

Generic Reading Basic Skills Content Standards – Level B Worksheet

Priority Competencies ►						
Generic Reading Content Standards ▼		1	2	3	4	5
R1	Beginning literacy / Phonics					
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; #, ►, ↑)					
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)					
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., <u>im</u> possible, <u>anti</u> -war, employ <u>ee</u>)					
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)					
R3	General reading comprehension					
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					
R3.7	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					
R3.13	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...)					
R3.15	Interpret idioms and collocations from context					
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)					
R4	Text in format					
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)					
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					
R5.2	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)					
R5.5	Use a simplified dictionary or glossary					
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word					
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					
R7.2	Identify the main idea of a multi-paragraph text					
R7.4	Determine the sequence of events in a simple narrative					

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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					
R7.10	Differentiate fact from opinion in a written text					
R7.13	Compare related information from various sources (e.g., consumer ads)					
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					
R9.6	Identify the function of introductory and concluding paragraphs in an essay					
R9.7	Identify cause-and-effect relationships in literary texts					