CASAS Reading Standards

The Relationship to the College and Career Readiness Standards for Adult Education and the NRS Educational Functioning Levels for ABE/ASE and ESL

2016
Second Edition

CASAS®

Introduction

Reading standards for adult education programs define the underlying basic reading skills that adult learners need to succeed in everyday life, in academic courses, and in the workplace. Reading standards help programs plan the scope and sequence of instruction, and help learners master specific competencies to attain their goals. CASAS has supported the implementation of reading standards, including the integration of *CASAS Reading Content Standards* and *CASAS Competencies*, since 2004.

From 2004 – 2006, at the request of the CASAS National Consortium, CASAS initiated the *Basic Skills Content Standards Project* to assist Consortium states to develop and implement reading and math content standards. A committee of adult education practitioners, administrators, and policy makers representing 13 states participated in this project. At the time, as in the No Child Left Behind Act of 2001, the impending reauthorization of federal adult education legislation made it important for states to have a content standards continuum to guide the teaching and learning process from ESL and ABE through high school completion and beyond.

In 2009, the *CASAS Reading Content Standards* were revised based on field input from the CASAS National Consortium states that were using the standards. In 2013, as part of its cycle of review of the *CASAS Reading Content Standards* (2009), CASAS began reviewing and revising these standards, resulting in the 2016 version of the standards re-named *CASAS Reading Standards 2016*, which combines and streamlines the standards based on field input. The 2016 version incorporates standards from the *College and Career Readiness Standards for Adult Education* (2013) (https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf), derived from the *Common Core State Standards* (2010) (http://www.corestandards.org/). **These standards were further updated in 2019 and re-named *CASAS Reading Standards 2016, Second Edition.***

Why are the *Common Core State Standards* (2010) important for Adult Education?
The Common Core State Standards Initiative is a multi-state project that was coordinated by the Chief Council of State School Officers (CCSSO), the National Governors Association (NGA), and the Center for Best Practices. The *Common Core State Standards* (2010) were developed in collaboration with teachers, school administrators, employers, and content experts to provide a uniform framework to successfully prepare K-12 learners for postsecondary education and the workforce. The standards define the knowledge and skills high school graduates need to be able to succeed in academic courses and in the workplace. They include rigorous content and involve applying knowledge through higher-order skills. Content experts and national review panels validated a set of anchor standards called the College and Career Readiness Standards. This initial set of anchor standards was expanded into a document which is referred to as the *Common Core State Standards* (CCSS) (2010). The CCSS identified three key shifts in instruction as an overlay to the standards: Complexity—regular practice with complex text and its academic language; Evidence—reading, writing, and speaking grounded in evidence from text, both literary and informational; and Knowledge—building knowledge through content-rich non-fiction. Forty-six states and the District of Columbia originally adopted the *Common Core State Standards* for K-12 education.

How did the 2009 *CASAS Reading Content Standards* align with the *CCSS*?
In 2010, CASAS commissioned Questar Assessment, Inc., a leading educational assessment provider for states, school districts, and higher education institutions, to conduct an independent, qualitative, comparative analysis of the *Common Core State Standards* (2010) and the *CASAS Reading Content Standards* (2009). CASAS also conducted an internal review as part of the validation process.

The overall analysis indicated both broad and specific alignment between the *Common Core State Standards* (2010) and *CASAS Reading Content Standards (2009).* As noted in the summary document titled *CASAS Content Standards and Common Core Standards: A Comparative Analysis,* the *CASAS Reading Content Standards* (2009) covered the important knowledge, skills, and abilities of literacy and numeracy as designated in the *Common Core State Standards* (2010).

The *College and Career Readiness Standards for Adult Education* (2013)
In April 2013, the Office of Career, Technical and Adult Education (OCTAE) published a report that provided benchmarks aligned to the CCSS for states to consider in creating or evaluating their own adult education standards. This report, titled *College and Career Readiness Standards for Adult Education* and referred to as "CCRS" in this document, contains the results of a study that reviewed evidence from student performance data, academic research, assessment data, and results of large-scale surveys of post-secondary instructors and employers. The study focused on determining the content that was most helpful in preparing adult students for success in higher education and training programs in the areas of English language arts and literacy (ELA). In addition to raising the standards by adding rigor to the adult education curriculum, participating in this national level movement has been an historic opportunity for adult education to be recognized as an integral part of the U. S. education system.

