

# Reading (2011)

Adopted 2011

## Beginning ABE Literacy (0 - 1.9)

### 1. Alphabetics 1.R.1

1. Recognize the sounds of the letters first and then connect them to print (left to right, top to bottom, front to back, return sweep). 1.1.1
2. Recognize upper and lower case manuscript letters of the alphabet. 1.1.2
3. Identify how many individual sounds there are in a word. 1.1.3
4. Manipulate the sounds in a word to assist in recognizing the blending and rhyming of words. 1.1.4
5. Identify single consonants/sounds in initial, medial, and final word positions. 1.1.5
6. Identify short and long vowels and their sounds. 1.1.6
7. Identify the syllables in a word. 1.1.7
8. Use syllable patterns to decode single and two-syllable words. 1.1.8
9. Use syllable patterns to decode single and two-syllable words in appropriately leveled text. 1.1.9
10. Read sight words from an appropriate level word list. 1.1.10

---

### 2. Vocabulary 1.R.2

1. Through print and oral work, give in-depth meaning of NRS beginning ABE literacy words (e.g., words that are basic and concrete and are used in daily conversation). 1.2.1
2. Through print, apply basic words in context (e.g., by identifying missing words from sentences or cloze exercises). 1.2.2

---

### 3. Comprehension 1.R.3

1. Locate pertinent information in simple familiar materials (e.g., want ads, job listings, schedules, signs, and food packages). 1.3.1
  2. Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing. 1.3.2
  3. Recall facts and details of text. 1.3.3
  4. Locate information from simple charts, graphs, labels, ads and payroll stubs. 1.3.4
  5. Read and understand both fiction and nonfiction text that is at the appropriate instructional level. 1.3.5
  6. Demonstrate self-monitoring strategies (e.g., reread sentences that aren't clear). 1.3.6
- 

### 4. Fluency 1.R.4

1. Listen and follow along in text as teacher models fluency. 1.4.1
- 

## Beginning Basic Education (2.0 - 3.9)

### 1. Alphabets 2.R.1

1. Identify two and three letter consonant blends (e.g., br-, sp-, cl-, str-, spl-, -sk, -nd). Digraphs (e.g., ch, sh, th, wh) should also be identified in initial, medial, or final word positions and both blends and digraphs should be used to understand word patterns. 2.1.1
2. Identify long vowel combinations and use them to decode words for word recognition. 2.1.2
3. Identify diphthongs (e.g., away) and use to decode simple words used in stories, texts and theme lessons. 2.1.3
4. Identify the schwa sound (e.g., about) and use to decode simple words. 2.1.4
5. Recognize and spell correctly words with silent consonants (e.g., kn, gh). 2.1.5
6. Identify and use contractions and be able to match them to the two words being replaced (e.g., I'm = I am). 2.1.6
7. Decode compound words. 2.1.7
8. Identify root words, prefixes (e.g., pre-, un-, dis-), and suffixes (e.g., -less, -ly, -ment) and use them to decode multi-syllabic words. 2.1.8
9. Begin to use decoding strategies to identify syllables in multi-syllable words. 2.1.9

---

## 2. Vocabulary 2.R.2

1. Give word meanings for academic words and words commonly used in print. 2.2.1
2. Begin to use prefixes, suffixes, and root words to determine the meaning of words and extend those meanings in context. 2.2.2
3. Demonstrate ability to read personal information presented on a simple application (e.g., name, address, zip code, phone number, and age). 2.2.3
4. Sort words into categories to show relationships and make explicit the connections seen among meanings. 2.2.4

---

## 3. Comprehension 2.R.3

1. Read and interpret compound sentences in a short paragraph containing familiar grade-level vocabulary 2.3.1
2. Locate stated information in functional reading (e.g., bulletins, invitations). 2.3.2
3. Locate specific items in an alphabetical listing (e.g., class list, phone directory, dictionary) or in a topical listing (e.g., picture dictionary, table of contents). 2.3.3
4. Begin to distinguish between fact and opinion in a passage. 2.3.4
5. Begin to use comparison and contrast to draw conclusions in a passage. 2.3.5
6. Interpret information from diagrams, charts, and graphs. 2.3.6
7. Use newspaper headlines or other titles to draw conclusions and make inferences about simple written materials. 2.3.7
8. Orally paraphrase a grade-level written passage. 2.3.8
9. Follow a set of grade-level written directions. 2.3.9
10. Determine the sequence in a process (e.g., set of directions, missing item, events in a story). 2.3.10
11. At instructional level, identify the story elements including setting, plot, and character. 2.3.11
12. Use graphic organizers to determine meaning in texts written for this instructional level (e.g., story maps, K-W-L). 2.3.12
13. Self-monitor and clearly identify specific words or wordings that are causing comprehension difficulties (e.g., circling or underlining difficult words, creating word banks). 2.3.13

