	Interpret and use these mathematical symbols $\times$ and $\div$
M1.2.5	Understand the concept of multiplication (i.e., as repeated addition, multiple groups, rows and columns), including the role of place value
M1.2.6	Understand the concept of division (i.e., as dividing a set into equal groups, or determining number of groups within a set), including the role of place value
M1.2.7	Understand the inverse relationship between addition and subtraction, and multiplication and division
M1.2.8	Understand the commutative and associative properties of addition and multiplication (e.g., 2 pounds of meat at \$3/lb. costs the same as 3 pounds at \$2/lb.)
M1.2.9	Understand the distributive property (e.g., $\$150 \times 12 = (\$150 \times 10) + (\$150 \times 2)$ )
	Multiplication
M1.2.21	Know multiplication facts for numbers to 12 (does not mean memorized)
M1.2.23	Multiply two-digit numbers by single-digit numbers (e.g. $10 \times 3$ )
M1.2.24	Multiply with numbers of two or more digits ( $10 \times 70$ )
M1.2.25	Square numbers to 12 (does not mean introducing the concept of exponents)
	Division
M1.2.27	Halve even numbers up to 100
M1.2.28	Identify factoring of common numbers (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$ ) (need e.g.)
M1.2.29	Identify factors of numbers up to 100 (e.g., 72 is divisible by 1, 2, 3, 4, 6, ...)
M1.2.31	divide numbers by 10, 100
M1.2.32	Express a remainder in long division as a fraction or decimal
M1.2.34	Divide by numbers of two or more digits and interpret remainders
M1.2.35	Back-multiply to check results of division
M1.2.36	Understand the concept of prime numbers
M1.3	Fractions
M1.3.5	Divide an object or set into fractional pieces (e.g., cut a cake into 12 equal pieces, divide these 12 into 3 parts; $1/3$ of 12 is 4, $2/3$ is 8)
M1.3.6	Understand equivalent fractions and simplify fractions to lowest terms
M1.3.7	Express a relation between two quantities as a fraction or fractional estimate (11 of 20 graduates = $11/20$ ; or about $1/2$ )
M1.3.9	Convert improper fractions and mixed numbers
M1.3.10	Add and subtract fractions and mixed numbers with different denominators
M1.3.11	Relate multiplication of fractions and division (i.e., multiplying by $1/2$ is equivalent to dividing by 2)
M1.3.12	Multiply and divide with fractions and mixed numbers
M1.3.13	Represent decimals as fractions
M1.4	Decimals

M1.4.1	Understand decimal notation and place value (e.g., $2.10 + 4.25$ )
M1.4.3	Express simple common fractions as decimals (e.g., $\frac{1}{4} = .25$ , $\frac{1}{2} = .50$ )
M1.4.4	Read, write, order and compare decimals of three or more places
M1.4.6	Round decimal amounts to one or two decimal places or to a whole number
M1.4.7	Add and subtract decimals
M1.4.8	Multiply and divide decimals
M1.4.9	Know the effect of multiplying and dividing decimals by powers of 10
M1.4.10	Read and write large numbers with decimals (e.g., 15.6 million)
M1.4.11	Convert common fractions to decimals
M1.4.12	Determine a fraction or percent of a decimal (e.g., $\frac{1}{4}$ / 25% of the \$8.3 million budget)
M1.4.13	Make and verify change
M1.4.14	Calculate with money amounts
<b>M1.5</b>	<b>Percentages</b>
M1.5.1	Understand the meaning of percent
M1.5.2	Read, write, order and compare simple percentages
M1.5.3	Compute mentally 10% and 1% of an amount
M1.5.4	Know percent equivalents for simple common fractions
M1.5.9	Solve for part when the percent (rate) and whole (base) are known
<b>M1.6</b>	<b>Ratio and proportion</b>
M1.6.1	Understand the meaning of ratio
M1.6.2	Express a relationship between two quantities as a ratio
M1.6.3	Determine if ratios are proportional
<b>M1.7</b>	<b>Solving problems</b>
M1.7.1	Analyze a math-related situation or problem, identifying the mathematical question that needs to be answered, the most appropriate methods, procedures, algorithms and operations to apply, and the relevant and irrelevant information
M1.7.4	Determine and use appropriate rounding and estimating techniques
M1.7.6	Recognize the degree of precision needed in a calculation (provide example)
M1.7.7	Determine when and how to split up a problem into simpler parts
M1.7.8	Apply strategies and results from simpler problems to more complex problems
M1.7.9	Apply proportional reasoning to solve various problems (e.g., best buy, measurement, conversion, percent problems, geometry problems)
<b>M1.8</b>	<b>Using a calculator</b>
M1.8.1	Use a calculator to make basic calculations with $+$ , $-$ , $\times$ , $\div$ , $=$
M1.8.2	Order or reorder operations when grouping is important to achieve correct results with a calculator (e.g., $10 - 2 \times 6$ instead of $6 \times 10 - 2$ )
M1.8.3	Use a calculator to make calculations involving multiple operations or percent
<b>M2</b>	<b>Algebra</b>
<b>M2.1</b>	<b>Patterns, relationships, functions</b>
M2.1.1	Recognize the numerical patterns and relationships inherent in the addition and multiplication tables (provide examples)
M2.1.2	Recognize and describe patterns in given sets of numbers in a functional relationship and how changes in one quantity can affect another

M2.2	Basic algebraic concepts and conventions
M2.2.1	Understand mathematical expressions and equations as symbolic representation, including the concept of a variable
M2.2.2	Understand what it means to solve an equation (e.g. $x + 2 = 4$ )
M2.2.3	Reason mathematically regarding contextual situations
M2.2.4	Interpret and write expressions and equations for simple contextual math situations
M2.2.5	Know and use the correct order of operations
M2.2.7	Interpret symbols $<$ , $>$ , $\neq$ and use to express number relationships
M2.3	Unknowns, equations and expressions
M2.3.1	Understand and solve simple one-step equations with unknowns (e.g., $n - 7 = 9$ ; $3x = 24$ )
M2.3.2	Use substitution to check the solution of an equation
M2.3.12	Solve problems involving life-skill-related formulas (e.g., $\text{units} \times \text{price} = \text{cost}$ ; $d = r \times t$ )
M2.4	Exponents and numbers
M2.4.1	Interpret and use exponents as representing repeated multiplication
M2.6	Representations
M2.6.1	Understand and relate different representations of functions: words, symbols, tables, graphs
M2.6.8	Use a graph to answer questions about a functional relationship
<b>M3</b>	<b>Geometry</b>
M3.1	Shapes
M3.1.1	Recognize, name and describe the properties of common two-dimensional and three-dimensional geometric shapes
M3.1.2	Identify lines of symmetry in two-dimensional figures
M3.1.3	Draw two-dimensional shapes of particular dimensions
M3.1.4	Identify triangles based on their properties
M3.1.5	Identify common types of quadrilaterals and their properties
M3.1.6	Identify polygons of various types
M3.1.7	Identify elements of a circle: center, radius, diameter, arc
M3.2	Lines and angles
M3.2.1	Identify parallel, perpendicular and intersecting lines
M3.2.2	Describe characteristics of angles formed by two intersecting lines
M3.2.4	Understand the 360-degree system of measuring angles and rotation
M3.2.5	Identify angles of 90 and 45 degrees
M3.2.6	Identify rotations of 90, 180, 270 and 360 degrees
M3.2.7	Identify angles as right, acute, obtuse
M3.2.9	Estimate the measure of an angle
M3.2.10	Draw angles of specific measures
M3.3	Spatial relationships
M3.3.1	Use the four main compass directions for spatial orientation
M3.3.2	Use the secondary directions for spatial orientation (e.g., NW)
M3.3.3	Use a map with a coordinate grid (e.g., C5)
M3.3.4	Interpret diagrams (e.g., floor plan, blueprint) (find measurements and dimensions)
M3.3.5	Draw a diagram on a grid using two-dimensional figures to represent the size and location of objects

M3.3.7	Combine, divide, rotate, reconfigure or transform shapes to create different figures
M3.3.10	Create a three-dimensional object from two-dimensional representations
M3.3.11	Follow a pattern or model to produce or reproduce a shape or object (square to cube)
<b>M4</b>	<b>Measurement</b>
M4.1	Time
M4.1.5	Convert and calculate with units of time: hours, minutes, seconds
M4.1.7	Convert and calculate with units of time: hours, days, weeks, months, years
M4.1.8	Convert hours and minutes to decimal time format
M4.1.9	Calculate elapsed time
M4.2	Distance
M4.2.1	Convert and calculate with units: miles, feet
M4.2.5	Read mileage tables
M4.2.6	Apply a scale on a map
M4.2.7	Estimate distance
M4.3	Speed
M4.3.1	Understand the interrelation of distance, time and speed
M4.3.2	Make simple calculations involving time and distance
M4.3.3	Make calculations involving distance, time and speed, using a given speed
M4.5	Temperature
M4.5.2	Understand Fahrenheit scale, including negative temperatures
M4.5.3	Read temperatures
M4.5.4	Compare and calculate with temperatures
M4.6	Weight
M4.6.1	Know customary US units of weight and equivalents: pounds, ounces, tons
M4.6.2	Know metric units of weight and equivalents: grams, kilograms, milligrams
M4.6.3	Convert and calculate with weight units: pounds, ounces, etc.
M4.6.4	Measure weight using pounds, ounces, etc.
M4.7	Capacity
M4.7.1	Know customary US units of capacity and equivalents: ounces, quarts, gallons, etc.
M4.7.3	Convert and calculate with units of capacity: ounces, quarts, gallons, etc.
M4.7.4	Measure capacity using ounces, quarts, gallons, etc.
M4.8	Dimensions
M4.8.1	Know customary US units of linear measurement and equivalents: inches, feet, yards
M4.8.3	Convert and calculate with linear measurement units: inches, feet, etc. ( 12 inches = 1 foot)
M4.8.4	Measure length, width, height using inches, feet, etc.
M4.8.5	Know and use equivalents for fractions of an inch (e.g., $4/8 = 1/2$ )
M4.9	Multi-dimensional measures
M4.9.1	Understand concept of two and three-dimensional measurements, square and cubic units
M4.9.2	Calculate perimeter of rectangles and other common figures
M4.9.3	Calculate area of rectangles and other common figures, using a given formula
M4.9.5	Calculate volume and surface area of rectangular and other common shapes, using a given formula
M4.10	Estimating measurements

M4.10.1	Make rough-estimate approximations of measurements
M4.10.2	Relate need for accuracy in a given measurement situation to estimating, in terms of precision, rounding, etc.
M4.10.3	Relate the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there)
M4.11	Measurement tools
M4.11.2	Identify and use the appropriate units, instruments and techniques for measurement tasks
M4.11.3	Read and use a ruler or tape measure
M4.11.5	Read a thermometer
M4.11.6	Read analog and other types of scales, meters and gauges, including various types of units and calibrations
M4.11.7	Read digital scales on measuring devices
<b>M5</b>	<b>Data</b>
M5.1	Reading and interpreting data
M5.1.1	Identify, count and extract data in lists, tables and charts
M5.1.2	Interpret data organized in categories and groupings
M5.1.3	Compare and extract information from bar graphs, block graphs and circle graphs
M5.2	Analyzing data
M5.2.1	Identify, extract and analyze pertinent data for a particular purpose
M5.2.2	Reorient, reorganize, reformat data
M5.2.3	Check for internal accuracy in a data set
M5.2.4	Find the mean, median and mode for a data set
M5.2.8	Express data relationships in terms of ratios, fractions or percent (e.g., 3 to 1 ratio; 3 out of 4; 75%)
M5.2.9	Make observations and draw conclusions based on analysis of data
M5.3	Representing data
M5.3.1	Collect, label and order numerical information for a particular purpose (e.g., to count and list stock, keep a log, construct a schedule)
M5.3.2	Record numerical information using a tally
M5.3.3	Sort, group, classify or categorize data
M5.3.4	Create a table to record and present numerical information
M5.3.5	Create a table that provides for calculation of data (e.g., units $\times$ price; totals, subtotals)
M5.3.6	Create a graph or other visual representation of data
M5.3.7	Present data in different interpretations (e.g., as percentages, difference, change)
M5.4	Understanding the nature of data
M5.4.1	Understand what the numbers in a data set represent
M5.4.2	Understand different ways in which data can be identified, organized and formatted
M5.4.3	Note how data can change as certain variables change
<b>M6</b>	<b>Probability</b>
M6.1	Outcomes
M6.1.1	Calculate the possible combinations of a number of elements in practical situations (e.g., I have 4 tickets and 6 potential guests)
M6.2	Probability
M6.2.1	Determine the probability of certain simple events (e.g., in the results of tossing a coin or rolling a die)

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M6.2.2 Express the likelihood of an occurrence as a ratio, fraction or a percent

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# **Kansas Board of Regents Adult Education**

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**Mathematics  
Content  
Standards  
NRS Level 4**