The 2013 OCTAE study used the College and Career Readiness Standards, the anchor standards that are part of the CCSS, as the framework for creating standards that are appropriate for adult learners. Level-specific standards (A-E) delineate what a learner must know at each level of instruction from Beginning Adult Basic Education through Advanced Adult Secondary Education. ESL is not considered.

In May 2013, CASAS commissioned Questar to update the CASAS/CCSS alignments to show the relationship to the April 2013 *College and Career Readiness Standards for Adult Education* report. Strong alignment was found between the CCR ELA anchor standards and the 2009 *CASAS Reading Content Standards*.

CASAS Reading Standards (2016) Second Edition Summary of Revisions

1. Two new standards were added. These standards were not appended to the end of the document and therefore required that some of the previous standards be renumbered.
   - RDG 1.2 was added.
     - This standard was added to cover additional skills at the Beginning Literacy level.
   - RDG 3.16 was changed to RDG 4.3.
     - This standard is a revised version of the previous RDG 3.16. This standard was moved from Reading Comprehension Skills to Higher Order Reading Skills.
   - RDG 4.6 was added.
     - This standard was added to align with the CCRS and NRS Level descriptors
2. Some standards were slightly reworded for accuracy based on input gathered since the standards were first released.
3. The NRS Levels for ESL were added.

CASAS Reading Standards (2016) **Summary of Revisions**

CASAS revised the 2009 *CASAS Reading Content Standards* and re-named them *CASAS Reading Standards*.

The *CASAS Reading Standards (2016)*
- incorporate field input gathered since 2009;
- combine some related CASAS reading standards to streamline and shorten the document, including reducing the number of literature-related standards;
- re-name and re-organize the categories and standards;
- reference the *CASAS Reading GOALS* Task Areas; and
- include some new standards gleaned from the CCRS.

The categories and standards in the *CASAS Reading Standards* (2016*)* were re-named and re-organized in the following ways:
- The number of categories was reduced (from 9 to 5). These categories relate directly to the new *CASAS Reading GOALS* test series reporting categories;
- The number of standards was greatly reduced (from 125 to 51);
- Most standards related to the category of Language were moved into Category 2;
- *CASAS Reading GOALS* Task Areas were specifically referenced in Category 3;
- Literary and informational texts were integrated within standards in Categories 3 and 4; and
- Standards related only to literary texts were placed in Category 5.

To streamline and shorten the document and to make it more user-friendly, some standards from the 2009 *CASAS Reading Content Standards* were combined.
- Separate standards that referred to simple and complex text were combined into one standard.
  - Example**:** RDG 3.1 **--** Interpret **written instructions** that are **simple** (e.g., short narratives, emails, basic consumer materials) **or complex** (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records)
- Similar standards were combined.
  - Example: RDG 3.10 -- Locate and interpret specific information by **scanning** text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical,

numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).
- Literature standards were combined and reorganized.
  - o The number of standards that relate only to literature was reduced from 39 to 6 to more accurately reflect the content coverage of literary texts in adult education programs.
  - o Some standards that applied only to literary texts in the 2009 *CASAS Reading Content Standards* were integrated with standards that can also address informational texts.
    - Example: RDG 4.5 -- Analyze **how and why individuals, events, and ideas develop and interact** over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).

Referencing the *College and Career Readiness Standards for Adult Education* (2013)

In this document, the revised *CASAS Reading Standards* have references to the *College and Career Readiness Standards for Adult Education* (2013*)*. There is generally one CCR anchor standard referenced for each CASAS reading standard, though in a few cases, there is more than one. The CCR Standards contain level-specific descriptors at levels ranging from A to E. This is an example of how the two sets of standards are referenced:

CCRS: R2. C, D, E
CASAS: RDG 4.1

The CCR level-specific standards are referenced from the lowest level for which they are instructionally appropriate as well as at higher levels, as appropriate. It is important to refer to the CCR level-specific standards to understand how an anchor standard is defined at each level. Also, in some cases, and especially in the Language and Vocabulary sections, the CASAS standard corresponds to only part of the CCR anchor standard. There are a few instances in which the CCR anchor standard describes a productive skill such as writing while the CASAS standard is related to reading only (e.g., RDG 2.6 and 2.9).