---

## 4. Fluency 2.R.4

1. Read orally at a conversational rate with accuracy, expression, and comprehension, recognizing punctuation signals in texts designed for this instructional level. 2.4.1

---

## 5. Functional and Workplace Skills 2.R.5

1. Apply environmental reading to life skills (e.g., read a job ad, determine meaning of technical vocabulary, understand and use safety language). 2.5.1
-

## Low Intermediate Basic Education (4.0 - 5.9)

### 1. Alphabetics 3.R.1

1. Use phonics, word structure, and visual cues to identify words. 3.1.1
- 

### 2. Vocabulary 3.R.2

1. Identify the meaning of frequently used synonyms, antonyms, and homonyms for grade-level words. 3.2.1
  2. Use context clues to determine meaning of unfamiliar words. 3.2.2
  3. Recognize the correct meaning of multiple-meaning words (e.g., bill, train) when presented in text. 3.2.3
- 

### 3. Comprehension 3.R.3

1. Follow simple written multi-step instructions and diagrams. 3.3.1
  2. Locate specific information in a text. 3.3.2
  3. Read and interpret simplified policies/procedures (e.g., simple employee handbooks, driver's manual). 3.3.3
  4. Begin to use comparison and contrast. 3.3.4
  5. Identify cause/effect signal words in sentences (e.g., as a result, because, consequently, thus). 3.3.5
  6. Summarize the main idea of a passage by answering who, what, when, why, and how questions. 3.3.6
  7. Locate pertinent information in multi-paragraph passages and apply it to answer a question. 3.3.7
  8. Determine the appropriate reading strategy to acquire specific information (e.g., rereading, skimming, and scanning). 3.3.8
  9. Make inferences about short passages at grade-level (e.g., identifying correct multiple choice answers or writing short answers to questions). 3.3.9
  10. Identify and apply appropriate strategies to aid comprehension (e.g., graphic organizers, outlining). 3.3.10
  11. At instructional level, formulate questions while reading text. 3.3.11
  12. Skim for overall understanding and scan for keywords and ideas. 3.3.12
  13. Determine the sequence of events in a written passage. 3.3.13
- 

### 4. Fluency 3.R.4

1. Read instructional level narrative and expository text aloud at a conversational rate with expression and accuracy. 3.4.1
- 

### 5. Functional and Workplace Skills 3.R.5

1. Apply environmental reading to life skills (e.g., read nutrition charts). 3.5.1
-

## High Intermediate Basic Education (6.0 - 8.9)

### 2. Vocabulary 4.R.2

1. Use a dictionary to locate the meaning of words used in a statement. 4.2.1
  2. Identify and interpret basic figurative language (e.g., similes, metaphors, pun, and alliteration). 4.2.2
  3. Identify idioms and their use in passages. 4.2.3
  4. Recognize and understand clipped and shortened words (e.g., exam-examination). 4.2.4
  5. Demonstrate an awareness of the difference between the use of English in formal and informal settings (e.g., formal vs. slang use in a job interview). 4.2.5
- 