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**September 2009**

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<b>M1</b>	<b>Number sense</b>
M1.2	Operation sense
	Concepts
M1.2.8	Understand the distributive property (e.g., $\$150 \times 12 = (\$150 \times 10) + (\$150 \times 2)$ )
	Division
M1.2.29	Identify factors of numbers up to 100 (e.g., 72 is divisible by 1, 2, 3, 4, 6, ...)
M1.2.34	Divide by numbers of two or more digits and interpret remainders
M1.2.35	Back-multiply to check results of division
<b>M1.3</b>	<b>Fractions</b>
M1.3.6	Understand equivalent fractions and simplify fractions to lowest terms
M1.3.7	Express a relation between two quantities as a fraction or fractional estimate (11 of 20 graduates = $11/20$ ; or about $1/2$ )
M1.3.9	Convert improper fractions and mixed numbers
M1.3.10	Add and subtract fractions and mixed numbers with different denominators
M1.3.11	Relate multiplication of fractions and division (i.e., multiplying by $1/4$ is equivalent to dividing by 4)
M1.3.12	Multiply and divide with fractions and mixed numbers
M1.3.13	Represent decimals as fractions
<b>M1.4</b>	<b>Decimals</b>
M1.4.3	Express simple common fractions as decimals
M1.4.4	Read, write, order and compare decimals of three or more places
M1.4.5	Divide whole numbers and represent quotient as a decimal
M1.4.6	Round decimal amounts to one or two decimal places or to a whole number
M1.4.7	Add and subtract decimals
M1.4.8	Multiply and divide decimals (including division of decimals by decimals and whole numbers by decimals)
M1.4.9	Know the effect of multiplying and dividing decimals by powers of 10
M1.4.10	Read and write large numbers with decimals (e.g., 15.6 million)
M1.4.11	Convert common fractions to decimals
M1.4.12	Determine a fraction or percent of a decimal (e.g., $1/4$ / 25% of the \$8.3 million budget)
M1.4.15	Make and verify change
M1.4.16	Calculate with money amounts
<b>M1.5</b>	<b>Percentages</b>
M1.5.5	Represent decimal amounts as percents
M1.5.6	Find benchmark percents of numbers to 1000 (e.g., 10%, 25%, 50%)
M1.5.7	Find a given percent of a number
M1.5.8	Find the whole from a given percentage and part
M1.5.9	Calculate percents to one or two decimal places
M1.5.10	Understand and calculate percents greater than 100% and less than 1%
M1.5.11	Calculate percent of increase and decrease
M1.5.13	Find the part from a given percentage and whole
<b>M1.6</b>	<b>Ratio and proportion</b>
M1.6.1	Determine if ratios are proportional

M1.6.2	Understand the meaning of ratio
M1.6.3	Express a relationship between two quantities as a ratio
M1.6.4	Write and solve a proportion
<b>M1.7</b>	<b>Solving problems</b>
M1.7.1	Analyze a math-related situation or problem, identifying the mathematical question that needs to be answered, the most appropriate methods, procedures, algorithms and operations to apply, and the relevant and irrelevant information
M1.7.4	Determine and use appropriate rounding and estimating techniques (what does this mean?)
M1.7.6	Recognize the degree of precision needed in a calculation (ex., if I have 6 items remaining, what size box is needed.)
M1.7.7	Determine when and how to split up a problem into simpler parts
M1.7.8	Apply strategies and results from simpler problems to more complex problems
M1.7.9	Apply proportional reasoning to solve various problems (e.g., best buy, measurement, conversion, percent problems, geometry problems)
<b>M1.8</b>	<b>Using a calculator</b>
M1.8.2	Order or reorder operations when grouping is important to achieve correct results with a calculator (e.g., $10 - 2 \times 6$ instead of $6 \times 10 - 2$ )
M1.8.3	Use a calculator to make calculations involving multiple operations or percent
M1.8.4	Use a calculator for advanced calculations
<b>M2</b>	<b>Algebra</b>
<b>M2.1</b>	<b>Patterns, relationships, functions</b>
M2.1.2	Recognize and describe patterns in given sets of numbers in a functional relationship and how changes in one quantity can affect another
<b>M2.2</b>	<b>Basic algebraic concepts and conventions</b>
M2.2.1	Understand mathematical expressions and equations as symbolic representation, including the concept of a variable
M2.2.2	Understand what it means to solve an equation
M2.2.3	Reason mathematically regarding contextual situations
M2.2.4	Interpret and write expressions and equations for simple contextual math situations
M2.2.5	Know and use the correct order of operations
M2.2.6	Know and use notational conventions such as parentheses and the various ways of representing multiplication
M2.2.7	Interpret symbols $<$ , $>$ , $\neq$ and use to express number relationships
<b>M2.3</b>	<b>Unknowns, equations and expressions</b>
M2.3.1	Understand and solve simple one-step equations with unknowns (e.g., $n - 7 = 9$ ; $3x = 24$ )
M2.3.2	Use substitution to check the solution of an equation
M2.3.3	Understand the different meanings and uses of variables (i.e., $2x + 1 = 7$ ; $y = 2x + 1$ ; $A = 1 \times w$ ; $a + -a = 0$ )
M2.3.4	Substitute values for variables in simple expressions and evaluate
M2.3.5	Simplify an expression by combining like terms
M2.3.6	Apply the commutative and associative properties of addition and multiplication to rewrite expressions
M2.3.7	Apply the distributive property to rewrite expressions (e.g., $3(x + 2)$ vs. $3x + 6$ )
M2.3.8	Use the additive and multiplicative properties of equality to solve linear equations and write equivalent equations
M2.3.10	Interpret and write expressions and equations representing contextual situations (e.g. how much would

	truck rental cost? Truck rental \$50 and 15 cents per mile driven. $C = 50 + (.15 \times m)$
M2.3.12	Solve problems involving life-skill-related formulas (e.g., $\text{units} \times \text{price} = \text{cost}$ ; $d = r \times t$ )
M2.3.16	Know, understand and apply the Pythagorean theorem
<b>M2.4</b>	<b>Exponents and numbers</b>
M2.4.1	Interpret and use exponents as representing repeated multiplication
M2.4.2	Rewrite expressions using exponents
M2.4.3	Add, subtract, multiply and divide expressions involving exponents
M2.4.4	Understand, interpret and use scientific notation
<b>M2.5</b>	<b>Positive and negative numbers</b>
M2.5.1	Understand the meaning and uses of negative numbers
M2.5.2	Read, write, order and compare positive and negative numbers
M2.5.3	Place positive and negative numbers on a number line, and relate them to direction and change
M2.5.4	Add, subtract, multiply and divide positive and negative numbers
M2.5.5	Understand and use absolute value
<b>M2.6</b>	<b>Representations</b>
M2.6.1	Understand and relate different representations of functions: words, symbols, tables, graphs
M2.6.2	Generate a table of values from an equation in two variables
M2.6.3	Understand the Cartesian coordinate system
M2.6.4	Create a coordinate plane, drawing and labeling x and y axes and scale
M2.6.5	Plot ordered pairs from an equation or data table
M2.6.6	Identify points and their coordinates on a graph of an equation
M2.6.7	Determine the slope of a line and relate it to change
M2.6.8	Use a graph to answer questions about a functional relationship
<b>M3</b>	<b>Geometry</b>
<b>M3.1</b>	<b>Shapes</b>
M3.1.1	Recognize, name and describe the properties of common two-dimensional and three-dimensional geometric shapes
M3.1.2	Identify lines of symmetry in two-dimensional figures
M3.1.3	Draw two-dimensional shapes of particular dimensions
M3.1.4	Identify triangles based on their properties
M3.1.5	Identify common types of quadrilaterals and their properties
M3.1.6	Identify polygons of various types
M3.1.7	Identify elements of a circle: center, radius, diameter, arc
M3.1.8	Understand concepts of similarity, and identify figures that are similar or congruent
<b>M3.2</b>	<b>Lines and angles</b>
M3.2.1	Identify parallel, perpendicular and intersecting lines
M3.2.2	Describe characteristics of angles formed by two intersecting lines
M3.2.3	Describe characteristics of angles formed by a transversal intersecting parallel lines
M3.2.4	Understand the 360-degree system of measuring angles and rotation
M3.2.6	Identify rotations of 90, 180, 270 and 360 degrees
M3.2.7	Identify angles as right, acute, obtuse
M3.2.9	Estimate the measure of an angle

M3.2.10	Draw angles of specific measures
<b>M3.3</b>	<b>Spatial relationships</b>
M3.3.3	Use a map with a coordinate grid (e.g., C5)
M3.3.4	Interpret diagrams (e.g., floor plan, blue print) (find measurements and dimensions)
M3.3.5	Draw a diagram on a grid using two-dimensional figures to represent the size and location of objects
M3.3.6	Enlarge or reduce a shape, keeping the same proportions
M3.3.7	Combine, divide, rotate, reconfigure or transform shapes to create different figures
M3.3.8	Locate or position items in a three-dimensional coordinate system (e.g., in a model of a building)
M3.3.9	Recognize and draw two-dimensional views of three-dimensional objects from different perspectives
M3.3.10	Create a three-dimensional object from two-dimensional representations
<b>M4</b>	<b>Measurement</b>
<b>M4.1</b>	<b>Time</b>
M4.1.5	Convert and calculate units: hours, minutes, seconds
M4.1.7	Convert and calculate with units of time: hours, days, weeks, months, years
M4.1.8	Convert hours and minutes to decimal time format
<b>M4.2</b>	<b>Distance</b>
M4.2.1	Convert and calculate with units: feet, miles
M4.2.3	Estimate equivalents between feet/miles and meters/kilometers
M4.2.5	Read mileage tables
M4.2.6	Apply a scale on a map
M4.2.7	Estimate distance
<b>M4.3</b>	<b>Speed</b>
M4.3.1	Understand the interrelation of distance, time and speed
M4.3.3	Make calculations with distance, time and speed, using a given distance time or speed
M4.3.5	Estimate time, distance and speed in traveling
M4.3.6	Estimate equivalents between mph and km/h (e.g. .6 mph = ? km)
<b>M4.4</b>	<b>Rates</b>
M4.4.1	Understand, interpret, calculate and apply rates involving time, such as velocity (e.g., mi/hr, ft/sec, m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day, kw/hr), flow (e.g., gal/min), change (e.g., degrees/min, inches/year), and units (e.g., cents/min, \$/sq. ft., mi/gal, heartbeats/min)
M4.4.4	Use averaging in calculating rates
<b>M4.5</b>	<b>Temperature</b>
M4.5.2	Understand Fahrenheit scale, including negative temperatures
M4.5.3	Read temperatures
M4.5.4	Compare and calculate with temperatures
M4.5.5	Estimate equivalents between Fahrenheit and Celsius temperatures
<b>M4.6</b>	<b>Weight</b>
M4.6.1	Know customary US units of weight and equivalents: pounds, ounces, tons
M4.6.2	Know metric units of weight and equivalents: grams, kilograms, milligrams
M4.6.3	Calculate and convert with weight units: pounds, ounces, etc.
M4.6.4	Measure weight using pounds, ounces, etc.
M4.6.6	Estimate equivalents between customary US and metric units of weight

M4.6.7	Calculate and convert with metric units, noting decimal placement: kg/g/mg
M4.6.8	Measure with metric units of weight
<b>M4.7</b>	<b>Capacity</b>
M4.7.1	Know customary US units of capacity and equivalents: ounces, quarts, gallons, etc.
M4.7.2	Know metric units of capacity and equivalents: liters, milliliters
M4.7.3	Calculate and convert units of capacity: ounces, quarts, gallons, etc.
M4.7.4	Measure capacity using ounces, quarts, gallons, etc.
M4.7.6	Estimate equivalents between customary US and metric units of capacity
M4.7.7	Calculate and convert metric units, noting decimal placement: l/ml
M4.7.8	Measure with metric units of capacity
<b>M4.8</b>	<b>Dimensions</b>
M4.8.1	Know customary US units of linear measurement and equivalents: inches, feet, yards
M4.8.2	Know metric units of linear measurement and equivalents: meters, centimeters, millimeters
M4.8.3	Calculate and convert with linear measurement units: inches, feet, etc.
M4.8.4	Measure length, width, height using inches, feet, etc.
M4.8.5	Know and use equivalents for fractions of an inch (e.g., $4/8 = 1/2$ )
M4.8.7	Compare linear measurements, including in decimal notation
M4.8.8	Estimate equivalents between customary US and metric units of linear measure
M4.8.9	Calculate and convert with metric units, noting decimal placement: m/cm/mm
M4.8.10	Measure with metric units of linear measurement
M4.8.12	Interpret scale drawings (e.g., maps, blueprints, floor plans)
M4.8.13	Use proportions in solving problems involving dimensions or scale
M4.8.14	Plan linear spacing in a design (e.g., how many rows of plantings can fit in a garden of a certain length)
<b>M4.9</b>	<b>Multi-dimensional measures</b>
M4.9.1	Understand concept of two and three-dimensional measurements, square and cubic units
M4.9.2	Calculate perimeter of rectangles and other common figures
M4.9.3	Calculate area of rectangles and other common figures, using a given formula
M4.9.4	Calculate circumference of a circle, using a given formula
M4.9.6	Calculate perimeter, area and volume of regular, common, irregular or composite shapes by dividing the figure into parts
M4.9.7	Estimate area of curved shapes
M4.9.9	Plan a layout (e.g., in what ways how many elements of what size can fit in a given space)
M4.9.11	Calculate perimeter of irregular or composite shapes
<b>M4.10</b>	<b>Estimating measurements</b>
M4.10.1	Make rough-estimate approximations of measurements
M4.10.2	Relate need for accuracy in a given measurement situation to estimating, in terms of precision, rounding, etc.
M4.10.3	Relate the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there)
<b>M4.11</b>	<b>Measurement tools</b>
M4.11.2	Identify and use the appropriate units, instruments and techniques for measurement tasks
M4.11.4	Read and use a metric rule
M4.11.5	Read a thermometer

