

ipdae Florida Adult Basic Education Reading Language Arts Standards Matrix

			The Reasoning Through Language	Arts standards are separated into four strands, as shown. T	ne table below illustrates the nomenclature used to indicate	strands, standards, and benchmarks.	
Leg	gend	Subject	The wording in the cha	art represents a shorthand for each benchmark. For the full	ext of each benchmark, please review the Adult Education C Standard	Curriculum Frameworks. Benchmark	ו
		RLA	L2	R RLA.L2.R.2.2 Identify the central idea and e	2 xplain how relevant details support that idea.	2]
		NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
	Reading Informa	RLA.L1.R.2.1 Use text features to predict and confirm the topic as well as demonstrate understanding.	RLA.L2.R.2.1 Explain how text features contribute to meaning.	RLAL3.R.2.1 Explain how text features contribute to the overall meaning.	RLA.L4.R.2.1 Analyze how individual text sections and/or features convey a purpose and/or meaning.	RLA.LS.R.2.1 Analyze the impact of multiple text structures and the use of features in text(s) to convey	RLA.L6.R.2.1 Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s)
	Structure R.2.1		RLA.L2.R.2.1 Identify the text structures of chronology, comparison, and cause/effect.	RLA.L.3.R.2.1 Identify the text structures of problem/solution, sequence, and description.		purpose and/or meaning.	more effective.
	Central Idea R.2.2	RLA.L1.R.2.2 Identify the topic and relevant details.	RLA.L2.R.2.2 Identify the central idea and explain how relevant details support that idea.	RLAL3.R2.2 Explain how relevant details support the central idea(s), implied or explicit.	RLA.L4.R.2.2 Analyze two or more central ideas, implied or explicit, and their development.	RLA.L.S.R.2.2 Analyze the central idea(s), implied or explicit, and their development (historical American speeches and essays as well as those from the Classical Period).	RLA.L6.R.2.2 Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
	Purpose and Perspective R.2.3		RLA.L.2.R.2.3 Explain an author's purpose and its development.	RLAL3.R.2.3 Analyze author's purpose, including multiple accounts of the same event or topic.	RLAL4.R.2.3 Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.	RLALE.R.2.3 Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language (historical American speeches and essays as well as those from the Classical Period).	RLAL6.R.2.3 Evaluate an author's choices in establishing and achieving purpose(s).
		RLA.L1.R.2.4 Identify and explain an author's opinion(s)	RLA.L2.R.2.4 Identify and explain an author's claim and	RLA.L.3.R.2.4 Track the development of an argument.	RLA.L4.R.2.4 Track the development of an argument,	RLA.L.S.R.2.4 Compare the development of two opposing	RLA.L6.R.2.4 Compare the development of multiple
Reading	Argument R.2.4	and supporting evidence.	the reasons and evidence.		analyzing the types of reasoning used and their effectiveness.	arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	arguments on the same topic or in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
	Connecting Ideas R.2.5	RLALI.R.2.5 Describe the connection between two individuals, events, ideas, or pieces of information.	RLA.1.2.R.2.5 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RLA.1.3.R.2.5 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why.	RLAL4.R.2.5 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	RLA.1.5.R.2.5 Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them.	RLA LE.R.2.5 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	Reading Across Interpreting Figurative Language R.3.1	Genres RLA.L1.R.3.1 Identify and explain descriptive words and phrases.	RLAL2.R.3.1 Identify and explain similes, idioms, alliteration, metaphors, personification, and hyperbole.	RLA.L.3.R.3.1 Analyze and explain how figurative language contributes to meaning.	RLA.L4.R.3.1 Analyze how figurative language contributes to tone and meaning. RLA.L4.R.3.1 Explain examples of allusions and	RLA.L.S.R.3.1 Analyze how figurative language creates mood and tone in text(s).	RLA.L.6.R.3.1 Analyze and evaluate the author's use of figurative language to create mood and tone in text(s).
	Paraphrasing and Summarizing R.3.2	RLAL1.R.3.2 Retell a text in oral or written form to enhance comprehension.	RLA.L.2.R.3.2 Retell a text to enhance comprehension.	RLAL3.R.3.2 Summarize a text to enhance comprehension.	symbolism. RI.A.L.4.R.3.2 Summarize a text to enhance comprehension. RI.A.L.4.R.3.2 Paraphrase content from grade-level texts.	RLA.L.S.R.3.2 Summarize a text to enhance comprehension. RLA.L.S.R.3.2 Paraphrase content from grade-level texts.	RLA.L.6.R.3.2 Summarize a text to enhance comprehension. RLA.L.6.R.3.2 Paraphrase content from grade-level texts.