CASAS Reading Standards that are **not** covered in the CCRS do not list a corresponding CCR Standard. Many of these skills are important for adult education learners and are missing from the *College and Career Readiness Standards for Adult Education* (2013), such as:
- RDG 1.3 -- Identify letters of the English **alphabet** – upper and lower case.
- RDG 3.7 -- Glean important information about a text by **previewing** it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.
- RDG 5.3 -- Analyze interactions between **main and supporting characters** in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.

Aligning to CASAS Tests and Test Items

To align assessment with instruction, the categories for reporting test results for the *CASAS Reading GOALS* test series are the same as the categories in the revised *CASAS Reading Standards* (2016). To achieve this, the *CASAS Reading Standards* (2016) distinguish certain reading skills that are combined in the CCRS in order to more appropriately relate them to test items. For example, the CCRS combines

locating details and infer/draw conclusions, but in the *CASAS Reading Standards* (2016), the standards for these two reading skills are separated because they are generally tested in separate test items.

CASAS Reading Task Areas are assessed in CASAS reading tests. Reading Task Areas describe how reading texts are formatted and displayed. The five CASAS Reading Task Areas are:
    1) forms
    2) charts, tables, graphs, etc.
    3) text
    4) signs, ads, labels, etc.
    5) measurement scales, diagrams

These Reading Task Areas are referenced in Category 3. Student performance in CASAS Reading Task Areas is contained in CASAS test reports.

About the *CASAS Reading Standards* (2016)

There are 52 CASAS reading standards in five categories.

Category	Number of Standards
1 – Foundational Literacy	9
2 – Language and Vocabulary	11
3 – Reading Comprehension Skills • Literal Comprehension (DOK 1) • Informational and Literary Text	15
4 – Higher Order Reading Skills (DOK 2 and higher) • Informational and Literary Text	11
5 – Higher Order Reading Skills (DOK 2 and higher) • Literary Text Only	6
Total	**52**

Depth of Knowledge

The third category, Reading Comprehension Skills, contains reading standards for both informational and literary texts that require literal comprehension. In Webb's Depth of Knowledge (DOK) framework, which describes levels of cognitive difficulty, these standards are classified as Level 1 because they only require literal comprehension.

The fourth and fifth categories, both labeled Higher Order Reading Skills, contain reading standards that require higher order thinking skills, or critical thinking. These standards are classified as Level 2 or higher in Webb's DOK framework. Category 4 contains reading standards that pertain to both informational and literary texts. The Category 5 reading standards pertain only to literary texts.

Higher Order Reading Skills (Categories 4 and 5) were separated out from the Reading Comprehension Skills (Category 3) in order to call teachers' attention to the higher order reading skills and encourage teachers to use them in instruction. Learners must learn to use the skills in Category 3 as well as in Categories 4 and 5.

Literary Texts
The third key instructional shift in the *College and Career Readiness Standards for Adult Education* (2013) places special emphasis on the use of nonfiction or informational texts. In fact, the CCR anchor standards refer to literary texts only in very limited ways. Since adult education programs already emphasize informational texts, it was thought that literary texts should be included in the *CASAS Reading Standards* (2016) in order to give teachers and learners the opportunity to work with literary texts, albeit for a much smaller percentage of instructional time. Working with literary texts is an important aspect of preparing students for post-secondary education. The *CASAS Reading Standards* (2016) Category 5 only contains standards related to literary texts.

Text Complexity and Formats
CCR Reading Anchor Standards 1 through 9 contain the following guidance about text complexity at the end of each standard: *Apply this standard to texts of appropriate complexity as outlined by Standard 10.*

Some CCR reading anchor standards use terms such as "sufficient accuracy" or "sufficient," which should be understood to refer to the level-appropriate proficiency level. The National Reporting System (NRS) has described ABE/ASE and ESL proficiency levels on a scale of 1-6. Those levels are indicated on the table by dots.

All CASAS reading standards can be applied to print or digital formats.

