

**National Reporting System Adult Literacy/Adult Basic Education – Beginning Basic Education  
Correlated to  
*Endeavor*, Level 3  
New Readers Press**

<b>Beginning Basic Education</b>	<i>Endeavor</i> , Level 3
	New Readers Press
<b>Basic Reading and Writing</b> – The individual:	
<ul style="list-style-type: none"> <li>can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary;</li> </ul>	SE: pp. 7–9, 17–19, 27–29, 37–39, 47–49, 57–59, 67–69, 77–79, 87–89, 97–99 TE: pp. 9–10, 12–13, 15–16, 19, 21–22, 24–25, 27–28, 31, 33–34, 36–37
<ul style="list-style-type: none"> <li>can write simple notes and messages on familiar situations but lacks clarity and focus; and</li> </ul>	SE: pp. 6, 8–9, 11–14, 16, 18–19, 21–24, 26–29, 31–34, 36, 38–39, 41–44, 46–49, 51–54, 56, 58–59, 61–64, 66, 68–69, 71–74, 76, 78–79, 81–84, 86, 88–89, 91–94, 96, 98–99, 101–104 TE: pp. 9–39
<ul style="list-style-type: none"> <li>shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</li> </ul>	SE: pp. 6, 8–9, 11–14, 16, 18–19, 21–24, 26–29, 31–34, 36, 38–39, 41–44, 46–49, 51–54, 56, 58–59, 61–64, 66, 68–69, 71–74, 76, 78–79, 81–84, 86, 88–89, 91–94, 96, 98–99, 101–104 TE: pp. 39–50, 52–54
<b>Numeracy Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>can count, add, and subtract three digit numbers;</li> </ul>	
<ul style="list-style-type: none"> <li>can perform multiplication through 12;</li> </ul>	
<ul style="list-style-type: none"> <li>can identify simple fractions; and</li> </ul>	
<ul style="list-style-type: none"> <li>can perform other simple arithmetic operations.</li> </ul>	
<b>Functional and Workplace Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>is able to read simple directions, signs, and maps;</li> </ul>	SE: pp. 6, 10–14, 16, 20–24, 26, 30–34, 36, 40–44, 46, 50–54, 56, 60–64, 66, 70–74, 76, 80–84, 86, 90–94, 96, 100–104 TE: pp. 9–38, 43–50

**National Reporting System Adult Literacy/Adult Basic Education – Beginning Basic Education  
Correlated to  
*Endeavor*, Level 3  
New Readers Press**

<b>Beginning Basic Education</b>	<i>Endeavor</i> , Level 3
	New Readers Press
<ul style="list-style-type: none"> <li>• is able to fill out simple forms requiring basic personal information;</li> </ul>	
<ul style="list-style-type: none"> <li>• is able to write phone messages and make simple changes;</li> </ul>	
<ul style="list-style-type: none"> <li>• can handle basic entry-level jobs that require minimal literacy skills;</li> </ul>	
<ul style="list-style-type: none"> <li>• can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and</li> </ul>	
<ul style="list-style-type: none"> <li>• can read want ads and complete simple job applications.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – Low Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 4  
New Readers Press**

Low Intermediate Basic Education	<i>Endeavor</i> , Level 4
	New Readers Press
<b>Basic Reading and Writing</b> – The individual:	
<ul style="list-style-type: none"> <li>• can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order);</li> </ul>	SE: pp. 7–9, 17–19, 27–29, 37–39, 47–49, 57–59, 67–69, 77–79, 87–89, 97–99 TE: pp. 9–10, 13, 16, 18–19, 22, 24–25, 28, 31, 34, 37
<ul style="list-style-type: none"> <li>• can use context to determine meaning;</li> </ul>	
<ul style="list-style-type: none"> <li>• can interpret actions required in specific written directions;</li> </ul>	SE: pp. 7–14, 17–24, 27–34, 37–44, 47–54, 57–64, 67–74, 77–84, 87–94, 97–104 TE: pp. 9–11, 13–14, 16–20, 22–26, 28–29, 31–32, 34–35, 37–38
<ul style="list-style-type: none"> <li>• can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and</li> </ul>	SE: pp. 11, 14, 21, 24, 31, 34, 41, 44, 51, 54, 61, 64, 71, 74, 81, 84, 91, 94, 101, 104 TE: pp. 10–11, 13–14, 16–17, 19–20, 22–23, 24–25, 28–29, 31–32, 34–35, 37–38
<ul style="list-style-type: none"> <li>• can self- and peer-edit for spelling and punctuation errors.</li> </ul>	SE: pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 TE: pp. 10–11, 14, 17, 19–20, 23, 25–26, 29, 32, 35, 38
<b>Numeracy Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>• can perform with high accuracy all four basic math operations using whole numbers up to three digits; and</li> </ul>	
<ul style="list-style-type: none"> <li>• can identify and use all basic mathematical symbols.</li> </ul>	SE: pp. 77–78, 97–99 TE: pp. 31, 37
<b>Functional and Workplace Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>• able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications;</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – Low Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 4  
New Readers Press**