	Comparative Reading R.3.3	RLAL1.R.3.3 Compare and contrast two texts on the same topic.	RLAL2.R.3.3 Compare and contrast how two authors (including from different time periods) present information on the same topic or theme.	RLAL3.R.3.3 Compare and contrast primary and secondary sources related to the same topic or event.	RLA.L4.R.3.3 Compare and contrast how authors with differing perspectives address the same or related topics or themes.	RLA.L.6.R.3.3 Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	RLA.L.6.R.3.3 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical significance, including how they address related concepts.
	Understanding Rhetoric R.3.4				RLA.L4.R.3.4 Identify rhetorical appeals and explain how an author uses rhetorical devices to support or advance an appeal.	RLA.L.S.R.3.4 Analyze an author's use of rhetoric in a text.	RLA.L6.R.3.4 Evaluate rhetorical choices across multiple texts.
	Communicating	Through Writing RLAL1.C.1.1 Print all upper- and lowercase letters legibly.	RLA.L2.C.1.1 Write in cursive all upper- and lowercase	RLA.L3.C.1.1 Demonstrate fluent and legible cursive			
	Handwriting C.1.1		letters, including fluently joining letters to create words.	writing skills.			
	Narrative Writing C.1.2	RLA.1.C.1.2 Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.	RLA.L.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.	RLAL3.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.	RLA.L4.C.1.2 Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases. figurative language, and a clearly established point of view.	RLA.LS.C.1.2 Write narratives using narrative techniques, varied transitions, and a clearly established point of view.	RLA.L6.C.1.2 Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.
	Argumentative Writing C.1.3	RIA.1.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	RA.1.2.f3. Witte opinions about a topic or text, include- reasons supported by details from one or more sources, use transitions, and provide a conclusion.	RA.13.C.1.3 Write to make a dain supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.	IRA.L.E.C.1.3 White to argue a position, supporting at least one claim and rebuting at least one counterclaim with logical masoning, credible evidence from multiple sources, elaboration, and using a logical organizational structure with varied transitions.	IRA.1.5.C.1.3 Write to argue a position, supporting claims- uning logical reasoning and credible oridinent from multiple sources, rebuiling counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.	IRA.E.G. 1.3 With arguments to support claims based or as in-depth malaylar of topics or tosts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
		RLA.L1.C.1.4 Write expository texts, using a source,	RLA.L2.C.1.4 Write expository texts, using one or more	RLA.L3.C.1.4 Write expository texts using multiple	RLA.L4.C.1.4 Write expository texts to explain and	RLA.L5.C.1.4 Write expository texts to explain and	RLA.L6.C.1.4 Write expository texts to explain and
	Expository Writing C.1.4	providing facts and a sense of closure.	sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary, and a conclusion.	analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style, and a conclusion.	analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conclusion.	analyze information from multiple sources, demonstrating a forcough understanding of the subject and using an etroduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conclusion.
Communication	Improving	providing facts and a sense of closure. RLALI.C.15 Improve writing, as needed, by planning, reveiring, and editing.	sources, providing an introduction, flots and details, some disboration, transitions, and a conclusion. RLALZ.C.15 Improve writing as needed by planning, revising, and editing.	language and domain-specific vocabulary, and a	analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style,	analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and	analyze information from multiple sources, demonstrating a thorough understanding of the subject and using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and
Communication	Improving Writing C.1.5	RLALI C.1.5 Improve witing, as needed, by planning, revising, and editing.	elaboration, transitions, and a conclusion. RLA L2 C.1.5 Improve writing as needed by planning.	language and domain-specific vocabulary, and a conclusion. RLA.L.3.C.1.5 Improve writing by planning, revising, and	analyza information from multiple sources, using an information from multiple sources, using an information from the special sources, using an information from the special sources and domain-specific vocabulary, a formal style, and a conclusion. RLAL4.C.1.5 Improve writing by planning, editing, and	analyze information from multiple sources, using an organization, variety proposal transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a condustor. REALES.C.1.5 improve writing by planning, editing, considering feedback from abouts, perce, and/or oritine considering feedback from abouts, perce, and/or oritine	analyze information from multiple sources, demonarization remoderation, relevant supporting delists, demonarization remoderation, review purposed in transitions, precise organization, varied purposed in transitions, precise varies appropriate to the task, and a conclusion. REALEC.1.5 improve writing by planning, editing, considering leedlack from adults, peers, and/or online.
