

## Generic Reading Basic Skills Content Standards – Level C Worksheet

Priority Competencies ►  Reading Basic Skills Content Standards ▼						
		1	2	3	4	5
<b>R2</b>	<b>Vocabulary</b>					
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> )					
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)					
<b>R3</b>	<b>General reading comprehension</b>					
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)					
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)					
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)					
R3.11	Make connections between related information across different sections of a 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...)					
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)					
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)					
R3.18	Interpret analogies in familiar contexts					
<b>R4</b>	<b>Text in format</b>					
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)					
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)					
<b>R5</b>	<b>Reference materials</b>					
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)					
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word					
<b>R6</b>	<b>Reading strategies</b>					
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information					
R6.5	Skim complex text for general meaning or to determine subject matter or organization					

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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)					
<b>R7</b>	<b>Reading and thinking skills</b>					
R7.2	Identify the main idea of a multi-paragraph text					
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic					
R7.5	Determine the sequence of events in a complex narrative					
R7.6	Paraphrase information					
R7.7	Summarize a text					
R7.9	Make inferences and draw conclusions from complex text					
R7.10	Differentiate fact from opinion in a written text					
R7.11	Identify the writer, audience, and purpose of a text					
R7.13	Compare related information from various sources (e.g., consumer ads)					
R7.14	Verify and clarify facts in written information (e.g., advertising claims)					
<b>R9</b>	<b>Literary analysis</b>					
R9.8	Identify the impact of language such as literary devices that are characteristic of an author's work					
R9.9	Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life					
R9.10	Identify the major theme in increasingly more complex stories					
R9.11	Use specifics from literary passages to support his/her ideas formed from reading literary text					
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)					
R9.13	Interpret a work of literature and relate the information to contemporary experiences					
R9.14	Identify more complex elements of plot, setting, character development, conflict, and resolution					
R9.15	Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)					