M4.11.6	Read analog and other types of scales, meters and gauges, including various types of units and calibrations
M4.11.7	Read digital scales on measuring devices
M4.11.8	Use specialized measurement tools (e.g., protractor, compass, caliper, etc.)
<b>M5</b>	<b>Data</b>
M5.1	Reading and interpreting data
M5.1.1	Identify, count and extract data in lists, tables and charts
M5.1.2	Interpret data organized in categories and groupings
M5.1.3	Compare and extract information from bar graphs, block graphs, picto graphs, scatterplots, line graphs and circle graphs
M5.1.6	Compare information from multiple plottings on the same plane
M5.2	Analyzing data
M5.2.1	Identify, extract and analyze pertinent data for a particular purpose
M5.2.2	Reorient, reorganize, reformat data
M5.2.3	Check for internal accuracy in a data set
M5.2.4	Find the mean, median and mode for a data set
M5.2.5	Find the range for a data set
M5.2.6	Make generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends
M5.2.7	Compare different samples or groupings (e.g., age, gender) in a data set, or individual to overall or average
M5.2.8	Express data relationships in terms of ratios, fractions or percent (e.g., 3 to 1 ratio; 3 out of 4; 75%)
M5.2.9	Make observations and draw conclusions based on analysis of data
M5.2.10	Extrapolate data to make predictions
M5.2.11	Restate, summarize, report data for a particular purpose and audience
M5.2.13	Use computer programs to assist in compiling and analyzing data
M5.3	Representing data
M5.3.1	Collect, label and order numerical information for a particular purpose
M5.3.3	Sort, group, classify or categorize data
M5.3.4	Create a table to record and present numerical information
M5.3.5	Create a table that provides for calculation of data (e.g., units $\times$ price; totals, subtotals)
M5.3.6	Create a graph or other visual representation of data
M5.3.7	Present data in different interpretations (e.g., as percentages, difference, change)
M5.4	Understanding the nature of data
M5.4.1	Understand what the numbers in a data set represent
M5.4.2	Understand different ways in which data can be identified, organized and formatted
M5.4.3	Note how data can change as certain variables change
<b>M6</b>	<b>Probability</b>
M6.1	Outcomes
M6.1.1	Calculate the possible combinations of a number of elements in practical situations (e.g., I have 4 tickets and 6 potential guests)
M6.2	Probability
M6.2.1	Determine the probability of certain simple events (e.g., in the results of tossing a coin or rolling a die)

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M6.2.2 Express the likelihood of an occurrence as a ratio fraction or a percent

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M6.2.3 Determine and compare probabilities of chance events (e.g., winning lottery prizes)

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# **Kansas Board of Regents Adult Education**

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**Mathematics  
Content  
Standards  
NRS Level 5**

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**September 2009**

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<b>M1</b>	<b>Number sense</b>
M1.5	Percentages
M1.5.5	Represent decimal amounts as percents
M1.5.7	Solve for a percentage when whole (base) or percent (rate) are known
M1.5.8	Solve for whole when the percentage (rate) and part are known
M1.5.9	Solve for part when the percent (rate) and whole (base) are known
M1.5.10	Understand and calculate percents greater than 100% and less than 1%
M1.5.11	Calculate percent of increase and decrease
M1.6	Ratio and proportion
M1.6.1	Understand the meaning of ratio
M1.6.2	Express a relationship between two quantities as a ratio
M1.6.3	Determine if ratios are proportional
M1.6.4	Write and solve a proportion
M1.6.5	Apply ratio and proportion in contextual situations using ratios
M1.7	Solving problems
M1.7.1	Analyze a math-related situation or problem, identifying the mathematical question that needs to be answered, the most appropriate methods, procedures, algorithms and operations to apply, and the relevant and irrelevant information
M1.7.4	Determine and use appropriate rounding and estimating techniques
M1.7.6	Recognize the degree of precision needed in a calculation
M1.7.7	Determine when and how to split up a problem into simpler parts
M1.7.8	Apply strategies and results from simpler problems to more complex problems
M1.7.9	Apply proportional reasoning to solve various problems (e.g., best buy, measurement conversion, percent problems, geometry problems)
M1.8	Using a calculator
M1.8.2	Order or reorder operations when grouping is important to achieve correct results with a calculator (e.g., $10 - 2 \times 6$ instead of $6 \times 10 - 2$ )
M1.8.3	Use a calculator to make calculations involving multiple operations, percent and fractions
M1.8.4	Use a calculator for advanced calculations (e.g., squares, square roots, etc.)
<b>M2</b>	<b>Algebra</b>
M2.2	Basic algebraic concepts and conventions
M2.2.2	Understand what it means to solve an equation
M2.2.3	Reason mathematically regarding contextual situations
M2.2.4	Interpret and write expressions and equations for simple contextual math situations
M2.2.6	Know and use notational conventions such as parentheses and the various ways of representing multiplication
M2.2.7	Interpret symbols $<$ , $>$ , $\neq$ and use to express number relationships
M2.3	Unknowns, equations and expressions
M2.3.3	Understand the different meanings and uses of variables (i.e., $2x + 1 = 7$ ; $y = 2x + 1$ ; $A = l \times w$ ; $a + -a = 0$ )
M2.3.4	Substitute values for variables in simple expressions and evaluate
M2.3.5	Simplify an expression by combining like terms
M2.3.6	Apply the commutative and associative properties of addition and multiplication to rewrite expressions

M2.3.7	Apply the distributive property to rewrite expressions (e.g., $3(x + 2)$ vs. $3x + 6$ )
M2.3.8	Use the additive and multiplicative properties of equality to solve linear equations and write equivalent equations
M2.3.9	Make mathematical arguments using properties of real numbers and operations
M2.3.10	Interpret and write expressions and equations representing contextual situations
M2.3.12	Solve problems involving life-skill-related formulas (e.g., $\text{units} \times \text{price} = \text{cost}$ ; $d = r \times t$ )
M2.3.14	Solve inequalities
M2.3.15	Solve systems of linear equations
M2.3.16	Know, understand and apply the Pythagorean theorem
M2.3.17	Solve quadratic equations
M2.3.18	Factor polynomials to the 2 <sup>nd</sup> degree
M2.3.19	Add and subtract polynomials
<b>M2.4</b>	<b>Exponents and numbers</b>
M2.4.1	Interpret and use exponents as representing repeated multiplication
M2.4.2	Rewrite expressions using exponents
M2.4.3	Add, subtract, multiply and divide expressions involving exponents
M2.4.4	Understand, interpret and use scientific notation
<b>M2.5</b>	<b>Positive and negative numbers</b>
M2.5.1	Understand the meaning and uses of negative numbers
M2.5.5	Understand and use absolute value
<b>M2.6</b>	<b>Representations</b>
M2.6.1	Understand and relate different representations of functions: words, symbols, tables, graphs
M2.6.2	Generate a table of values from an equation in two variables
M2.6.3	Understand the Cartesian coordinate system
M2.6.4	Create a coordinate plane, drawing and labeling x and y axes and scale
M2.6.5	Plot ordered pairs from an equation or data table
M2.6.6	Identify points and their coordinates on a graph of an equation
M2.6.7	Determine the slope of a line and relate it to change
M2.6.8	Use a graph to answer questions about a functional relationship
M2.6.9	Write the equation of a line
M2.6.10	Plot more than one equation on the same plane
M2.6.11	Graph a linear function
M2.6.12	Graph quadratic functions
<b>M3</b>	<b>Geometry</b>
<b>M3.1</b>	<b>Shapes</b>
M3.1.4	Identify triangles based on their properties
M3.1.5	Identify common types of quadrilaterals and their properties
M3.1.6	Identify polygons of various types
M3.1.7	Identify elements of a circle: center, radius, diameter, arc
M3.1.8	Understand concepts of similarity, and identify figures that are similar or congruent
<b>M3.2</b>	<b>Lines and angles</b>
M3.2.1	Identify parallel, perpendicular and intersecting lines

M3.2.2	Describe characteristics of angles formed by two intersecting lines
M3.2.3	Describe characteristics of angles formed by a transversal intersecting parallel lines
M3.2.4	Understand the 360-degree system of measuring angles and rotation
M3.2.6	Identify rotations of 90, 180, 270 and 360 degrees
M3.2.7	Identify angles as right, acute, obtuse
M3.2.9	Estimate the measure of an angle
M3.2.10	Draw angles of specific measures
<b>M3.3</b>	<b>Spatial relationships</b>
M3.3.5	Draw a diagram on a grid using two-dimensional figures to represent the size and location of objects
M3.3.6	Enlarge or reduce a shape, keeping the same proportions
M3.3.7	Combine, divide, rotate, reconfigure or transform shapes to create different figures
M3.3.8	Locate or position items in a three-dimensional coordinate system (e.g., in a model of a building)
M3.3.9	Recognize and draw two-dimensional views of three-dimensional objects from different perspectives
M3.3.10	Create a three-dimensional object from two-dimensional representations
<b>M4</b>	<b>Measurement</b>
<b>M4.3</b>	<b>Speed</b>
M4.3.3	Make calculations with distance, time and speed, using a given distance time or speed
M4.3.5	Estimate time, distance and speed in traveling
M4.3.6	Estimate equivalents between mph and km/h
<b>M4.4</b>	<b>Rates</b>
M4.4.1	Understand, interpret, calculate and apply rates involving time, such as velocity (e.g., mi/hr, ft/sec, m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day, kw/hr), flow (e.g., gal/min), change (e.g., degrees/min, inches/year), and units (e.g., cents/min, \$/sq. ft., mi/gal, heartbeats/min)
M4.4.4	Use averaging in calculating rates
<b>M4.5</b>	<b>Temperature</b>
M4.5.4	Compare and calculate with temperatures
M4.5.5	Estimate equivalents between Fahrenheit and Celsius temperatures
<b>M4.6</b>	<b>Weight</b>
M4.6.2	Know metric units of weight and equivalents: grams, kilograms, milligrams
M4.6.6	Estimate equivalents between customary US and metric units of weight
M4.6.7	Calculate and convert with metric units, noting decimal placement: kg/g/mg
M4.6.8	Measure with metric units of weight
<b>M4.7</b>	<b>Capacity</b>
M4.7.2	Know metric units of capacity and equivalents: liters, milliliters
M4.7.6	Estimate equivalents between customary US and metric units of capacity
M4.7.7	Calculate and convert metric units, noting decimal placement: l/ml
M4.7.8	Measure with metric units of capacity
<b>M4.8</b>	<b>Dimensions</b>
M4.8.2	Know metric units of linear measurement and equivalents: meters, centimeters, millimeters
M4.8.7	Compare linear measurements, including in decimal notation
M4.8.8	Estimate equivalents between customary US and metric units of linear measure
M4.8.9	Convert and calculate with metric units, noting decimal placement: m/cm/mm