Relationship of *College and Career Readiness Standards for Adult Education* (2013) to *CASAS Reading Standards* (2016)

All of the CCRS anchor standards in Reading, Reading Foundational Skills, and Language are referenced to one or more CASAS reading standards. The table below shows which CASAS reading standards relate to the CCRS Reading, Reading Foundational Skills, and Language anchor standards. The number of CASAS reading standards related to one CCR anchor standard is not meant to indicate importance.

CCRS Anchor Standard References in *CASAS Reading Standards (2016)*

CCRS Anchor Standard	CASAS Reading Standard Numbers	Number of CASAS Reading Standards Referenced
Reading Foundational Skills (RF)		
RF2	RDG 1.6	1
RF3	RDG 1.7, 1.8	2
RF4	RDG 1.9	1
	Sub-total	**4**
Reading (R)		
R1	RDG 3.12, 4.3, 4.4	3
R2	RDG 3.11, 4.1, 4.2, 5.1	4
R3	RDG 3.13, 4.5	2
R4	RDG 2.2, 2.3, 2.7, 2.8, 5.5	5
R5	RDG 3.10, 4.6, 4.7	3
R6	RDG 3.14, 4.8, 5.6	3
R7	RDG 3.3, 3.4, 3.5, 3.6, 4.11	5
R8	RDG 3.15, 4.9	2
R9	RDG 4.3, 4.10	2
R10	RDG 3.1, 3.2	2
	Sub-total	**30**
Language (L)		
L1	RDG 2.6, 2.9	2
L2	RDG 2.1	1
L3	RDG 2.10	1
L4	RDG 2.5, 2.8, 2.11	3
L5	RDG 2.7	1
L6	RDG 2.2, 2.3, 2.4	3
	Sub-total	**11**
No CCRS Reference		
N/A	RDG 1.1, 1.2, 1.3, 1.4, 1.5, 3.7, 3.8, 3.9, 5.2, 5.3, 5.4	**11**

Presentation of the CASAS Reading Standards

This document shows the CASAS reading standards in the left-hand column. The CCRS anchor standard and the CCRS levels = (e.g., R1. A, B, C) related to the CASAS Reading Standards are shown in brackets after the CASAS Reading Standard where applicable. In the column on the right, there is a grid showing the levels of difficulty of each CASAS reading standard, represented by "dots" in the grid. The filled-in dots (•) indicate that the CASAS Reading Standard is covered at the same level in the NRS ABE/ASE Levels, the NRS ESL Levels, the CASAS instructional levels and the College and Career Readiness Standards for Adult Education (2013). The hollow dots (○) indicate levels of ability for a CASAS Reading Standard that are not noted in the CCRS or NRS Levels for ABE/ASE or ESL; these dotted levels were added by CASAS.

CASAS estimates that the CCRS levels roughly relate to CASAS instructional levels in this way:

       CASAS A = CCRS A

       CASAS Low B = CCRS B

       CASAS High B = CCRS C

       CASAS C = CCRS D

       CASAS D = CCRS E

       CASAS E = CCRS E

The alignment of multiple sets of standards requires a level of subjectivity. CASAS aligned the Content Standards to the CCRS, CASAS instructional levels, and NRS Levels in consultation with internal and external subject matter experts. This level to level correlation can be helpful to understand the general difficulty of the CCRS levels in relation to the CASAS levels; however, it is important to note that this is not an absolute correlation. Adjacent levels of difficulty to the listed correlations are also appropriate. For example, CCRS Level B typically correlates to CASAS Low B, but it can also sometimes fall under CASAS A or CASAS High B. This overlap is reflected in the coding of the Content Standards to the CCRS and CASAS levels shown below.