<b>Low Intermediate Basic Education</b>	<i>Endeavor</i> , Level 4
	New Readers Press
<ul style="list-style-type: none"> <li>• can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic;</li> </ul>	
<ul style="list-style-type: none"> <li>• can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation);</li> </ul>	
<ul style="list-style-type: none"> <li>• can qualify for entry level jobs that require following basic instructions and diagrams with assistance, such as oral clarification;</li> </ul>	SE: pp. 7–14, 17–24, 27–34, 37–44, 47–54, 57–64, 67–74, 77–84, 87–94, 97–104 TE: pp. 9–11, 13–14, 16–20, 22–26, 28–29, 31–32, 34–35, 37–38
<ul style="list-style-type: none"> <li>• can write a short report or message to fellow workers; and</li> </ul>	SE: pp. 11, 14, 21, 24, 31, 34, 41, 44, 51, 54, 61, 64, 71, 74, 81, 84, 91, 94, 101, 104 TE: pp. 10–11, 13–14, 16–17, 19–20, 22–23, 24–25, 28–29, 31–32, 34–35, 37–38
<ul style="list-style-type: none"> <li>• can read simple dials and scales and take routine measurements.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – Low Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 5  
New Readers Press**

Low Intermediate Basic Education	<i>Endeavor</i> , Level 5
	New Readers Press
<b>Basic Reading and Writing – The individual:</b>	
<ul style="list-style-type: none"> <li>can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order);</li> </ul>	SE: pp. 7–9, 17–19, 27–29, 37–39, 47–49, 57–59, 67–69, 77–79, 87–89, 97–99 TE: pp. 10–11, 12–13, 15–16, 18–19, 22, 25, 27–28, 31, 34, 36–37
<ul style="list-style-type: none"> <li>can use context to determine meaning;</li> </ul>	
<ul style="list-style-type: none"> <li>can interpret actions required in specific written directions;</li> </ul>	SE: pp. 6–14, 16–24, 26–34, 36–44, 46–54, 56–64, 66–74, 76–84, 86–94, 96–104 TE: pp. 9–38
<ul style="list-style-type: none"> <li>can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and</li> </ul>	SE: pp. 11, 14, 21, 31, 41, 44, 51, 54, 61, 71, 74, 81, 91, 94, 101 TE: pp. 10, 11, 13, 16, 19–20, 22–23, 25, 28, 29, 31, 34, 35, 37
<ul style="list-style-type: none"> <li>can self- and peer-edit for spelling and punctuation errors.</li> </ul>	SE: pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 TE: pp. 11, 13–14, 16–17, 19–20, 23, 26, 29, 32, 35, 38, 52–53
<b>Numeracy Skills – The individual:</b>	
<ul style="list-style-type: none"> <li>can perform with high accuracy all four basic math operations using whole numbers up to three digits; and</li> </ul>	
<ul style="list-style-type: none"> <li>can identify and use all basic mathematical symbols.</li> </ul>	SE: pp. 97–99 TE: pp. 36–37

**National Reporting System Adult Literacy/Adult Basic Education – Low Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 5  
New Readers Press**

Low Intermediate Basic Education	<i>Endeavor</i> , Level 5
	New Readers Press
<b>Functional and Workplace Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications;</li> </ul>	
<ul style="list-style-type: none"> <li>can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic;</li> </ul>	
<ul style="list-style-type: none"> <li>can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation);</li> </ul>	
<ul style="list-style-type: none"> <li>can qualify for entry level jobs that require following basic instructions and diagrams with assistance, such as oral clarification;</li> </ul>	SE: pp. 6–14, 16–24, 26–34, 36–44, 46–54, 56–64, 66–74, 76–84, 86–94, 96–104 TE: pp. 9–38
<ul style="list-style-type: none"> <li>can write a short report or message to fellow workers; and</li> </ul>	SE: pp. 11, 14, 21, 31, 41, 44, 51, 54, 61, 71, 74, 81, 91, 94, 101 TE: pp. 10, 11, 13, 16, 19–20, 22–23, 25, 28, 29, 31, 34, 35, 37
<ul style="list-style-type: none"> <li>can read simple dials and scales and take routine measurements.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – High Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 6  
New Readers Press**