M4.8.10	Measure with metric units of linear measurement
M4.8.12	Interpret scale drawings (e.g., maps, blueprints, floor plans)
M4.8.13	Interpret and use proportions in solving problems involving dimensions or scale
M4.8.14	Plan linear spacing in a design (e.g., how many rows of plantings can fit in a garden of a certain length)
<b>M4.9</b>	<b>Multi-dimensional measures</b>
M4.9.1	Understand concept of two and three-dimensional measurements, square and cubic units
M4.9.4	Calculate circumference of a circle, using a given formula
M4.9.6	Calculate perimeter, area and volume of regular, common, irregular or composite shapes by dividing the figure into parts
M4.9.7	Estimate area of curved shapes
M4.9.9	Plan a layout (e.g., in what ways how many elements of what size can fit in a given space)
M4.9.10	Apply measurement in three-dimensional scale modeling
M4.9.11	Calculate perimeter of irregular or composite shapes
<b>M4.11</b>	<b>Measurement tools</b>
M4.11.2	Identify and use the appropriate units, instruments and techniques for measurement tasks
M4.11.6	Read analog and other types of scales, meters and gauges, including various types of units and calibrations
M4.11.7	Read digital scales on measuring devices
M4.11.8	Use specialized measurement tools (e.g., protractor, compass, caliper, etc.)
<b>M5</b>	<b>Data</b>
<b>M5.1</b>	<b>Reading and interpreting data</b>
M5.1.1	Identify, count and extract data in lists, tables and charts
M5.1.2	Interpret data organized in categories and groupings
M5.1.3	Compare and extract information from bar graphs, block graphs, picto graphs, scatterplots, line graphs and circle graphs
M5.1.6	Compare information from multiple plottings on the same plane
M5.1.7	Interpret and compare data in graphs with different scales
<b>M5.2</b>	<b>Analyzing data</b>
M5.2.1	Identify, extract and analyze pertinent data for a particular purpose
M5.2.2	Reorient, reorganize, reformat data
M5.2.3	Check for internal accuracy in a data set
M5.2.4	Find the mean, median and mode for a data set
M5.2.5	Find the range for a data set
M5.2.6	Make generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends
M5.2.7	Compare different samples or groupings (e.g., age, gender) in a data set, or individual to overall or average
M5.2.8	Express data relationships in terms of ratios, fractions or percent (e.g., 3 to 1 ratio; 3 out of 4; 75%)
M5.2.9	Make observations and draw conclusions based on analysis of data
M5.2.10	Extrapolate data to make predictions
M5.2.11	Restate, summarize, report data for a particular purpose and audience
M5.2.12	Understand and use the basic language of statistics to describe, communicate and discuss data
M5.2.13	Use computer programs to assist in compiling and analyzing data

<b>M5.3</b>	<b>Representing data</b>
M5.3.1	Collect, label and order numerical information for a particular purpose (e.g., to count and list stock, keep a log, construct a schedule)
M5.3.3	Sort, group, classify, compare or categorize data
M5.3.4	Create a table to record and present numerical information
M5.3.5	Create a table that provides for calculation of data (e.g., units $\times$ price; totals, subtotals)
M5.3.6	Create a graph or other visual representation of data
M5.3.7	Present data in different interpretations (e.g., as percentages, difference, change)
<b>M5.4</b>	<b>Understanding the nature of data</b>
M5.4.1	Understand what the numbers in a data set represent
M5.4.2	Understand different ways in which data can be identified, organized and formatted
M5.4.3	Note how data can change as certain variables change
M5.4.4	Understand how average and median can represent a typical quantity or mid-point benchmark and how the spread of data is a factor
M5.4.5	Understand constraints on extending data to make predictions
M5.4.6	Recognize when data sets can be viably compared and when they cannot
M5.4.7	Understand concepts and implications of sampling and randomization in surveys
M5.4.8	Understand how selection and presentation of data can be oriented for audience and purpose and can influence perceptions and conclusions
M5.4.9	Evaluate arguments based on statistical reasoning
<b>M6</b>	<b>Probability</b>
<b>M6.1</b>	<b>Outcomes</b>
M6.1.1	Calculate the possible combinations of a number of elements in practical situations (e.g., I have 4 tickets and 6 potential guests)
<b>M6.2</b>	<b>Probability</b>
M6.2.3	Determine and compare probabilities of chance events (e.g., winning lottery prizes)
M6.2.4	Identify possible outcomes involving compound events and determine the probability of their occurrence (e.g., rolling one die multiple times)
M6.2.5	Identify possible outcomes from combinations of events and determine the probability of their occurrence (e.g., of rolling different number combinations and totals with two dice)
M6.2.6	Understand and evaluate factors and their effects in decreasing or increasing the likelihood of occurrences (e.g., wearing a seat belt lessening chance of injury)

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# **Kansas Board of Regents Adult Education**

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**Mathematics  
Content  
Standards  
NRS Level 6**

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**September 2009**

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<b>M1</b>	<b>Number sense</b>
M1.7	Solving problems
M1.7.1	Analyze a math-related situation or problem, identifying the mathematical question that needs to be answered, the most appropriate methods, procedures, algorithms and operations to apply, and the relevant and irrelevant information
M1.7.4	Determine and use appropriate rounding and estimating techniques
M1.7.6	Recognize the degree of precision needed in a calculation ( for example, if I have 6 items remaining, what size box is needed.)
M1.7.7	Determine when and how to split up a problem into simpler parts
M1.7.8	Apply strategies and results from simpler problems to more complex problems
M1.7.9	Apply proportional reasoning to solve various problems (e.g., best buy, measurement conversion, percent problems, geometry problems)
M1.8	Using a calculator
M1.8.3	Use a calculator to make calculations involving multiple operations, percents and fractions
M1.8.4	Use a calculator for advanced calculations (e.g., roots, powers, scientific notation, negative exponents and fractions, etc.)
<b>M2</b>	<b>Algebra</b>
M2.3	Unknowns, equations and expressions
M2.3.9	Make mathematical arguments using properties of real numbers and operations
M2.3.10	Interpret and write expressions and equations representing contextual situations
M2.3.12	Solve problems involving life-skill-related formulas (e.g., units × price = cost; $d = r \times t$ )
M2.3.14	Solve inequalities
M2.3.15	Solve systems of linear equations
M2.3.16	Understand and apply the Pythagorean theorem
M2.3.17	Solve quadratic equations
M2.3.18	Factor polynomials to the 2 <sup>nd</sup> degree
M2.3.19	Add and subtract polynomials
M2.6	Representations
M2.6.1	Understand and relate different representations of functions: words, symbols, tables, graphs
M2.6.2	Generate a table of values from an equation in two variables
M2.6.4	Create a coordinate plane, drawing and labeling x and y axes and scale
M2.6.5	Plot ordered pairs from an equation or data table
M2.6.6	Identify points and their coordinates on a graph of an equation
M2.6.7	Determine the slope of a line and relate it to change
M2.6.8	Use a graph to answer questions about a functional relationship
M2.6.9	Write the equation of a line
M2.6.12	Graph quadratic functions (college placement tests check items)
<b>M4</b>	<b>Measurements</b>
M4.4	Rates
M4.4.1	Understand, interpret, calculate and apply rates involving time, such as velocity (e.g., mi/hr, ft/sec, m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day, kw/hr), flow (e.g., gal/min), change (e.g., degrees/min, inches/year), and units (e.g., cents/min, \$/sq. ft., mi/gal, heartbeats/min)
M4.4.4	Use averaging in calculating rates
M4.8	Dimensions

M4.8.12	Interpret scale drawings (e.g., maps, blueprints, floor plans)
M4.8.13	Interpret and use proportions in solving problems involving dimensions or scale
M4.8.14	Pan linear spacing in a design (e.g., how many rows of plantings can fit in a garden of a certain length)
<b>M4.9</b>	<b>Multi-dimensional measures</b>
M4.9.8	Understand the exponential relationship of linear measure, area and volume (e.g., cubic feet vs. cubic yards)
M4.9.9	Plan a layout (e.g., in what ways how many elements of what size can fit in a given space)
M4.9.10	Apply measurement in three-dimensional scale modeling
M4.9.11	Calculate perimeter of irregular or composite shapes
<b>M4.11</b>	<b>Measurement tools</b>
M4.11.2	Identify and use the appropriate units, instruments and techniques for measurement tasks
M4.11.6	Read analog and other types of scales, meters and gauges, including various types of units and calibrations
M4.11.7	Read digital scales on measuring devices
M4.11.8	Use specialized measurement tools (e.g., protractors, compass, caliper, etc.)
<b>M5</b>	<b>Data</b>
<b>M5.1</b>	<b>Reading and interpreting data</b>
M5.1.1	Identify, count and extract data in lists, tables and charts
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M5.1.3	Compare and extract information from bar graphs, block graphs, picot graphs, scatterplots, line graphs and circle graphs
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<b>M5.2</b>	<b>Analyzing data</b>
M5.2.1	Identify, extract and analyze pertinent data for a particular purpose
M5.2.2	Reorient, reorganize, reformat data
M5.2.3	Check for internal accuracy in a data set
M5.2.6	Make generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends
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M5.2.10	Extrapolate data to make predictions
M5.2.11	Restate, summarize, report data for a particular purpose and audience
M5.2.12	Understand and use the basic language of statistics to describe, communicate and discuss data
M5.2.13	Use computer programs to assist in compiling and analyzing data
<b>M5.4</b>	<b>Understanding the nature of data</b>
M5.4.4	Understand how average and median can represent a typical quantity or mid-point benchmark and how the spread of data is a factor
M5.4.5	Understand constraints on extending data to make predictions
M5.4.6	Recognize when data sets can be viably compared and when they cannot
M5.4.7	Understand concepts and implications of sampling and randomization in surveys

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M5.4.8 Understand how selection and presentation of data can be oriented for audience and purpose and can influence perceptions and conclusions

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M5.4.9 Evaluate arguments based on statistical reasoning

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<b>M6</b>	<b>Probability</b>
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M6.1	Outcomes
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M6.1.1	Calculate the possible combinations of a number of elements in practical situations (e.g., I have 4 tickets and 6 potential guests.)
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M6.2	Probability
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M6.2.4	Identify possible outcomes involving compound events and determine the probability of their occurrence (e.g., rolling one die multiple times)
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M6.2.5	Identify possible outcomes from combinations of events and determine the probability of their occurrence (e.g., of rolling different number combinations and totals with two dice)
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M6.2.6	Understand and evaluate factors and their effects in decreasing or increasing the likelihood of occurrences (e.g., weather patterns can affect voter turnout)
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# **Kansas Board of Regents Adult Education**

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**Reading Content  
Standards  
NRS Grid Version**

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**September 2009**

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# Kansas Board of Regents Adult Education

## ABE, ASE & ESL Reading Content Standards

September 2009

### BY NRS LEVEL GRID

#### NRS Educational Functioning Levels

##### ABE

- 1 Beginning Literacy
- 2 Beginning
- 3 Intermediate Low
- 4 Intermediate High

##### ASE

- 5 Low
- 6 High

#### Categories

# Kansas Reading Content Standards by Instructional Level Grid Format

- R1 Beginning literacy / Phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary analysis

## Key to NRS Educational Functioning Levels

	<b>ESL</b>		<b>ABE</b>
7	Beginning Literacy	1	Beginning Literacy
8	Beginning Low	2	Beginning
9	Beginning High	3	Intermediate Low
10	Intermediate Low	4	Intermediate High
11	Intermediate High		<b>ASE</b>
12	Advanced Low	5	Low
12+	Advanced	6	High
	High/Transition to GED		

CS#	Content Standard	NRS Level	ESL								ABE				ASE	
			7	8	9	10	11	12	12 <sup>+</sup>	1	2	3	4	5	6	
			CASAS Level								A	B	B	C	D	E
<b>R1</b>	<b>Beginning literacy / Phonics</b>															
R1.1	Identify the letters of the English alphabet (upper and lower case)		•	•						•						
R1.2	Recognize that letters make words		•							•						
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)		•	•	•					•						
<b>R2</b>	<b>Vocabulary</b>															
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 meaning from noun plurals		•	•						•						
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)			•	•	•	•			•	•	•				
R2.12	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee)						•	•				•	•			
R2.13	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)					•					•					
R2.14	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)							•	•					•	•	•

# Kansas Reading Content Standards by Instructional Level Grid Format

CS#	Content Standard	NRS Level	ESL						ABE				ASE		
			7	8	9	10	11	12	12 <sup>+</sup>	1	2	3	4	5	6
			A	A	A	B	B	C	T	A	B	B	C	D	E
<b>R3</b>	<b>General reading comprehension</b>														
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)				•	•				•	•				
R3.4	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)							•	•				•	•	
R3.6	Interpret simple written instructions		•	•	•					•	•				
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)						•	•	•			•	•	•	
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)				•	•					•				
R3.9	Interpret complex sentence structure and grammar							•	•			•	•	•	
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she)		•	•	•						•				
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 <i>purchase</i> . Don't let <i>emotions</i> like anger get in your way.)					•	•				•	•			
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								•					•	
<b>R4</b>	<b>Text in format</b>														
R4.1	Read numbers		•	•							•				
R4.2	Read clock times		•	•							•				
R4.3	Read dates		•	•	•						•				
R4.4	Read money amounts		•	•							•				
R4.5	Read simple handwritten message (e.g., block printing)			•	•	•					•	•			
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)		•	•	•	•					•	•	•		
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)						•	•	•			•	•	•	