### 3. Comprehension 4.R.3

1. Read and interpret information in newspapers, and periodicals. 4.3.1
2. Identify and use the structural features of newspapers, magazines, and editorials. 4.3.2
3. Select, explore, and evaluate sources, such as a dictionary, Internet, magazine, and newspaper, to obtain and to evaluate information for a specific task using research as serves the student's purpose. 4.3.3
4. Determine author's purpose (e.g., to entertain, inform, and persuade) from a variety of written pieces (e.g., newspaper article, travel brochure, and store catalog). 4.3.4
5. Identify the implied main idea and supporting details from an instructional level passage. 4.3.5
6. Identify cause and effect implied in a paragraph. 4.3.6
7. Be able to summarize what has been read. 4.3.7
8. Predict probable outcomes from knowledge of events obtained from a reading selection. 4.3.8
9. Identify features that distinguish fiction, drama, poetry, fables, and legends. 4.3.9
10. Determine the meaning of persuasive language and faulty logic used in print and visual material (e.g., advertisement). 4.3.10
11. Integrate information from texts, charts, and graphs to draw a conclusion. 4.3.11
12. Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports. 4.3.12
13. Demonstrate an awareness of the difference between the use of English in formal and informal settings. 4.3.13
14. Determine the appropriate reading strategy to acquire specific information (e.g., rereading, skimming, and scanning). 4.3.14
15. Begin to identify and interpret similes and metaphors. 4.3.15

---

**5. Functional and Workplace Skills** 4.R.5

1. Apply environmental reading to life skills (e.g., read and summarize a brief message addressed to a group of co-workers, read simple directions for a fax or computer to perform the sequence of tasks). 4.5.1

---

**Low Adult Secondary Education (9.0 - 10.9)****2. Vocabulary** 5.R.2

1. Demonstrate understanding of language structures by focusing on idioms, expressions, colloquialisms and literary structures. 5.2.1
2. Demonstrate understanding of synonyms, antonyms and different applications of the same word (multiple meanings). 5.2.2

---

**3. Comprehension** 5.R.3

1. Identify and restate in own words the implied main idea from symbols used to represent a person, place, or thing (e.g., political cartoon) or main idea of a multi-paragraph passage. 5.3.1
2. Read a technical manual or a legal document and explain a sequential process about a complex and unfamiliar work procedure. 5.3.2
3. Identify the central idea or theme of a literary work (e.g., short story, drama, poetry). 5.3.3
4. Identify the elements of a plot (e.g., beginning, exposition, middle-complications and climax; end-resolution) within a literary work. 5.3.4
5. Identify and interpret common figurative language (e.g., simile, metaphor, hyperbole) found in a literary work or poem. 5.3.5
6. Interpret information in context (e.g., medical, occupational, parenting) and apply that information to a new situation. 5.3.6
7. Follow directions necessary to perform a moderately complex sequential task. 5.3.7
8. Identify relationships between similar documents (e.g., order form and invoice) and compare information for accuracy. 5.3.8
9. Recognize differences in structure, content, and tone of various texts. 5.3.9
10. Identify opinions, propaganda, and bias within written publications (e.g., newspapers, political cartoons). 5.3.10
11. Use a graphic organizer to demonstrate the importance of and relationship between ideas (e.g., Venn diagram, webbing, and mapping). 5.3.11

---

**5. Functional and Workplace Skills** 5.R.5

1. Apply environmental reading to life skills (e.g., read a campus catalog, read instructions from a job-search-focused website). 5.5.1
-

## High Adult Secondary Education (11.0 - 12.9)

### 2. Vocabulary 6.R.2

1. Demonstrate understanding of specialized vocabulary from the content areas (e.g., science, social studies, and Constitution). 6.2.1
- 

### 3. Comprehension 6.R.3

1. Follow complex instructions or directions that include conditionals (e.g., if and then statement) and multiple steps. 6.3.1
  2. Identify directly stated and implied main ideas based on stated and suggested information. 6.3.2
  3. Compare and contrast the personalities of two characters in a story. 6.3.3
  4. Identify the moral of a short story or a play. 6.3.4
  5. Identify phrases or words that the author used to create an image or mental picture in a poem. 6.3.5
  6. Determine a character's motivation in a play by examining the character's dialogue, actions, and stage directions. 6.3.6
  7. Make generalizations from implicit ideas (e.g., first paragraph of The Declaration of Independence). 6.3.7
  8. Locate information on a given topic in several types of reference materials (e.g., dictionary, Internet, newspaper). 6.3.8
  9. Analyze a character in a fictional passage by identifying the character's appearance, behaviors, actions, and dialogue with other characters. 6.3.9
  10. Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts. 6.3.10
  11. Identify the writer's style (e.g., repetition of a key word, use of a string of opposites) used to convey ideas. 6.3.11
- 

### 5. Functional and Workplace Skills 6.R.5

1. Apply environmental reading to life skills (e.g., a brochure on workplace medical benefits and/or a consumer guide about long distance phone service). 6.5.1