

Generic Reading Basic Skills Content Standards – Level A Worksheet

Priority Competencies ►						
Generic Reading Content Standards ▼		1	2	3	4	5
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.)					
R2.8	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)					
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)					
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)					
R3.6	Interpret simple written instructions					
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.)					
R3.12	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 <i>purchase</i> .)					

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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)					
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)					
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					
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					
R6.7	Increase reading fluency (accuracy, speed)					
R7	Reading and thinking skills					
R7.1	Identify the main idea of a simple paragraph					
R7.4	Determine the sequence of events in a simple narrative					
R7.8	Make inferences and draw conclusions from simple text					
R7.13	Compare related information from various sources (e.g., consumer ads)					