## Kansas Reading Content Standards by Instructional Level Grid Format

CS#	Content Standard	NRS Level	ESL								ABE				ASE	
			7	8	9	10	11	12	12 <sup>+</sup>	1	2	3	4	5	6	
			A	A	A	B	B	C	T	A	B	B	C	D	E	
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)				•	•	•			•	•	•	•			
<b>R5</b>	<b>Reference materials</b>															
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)			•	•	•	•			•	•	•	•			
R5.4	Use a picture dictionary	•	•							•						
R5.5	Use a simplified dictionary or glossary		•	•	•					•	•					
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							•						•	•	
<b>R6</b>	<b>Reading strategies</b>															
R6.1	Predict the content of a text from title, pictures, type of material	•	•	•	•	•				•	•	•				
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)			•	•	•					•	•				
R6.4	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information						•	•				•	•	•	•	
R6.5	Skim simple text for general meaning				•	•					•	•				
R6.6	Skim complex text for general meaning or to determine subject matter or organization					•	•	•				•	•	•	•	
R6.7	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information					•	•	•					•	•	•	
R6.8	Increase reading fluency (accuracy, speed)				•	•	•	•		•	•	•	•	•	•	
R6.9	Increase reading comprehension				•	•	•	•				•	•	•	•	
<b>R7</b>	<b>Reading and thinking skills</b>															
R7.1	Identify the main idea of a simple paragraph			•	•					•	•					
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						•	•					•	•	•	
R7.4	Determine the sequence of events in a simple narrative		•	•	•					•	•					
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			•	•	•				•	•	•				

# Kansas Reading Content Standards by Instructional Level Grid Format

CS#	Content Standard	NRS Level	ESL								ABE				ASE		
			7	8	9	10	11	12	12 <sup>+</sup>	1	2	3	4	5	6		
			A	A	A	B	B	C	T	A	B	B	C	D	E		
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)								•	•					•	•	•
<b>R8</b>	<b>Academic-oriented skills</b>																
R8.1	Examine the sequence of information and procedures and anticipate possible reader misunderstandings.															•	•
R8.2	Analyze both the features and the strategies 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 using political cartoons)																•
R8.4	Generate relevant questions about readings on issues that can be researched															•	•
R8.5	Read and interpret a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents															•	•
R8.6	Extend presented in primary or secondary sources through original analysis, evaluation, and elaboration																•
R8.7	Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations																•
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															•	•
<b>R9</b>	<b>Literary analysis</b>																
R9.1	Identify the story elements such as setting, character, plot, and resolution								•	•					•	•	
R9.2	Draw from personal experiences in responding to a written description of an event (scenario). (i.e., the learner recognizes similarities							•	•	•	•	•	•				

## Kansas Reading Content Standards by Instructional Level Grid Format

CS#	Content Standard	NRS Level	ESL								ABE				ASE	
			7	8	9	10	11	12	12 <sup>+</sup>	1	2	3	4	5	6	
			A	A	A	B	B	C	T	A	B	B	C	D	E	
	between the experiences of others 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												•	•		
R9.6	Identify the function of introductory and concluding paragraphs in an essay														•	
R9.7	Identify cause-and-effect relationships in literary texts												•			
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)														•	
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															•
R9.22	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)															•
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															•

## Kansas Reading Content Standards by Instructional Level Grid Format

CS#	Content Standard	NRS Level	ESL								ABE				ASE	
			7	8	9	10	11	12	12 <sup>+</sup>	1	2	3	4	5	6	
CASAS Level			A	A	A	B	B	C	T	A	B	B	C	D	E	
	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														•	
R9.36	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)														•	

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# **Kansas Board of Regents Adult Education**

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**ABE and ASE  
Reading Content  
Standards  
NRS Levels 1-6**

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**September 2009**

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# KANSAS BOARD OF REGENTS

## ADULT EDUCATION

### ABE & ASE

## READING CONTENT STANDARDS

### BY NRS LEVEL

#### NRS Educational Functioning Levels

##### **ABE**

- 1 Beginning Literacy
- 2 Beginning
- 3 Intermediate Low
- 4 Intermediate High

##### **ASE**

- 5 Low
- 6 High

September 2009

<b>R1</b>	<b>Beginning literacy / Phonics</b>
R1.1	Identify the letters of the English alphabet (upper and lower case)
R1.2	Recognize that letters make words
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)
<b>R2</b>	<b>Vocabulary</b>
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)
R2.9	Interpret meaning from noun plurals
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)
<b>R3</b>	<b>General reading comprehension</b>
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
R3.12	Use supporting illustrations to interpret text
<b>R4</b>	<b>Text in format</b>
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)
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)
R6.8	Increase reading fluency (accuracy, speed)

<b>R7</b>	<b>Reading and thinking skills</b>
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)

<b>R1</b>	<b>Beginning literacy / Phonics</b>
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
<b>R2</b>	<b>Vocabulary</b>
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., and lb.)
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)
R2.13	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)
<b>R3</b>	<b>General reading comprehension</b>
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)
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> . Don't let <i>emotions</i> like anger get in your way.)
R3.15	Interpret idioms and collocations from context
<b>R4</b>	<b>Text in format</b>
R4.5	Read simple handwritten message (e.g., block printing)
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)
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)
R6.5	Skim simple text for general meaning
R6.8	Increase reading fluency (accuracy, speed)
<b>R7</b>	<b>Reading and thinking skills</b>
R7.1	Identify the main idea of a simple paragraph
R7.4	Determine the sequence of events in a simple narrative

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R7.8	Make inferences and draw conclusions from simple text
R7.13	Compare related information from various sources (e.g., consumer ads)
<b>R9</b>	<b>Literary analysis</b>
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)

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<b>R2</b>	<b>Vocabulary</b>
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)
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)
R2.12	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>impossible</u> , <u>anti-war</u> , <u>employee</u> )
<b>R3</b>	<b>General reading comprehension</b>
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
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> . Don't let <i>emotions</i> like anger get in your way.)
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)
<b>R4</b>	<b>Text in format</b>
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
R4.9	Interpret maps, diagrams, and graphs
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)
R6.4	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.5	Skim simple text for general meaning
R6.6	Skim complex text for general meaning or to determine subject matter or organization
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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)
<b>R9</b>	<b>Literary analysis</b>
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)
R9.4	Differentiate between factual and fictional elements
R9.7	Identify cause-and-effect relationships in literary texts

<b>R2</b>	<b>Vocabulary</b>
R2.12	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>im</u> possible, <u>anti</u> -war, <u>employ</u> ee)
R2.14	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
<b>R3</b>	<b>General reading comprehension</b>
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
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
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
<b>R4</b>	<b>Text in format</b>
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
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)
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.4	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.6	Skim complex text for general meaning or to determine subject matter or organization
R6.7	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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
R7.13	Compare related information from various sources (e.g., consumer ads)
R7.14	Verify and clarify facts in written information (e.g., advertising claims)

<b>R9</b>	<b>Literary analysis</b>
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
R9.6	Identify the function of introductory and concluding paragraphs in an essay
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)

<b>R2</b>	<b>Vocabulary</b>
R2.14	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
<b>R3</b>	<b>General reading comprehension</b>
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
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)
R3.18	Interpret analogies in familiar contexts
R3.19	Interpret meaning of metaphors and similes in context
<b>R4</b>	<b>Text in format</b>
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
R4.9	Interpret maps, diagrams, and graphs
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.4	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.6	Skim complex text for general meaning or to determine subject matter or organization
R6.7	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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)
<b>R8</b>	<b>Academic-oriented skills</b>
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	Read and interpret a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents
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
<b>R9</b>	<b>Literary analysis</b>
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
R9.22	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
R9.25	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text
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)

<b>R2</b>	<b>Vocabulary</b>
R2.14	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
<b>R3</b>	<b>General reading comprehension</b>
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
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)
R3.18	Interpret analogies in familiar contexts
R3.19	Interpret meaning of metaphors and similes in context
<b>R4</b>	<b>Text in format</b>
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
R4.9	Interpret maps, diagrams, and graphs
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.4	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.6	Skim complex text for general meaning or to determine subject matter or organization
R6.7	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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)
<b>R8</b>	<b>Academic-oriented skills</b>
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	Read and interpret 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
R8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations
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
<b>R9</b>	<b>Literary analysis</b>
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
R9.24	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in 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)
R9.31	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
9.36	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)

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# **Kansas Board of Regents Adult Education**

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**ESL Reading  
Content  
Standards  
NRS Levels 7-12**

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**September 2009**

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# Kansas Board of Regents

## Adult Education

### ESL

## Reading Content Standards

### BY NRS LEVEL

#### NRS Educational Functioning Levels

##### **ESL**

- 7** Beginning Literacy
- 8** Beginning Low
- 9** Beginning High
- 10** Intermediate Low
- 11** Intermediate High
- 12** Advanced Low
- 12+** Advanced High

September 2009

<b>R1</b>	<b>Beginning literacy / Phonics</b>
R1.1	Identify the letters of the English alphabet (upper and lower case)
R1.2	Recognize that letters make words
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)
<b>R2</b>	<b>Vocabulary</b>
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)
R2.9	Interpret meaning from noun plurals
<b>R3</b>	<b>General reading comprehension</b>
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
R3.12	Use supporting illustrations to interpret text
<b>R4</b>	<b>Text in format</b>
R4.1	Read numbers
R4.2	Read clock times
R4.3	Read dates
R4.4	Read money amounts
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)
<b>R5</b>	<b>Reference materials</b>
R5.4	Use a picture dictionary
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material

<b>R1</b>	<b>Beginning literacy / Phonics</b>
R1.1	Identify the letters of the English alphabet (upper and lower case)
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)
<b>R2</b>	<b>Vocabulary</b>
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)
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)
R2.9	Interpret meaning from noun plurals
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)
<b>R3</b>	<b>General reading comprehension</b>
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
R3.6	Interpret simple written instructions
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she)
R3.12	Use supporting illustrations to interpret text
<b>R4</b>	<b>Text in format</b>
R4.1	Read numbers
R4.2	Read clock times
R4.3	Read dates
R4.4	Read money amounts
R4.5	Read simple handwritten message (e.g., block printing)
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)
<b>R5</b>	<b>Reference materials</b>
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
R5.4	Use a picture dictionary
R5.5	Use a simplified dictionary or glossary
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)
<b>R7</b>	<b>Reading and thinking skills</b>
R7.4	Determine the sequence of events in a simple narrative

<b>R1</b>	<b>Beginning literacy / Phonics</b>
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)
<b>R2</b>	<b>Vocabulary</b>
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.)
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)
<b>R3</b>	<b>General reading comprehension</b>
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)
R3.12	Use supporting illustrations to interpret text
<b>R4</b>	<b>Text in format</b>
R4.3	Read dates
R4.5	Read simple handwritten message (e.g., block printing)
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
<b>R5</b>	<b>Reference materials</b>
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)
R5.5	Use a simplified dictionary or glossary
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)
<b>R7</b>	<b>Reading and thinking skills</b>
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

<b>R2</b>	<b>Vocabulary</b>
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)
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)
R2.13	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)
<b>R3</b>	<b>General reading comprehension</b>
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)
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> . Don't let <i>emotions</i> like anger get in your way.)
R3.15	Interpret idioms and collocations from context
<b>R4</b>	<b>Text in format</b>
R4.5	Read simple handwritten message (e.g., block printing)
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)
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)
R6.5	Skim simple text for general meaning
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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

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

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<b>R2</b>	<b>Vocabulary</b>
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)
R2.10	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er, dis-, pre-)
R2.12	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>im</u> possible, <u>anti</u> -war, employ <u>ee</u> )
<b>R3</b>	<b>General reading comprehension</b>
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)
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> . Don't let <i>emotions</i> like anger get in your way.)
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)
<b>R4</b>	<b>Text in format</b>
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
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)
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text to find specific information (e.g., ads, schedules, forms, paragraphs, web pages, find movie show times)
R6.5	Skim simple text for general meaning
R6.6	Skim complex text for general meaning or to determine subject matter or organization
R6.7	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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

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R7.13	Compare related information from various sources (e.g., consumer ads)
<b>R9</b>	<b>Literary analysis</b>
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)

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<b>R2</b>	<b>Vocabulary</b>
R2.12	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>im</u> possible, <u>anti</u> -war, <u>employee</u> )
R2.14	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
<b>R3</b>	<b>General reading comprehension</b>
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
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
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
<b>R4</b>	<b>Text in format</b>
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
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)
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.4	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.6	Skim complex text for general meaning or to determine subject matter or organization
R6.7	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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
R7.10	Differentiate fact from opinion in a written text
R7.11	Identify the writer, audience, and purpose of a text
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
R9.1	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)

<b>R2</b>	<b>Vocabulary</b>
R2.14	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
<b>R3</b>	<b>General reading comprehension</b>
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
R3.14	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)
R3.18	Interpret analogies in familiar contexts
R3.19	Interpret meaning of metaphors and similes in context
<b>R4</b>	<b>Text in format</b>
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
R4.9	Interpret maps, diagrams, and graphs
<b>R5</b>	<b>Reference materials</b>
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
<b>R6</b>	<b>Reading strategies</b>
R6.4	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.6	Skim complex text for general meaning or to determine subject matter or organization
R6.7	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R6.8	Increase reading fluency (accuracy, speed)
R6.9	Increase reading comprehension
<b>R7</b>	<b>Reading and thinking skills</b>
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)
<b>R9</b>	<b>Literary analysis</b>
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)