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Communication	Improving Writing C.1.5 Communicating	RLALI.C.1.5 Improve writing, as needed, by planning, existing, and editing. Only Only Only Only Only Only Only Onl	disboration, transitions, and a conclusion. REAL2.C.1.5 Improve writing as needed by planning, revising, and adding. REAL3.C.2.1 Present information orally, in a legical sequence, using nonverted cess-appropriate volume, and	language and domain-specific vocabulary, and a conclusion. REALS.C.1.5 improve writing by planning, revising, and editing. REALS.C.2.1 Present information orally, in a logical sequence, using nonertial cues, appropriet	analyza information from multiple sources, using an organization, varied proposal transitions, precise imagase and domain-specific vocabulary, a formal style, and a conduction. REALLECTS improve writing by planning, editing, and revening for dairly, cortest veneza, purpose, and audience. REALLECTS Present information crally, in a logical incurrence supporting the central idea with cradble proporties where and proporties of the promotion or and proporties where and proporties or and appropriate where and proporties or and appropriate where and proporties or and appropriate where and appropriate and appropriate where a propriate and appropriate and appropriate where a propriate and appropriate and appropriate where a propriate and appropriate where a propriate and appropriate and a propriat	analyze information from multiple sources, using an immoduction, release supporting details, logical immoduction, release supporting details, logical immodulation, and immodulation immodu	analyze information from multiple sources, demonarising interfections, retired projection of the control of control of the control of the control of organization, varied purposeful framitions, precise waveguage and domain-specific vocability, is one and control of the control of the control of projections of the control of the control of considering feedback from adults, peers, andior online editing tooks, and revising to enhance purpose, clarity, and control of the control of control of the control of control of the control of control of the control of control of control control of control of
Communication	Improving Writing C.1.5 Communicating Oral Presentation C.2.1 Following Conve	RLALI C.1.5 Improve writing, as needed, by planning, renting, and editing. Only. RLALI C.2.1 Present information onally using complete sentences and appropriate volume. RLALI C.3.1 Follow the rules of standard English	elaboration, Familions, and a conclusion. REALIZ.C.1.5 Improve writing as needed by planning, revening, and editing. REALIZ.C.1.7 Present information orally, in a logical sequence, using momental cues, appropriate volume, and clear pronunciation. REALIZ.C.2.1 Follow the rules of standard foriginity grammar, purchastion, capitalization, and spelling grammar, purchastic, operations, operations, or a spelling grammar, purchastic, operations, or publication, and spelling	language and domain-specific vocabulary, and a conclusion. RIALI 3.C.1.5 Improve writing by planning, revising, and cellulary. RIALI 3.C.1.5 Improve writing by planning, revising, and cellulary. RIALI 3.C.1.7 Present information onally, in a logical cellulary pronunciation, and appropriate packing. RIALI 3.C.3.1 Follow the rules of standard finglish paramera, proxical copilarization, and spelling paramera, proxical copilarization, and spelling.	analyza information from multiple sources, using an information from multiple sources, using an information, was provided transition, protein programation, was provided transition, protein language and domain-specific vocabulary, a formal style, and a consideration. REALLC.1.5 Improve writing by planning, editing, and revising for clarity, cohesiveness, purpose, and audience. The protein provided information casily, it is injustice sequence, supporting the protein clarity, in a language sequence, supporting the protein clarity, in a sequence, supporting the protein clarity, in a sequence, supporting the protein clarity, in a sequence, supporting the protein clarity, and separates of the protein clarity of sequence, supporting the protein clarity, and sporting the sequence, supporting the sequence, supporting paramer, procuration, capitalization, and sporting searches.	analyze information from multiple sources, using an analyze information from multiple sources, using an appropriation, variety proposal transition, protein language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conclusion. RA.LS.C.1.5 Improve writing by planning, editing, considering feedback from adults, peers, and/or ornine editing tools, and revising for clarity, observements, purpose, and adults, peers, and/or ornine editing tools, and revising for clarity, observements, purpose, and adults, peers, and/or ornine editing tools, and revising for clarity, observements, purposes, and adults, peers, and/or ornine editing tools, and revising for clarity, observements, purposes, and adults, peers, and/or ornine reagainston and coherent focus, with a school and she for a control or and she in personaling a clear persone, with substance and she final are