

Table 2: Common Core Standards to CASAS Reading Content Standards: Detailed

The ten (10) College and Career Readiness (CCR) anchor standards for READING are organized under following 4 cluster areas;

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

The six (6) College and Career Readiness (CCR) anchor standards for LANGUAGE are organized under following 3 cluster areas;

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

The ten (10) College and Career Readiness (CCR) anchor standards for WRITING are organized under following 4 cluster areas;

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

The CCR anchor standards and grade-specific standards (which define what students should understand and be able to do by the end of each grade) are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

The CASAS Reading Content Standards which address each College and Career Readiness (CCR) anchor standard are listed below.

Reading

Key Ideas and Details

CCR – 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CS#	CASAS Reading Content Standards	NRS ESL Levels						Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels						
		CASAS Levels						
		1-3	4	5	6			
		1	2	3	4	5	6	
		A	B	B	C	D	E	
R3	General Reading Comprehension							
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)		•	•				Rdg. 1, 2
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)				•	•	•	Rdg. 1, 2, 3, 10
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)			•	•	•	•	Rdg. 1, 7
R4	Text in Format							
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)			•	•	•	•	Rdg. 1, 7
R4.9	Interpret maps, diagrams, and graphs	•	•	•	•	•	•	Rdg. 1, 7
R6	Reading Strategies							

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6		Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	5	
		CASAS Levels	A	B	B	C	D	E
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information			•	•	•	•	Rdg. 1, 10
R7	Reading and Thinking Skills							
R7.9	Make inferences and draw conclusions from complex text					•	•	Rdg. 1, 2, 10
R7.13	Compare related information from various sources (e.g., consumer ads)	•		•	•	•	•	Rdg. 1, 8, 9
R7.14	Verify and clarify facts in written information (e.g., advertising claims)					•	•	Rdg. 1, 8
R8	Academic-oriented Skills							
R8.7	Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations						•	Rdg. 1, 6, 8; Wrtg. 8, 9
R8.9	Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject						•	Rdg. 1, 6, 8
R8.10	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension						•	Rdg. 1, 9
R9	Literary Analysis							
R9.11	Use specifics from literary passages to support his/her ideas formed from reading literary text					•		Rdg. 1
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)					•		Rdg. 1, 2, 6
R9.21	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work						•	Rdg. 1, 2, 9
R9.31	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim						•	Rdg. 1, 2
R9.34	Analyze recognized works of American literature representing a variety of genres and traditions						•	Rdg. 1, 10
R9.36	Analyze recognized works of world literature from a variety of authors						•	Rdg. 1, 9, 10

CCR - 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6			Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	5	6	
		CASAS Levels	A	B	B	C	D	E	
R3	General Reading Comprehension								
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)			•	•				Rdg. 1, 2
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)					•	•	•	Rdg. 1, 2, 3, 10
R6	Reading Strategies								
R6.5	Skim complex text for general meaning or to determine subject matter or organization				•	•	•	•	Rdg. 2
R7	Reading and Thinking Skills								
R7.2	Identify the main idea of a multi-paragraph text			•	•	•	•	•	Rdg. 2, 10
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic					•	•	•	Rdg. 2, 8
R7.5	Determine the sequence of events in a complex narrative				•	•	•	•	Rdg. 2, 3, 10
R7.6	Paraphrase information				•	•	•	•	Rdg. 2

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	
		CASAS Levels	A	B	B	C	
R7.7	Summarize a text				•	•	Rdg. 2, Wrtg. 2
R7.9	Make inferences and draw conclusions from complex text				•	•	Rdg. 1, 2, 10
R9	Literary Analysis						
R9.10	Identify the major theme in increasingly more complex stories				•		Rdg. 2, 10
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)				•		Rdg. 1, 2, 6
R9.14	Identify more complex elements of plot, setting, character development, conflict, and resolution				•		Rdg. 2, 3
R9.15	Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)				•		Rdg. 2
R9.21	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work					•	Rdg. 1, 2, 9
R9.28	Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)					•	Rdg. 2, 6
R9.31	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim						• Rdg. 1, 2