# Kansas Board of Regents

## Adult Education

### ABE

## Writing Content Standards

September 2009

#### NRS Educational Functioning Levels

##### ABE

- 1 Beginning Literacy
- 2 Beginning
- 3 Intermediate Low
- 4 Intermediate High

##### ASE

- 5 Low
- 6 High

## **Kansas ABE Writing Content Standards by Instructional Level Grid Format**

### **Writing Content Standards**

#### Categories

8. Basic Writing
9. Content
10. Organization
11. Word Choice
12. Grammar and Sentence Structure
13. Spelling, Capitalization and Punctuation
14. Editing
15. Academic Writing

#### ABE/ASE Levels

- Level 1 Pre-Literacy (Beginning ABE Literacy)
- Level 2 (Beginning Basic Education)
- Level 3 (Low Intermediate Basic Education)
- Level 4 (High Intermediate Basic Education)
- Level 5 (Low Adult Secondary Education)
- Level 6 (High Adult Secondary Education)

# Kansas ABE Writing Content Standards by Instructional Level Grid Format

<b>Categories</b>	
W1	Basic Writing
W2	Content
W3	Organization
W4	Word Choice
W5	Grammar and Sentence Structure
W6	Spelling, Capitalization and Punctuation
W7	Editing
W8	Academic Writing

<b>Key to NRS Educational Functioning Levels</b>	
<b>ABE</b>	
1	Beginning Literacy
2	Beginning
3	Intermediate Low
4	Intermediate High
<b>ASE</b>	
5	Low
6	High

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
		CASAS Level				A	B
		A	B	B	C	D	E
<b>W1</b>	<b>Basic Writing</b>						
W1.2	Copies in print upper- and lower-case letters of the alphabet	•					
W1.3	Copies numbers (1-9)	•					
W1.4	Prints and signs own name (can be printed signature)	•	•				
W1.5	Writes left to right, top to bottom	•	•				
W1.6	Recognizes and writes letters	•	•				
W1.7	Copies basic personal identification onto a form (e.g., student sign-in sheet, work log form or inventory form)	•	•				
W1.8	Copies lists of familiar words	•	•				
W1.9	Recognizes and writes 2-digit numbers	•	•				
W1.10	Writes own address	•	•				
W1.11	Writes date (in variety of formats)	•	•				
W1.12	Writes clock times	•	•				
W1.13	Writes simple lists of familiar items (e.g., telephone numbers, shopping lists)	•	•				
W1.14	Writes simple phrases based on familiar vocabulary	•	•				
W1.15	Writes basic sight words	•	•				
W1.16	Writes simple sentences related to immediate needs		•	•			
W1.17	Writes very simple notes (e.g., writing a note to a co-worker or child's teacher)		•	•			
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)	•	•	•	•		
<b>W2</b>	<b>Content and Purpose</b>						
W2.1	Compose simple sentences related to a prompt		•	•			
W2.2	Compose a paragraph in response to a prompt			•	•		
W2.3	Writes a greeting and closing in a simple friendly letter			•	•	•	
W2.4	Writes a personal narrative or letters on familiar topics				•	•	
W2.5	Compose an essay in response to a prompt				•	•	•
W2.6	Completes a job application with accurate, relevant and complete information including past and present work experience				•	•	•
W2.7	Writes a business letter using a proper heading, salutation and closing				•	•	•
W2.8	Writes a resume and cover letter with complete, accurate and relevant information					•	•

## Kansas ABE Writing Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
CASAS Level		A	B	B	C	D	E
<b>W3</b>	<b>Organization</b>						
W3.1	Writes simple sentences about a familiar story or event in time-order		•	•	•		
W3.2	Writes simple instruction(s)	•	•	•	•		
W3.3	Writes a paragraph (e.g., topic sentence, supporting sentences, concluding sentence)			•	•		
W3.4	Arranges ideas cohesively		•	•	•	•	
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)			•	•	•	•
W3.6	Uses conjunctions, transitional words and phrases to make connections				•	•	•
W3.7	Writes introductory and concluding paragraphs in an essay that clearly state and restate the main idea.				•	•	•
W3.8	Writes body paragraphs to support a main idea				•	•	•
W3.9	Establishes a clear organizational pattern (e.g., cause-and-effect, comparison, time-order, process or narrative)				•	•	•
W3.10	Writes detailed instructions					•	•
W3.11	Writes an effective 5-paragraph essay					•	•
<b>W4</b>	<b>Word Choice</b>						
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)		•	•	•	•	•
W4.2	Writes using adjectives and adverbs (e.g., red apples, tall lady, ran quickly)		•	•			
W4.3	Uses common comparative and superlative adjectives			•	•		
W4.4	Chooses correct tone for a particular audience (e.g., formal vs. informal)			•	•	•	•
W4.5	Uses modifiers with clarity				•	•	
W4.6	Chooses the appropriate word				•	•	
W4.7	Makes varied and precise word choices				•	•	•
W4.8	Uses thesaurus				•	•	•
W4.9	Demonstrates knowledge of the difference between colloquial and written language (e.g.)				•	•	•
W4.10	Uses prepositions appropriately				•		
<b>W5</b>	<b>Grammar and Sentence Structure</b>						
W5.1	Writes simple sentences on familiar topics		•	•			
W5.2	Writes grammatically correct sentences appropriate for this level		•	•	•		
W5.3	Identifies subject and verb in simple sentences		•	•	•		
W5.4	Demonstrates subject-verb agreement		•	•	•	•	
W5.5	Identifies and uses the modal auxiliaries (e.g., would, could, and may) and related expressions		•	•	•	•	
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)		•	•	•	•	•
W5.7	Identifies and uses adjectives, possessive adjectives and adverbs in simple sentences			•	•		
W5.8	Appropriately uses apostrophes in contractions and to show possession			•	•	•	
W5.9	Uses clear pronoun references			•	•	•	
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types (e.g., does, doesn't, does not)				•	•	

## Kansas ABE Writing Content Standards by Instructional Level Grid Format

CS#	Content Standard	ABE				ASE	
		1	2	3	4	5	6
CASAS Level		A	B	B	C	D	E
W5.11	Combines individual sentences into a compound sentence using conjunctive adverbs and coordinating conjunctions				•	•	•
W5.12	Combines sentences into a complex sentence				•	•	•
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>						
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)		•	•			
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)		•	•	•		
W6.3	Capitalizes proper nouns and the pronoun "I"		•	•	•		
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)			•	•		
W6.5	Writes basic abbreviations (e.g., Mr., apt., lb.)			•	•		
W6.6	Uses and spells irregular plurals correctly (e.g., see local program curriculum for a list of common types of irregular plurals)			•	•		
W6.7	Punctuates using commas		•	•	•	•	
W6.8	Uses dictionary			•	•	•	
W6.9	Writes abbreviation in specialized contexts (e.g., tsp.)				•		
W6.10	Punctuates using quotation marks with direct quotations				•	•	
W6.11	Uses and spells irregular verbs correctly (e.g., see local program curriculum for a list of common types of irregular verbs)				•	•	
W6.12	Punctuates with hyphens, colons and semi-colons				•	•	•
W6.13	Applies spelling rules correctly including prefixes and suffixes		•	•	•	•	•
<b>W7</b>	<b>Editing</b>						
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure			•	•	•	•
W7.2	Edits own and others' writing to improve content				•	•	•
W7.3	Edits own and others' writing to improve organization				•	•	•
W7.4	Edits own and others' writing to improve word choice				•	•	•
W7.5	Identifies and corrects sentence fragments and run-ons				•	•	•
W7.6	Identifies and corrects dangling and misplaced modifiers (e.g. Walking down the street, the trees were beautiful.; The young girl was walking the dog in a short skirt. )					•	•
<b>W8</b>	<b>Academic Writing</b>						
W8.1	Incorporates quotes, paraphrases and summaries into a written work					•	•
W8.2	Properly credits another author's work (e.g., MLA format)					•	•
W8.3	Write a bibliography of reference materials for a report					•	•
W8.4	Creates and writes reports and research papers					•	•

End

**Kansas ABE Writing Content Standards by Instructional Level Grid Format**

# **Kansas Board of Regents**

## **Adult Education**

### **ESL**

## **Writing Content Standards**

**September 2009**

#### **NRS Educational Functioning Levels**

##### **ESL**

- 7** Beginning Literacy
- 8** Beginning Low
- 9** Beginning High
- 10** Intermediate Low
- 11** Intermediate High
- 12** Advanced Low

## **Kansas ESL Writing Content Standards by Instructional Level Grid Format**

### **Writing Content Standards**

#### Categories

1. Basic Writing
2. Content
3. Organization
4. Word Choice
5. Grammar and Sentence Structure
6. Spelling, Capitalization and Punctuation
7. Editing
8. Academic Writing

# Kansas ESL Writing Content Standards by Instructional Level Grid Format

## Categories

- W1 Basic Writing
- W2 Content
- W3 Organization
- W4 Word Choice
- W5 Grammar and Sentence Structure
- W6 Spelling, Capitalization and Punctuation
- W7 Editing

## Key to NRS Educational Functioning Levels ESL

- 7 Pre-Literacy
- 8 Beginning Low
- 9 Beginning High
- 10 Intermediate Low
- 11 Intermediate High
- 12 Low Advanced

CS#	Content Standard	ESL				ESL	
		7	8	9	10	11	12
		CASAS Level					
		A	B	B	C	D	E
<b>W1</b>	<b>Basic Writing</b>						
W1.1	Uses variety of writing instruments and materials appropriately	•					
W1.2	Copies in print upper- and lower-case letters of the alphabet	•					
W1.3	Copies numbers (1-9)	•					
W1.4	Prints and signs own name (can be printed signature)	•	•				
W1.5	Writes left to right, top to bottom	•	•				
W1.6	Recognizes and writes letters	•	•				
W1.7	Copies basic personal identification onto a form (e.g., student sign-in sheet, work log form or inventory form)		•	•			
W1.8	Copies lists of familiar words		•	•			
W1.9	Recognizes and writes 2-digit numbers		•	•			
W1.10	Writes own address		•	•			
W1.11	Writes date (in variety of formats)		•	•			
W1.12	Writes clock times		•	•			
W1.13	Writes simple lists of familiar items (e.g., telephone numbers, shopping lists)		•	•			
W1.14	Writes simple phrases based on familiar vocabulary		•	•			
W1.15	Writes basic sight words		•	•			
W1.16	Writes simple sentences related to immediate needs			•	•		
W1.17	Writes very simple notes (e.g., writing a note to a co-worker or child's teacher)			•	•	•	
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)		•	•	•	•	•
<b>W2</b>	<b>Content and Purpose</b>						
W2.1	Compose simple sentences related to a prompt			•	•		
W2.2	Writes a simple friendly letter with a salutation and closing (e.g., e-mail, handwritten, typed)				•	•	
W2.3	Compose a paragraph in response to a prompt				•	•	•
W2.4	Writes a personal narrative or letters on familiar topics					•	•
W2.5	Compose an essay in response to a prompt						•
W2.6	Completes a job application with accurate, relevant and complete information including past and present work experience						•

## Kansas ESL Writing Content Standards by Instructional Level Grid Format

CS#	Content Standard	ESL				ESL	
		7	8	9	10	11	12
		CASAS Level					
		A	B	B	C	D	E
<b>W3</b>	<b>Organization</b>						
W3.1	Writes simple sentences about a familiar story or event in time-order			•	•		
W3.2	Writes simple instruction(s)			•	•	•	•
W3.3	Writes a paragraph (e.g., topic sentence, supporting sentences, concluding sentence)				•	•	•
W3.4	Arranges ideas cohesively				•	•	•
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)					•	•
W3.6	Uses conjunctions, transitional words and phrases to make connections						•
W3.7	Writes introductory and concluding paragraphs in an essay that clearly state and restate the main idea.						•
W3.8	Writes body paragraphs to support a main idea						•
W3.9	Establishes a clear organizational pattern (e.g., cause-and-effect, comparison, time-order, process or narrative)						•
<b>W4</b>	<b>Word Choice</b>						
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)			•	•	•	•
W4.2	Writes using adjectives and adverbs (e.g., red apples, tall lady, ran quickly)				•	•	•
W4.3	Uses common comparative and superlative adjectives					•	•
W4.5	Uses modifiers with clarity						•
W4.6	Chooses the appropriate word						•
W4.7	Makes varied and precise word choices						•
W4.8	Uses thesaurus						•
W4.9	Demonstrates knowledge of the difference between colloquial and written language (e.g.)						•
W4.10	Uses prepositions appropriately				•	•	•
<b>W5</b>	<b>Grammar and Sentence Structure</b>						
W5.1	Writes simple sentences on familiar topics			•	•		
W5.2	Writes grammatically correct sentences appropriate for this level			•	•	•	
W5.3	Identifies subject and verb in simple sentences			•	•	•	
W5.4	Demonstrates subject-verb agreement			•	•	•	•
W5.5	Identifies and uses the modal auxiliaries (e.g., would, could, and may) and related expressions						•
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)			•	•	•	•
W5.7	Identifies and uses adjectives, possessive adjectives and adverbs in simple sentences					•	•
W5.8	Appropriately uses apostrophes in contractions and to show possession				•	•	•
W5.9	Uses clear pronoun references			•	•	•	•
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types (e.g., does, doesn't, does not)			•	•	•	•
W5.11	Combines individual sentences into a compound sentence using conjunctive adverbs and						•