High Intermediate Basic Education	<i>Endeavor</i> , Level 6
	New Readers Press
<b>Basic Reading and Writing</b> – The individual:	
<ul style="list-style-type: none"> <li>is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context;</li> </ul>	SE: pp. 7–9, 17–19, 27–29, 37–39, 47–49, 57–59, 67–69, 77–79, 87–89 TE: pp. 9–10, 12–13, 15–16, 18–19, 21–22, 24–25, 27–28, 30–31, 33–34, 36–37
<ul style="list-style-type: none"> <li>can make some minimal inferences about familiar texts;</li> </ul>	SE: p. 82 TE: p. 31
<ul style="list-style-type: none"> <li>can compare and contrast information from such texts but not consistently;</li> </ul>	SE: pp. 72, 73 TE: pp. 28–29
<ul style="list-style-type: none"> <li>can write simple narrative descriptions and short essays on familiar topics; and</li> </ul>	SE: pp. 11, 14, 21, 24, 31, 34, 41, 44, 51, 54, 61, 64, 71, 74, 81, 84, 91, 94, 101, 104 TE: pp. 10–11, 13–14, 16–17, 19–20, 22–23, 25–26, 28–29, 31–32, 34–35, 37–38
<ul style="list-style-type: none"> <li>has consistent use of basic punctuation but makes grammatical errors with complex structures.</li> </ul>	SE: pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 TE: pp. 11, 13–14, 17, 19–20, 22–23, 25–26, 28–29, 31–32, 35, 37–38
<b>Numeracy Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>can perform all four basic math operations with whole numbers and fractions;</li> </ul>	
<ul style="list-style-type: none"> <li>can determine correct math operations for solving narrative math problems;</li> </ul>	
<ul style="list-style-type: none"> <li>can convert fractions to decimals and decimals to fractions; and</li> </ul>	
<ul style="list-style-type: none"> <li>can perform basic operations on fractions.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – High Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 6  
New Readers Press**

High Intermediate Basic Education	<i>Endeavor</i> , Level 6
	New Readers Press
<b>Functional and Workplace Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>• is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams;</li> </ul>	
<ul style="list-style-type: none"> <li>• can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs;</li> </ul>	
<ul style="list-style-type: none"> <li>• can complete forms such as a job application;</li> </ul>	
<ul style="list-style-type: none"> <li>• can reconcile a bank statement;</li> </ul>	
<ul style="list-style-type: none"> <li>• can handle jobs that involve following simple written instructions and diagrams;</li> </ul>	
<ul style="list-style-type: none"> <li>• can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual;</li> </ul>	
<ul style="list-style-type: none"> <li>• can learn or work with most basic computer software, such as using a word processor to produce own texts; and</li> </ul>	
<ul style="list-style-type: none"> <li>• can follow simple instructions for using technology.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – High Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 7  
New Readers Press**

High Intermediate Basic Education	<i>Endeavor</i> , Level 7
	New Readers Press
<b>Basic Reading and Writing</b> – The individual:	
<ul style="list-style-type: none"> <li>is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context;</li> </ul>	SE: pp. 7–9, 17–19, 27–29, 37–39, 47–49, 57–59, 67–69, 77–79, 87–89, 97–99 TE: pp. 9–10, 12–13, 15–16, 18–19, 21–22, 24–25, 27–28, 30–31, 33–34, 36–37
<ul style="list-style-type: none"> <li>can make some minimal inferences about familiar texts;</li> </ul>	SE: p. 72 TE: p. 28
<ul style="list-style-type: none"> <li>can compare and contrast information from such texts but not consistently;</li> </ul>	SE: pp. 52, 53, 92 TE: pp. 22–23, 34
<ul style="list-style-type: none"> <li>can write simple narrative descriptions and short essays on familiar topics; and</li> </ul>	SE: pp. 11, 41, 21, 24, 31, 34, 41, 44, 51, 54, 61, 64, 71, 74, 81, 84, 91, 94, 101, 104 TE: pp. 10–11, 12–13, 16–17, 19–20, 22–23, 25–26, 28–29, 31–32, 34–35, 37–38
<ul style="list-style-type: none"> <li>has consistent use of basic punctuation but makes grammatical errors with complex structures.</li> </ul>	SE: pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 TE: pp. 11, 13–14, 17, 19–20, 22–23, 25–26, 28–29, 32, 34–35, 38
<b>Numeracy Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>can perform all four basic math operations with whole numbers and fractions;</li> </ul>	
<ul style="list-style-type: none"> <li>can determine correct math operations for solving narrative math problems;</li> </ul>	
<ul style="list-style-type: none"> <li>can convert fractions to decimals and decimals to fractions; and</li> </ul>	
<ul style="list-style-type: none"> <li>can perform basic operations on fractions.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – High Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 7  
New Readers Press**