CCR – 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	
		CASAS Levels	A	B	B	C	
R3	General Reading Comprehension						
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)				•	•	Rdg. 1, 2, 3, 10
R7	Reading and Thinking Skills						
R7.5	Determine the sequence of events in a complex narrative			•	•	•	Rdg. 2, 3, 10
R9	Literary Analysis						
R9.7	Identify cause-and-effect relationships in literary texts			•			Rdg. 3
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				•		Rdg. 3
R9.14	Identify more complex elements of plot, setting, character development, conflict, and resolution				•		Rdg. 2, 3
R9.19	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain the way those interactions affect the plot					•	Rdg. 3
R9.20	Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy					•	Rdg. 3
R9.25	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text					•	Rdg. 3, 6; Lang. 3
R9.26	Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature					•	Rdg. 3, 5
R9.37	Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work						• Rdg. 3, 6

CS#	CASAS Reading Content Standards	NRS ESL Levels						Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels						
		CASAS Levels						
		1-3	4	5	6			
		1	2	3	4	5	6	
		A	B	B	C	D	E	
R9.39	Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach)							• Rdg. 3, 6, 8

Craft and Structure

CCR - 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CS#	CASAS Reading Content Standards	NRS ESL Levels						Common Core Standards Reading & Language CCR only
		1-3	4	5	6			
		1	2	3	4	5	6	
		A	B	B	C	D	E	
R2	Vocabulary							
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)				•	•	•	Rdg. 4; Lang. 4, 6
R3	General Reading Comprehension							
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)				•	•	•	Rdg. 4; Lang. 4, 5
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)			•	•			Rdg. 4; Lang. 4, 5
R3.18	Interpret analogies in familiar contexts				•	•	•	Rdg. 4; Lang. 4, 5
R3.19	Interpret meaning of metaphors and similes in context					•	•	Rdg. 4; Lang. 4, 5
R8	Academic-oriented Skills							
R8.2	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)						•	Rdg. 4, 6, 8, 9; Lang. 3
R8.8	Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)					•	•	Rdg. 4, 6, 7, 8
R8.11	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text						•	Rdg. 4, 5; Lang. 3
R9	Literary Analysis							
R9.8	Identify the impact of language such as literary devices that are characteristic of an author’s work				•			Rdg. 4; Lang. 3
R9.22	Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)					•		Rdg. 4, 5; Lang. 3
R9.23	Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal					•		Rdg. 4; Lang. 5
R9.27	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)					•		Rdg. 4

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards Reading & Language	
		NRS ABE/ASE Levels	1	2	3	4		
		CASAS Levels	A	B	B	C	D	E
R9.29	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)						•	Rdg. 4, 6
R9.32	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both						•	Rdg. 4; Lang. 3
R9.33	Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions						•	Rdg. 4

CCR - 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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		NRS ABE/ASE Levels	1	2	3	4		
		CASAS Levels	A	B	B	C	D	E
R3	General Reading Comprehension							
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)			•	•	•	•	Rdg. 5; Lang. 1
R3.11	Make connections between related information across different sections of a text			•	•	•	•	Rdg.5
R8	Academic-oriented Skills							
R8.11	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text						•	Rdg. 4, 5; Lang. 3
R9	Literary Analysis							
R9.22	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)					•		Rdg. 4, 5; Lang. 3
R9.26	Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature					•		Rdg. 3, 5
R9.30	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres						•	Rdg. 5

CCR - 6 Assess how point of view or purpose shapes the content and style of a text.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards Reading & Language	
		NRS ABE/ASE Levels	1	2	3	4		
		CASAS Levels	A	B	B	C	D	E
R7	Reading and Thinking Skills							
R7.11	Identify the writer, audience, and purpose of a text				•	•	•	Rdg. 6
R7.12	Determine a writer's point of view					•	•	Rdg. 6
R8	Academic-oriented Skills							
R8.2	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)						•	Rdg. 4, 6, 8, 9; Lang. 3

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards	
		NRS ABE/ASE Levels	1	2	3	4	5	6
		CASAS Levels	A	B	B	C	D	E
R8.3	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)							• Rdg. 6, 8; Lang. 3 Wrtg. 1, 8
R8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations							• Rdg. 1, 6, 8; Wrtg. 8, 9
R8.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)						•	• Rdg. 4, 6, 7, 8
R8.9	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject							• Rdg. 1, 6, 8
R9	Literary Analysis							
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)					•		Rdg. 1, 2, 6
R9.16	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)						•	Rdg. 6, 9
R9.18	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)						•	Rdg. 6, 9
R9.28	Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)						•	Rdg. 2, 6
R9.25	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text						•	Rdg. 3, 6; Lang. 3
R9.29	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)						•	Rdg. 4, 6
R9.37	Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work							• Rdg. 3, 6
R9.39	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach)							• Rdg. 3, 6, 8

