

Handout: CCRS Reading Crosswalk

Comparison of CCRS in Advanced ESOL to CCRS in ABE Reading

| CCRS in Advanced ESOL | Analyze what students would need to KNOW to demonstrate mastery of this Standard? (nouns) | Analyze what students would need to DO to demonstrate mastery of this Standard? (verbs) | Similarities or Differences to Current Curriculum | CCRS in ABE Reading | Teacher Reflection |
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| 6.01.01 Interpret unknown and multiple-meaning words as used in the text, choosing flexibly from an array of strategies (e.g., sentence-level context, known affix, root words). | | | | | |
| 6.01.02 Interpret idioms (e.g., <i>out of the blue</i>) and collocations (e.g., make progress, come prepared) as used in the text. | | | | | |
| 6.01.03 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | | | | CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.04 Interpret word relationships, nuances, connotative meaning of words, and figurative | | | | CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and | |

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| language including analogies, similes and metaphors as used in the text. | | | | figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.05 Interpret common roots, prefixes and suffixes (e.g., unhappy, worker) and less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee). | | | | | |
| 6.01.06 Interpret meaning from word forms (e.g., abstract nouns, regular and irregular verbs, adjectives, plurals, possessives, comparative forms). | | | | | |
| 6.01.07 Interpret signal words in a variety of contexts such as organization and content (e.g., first... then...next, it's important that...); simple relationships (e.g., because, and); spatial and temporal relationships (e.g., before, after); contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | | | | | |
| 6.01.08 Interpret and evaluate measurement scales and diagrams. | | | | | |
| 6.01.09 Integrate, and evaluate content presented in | | | | CCR.RE.ABE.7: Integrate and evaluate content presented in | |

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| diverse media or formats and from multiple sources (e.g., digital images, videos, charts, maps, graphs, email, interactive elements on web pages). | | | | diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.) | |
| 6.01.10 Use, interpret, integrate, and evaluate information presented in diverse media or formats (e.g., illustrations, cartoons, photographs, digital images, videos, charts, maps, graphs). | | | | CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.) | |
| 6.01.11 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | CCR.RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.12 Determine how individuals, events and ideas develop and interact in simple and complex texts. | | | | CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.13 Make connections between related ideas across different sections of a text, and analyze how the individuals, events, and ideas | | | | CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate | |

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| develop and interact. | | | | complexity as outlined by Standard 10.) | |
| 6.01.14 Determine an author's point of view or purpose in a text. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | CCR.R.ABE.6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.15 Identify and analyze how the author's point of view, purpose, and voice shape the content and style of a text. | | | | CCR.R.ABE.6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.16 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | | | CCR.RE.ABE. 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.17 Delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in a text, including differentiating fact from opinion (e.g., advertising claims, news reports). | | | | CCR.RE.ABE.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outline by Reading Standard 10.) | |
| 6.01.18 Identify and analyze how the content from two or more texts addresses similar themes or topics in order to | | | | CCR.RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare | |

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| build knowledge or to compare the approaches the author(s) take. | | | | the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.19 Interpret a work of literature (e.g., relate the theme and central ideas to contemporary life). LITERARY | | | | | |
| 6.01.20 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain how the interactions of specific individuals, ideas, and events affect the plot. LITERARY | | | | CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) LITERARY & INFORMATIONAL | |
| 6.01.21 Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy. LITERARY | | | | | |
| 6.01.22 Determine how the characters and the sequence of events interact in narratives. LITERARY | | | | CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) LITERARY & INFORMATIONAL | |
| 6.01.23 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to | | | | CCR.RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, | |

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| the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | | | | or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.24 Trace an author's development of time and sequence, including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author. LITERARY | | | | | |
| 6.01.25 Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism), and analyze the cumulative impact of specific word choices on meaning and tone. | | | | CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) | |
| 6.01.26 Analyze recognized works of literature from a variety of authors, genres, cultures, and traditions. LITERARY | | | | | |
| 6.01.27 Identify story elements including theme, setting, plot, character, conflict, and resolution in simple and complex literary texts. LITERARY | | | | CCR.RE.ABE.10 Read and | |

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| | | | | comprehend complex literary and informational text independently and proficiently. | |
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