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CASAS Reading Standards Categories

RDG1   Foundational Literacy
RDG2   Language and Vocabulary
RDG3   Reading Comprehension Skills and Strategies
RDG4   Higher Order Reading Skills and Strategies
RDG5   Higher Order Reading Skills and Strategies – Literary Texts Only

Key to NRS Educational Functioning Levels

	ESL		ABE/ASE
1	Beginning Literacy ESL	1	Beginning ABE Literacy
2	Low Beginning ESL	2	Beginning Basic Education
3	High Beginning ESL	3	Low Intermediate Basic Education
4	Low Intermediate ESL	4	High Intermediate Basic Education
5	High Intermediate ESL	5	Low Adult Secondary Education
6	Advanced ESL	6	High Adult Secondary Education

	ABE/ASE NRS Level			1	2	3	4	5	6
	ESL NRS Level	1	2	3	4	5	6		
CS #	**Content Standard** **CASAS Instructional Level**	A	A	A	B	B	C	D	E
RDG 1	**Foundational Literacy**								
RDG 1.1	Demonstrate understanding of the **organization and basic features of print** (e.g., reading from left to right, top to bottom, knowing that letters make words, and words make sentences), including reading simple handwriting.	○	○	○					
RDG 1.2	Identify similarities and differences in visual images (e.g., letters, numbers, symbols, shapes)	○							
RDG 1.3	Identify letters of the English **alphabet** – upper and lower case.	○	○	○					
RDG 1.4	Interpret common **symbols** (e.g., restroom signs, traffic signs, #,▶,↑).	○	○	○					
RDG 1.5	Read **numbers** commonly encountered in daily life (e.g., clock times, dates, phone numbers, street addresses, and money amounts).	○	○	○					
RDG 1.6	Demonstrate **phonemic** (sound units that form words**) and phonological awareness**, an understanding of spoken words and syllables (e.g., rhyming words, short/long vowels, blending phonemes to make new words). [RF2. A]	●	●	●					
RDG 1.7	Demonstrate understanding of and apply **phonics and word analysis** skills in decoding words. [RF3. A, B, C]	●	●	●	●	●			
RDG 1.8	Read common **high-frequency words** by sight (e.g., the, is, of, to, you). [RF3. A]	●	●	●					
RDG 1.9	Read with sufficient **accuracy and fluency** to support comprehension. [RF4. A, B, C]	●	●	●	●	●			

Note: The filled-in dots (•) reflect skills described in the *College and Career Readiness Standards for Adult Education* (2013), NRS ABE/ASE Levels, and NRS ESL Levels. The hollow dots (○) are skills that are not noted in the CCRS or NRS but are added by CASAS.

CASAS Reading Standards

		ABE/ASE NRS Level		1	2	3	4	5	6
		ESL NRS Level	1	2	3	4	5	6	
CS #	Content Standard	CASAS Instructional Level	A	A	A	B	B	C	D	E
RDG 2	**Language and Vocabulary**									
RDG 2.1	Interpret the conventions of standard English including **punctuation** (e.g., periods, appropriate placement of commas, quotation marks) and **capitalization** (e.g., at the beginning of a sentence, proper nouns). [L2. A, B, C, D, E]	•	•	•	•	•	•	•	•
RDG 2.2	Read and interpret **high-frequency words, phrases, and abbreviations** in everyday contexts (e.g., signs, ads, labels, forms). [L6. A, B] [R4. A]	•	•	•	•				
RDG 2.3	Interpret accurately a range of general **academic** (e.g., indicate, procedure, evidence), **technical** (e.g., phlebotomist), **and domain-specific words and phrases** (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to). [L6. B, C, D, E] [R4. B, C, D, E]			•	•	•	•	•	•
RDG 2.4	Interpret **words that signal text organization** (e.g., first… then…next, it's important that…), **simple relationships** (e.g., because, and), **spatial and temporal relationships** (e.g., before/ after, The former statement…), **contrast, addition and other logical relationships** (e.g., however, although, nevertheless, similarly, moreover, in addition). [L6. A, B, C, D, E]	•	•	•	•	•	•	•	•
RDG 2.5	Interpret **roots, prefixes, and suffixes** that are common (e.g., looks/ looked/ looking, unhappy, worker) or less common (e.g., conceive/ conception/ conceivable, impossible, employee) to determine the meaning of words. [L4. A, B, C, D, E]	•	•	•	•	•	•	•	•
RDG 2.6	Interpret meaning from **word forms** (e.g., plurals, possessives, comparative forms, tenses). [L1. A, B, C, D, E]	•	•	•	•	•	•	•	•
RDG 2.7	Interpret **nuances, connotative meaning of words, and figurative language** (e.g., analogies, idioms, similes and metaphors) as used in the text. [L5. A, B, C] [R4. C, D, E]			•	•	•	•	•	•
RDG 2.8	Interpret **unknown and multiple-meaning words** as used in the text, choosing from level-appropriate strategies (e.g., context clues). [L4. A, B, C, D, E] [R4. A, B, C, D, E]	•	•	•	•	•	•	•	•
RDG 2.9	Interpret **sentence structure and grammar** that is **simple** (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) **or complex** (e.g., relative clauses, perfect tenses). [L1. A, B, C, D, E]	•	•	•	•	•	•	•	•
RDG 2.10	Recognize and interpret how language is used in various contexts including speech reductions (e.g., gonna vs. going to), contractions, punctuation, register and dialects, precise choice of language. [L3. B, C, D]			○	•	•	•	•	•
RDG 2.11	Determine or clarify meaning by consulting general and specialized **reference materials** (e.g., glossary, picture dictionary, learner dictionary, standard dictionary). [L4. B, C, D, E]	○	○	○	•	•	•	•	•

