Reading Basic Skills Content Standards by Instructional Level

Categories

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

ESL
1 Beginning Literacy
2 Beginning Low
3 Beginning High
4 Intermediate Low
5 Intermediate High
6 Advanced Low
   Advanced High

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

ASE
5 Low
6 High

CS #	Content Standard	ABE/ASE NRS Level		1	2	3	4	5	6
		ESL NRS Level 1	2	3	4	5	6		
	CASAS Level	A	A	A	B	B	C	D	E
R1	**Beginning literacy / Phonics**								
R1.1	Identify the letters of the English alphabet (upper and lower case)	●	●	●					
R1.2	Recognize that letters make words and words make sentences	●	●	●					
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)	●	●	●					
R2	**Vocabulary**								
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 common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)			●	●	●			
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)					●	●		
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)			●	●				
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)			●	●	●	●	●	●

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	General reading comprehension								
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 (e.g., relative clauses, perfect tenses)					•	•	•	•
R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)		•	•	•				
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 *purchase*.)			•	•	•			
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							•	•
R4	**Text in format**								
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)		•	•	•	•	•		
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)					•	•	•	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)		•	•	•	•	•	•	•

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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)			•	•	•	•	•	•	•
R5	**Reference materials**									
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								•	•
R6	**Reading strategies**									
R6.1	Predict the content of a text from title, pictures, type of material			•	•	•	•			
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information			•	•	•	•			
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information						•	•	•	•
R6.4	Skim simple text for general meaning					•	•			
R6.5	Skim complex text for general meaning or to determine subject matter or organization						•	•	•	•
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information					•	•	•	•	•
R6.7	Increase reading fluency (accuracy, speed)					•	•	•	•	•
R7	**Reading and thinking skills**									
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				•	•	•			
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							•	•	•

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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)							•	•	•
R8	**Academic-oriented skills**									
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	Prepare 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								•	•
R8.11	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text									•
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)					•				
R9.3	Identify uncomplicated themes in reading selections					•				
R9.4	Differentiate between factual and fictional elements					•				
R9.5	Identify story elements including setting, plot, character, conflict, and resolution increasingly more complex fiction					•				

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R9.6	Identify the function of introductory and concluding paragraphs in an essay							•				
R9.7	Identify cause-and-effect relationships in literary texts								•			
R9.8	Identify the impact of language such as literary devices that are characteristic of an author's work									•		
R9.9	Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life									•		
R9.10	Identify the major theme in increasingly more complex stories									•		
R9.11	Use specifics from literary passages to support his/her ideas formed from reading literary text									•		
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)									•		
R9.13	Interpret a work of literature and relate the information to contemporary experiences									•		
R9.14	Identify more complex elements of plot, setting, character development, conflict, and resolution									•		
R9.15	Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)									•		
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										•	
R9.21	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work										•	
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										•	

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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)								●	
R9.30	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres									●
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									●
R9.35	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings									●
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)									●
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)									●