High Intermediate Basic Education	<i>Endeavor</i> , Level 7
	New Readers Press
<b>Functional and Workplace Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>• is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams;</li> </ul>	
<ul style="list-style-type: none"> <li>• can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs;</li> </ul>	
<ul style="list-style-type: none"> <li>• can complete forms such as a job application;</li> </ul>	
<ul style="list-style-type: none"> <li>• can reconcile a bank statement;</li> </ul>	
<ul style="list-style-type: none"> <li>• can handle jobs that involve following simple written instructions and diagrams;</li> </ul>	
<ul style="list-style-type: none"> <li>• can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual;</li> </ul>	
<ul style="list-style-type: none"> <li>• can learn or work with most basic computer software, such as using a word processor to produce own texts; and</li> </ul>	
<ul style="list-style-type: none"> <li>• can follow simple instructions for using technology.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – High Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 8  
New Readers Press**

High Intermediate Basic Education	<i>Endeavor</i> , Level 8
	New Readers Press
<b>Basic Reading and Writing</b> – The individual:	
<ul style="list-style-type: none"> <li>is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context;</li> </ul>	SE: pp. 7–9, 17–19, 27–29, 37–39, 47–49, 57–59, 67–69, 77–79, 87–89, 97–99 TE: pp. 9–10, 12–13, 15–16, 18–19, 21–22, 24–25, 27–28, 30–31, 33–34, 36–37
<ul style="list-style-type: none"> <li>can make some minimal inferences about familiar texts;</li> </ul>	SE: p. 12 TE: pp. 10–11
<ul style="list-style-type: none"> <li>can compare and contrast information from such texts but not consistently;</li> </ul>	SE: pp. 92, 93 TE: pp. 34–35
<ul style="list-style-type: none"> <li>can write simple narrative descriptions and short essays on familiar topics; and</li> </ul>	SE: pp. 11, 14, 21, 24, 31, 34, 41, 44, 51, 54, 61, 64, 71, 74, 81, 84, 91, 94, 101, 104 TE: pp. 10–11, 13–14, 16–17, 19–20, 22–23, 25–26, 28–29, 30–31, 34–35, 37–38
<ul style="list-style-type: none"> <li>has consistent use of basic punctuation but makes grammatical errors with complex structures.</li> </ul>	SE: pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 TE: pp. 11, 13–14, 17, 19–20, 23, 25–26, 28–29, 31–32, 34–35, 37–38
<b>Numeracy Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>can perform all four basic math operations with whole numbers and fractions;</li> </ul>	
<ul style="list-style-type: none"> <li>can determine correct math operations for solving narrative math problems;</li> </ul>	
<ul style="list-style-type: none"> <li>can convert fractions to decimals and decimals to fractions; and</li> </ul>	
<ul style="list-style-type: none"> <li>can perform basic operations on fractions.</li> </ul>	

**National Reporting System Adult Literacy/Adult Basic Education – High Intermediate Basic Education  
Correlated to  
*Endeavor*, Level 8  
New Readers Press**

High Intermediate Basic Education	<i>Endeavor</i> , Level 8
	New Readers Press
<b>Functional and Workplace Skills</b> – The individual:	
<ul style="list-style-type: none"> <li>• is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams;</li> </ul>	
<ul style="list-style-type: none"> <li>• can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs;</li> </ul>	
<ul style="list-style-type: none"> <li>• can complete forms such as a job application;</li> </ul>	
<ul style="list-style-type: none"> <li>• can reconcile a bank statement;</li> </ul>	
<ul style="list-style-type: none"> <li>• can handle jobs that involve following simple written instructions and diagrams;</li> </ul>	
<ul style="list-style-type: none"> <li>• can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual;</li> </ul>	
<ul style="list-style-type: none"> <li>• can learn or work with most basic computer software, such as using a word processor to produce own texts; and</li> </ul>	
<ul style="list-style-type: none"> <li>• can follow simple instructions for using technology.</li> </ul>	