Note: The filled-in dots (•) reflect skills described in the *College and Career Readiness Standards for Adult Education* (2013), NRS ABE/ASE Levels, and NRS ESL Levels. The hollow dots (○) are skills that are not noted in the CCRS or NRS but are added by CASAS.

CASAS Reading Standards

		ABE/ASE NRS Level		1	2	3	4	5	6
		ESL NRS Level	1	2	3	4	5	6	
CS #	Content Standard	CASAS Instructional Level	A	A	A	B	B	C	D	E

CS #	Content Standard	A	A	A	B	B	C	D	E
RDG 3	**Reading Comprehension Skills and Strategies** **Literal Comprehension (DOK 1)** **Informational and Literary Text**								
RDG 3.1	Interpret **texts** that are **simple** (e.g., short narratives, emails, basic consumer materials) **or complex** (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records). [R10] CASAS Reading Task Area 3*	•	•	•	•	•	•	•	•
RDG 3.2	Interpret **written instructions** that are **simple** (e.g., follow a recipe) **or complex** (e.g., operating instructions, procedures in a scientific experiment). [R10] CASAS Reading Task Area 3*	•	•	•	•	•	•	•	•
RDG 3.3	Interpret information in **forms** that are **simple** (e.g., appointment sign-in sheets, class registration) **or complex** (e.g., rental agreements, insurance forms, payroll statements). [R7. A, B, C] CASAS Reading Task Area 1*	•	•	•	•	•	○	○	○
RDG 3.4	Interpret information in **charts, tables, graphs and maps** that are **simple** (e.g., bus schedules, demographic pie charts) **or complex** (e.g., income tax charts). [R7. A, B, C] CASAS Reading Task Area 2*	•	•	•	•	•	○	○	○
RDG 3.5	Interpret information in **measurement scales and diagrams** that are **simple** (e.g., gas gauges, thermometers, measuring cups) **or complex** (e.g., Richter scale, electrical circuit diagrams). [R7. A, B, C] CASAS Reading Task Area 5*	•	•	•	•	•	○	○	○
RDG 3.6	Interpret information in **a variety of formats** including ones that are **simple** (e.g., signs, price tags, ads, product labels) **or complex** (e.g., prescription drug dosages and warnings). This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1 – 3.5. [R7. A, B, C] CASAS Reading Task Area 4*	•	•	•	•	•	○	○	○
RDG 3.7	Glean important information about a text by **previewing** it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.	○	○	○	○	○	○	○	○
RDG 3.8	Use the information learned by previewing a text or by reading parts of a text to **predict** information about the text (e.g., What is the text about? What will happen next in the text?).	○	○	○	○	○	○	○	○
RDG 3.9	Identify the general meaning, subject matter, organization, or other content in a text by **skimming**.			○	○	○	○	○	○
RDG 3.10	Locate and interpret specific information by **scanning** text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks). [R5. A, B]	•	•	•	•	○	○	○	○

Note: The filled-in dots (•) reflect skills described in the *College and Career Readiness Standards for Adult Education* (2013), NRS ABE/ASE Levels, and NRS ESL Levels. The hollow dots (○) are skills that are not noted in the CCRS or NRS but are added by CASAS.

