



**Adult
Education**

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LANGUAGE CURRICULUM FRAMEWORK

Office of Adult Education
Technical College System of Georgia

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to write and speak appropriately	<ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., and, but, or, so, because). i. Use determiners (e.g., articles, demonstratives). 			

		<p>j. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>k. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)¹⁰</p>			
Level B:	How to write and speak appropriately	<p>a. Use collective nouns (e.g., group).</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c. Form and use regular and irregular plural nouns.</p> <p>d. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>f. Use abstract nouns (e.g., childhood).</p> <p>g. Form and use regular and irregular verbs.</p> <p>h. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>			

		<p>i. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k. Use coordinating and subordinating conjunctions.</p> <p>l. Produce simple, compound, and complex sentences.</p> <p>m. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (L.2.1 and 3.1 merge)</p>			
Level C:	How to write and speak appropriately	<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>c. Form and use the progressive (e.g., I was</p>			

		<p>walking; I am walking; I will be walking) verb tenses.</p> <p>d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>e. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>f. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>g. Recognize and correct inappropriate shifts in verb tense.</p> <p>h. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>i. Form and use prepositional phrases.</p> <p>j. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l. Correctly use frequently confused words (e.g., to, too, two; there, their) (L.4.1 and 5.1 merge).</p>			
Level D:	How to write and speak appropriately	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).			

- b. Use intensive pronouns.
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague or unclear pronouns.
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- g. Form and use verbs in the active and passive voice.
- h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- i. Recognize and correct inappropriate shifts in verb voice and mood.
- j. Explain the function of phrases and clauses in general and their function in specific sentences.
- k. Choose among simple, compound, complex, and compound-complex sentences to signal

		<p>differing relationships among ideas.</p> <p>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</p>			
Level E:	How to write and speak appropriately	<p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)</p>			

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to use appropriate capitalization, punctuation, spelling, and conventions when writing or speaking	a. Capitalize the first word in a sentence and the pronoun I. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)			

Level B:	How to use appropriate capitalization, punctuation, spelling, and conventions when writing or speaking	<ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Capitalize appropriate words in titles. c. Use commas in greetings and closings of letters. d. Use commas in addresses. e. Use commas and quotation marks in dialogue. f. Use an apostrophe to form contractions and frequently occurring possessives. g. Form and use possessives. h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). i. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). j. Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. k. Consult reference materials, including beginning dictionaries, as 			
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		needed to check and correct spellings. (L.2.2 and 3.2 merge)			
Level C:	How to use appropriate capitalization, punctuation, spelling, and conventions when writing or speaking	<ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge) 			
Level D:	How to use appropriate capitalization, punctuation, spelling, and	a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off			

	conventions when writing or speaking	<p>nonrestrictive/parenthetical elements.</p> <p>b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>c. Use an ellipsis to indicate an omission.</p> <p>d. Spell correctly. (L.6.2 through 8.2 merge)</p>			
Level E:	How to use appropriate capitalization, punctuation, spelling, and conventions when writing or speaking	<p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly. (L.9-10.2)</p>			

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	None	None			
Level B:	How to choose words	Choose words for effects and recognize differences in language conventions			
Level C:	How to use words and punctuation effectively	a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)			
Level D:	How to use and maintain a consistent tone	Utilize tone and varying sentence patterns to convey meaning			

Level E:

None

None

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to clarify meaning	a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4)			
Level B:	How to clarify meaning	a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the			

		<p>meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)</p>			
Level C:	How to clarify meaning	<p>a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge)</p>			
Level D:	How to clarify meaning	<p>a. Use context (e.g., the overall meaning of a</p>			

		<p>sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)</p>			
Level E:	How to clarify meaning	<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate</p>			

different meanings or parts of speech (e.g., conceive, conception, conceivable).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
(L.11-12.4)

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to evaluate word relationships with assistance	Sort and define words, identifying their real-life use; distinguish among shades of meaning			
Level B:	How to identify nuance	Identify literal and non-literal words and phrases in context			
Level C:	How to identify figurative language	Apply understanding of similes, metaphors, idioms, adages, and proverbs; identify synonyms and antonyms			
Level D:	None	None			
Level E:	None	None			

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to use words/phrases effectively	Properly use words and phrases from reading and conversation, including conjunctions			
Level B:	How to use words/phrases effectively	Properly use words and phrases from reading and conversation, including adjectives and adverbs			
Level C:	How to use words/phrases effectively	Use words to signal action, outline a topic, and provide contrast or relationship			
Level D:	How to use words/phrases effectively	Gather vocabulary knowledge for comprehension			
Level E:	How to use words/phrases effectively	Gather vocabulary knowledge for comprehension			