appropriate to purpose, audience, and task. REALS.C.2.1 Folsow the rules of standard English grammer, proclature, combitations, and spelling	analyze information from multiple sources, demonarisation and information from multiple sources, demonarisation evolution, return supporting details, organization, varied purposeful infantitions, precise analyze and ordinariose, precise sources appropriate to the task, and a conclusion. REALECT.15 Improve writing by planning, editing, considering feedback from adultis, peers, and/or orline editing tools, and reveiling by planning, editing, considering feedback from adultis, peers, and/or orline editing tools, and reveiling to enhance purpose, clarify, and considering feedback from adultis, peers, and/or orline editing tools, and reveiling to enhance purpose, clarify, and considering feedback from adultis, peers, and/or orline editing tools, and reveiling the enhance appropriate, feedback and the enhance purpose, clarify, and credible envolves with a solution conserved focus, and device appropriate, and track. REALECT.1 Propriet information strait, with a bigied responsability and the control of the clarify appropriate to purpose, auditors, and task. REALECT.3 Follow the raise of standard English grammar, purchasion, applications, negotiations, negotiations, on applications, negotiations, on applications, and propriety.
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Communication	Improving Writing C.1.5 Communicating Oral Presentation C.2.1 Following Conv Conventions C.3.1 Researching and Using mention C.4.1	RLA.I.C.1.5 Improve writing, as needed, by planning, revising, and editing. Provising, and editing. RLA.I.C.2.1 Present information crally using complete assets on the provision of the provis	disboration, transitions, and a conclusion. REALEC.1.5 Improve writing as needed by planning, revising, and adding. REALEC.2.7 Present information orally in a logical sequence, using nomerical cues, appropriate volume, and clear pronunciation. REALEC.3.1 Follow the rules of standard finglish gammar, punctuation, capitalization, and spelling operations, punctuation, capitalization, and spelling operations are sequenced to provide the proper sequence. REALEC.4.1 Conduct research to answer a question, organizing information about the topic from multiple sources.	language and domain-specific vocabulary, and a conclusion. REALLS C.1.5 Improve writing by planning, revising, and editing. REALLS C.1.5 Improve writing by planning, revising, and editing. REALLS C.3.1 Fediow the miles of standard brights are pronunciation, and appropriate volume, clear pronunciation, and appropriate package pronunciation, and appropriate package pronunciation, and appropriate package pronunciation, and appropriate to practice for the pronunciation, and appropriate to practice to the pronunciation, and appropriate to practice to the pronunciation and appropriate to practice pronunciation, and appropriate to practice pronunciation, and appropriate to practice to the pronunciation and practice produced to the propriate and practice to the propriate to practice to the propriate to the practice of the propriate to the practice of the	analyze information from multiple sources, using an inorganization, variety proposal transitions, precise ingregate and domain-specific vocabulary, a formal shife, and a concludence. REALAC.13 Improve writing by planning, editing, and evening for dealy, cathed versus, purpose, and sudience, which is a superior of the proposed of the property evening for dealy, cathed versus, purpose, and sudience, purpose, and sudience, evening for dealy, cathed versus, purpose, and sudience, purpose, and sudience, evening for dealy, cathed versus, purpose, and sudience, eventures, using formal English, noverbal class, appropriate volume, clear pronunciation, and appropriate parameter, purclusters, capitalization, and specifing parameter, purclusters, capitalization, and specifing persunsing additional productions, and specifing personal productions, capitalization, and specifing personal productions, capitalization, and specifing personal productions, capitalization, and specifing personal productions of standard finglish grammar, punctuation, capitalization, and specifing personal productions are supported to produce and productions of standard finglish presenting additional public capitalization, and specifing productions of the production of the production of the production of the production of productions of the production of productions of productio	analyze information from multiple sources, using an analyze information from multiple sources, using an organization, variety proposal transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a consolution. REALS.C.1.5 Improve writing by planning, editing, and the second proposal proposal proposal proposal editing tools, and revising for clastly, cohesiveness, purpose, and audience. REALS.C.2.1 Present information orally, with a togical source or second proposal proposal proposal creating a clear perspective, with substance and style that are appropriate to purpose, audience, and task, REALS.C.2.1 Follows the rules of standard finglish grammar, punctuation, capitalization, and spelling appropriate to grade level. REALS.C.2.1 Conduct research to assess a question, refining the scope of the question to align with Indiaga and organization of the proposal proposal proposal and consecutions. The proposal presentation with coherent and consecutions and consecutions and coherent and consecutions. The proposal presentation with coherent and consecutions, and evidence, and residence and a class proposal presentations with coherent and consecutions, and evidence, and evidence, and experience and proposal presentations with coherent and consecutions.	analyse information from multiple sources, demonstrating control contr