## Kansas ESL Writing Content Standards by Instructional Level Grid Format

CS#	Content Standard	ESL				ESL	
		7	8	9	10	11	12
		CASAS Level					
		A	B	B	C	D	E
	coordinating conjunctions						
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>						
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)			•	•	•	•
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)			•	•	•	•
W6.3	Capitalizes proper nouns and the pronoun "I"			•	•	•	•
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)			•	•	•	•
W6.5	Writes basic abbreviations (e.g., Mr., apt., lb.)			•	•		
W6.6	Uses and spells irregular plurals correctly (e.g., see local program curriculum for a list of common types of irregular plurals)			•	•	•	•
W6.7	Punctuates using commas				•	•	•
W6.8	Uses dictionary (both picture and standard types)	•	•	•	•	•	•
W6.9	Writes abbreviation in specialized contexts (e.g., tsp.)				•	•	•
W6.11	Uses and spells irregular verbs correctly (e.g., see attached list of common types of irregular verbs)				•	•	•
W6.13	Applies spelling rules correctly including prefixes and suffixes			•	•	•	•
<b>W7</b>	<b>Editing</b>						
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure					•	•
W7.2	Edits own and others' writing to improve content					•	•
W7.3	Edits own and others' writing to improve organization					•	•
W7.4	Edits own and others' writing to improve word choice					•	•

End

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# **Kansas Board of Regents Adult Education**

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**ABE and ASE  
Writing Content  
Standards  
NRS Levels 1-6**

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**September 2009**

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# KANSAS BOARD OF REGENTS

## ABE AND ASE

# WRITING CONTENT STANDARDS

## LISTED BY NRS LEVEL

### **NRS Educational Functioning Levels**

#### **ABE**

- 1 Beginning Literacy
- 2 Beginning
- 3 Intermediate Low
- 4 Intermediate High

#### **ASE**

- 5 Low
- 6 High

September 2009

## Kansas Writing Content Standards

### Categories

- W1 Basic Writing
- W2 Content
- W3 Organization
- W4 Word Choice
- W5 Grammar and Sentence Structure
- W6 Spelling, Capitalization and Punctuation
- W7 Editing
- W8 Academic Writing

## NRS Level 1: Beginning Literacy ABE

### Key to NRS Educational Functioning Levels

#### ABE

- 1 Beginning Literacy
- 2 Beginning
- 3 Intermediate Low
- 4 Intermediate High

#### ASE

- 5 Low
- 6 High

<b>W1</b>	<b>Basic Writing</b>
W1.2	Copies in print upper- and lower-case letters of the alphabet
W1.3	Copies numbers (1-9)
W1.4	Prints and signs own name (can be printed signature)
W1.5	Writes left to right, top to bottom
W1.6	Recognizes and writes letters
W1.7	Copies basic personal identification onto a form (e.g., student sign-in sheet, work log form or inventory form)
W1.8	Copies lists of familiar words
W1.9	Recognizes and writes 2-digit numbers
W1.10	Writes own address
W1.11	Writes date (in variety of formats)
W1.12	Writes clock times
W1.13	Writes simple lists of familiar items (e.g., telephone numbers, shopping lists)
W1.14	Writes simple phrases based on familiar vocabulary
W1.15	Writes basic sight words
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W3</b>	<b>Organization</b>
W3.2	Writes simple instructions

<b>W1</b>	<b>Basic Writing</b>
W1.4	Prints and signs own name (can be printed signature)
W1.5	Writes left to right, top to bottom
W1.6	Recognizes and writes letters
W1.7	Copies basic personal identification onto a form (e.g., student sign-in sheet, work log form or inventory form)
W1.8	Copies lists of familiar words
W1.9	Recognizes and writes 2-digit numbers
W1.10	Writes own address
W1.11	Writes date (in variety of formats)
W1.12	Writes clock times
W1.13	Writes simple lists of familiar items (e.g., telephone numbers, shopping lists)
W1.14	Writes simple phrases based on familiar vocabulary
W1.15	Writes basic sight words
W1.16	Writes simple sentences related to immediate needs
W1.17	Writes simple notes (e.g., writing a note to a co-worker or child's teacher)
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W2</b>	<b>Content and Purpose</b>
W2.1	Compose simple sentences related to a prompt
<b>W3</b>	<b>Organization</b>
W3.1	Writes simple sentences about a familiar story or event in time-order
W3.2	Writes simple instructions
W3.4	Arranges ideas cohesively
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.2	Writes using adjectives and adverbs (e.g., red apples, tall lady, ran quickly)
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.1	Writes simple sentences on familiar topics
W5.2	Writes grammatically correct sentences appropriate for this level
W5.3	Identifies subject and verb in simple sentences
W5.4	Demonstrates subject-verb agreement
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)
W6.3	Capitalizes in a direct quote, proper nouns, and the pronoun "I"
W6.8	Uses a dictionary
W6.13	Applies spelling rules correctly including prefixes and suffixes

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<b>W7</b>	<b>Editing</b>
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure

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<b>W1</b>	<b>Basic Writing</b>
W1.16	Writes simple sentences related to immediate needs
W1.17	Writes simple notes (e.g., writing a note to a co-worker or child's teacher)
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W2</b>	<b>Content and Purpose</b>
W2.1	Compose simple sentences related to a prompt
W2.2	Compose a paragraph in response to a prompt
W2.3	Writes a greeting and closing in a simple friendly letter
<b>W3</b>	<b>Organization</b>
W3.1	Writes simple sentences about a familiar story or event in time-order
W3.2	Writes simple instruction(s)
W3.3	Writes a paragraph (e.g., topic sentence, supporting sentences, concluding sentence)
W3.4	Arranges ideas cohesively
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.2	Writes using adjectives and adverbs (e.g., red apples, tall lady, ran quickly)
W4.3	Uses common comparative and superlative adjectives
W4.4	Chooses correct tone for a particular audience (e.g., formal vs. informal)
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.1	Writes simple sentences on familiar topics
W5.2	Writes grammatically correct sentences appropriate for this level
W5.3	Identifies subject and verb in simple sentences
W5.4	Demonstrates subject-verb agreement
W5.5	Identifies and uses the modal auxiliaries (e.g., would, could, and may) and related expressions
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.7	Identifies and uses adjectives, possessive adjectives and adverbs in simple sentences
W5.8	Appropriately uses apostrophes in contractions and to show possession
W5.9	Uses clear pronoun references
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)
W6.3	Capitalizes proper nouns and the pronoun "I"
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)
W6.5	Writes basic abbreviations (e.g., Mr., apt., lb.)
W6.6	Uses and spells irregular plurals correctly (e.g., see local program curriculum for a list of common types of irregular plurals)
W6.7	Punctuates using commas

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W6.8	Uses dictionary
W6.13	Applies spelling rules correctly including prefixes and suffixes
<b>W7</b>	<b>Editing</b>
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure

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<b>W1</b>	<b>Basic Writing</b>
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W2</b>	<b>Content and Purpose</b>
W2.2	Compose a paragraph in response to a prompt
W2.3	Writes a greeting and a closing in a simple friendly letter
W2.4	Writes a personal narrative or letters on familiar topics
W2.5	Compose an essay in response to a prompt
W2.6	Completes a job application with accurate, relevant and complete information including past and present work experience
W2.7	Writes a business letter using a proper heading, salutation and closing
<b>W3</b>	<b>Organization</b>
W3.1	Writes simple sentences about a familiar story or event in time-order
W3.2	Writes simple instruction(s)
W3.3	Writes a paragraph (e.g., topic sentence, supporting sentences, concluding sentence)
W3.4	Arranges ideas cohesively
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)
W3.6	Uses conjunctions, transitional words and phrases to make connections
W3.7	Writes introductory and concluding paragraphs in an essay that clearly state and restate the main idea.
W3.8	Writes body paragraphs to support a main idea
W3.9	Establishes a clear organizational pattern (e.g., cause-and-effect, comparison, time-order, process or narrative)
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.3	Uses common comparative and superlative adjectives
W4.4	Chooses correct tone for a particular audience (e.g., formal vs. informal)
W4.5	Uses modifiers with clarity
W4.6	Chooses the appropriate word
W4.7	Makes varied and precise word choices
W4.8	Uses thesaurus
W4.9	Demonstrates knowledge of the difference between colloquial and written language (e.g.)
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.2	Writes grammatically correct sentences appropriate for this level
W5.3	Identifies subject and verb in simple sentences
W5.4	Demonstrates subject-verb agreement
W5.5	Identifies and uses the modal auxiliaries (e.g., would, could, and may) and related expressions
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.7	Identifies and uses adjectives, possessive adjectives and adverbs in simple sentences
W5.8	Appropriately uses apostrophes in contractions and to show possession
W5.9	Uses clear pronoun references
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence

	types (e.g., does, doesn't, does not)
W5.11	Combines individual sentences into a compound sentence using conjunctive adverbs and coordinating conjunctions
W5.12	Combines sentences into a complex sentence
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)
W6.3	Capitalizes in a direct quote, proper nouns, and the pronoun "I"
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)
W6.5	Writes basic abbreviations (e.g., Mr., apt., lb.)
W6.6	Uses and spells irregular plurals correctly (e.g., see local program curriculum for a list of common types of irregular plurals)
W6.7	Punctuates using commas
W6.8	Uses dictionary
W6.9	Writes abbreviation in specialized contexts (e.g., tsp.)
W6.10	Punctuates using quotation marks with direct quotations
W6.11	Uses and spells irregular verbs correctly (e.g., see local program curriculum for a list of common types of irregular verbs)
W6.12	Punctuates with hyphens, colons and semi-colons
W6.13	Applies spelling rules correctly including prefixes and suffixes
<b>W7</b>	<b>Editing</b>
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure
W7.2	Edits own and others' writing to improve content
W7.3	Edits own and others' writing to improve organization
W7.4	Edits own and others' writing to improve word choice
W7.5	Identifies and corrects sentence fragments and run-ons

<b>W2</b>	<b>Content and Purpose</b>
W2.3	Writes a greeting and closing in a simple friendly letter
W2.4	Writes a personal narrative or letters on familiar topics
W2.5	Compose an essay in response to a prompt
W2.6	Completes a job application with accurate, relevant and complete information including past and present work experience
W2.7	Writes a business letter using a proper heading, salutation and closing
W2.8	Writes a resume and cover letter with complete, accurate and relevant information
<b>W3</b>	<b>Organization</b>
W3.4	Arranges ideas cohesively
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)
W3.6	Uses conjunctions, transitional words and phrases to make connections
W3.7	Writes introductory and concluding paragraphs in an essay that clearly state and restate the main idea.
W3.8	Writes body paragraphs to support a main idea
W3.9	Establishes a clear organizational pattern (e.g., cause-and-effect, comparison, time-order, process or narrative)
W3.10	Writes detailed instructions
W3.11	Writes an effective 5-paragraph essay
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.4	Chooses correct tone for a particular audience (e.g., formal vs. informal)
W4.5	Uses modifiers with clarity
W4.6	Chooses the appropriate word
W4.7	Makes varied and precise word choices
W4.8	Uses thesaurus
W4.9	Demonstrates knowledge of the difference between colloquial and written language (e.g.)
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.4	Demonstrates subject-verb agreement
W5.5	Identifies and uses the modal auxiliaries (e.g., would, could, and may) and related expressions
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.8	Appropriately uses apostrophes in contractions and to show possession
W5.9	Uses clear pronoun references
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types (e.g., does, doesn't, does not)
W5.11	Combines individual sentences into a compound sentence using conjunctive adverbs and coordinating conjunctions
W5.12	Combines sentences into a complex sentence
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.7	Punctuates using commas
W6.8	Uses dictionary
W6.10	Punctuates using quotation marks with direct quotations

<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.11	Uses and spells irregular verbs correctly (e.g., see local program curriculum for a list of common types of irregular verbs)
W6.12	Punctuates with hyphens, colons and semi-colons
W6.13	Applies spelling rules correctly including prefixes and suffixes
<b>W7</b>	<b>Editing</b>
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure
W7.2	Edits own and others' writing to improve content
W7.3	Edits own and others' writing to improve organization
W7.4	Edits own and others' writing to improve word choice
W7.5	Identifies and corrects sentence fragments and run-ons
W7.6	Identifies and corrects dangling and misplaced modifiers (e.g., Walking down the street, the trees were beautiful.; The young girl was walking the dog in a short skirt.)
<b>W8</b>	<b>Academic Writing</b>
W8.1	Incorporates quotes, paraphrases and summaries into a written work
W8.2	Properly credits another author's work (e.g., MLA format)
W8.3	Write a bibliography of reference materials for a report
W8.4	Creates and writes reports and research papers

