

Reading Basic Skills Content Standards by Test Item – Life and Work Reading Test – Form 81RX

	Test Item and Competency ► Content Standards ▼	2.2.2(4), 1.9.1Trans sign	2.5.4(4), 2.5.3Pub. sign	2.5.4(4), 2.2.1Pub. sign	2.1.2(4), Emergency info	4.1.8(3), Narrative	4.1.6(3), 2.3.2Narrative	4.4.3(4), 0.2.1 2.3.2, ID card	4.2.1(2), Timekeeping form	4.2.1(2), Timekeeping form	2.3.2(2), Calendar	2.6.4(2), Menu	4.1.8(3), 4.4.4 Narrative	4.4.1(3), 4.4.4 Narrative	4.4.3(2), 2.3.2, 3.1.2 Schedule	4.4.3(2), 3.1.2, 2.3.2 Schedule	2.2.1(2), 2.2.5 Street map	2.2.1(2), 2.2.5 Street map	2.5.4(4), 3.1.3 Bldg directory	2.5.4(4), 3.1.3 Bldg directory	1.2.2(4), 1.2.1 Medicine ad	3.1.1(3) Narrative	3.1.3(3) Narrative	4.3.1(4) Safety sign	3.2.3(1), 0.2.2, 4.4.3 Ins form	3.2.3(1), 0.2.2, 4.4.3 Ins form	3.2.3(1), 4.4.3Ins form	2.1.7(1), 2.3.1Message form	2.1.7(1), 7.2.1Message form	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
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	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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, employee)									•			•											•						
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)								•																					

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R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)								•	•									•	•	•			•	•	•	•		
R3	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)					•	•						•	•								•	•						
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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	•	•	•				•																•					
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)													•									•						
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)																							•	•	•	•	•	•

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)								•	•																			
R4.8	Interpret information in charts and tables (e.g., bus schedules)								•		•				•	•			•	•									
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)								•																				
R6	Reading strategies																												
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information		•	•		•	•	•	•	•	•	•	•	•	•	•			•	•	•	•			•	•	•	•	•
R7	Reading and thinking skills																												
R7.4	Determine the sequence of events in a simple narrative																						•						
R7.8	Make inferences and draw conclusions from simple text																												•