Communication	Improving Writing C.1.5 Communicating Oral Presentation C.2.1 Following Conv Conventions C.3.1 Researching and Using Information C.4.1 Creating and Co	REALT.C.1.5 Improve writing, as needed, by planning, revising, and adding. Geology, 2.1 Present information orally using complete sentences and appropriate volume. Sentences and appropriate volume. BEALT.C.3.1 Follow the rules of standard English parameter, production, capitalization, and spelling permitted by particles of the particles of t	elaboration, transitions, and a conclusion. REALE C.1.5 Improve writing as needed by planning, revising, and editing. REALE C.1.5 Improve writing as needed by planning, revising, and editing. REALE C.2.1 Present information orally, in a logical society of the properties of the properties orally and orally and orally production, and spelling systematic production, capitalization, and spelling systematic productions or control orally and properties to grade specialization, and spelling systematic productions are controlled to an experience or controlled to the special controlled to	language and domain-specific vocabulary, and a conclusion. RAALS C 1.5 Improve writing by planning, revising, and editing. RAALS C 1.5 Improve writing by planning, revising, and editing. RAALS C 1.5 Improve writing by planning, revising, and editing. RAALS C 1.5 Improve writing by planning, revising, and editing of the planning	analyze information from multiple sources, using an inorganization, variety proposal transitions, precise ingregate and domain-specific vocabulary, a formal shife, and a concludence. REALAC.13 Improve writing by planning, editing, and evening for dealy, cathed versus, purpose, and sudience, which is a superior of the proposed of the property evening for dealy, cathed versus, purpose, and sudience, purpose, and sudience, evening for dealy, cathed versus, purpose, and sudience, purpose, and sudience, evening for dealy, cathed versus, purpose, and sudience, eventures, using formal English, noverbal class, appropriate volume, clear pronunciation, and appropriate parameter, purclusters, capitalization, and specifing parameter, purclusters, capitalization, and specifing persunsing additional productions, and specifing personal productions, capitalization, and specifing personal productions, capitalization, and specifing personal productions, capitalization, and specifing personal productions of standard finglish grammar, punctuation, capitalization, and specifing personal productions are supported to produce and productions of standard finglish presenting additional public capitalization, and specifing productions of the production of the production of the production of the production of productions of the production of productions of productio	analyze information from multiple sources, using an analyze information from multiple sources, using an operation, variety proposal transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task, and a conduction. REALES.C.1.5 Improve writing by planning, editing, considering feedback from adults, poers, and/or oritine purpose, and audience. REALES.C.2.1 Present information crashy, with a topical organization and coherent focus, with credible evidence, are appropriate to purpose, audience, and task. REALES.C.3.1 Follow the rules of standard English purposes for the propose, audience, and task. REALES.C.3.1 Follow the rules of standard English purpoprisals to purpose, audience, and task. REALES.C.3.1 Follow the rules of standard English purpoprisals to grade level. REALES.C.3.1 Follow the rules of standard English purpoprisals to grade level. REALES.C.3.1 Follow the rules of standard English purpoprisals to grade level.	analyze information from mulpips courses, demonarisation production, release apporting delate, logical an extraordiction, release apporting delate, logical an organization, varied purposeful framitions, precise and evoke appropriate to the teak, and a conclusion. REALGE.C.1.5 Improve writing by planning, edding, considering leedback from adults, peers, andide ordine and organization of the production of the conclusion. REALGE.C.2.1 Present information crash, with a logical organization, coherent focus, and credible evidence while properties of the complete organization, coherent focus, and credible evidence while audience, and task by the first left expression of the properties of the complete organization of the complete organization of the complete organization or the complete organization organiza
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