<b>W2</b>	<b>Content and Purpose</b>
W2.5	Compose an essay in response to a prompt
W2.6	Completes a job application with accurate, relevant and complete information including past and present work experience
W2.7	Writes a business letter using a proper heading, salutation and closing
W2.8	Writes a resume and cover letter with complete, accurate and relevant information
<b>W3</b>	<b>Organization</b>
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)
W3.6	Uses conjunctions, transitional words and phrases to make connections
W3.7	Writes introductory and concluding paragraphs in an essay that clearly state and restate the main idea.
W3.8	Writes body paragraphs to support a main idea
W3.9	Establishes a clear organizational pattern (e.g., cause-and-effect, comparison, time-order, process or narrative)
W3.10	Writes detailed instructions
W3.11	Writes an effective 5-paragraph essay
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.4	Chooses correct tone for a particular audience (e.g., formal vs. informal)
W4.7	Makes varied and precise word choices
W4.8	Uses thesaurus
W4.9	Demonstrates knowledge of the difference between colloquial and written language (e.g.)
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.11	Combines individual sentences into a compound sentence using conjunctive adverbs and coordinating conjunctions
W5.12	Combines sentences into a complex sentence
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.12	Punctuates with hyphens, colons and semi-colons
W6.13	Applies spelling rules correctly including prefixes and suffixes
<b>W7</b>	<b>Editing</b>
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure
W7.2	Edits own and others' writing to improve content
W7.3	Edits own and others' writing to improve organization
W7.4	Edits own and others' writing to improve word choice
W7.5	Identifies and corrects sentence fragments and run-ons
W7.6	Identifies and corrects dangling and misplaced modifiers (e.g., Walking down the street, the trees were beautiful.; The young girl was walking the dog in a short skirt. )
<b>W8</b>	<b>Academic Writing</b>
W8.1	Incorporates quotes, paraphrases and summaries into a written work
W8.2	Properly credits another author's work (e.g., MLA format)
W8.3	Write a bibliography of reference materials for a report
W8.4	Creates and writes reports and research papers

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# **Kansas Board of Regents Adult Education**

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**ESL Writing  
Content  
Standards—  
NRS Levels 7-12**

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**September 2009**

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# KANSAS BOARD OF REGENTS ADULT EDUCATION

## ESL

# WRITING CONTENT STANDARDS

## LISTED BY NRS LEVEL

### NRS Educational Functioning Levels

#### ESL

- 7 Beginning Literacy
- 8 Beginning Low
- 9 Beginning High
- 10 Intermediate Low
- 11 Intermediate High
- 12 Advanced Low

September 2009

### Categories

## **Kansas Writing Content Standards**

## **NRS Level 7: Beginning Literacy ESL**

- W1 Basic Writing
- W2 Content
- W3 Organization
- W4 Word Choice
- W5 Grammar and Sentence Structure
- W6 Spelling, Capitalization and Punctuation
- W7 Editing
- W8 Academic Writing

<b>W1</b>	<b>Basic Writing</b>
W1.1	Uses variety of writing instruments and materials appropriately
W1.2	Copies in print upper- and lower-case letters of the alphabet
W1.3	Copies numbers (1-9)
W1.4	Prints and signs own name (can be printed signature)
W1.5	Writes left to right, top to bottom
W1.6	Recognizes and writes letters
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.8	Uses dictionary (both picture and standard types)

<b>W1</b>	<b>Basic Writing</b>
W1.4	Prints and signs own name (can be printed signature)
W1.5	Writes left to right, top to bottom
W1.6	Recognizes and writes letters
W1.7	Copies basic personal identification onto a form (e.g., student sign-in sheet, work log form or inventory form)
W1.8	Copies lists of familiar words
W1.9	Recognizes and writes 2-digit numbers
W1.10	Writes own address
W1.11	Writes date (in variety of formats)
W1.12	Writes clock times
W1.13	Writes simple lists of familiar items (e.g., telephone numbers, shopping lists)
W1.14	Writes simple phrases based on familiar vocabulary
W1.15	Writes basic sight words
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.8	Uses dictionary (both picture and standard types)

<b>W1</b>	<b>Basic Writing</b>
W1.7	Copies basic personal identification onto a form (e.g., student sign-in sheet, work log form or inventory form)
W1.8	Copies lists of familiar words
W1.9	Recognizes and writes 2-digit numbers
W1.10	Writes own address
W1.11	Writes date (in variety of formats)
W1.12	Writes clock times
W1.13	Writes simple lists of familiar items (e.g., telephone numbers, shopping lists)
W1.14	Writes simple phrases based on familiar vocabulary
W1.15	Writes basic sight words
W1.16	Writes simple sentences related to immediate needs
W1.17	Writes simple notes (e.g., writing a note to a co-worker or child's teacher)
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W2</b>	<b>Content and Purpose</b>
W2.1	Compose simple sentences related to a prompt
<b>W3</b>	<b>Organization</b>
W3.1	Writes simple sentences about a familiar story or event in time-order
W3.2	Writes simple instruction(s)
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.1	Writes simple sentences on familiar topics
W5.2	Writes grammatically correct sentences appropriate for this level
W5.3	Identifies subject and verb in simple sentences
W5.4	Demonstrates subject-verb agreement
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.9	Uses clear pronoun references
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types (e.g., does, doesn't, does not)
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)
W6.3	Capitalizes proper nouns and the pronoun "I"
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)
W6.5	Writes basic abbreviations (e.g., Mr., apt., lb.)
W6.6	Uses and spells irregular plurals correctly (e.g., see local program curriculum for a list of common types of irregular plurals)
W6.8	Uses dictionary

<b>W1</b>	<b>Basic Writing</b>
W1.16	Writes simple sentences related to immediate needs
W1.17	Writes simple notes (e.g., writing a note to a co-worker or child's teacher)
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W2</b>	<b>Content and Purpose</b>
W2.1	Compose simple sentences related to a prompt
W2.2	Writes a simple friendly letter with a salutation and closing (e.g., e-mail, handwritten, typed)
W2.3	Compose a paragraph in response to a prompt
<b>W3</b>	<b>Organization</b>
W3.1	Writes simple sentences about a familiar story or event in time-order
W3.2	Writes simple instruction(s)
W3.3	Writes a paragraph (e.g., topic sentence, supporting sentences, concluding sentence)
W3.4	Arranges ideas cohesively
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.2	Writes using adjectives and adverbs (e.g., red apples, tall lady, ran quickly)
W4.10	Uses prepositions appropriately
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.1	Writes simple sentences on familiar topics
W5.2	Writes grammatically correct sentences appropriate for this level
W5.3	Identifies subject and verb in simple sentences
W5.4	Demonstrates subject-verb agreement
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.8	Appropriately uses apostrophes in contractions and to show possession
W5.9	Uses clear pronoun references
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types (e.g., does, doesn't, does not)
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)
W6.3	Capitalizes proper nouns and the pronoun "I"
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)
W6.5	Writes basic abbreviations (e.g., Mr., apt., lb.)
W6.6	Uses and spells irregular plurals correctly (e.g., see attached list of common types of irregular plurals)
W6.7	Punctuates using commas
W6.8	Uses dictionary (both picture and standard types)
W6.9	Writes abbreviation in specialized contexts (e.g., tsp.)
W6.11	Uses and spells irregular verbs correctly (e.g., see attached list of common types of irregular verbs)

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**W6 Spelling, Capitalization and Punctuation**

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W6.13 Applies spelling rules correctly including prefixes and suffixes

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<b>W1</b>	<b>Basic Writing</b>
W1.17	Writes simple notes (e.g., writing a note to a co-worker or child's teacher)
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W2</b>	<b>Content and Purpose</b>
W2.2	Writes a simple friendly letter with a salutation and closing (e.g., e-mail, handwritten, typed)
W2.3	Compose a paragraph in response to a prompt
W2.4	Writes a personal narrative or letters on familiar topics
<b>W3</b>	<b>Organization</b>
W3.2	Writes simple instruction(s)
W3.3	Writes a paragraph (e.g., topic sentence, supporting sentences, concluding sentence)
W3.4	Arranges ideas cohesively
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.2	Writes using adjectives and adverbs (e.g., red apples, tall lady, ran quickly)
W4.3	Uses common comparative and superlative adjectives
W4.10	Uses prepositions appropriately
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.2	Writes grammatically correct sentences appropriate for this level
W5.3	Identifies subject and verb in simple sentences
W5.4	Demonstrates subject-verb agreement
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.7	Identifies and uses adjectives, possessive adjectives and adverbs in simple sentences
W5.8	Appropriately uses apostrophes in contractions and to show possession
W5.9	Uses clear pronoun references
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types (e.g., does, doesn't, does not)
<b>W6</b>	<b>Spelling, Capitalization and Punctuation</b>
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)
W6.3	Capitalizes proper nouns and the pronoun "I"
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)
W6.6	Uses and spells irregular plurals correctly (e.g., see local program curriculum for a list of common types of irregular plurals)
W6.7	Punctuates using commas
W6.8	Uses dictionary (both picture and standard types)
W6.9	Writes abbreviation in specialized contexts (e.g., tsp.)
W6.11	Uses and spells irregular verbs correctly (e.g., see attached list of common types of irregular verbs)

<b>W7</b>	<b>Editing</b>
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure
W7.2	Edits own and others' writing to improve content
W7.3	Edits own and others' writing to improve organization
W7.4	Edits own and others' writing to improve word choice

<b>W1</b>	<b>Basic Writing</b>
W1.18	Fills in personal information on forms (e.g., order form, medical form, tax form, form with signature and date)
<b>W2</b>	<b>Content and Purpose</b>
W2.3	Compose a paragraph in response to a prompt
W2.4	Writes a personal narrative or letters on familiar topics
W2.5	Compose an essay in response to a prompt
W2.6	Completes a job application with accurate, relevant and complete information including past and present work experience
<b>W3</b>	<b>Organization</b>
W3.2	Writes simple instruction(s)
W3.3	Writes a paragraph (e.g., topic sentence, supporting sentences, concluding sentence)
W3.4	Arranges ideas cohesively
W3.5	Uses a variety of pre-writing strategies (brainstorming, clustering, outlining and webbing)
W3.6	Uses conjunctions, transitional words and phrases to make connections
W3.7	Writes introductory and concluding paragraphs in an essay that clearly state and restate the main idea.
W3.8	Writes body paragraphs to support a main idea
W3.9	Establishes a clear organizational pattern (e.g., cause-and-effect, comparison, time-order, process or narrative)
<b>W4</b>	<b>Word Choice</b>
W4.1	Writes vocabulary in context (e.g., consumer, work, field of interest)
W4.2	Writes using adjectives and adverbs (e.g., red apples, tall lady, ran quickly)
W4.3	Uses common comparative and superlative adjectives
W4.5	Uses modifiers with clarity
W4.6	Chooses the appropriate word
W4.7	Makes varied and precise word choices
W4.8	Uses thesaurus
W4.9	Demonstrates knowledge of the difference between colloquial and written language (e.g.)
W4.10	Uses prepositions appropriately
<b>W5</b>	<b>Grammar and Sentence Structure</b>
W5.4	Demonstrates subject-verb agreement
W5.5	Identifies and uses the modal auxiliaries (e.g., would, could, and may) and related expressions
W5.6	Uses appropriate verb tense (e.g., past, present, future, progressive, irregular past, perfect, past perfect, future perfect, and future perfect progressive)
W5.7	Identifies and uses adjectives, possessive adjectives and adverbs in simple sentences
W5.8	Appropriately uses apostrophes in contractions and to show possession
W5.9	Uses clear pronoun references
W5.10	Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types (e.g., does, doesn't, does not)
W5.11	Combines individual sentences into a compound sentence using conjunctive adverbs and coordinating conjunctions

<b>W6 Spelling, Capitalization and Punctuation</b>	
W6.1	Follows common punctuation and sentence-writing conventions (e.g., capitalized first word, ending punctuation)
W6.2	Chooses and spells the appropriate homonym (e.g., their, there, they're; to, two, too; where, wear)
W6.3	Capitalizes proper nouns and the pronoun "I"
W6.4	Correctly spells frequently misspelled words (e.g., then, than; a lot, alot; were, wear)
W6.5	Writes basic abbreviations (e.g., Mr., apt., lb.)
W6.6	Uses and spells irregular plurals correctly (e.g., see local program curriculum for a list of common types of irregular plurals)
W6.7	Punctuates using commas
W6.8	Uses dictionary (both picture and standard types)
W6.9	Writes abbreviation in specialized contexts (e.g., tsp.)
W6.11	Uses and spells irregular verbs correctly (e.g., see attached list of common types of irregular verbs)
W6.13	Applies spelling rules correctly including prefixes and suffixes
<b>W7 Editing</b>	
W7.1	Proofreads and revises a written piece to improve spelling, punctuation and sentence structure
W7.2	Edits own and others' writing to improve content
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