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	ABE/ASE NRS Level			1	2	3	4	5	6
	ESL NRS Level	1	2	3	4	5	6		
CS #	**Content Standard** **CASAS Instructional Level**	A	A	A	B	B	C	D	E
RDG 3.11	Identify the **main idea of a simple text** or the **central ideas or themes of a complex** text. [R2. A, B, C]		•	•	•	•	•		
RDG 3.12	Identify the **key details** and cite evidence from a text. [R1. A, B, C]	•	•	•	•	•	○	○	○
RDG 3.13	Identify, describe or explain the **connection and/or relationship between individuals, events or information** in a text. [R3. A, B, C]			•	•	•			
RDG 3.14	Identify the **author's point or purpose** including what the author wants to answer, explain or describe. [R6. B]			•	•	•			
RDG 3.15	Identify **reasons or evidence an author gives to support points** in a text and describe how those reasons or evidence support specific points. [R8. A, B]			•	•				
RDG 4	**Higher Order Reading Skills and Strategies (DOK 2+)** **Informational and Literary Text**								
RDG 4.1	Determine a **theme or central idea** of a text and explain how it is **supported and conveyed through particular details**. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details. [R2. C, D, E]					•	•	•	•
RDG 4.2	**Summarize** central ideas, concepts, and processes in a text. [R2. C, D, E]			○	•	•	•	•	•
RDG 4.3	Determine what texts say explicitly by **comparing details** from multiple sources or parts of a text. [R1. D, E]				•	•	•	•	•
RDG 4.4	Determine what a text says **implicitly** (e.g., make inferences, draw conclusions) and cite textual evidence. [R1. C, D, E]		○	○	○	•	•	•	•
RDG 4.5	Analyze **how and why individuals, events, and ideas develop and interact** over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions). [R3. D, E]						•	•	•
RDG 4.6	Use **text features** (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning. [R5. B]				•	○	○	○	○
RDG 4.7	Describe and analyze the overall **structure and organization** of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution). [R5. C, D, E]					•	•	•	•
RDG 4.8	Analyze how the **author's point of view, purpose, opinion, register, tone, and voice,** including political or cultural perspective, shape the content and style of a text for its intended audience. [R6. C, D, E]					•	•	•	•

Note: The filled-in dots (•) reflect skills described in the *College and Career Readiness Standards for Adult Education* (2013), NRS ABE/ASE Levels, and NRS ESL Levels. The hollow dots (○) are skills that are not noted in the CCRS or NRS but are added by CASAS.

CASAS Reading Standards

		ABE/ASE NRS Level			1	2	3	4	5	6
		ESL NRS Level	1	2	3	4	5	6		
CS #	**Content Standard**	**CASAS Instructional Level**	A	A	A	B	B	C	D	E
RDG 4.9	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of **arguments, specific claims and supporting evidence** in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies). [R8. C, D, E]					○	•	•	•	•
RDG 4.10	Integrate and analyze how **two or more texts address similar or conflicting themes** or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation. [R9. C, D, E]						•	•	•	
RDG 4.11	Integrate, evaluate, and translate content presented in **diverse media or formats** (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words. [R7. D, E]					○	•	•	•	
RDG 5	**Higher Order Reading Skills and Strategies** **Literary Text Only**									
RDG 5.1	Identify **story elements** including theme, setting, plot, character, conflict, and resolution in literary texts. [R2. C, D, E]					•	•	•	•	
RDG 5.2	Determine **characters' traits** by what the characters convey about themselves in narration, dialogue, monologue, and soliloquy.					○	○	○	○	
RDG 5.3	Analyze interactions between **main and supporting characters** in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.					○	○	○	○	
RDG 5.4	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.					○	○	○	○	
RDG 5.5	Interpret and analyze the significance of literary devices (e.g., figurative language, imagery, allegory, symbolism), and the cumulative impact of specific word choices on meaning and tone. [R4. D, E]						•	•	•	
RDG 5.6	Analyze how different genres, cultures, and perspectives inform content, style,-and theme in works of literature. [R6. E]									•

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