Integration of Knowledge and Ideas

CCR – 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards	
		NRS ABE/ASE Levels	1	2	3	4	5	6
		CASAS Levels	A	B	B	C	D	E
R3	General Reading Comprehension							
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)				•	•	•	• Rdg. 1, 7
R4	Text in Format							
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)				•	•	•	• Rdg. 1, 7
R4.9	Interpret maps, diagrams, and graphs		•	•	•	•	•	• Rdg. 1, 7

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6			Common Core Standards Reading & Language
		NRS ABE/ASE Levels	1	2	3	4	5	6	
		CASAS Levels	A	B	B	C	D	E	CCR only
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•	•	•	•				Rdg. 7; Lang. 1
R5	Reference materials								
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)			•	•	•			Rdg. 7; Wrtg. 8
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)	•		•	•	•			Rdg. 7; Wrtg. 8
R5.7	Use reference tools such as a print or online encyclopedia						•	•	Rdg. 7; Wrtg. 8
R6	Reading Strategies								
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information				•	•	•	•	Rdg. 7
R8	Academic-oriented Skills								
R8.1	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings						•	•	Rdg. 7, 8, 9
R8.5	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents						•	•	Rdg. 7, 9; Wrtg. 7, 8
R8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration						•	•	Rdg. 7; Wrtg. 7, 8
R8.8	Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)						•	•	Rdg. 4, 6, 7, 8
R9	Literary Analysis								
R9.35	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings							•	Rdg. 7, 9

CCR – 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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		NRS ABE/ASE Levels	1	2	3	4	5	6	
		CASAS Levels	A	B	B	C	D	E	
R7	Reading and Thinking Skills								
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic					•	•	•	Rdg. 2, 8
R7.13	Compare related information from various sources (e.g., consumer ads)	•	•	•	•	•	•	•	Rdg. 1, 8, 9
R7.14	Verify and clarify facts in written information (e.g., advertising claims)					•	•	•	Rdg. 1, 8
R8	Academic-oriented Skills								
R8.1	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings						•	•	Rdg. 7, 8, 9
R8.2	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)							•	Rdg. 4, 6, 8, 9; Lang. 3

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		NRS ABE/ASE Levels						
		CASAS Levels						
		1-3	4	5	6			
		1	2	3	4	5	6	
		A	B	B	C	D	E	
R8.3	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)							Rdg. 6,8; Lang. 3; Wrtg. 1, 8
R8.7	Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations							Rdg. 1, 6, 8; Wrtg. 8, 9
R8.8	Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)							Rdg. 4, 6, 7, 8
R8.9	Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject							Rdg. 1, 6, 8
R9	Literary Analysis							
R9.24	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text							Rdg. 8; Lang. 5
R9.38	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor (Political approach)							Rdg. 8, 9
R9.39	Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach)							Rdg. 3, 6, 8

CCR – 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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		NRS ABE/ASE Levels						
		CASAS Levels						
		1-3	4	5	6			
		1	2	3	4	5	6	
		A	B	B	C	D	E	
R7	Reading and Thinking Skills							
R7.13	Compare related information from various sources (e.g., consumer ads)	•	•	•	•	•	•	Rdg. 1, 8, 9
R8	Academic-oriented Skills							
R8.1	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings					•	•	Rdg. 7, 8, 9
R8.2	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)						•	Rdg. 4, 6, 8, 9; Lang. 3
R8.5	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents					•	•	Rdg. 7, 9; Wrtg. 7, 8
R8.10	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension					•	•	Rdg. 1, 9
R9	Literary Analysis							

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		NRS ABE/ASE Levels						
		CASAS Levels						
		1-3	4	5	6			
		1	2	3	4	5	6	
		A	B	B	C	D	E	
R9.16	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)					•		Rdg. 6, 9
R9.17	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic					•		Rdg. 9
R9.18	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)					•		Rdg. 6, 9
R9.21	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work					•		Rdg. 1, 2, 9
R9.35	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings						•	Rdg. 7, 9
R9.36	Analyze recognized works of world literature from a variety of authors						•	Rdg. 1, 9, 10
R9.38	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor (Political approach)						•	Rdg. 8, 9

Range of Reading and Level of Text Complexity

CCR – 10 Read and comprehend complex literary and informational texts independently and proficiently.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6		Common Core Standards Reading & Language CCR only	
		NRS ABE/ASE Levels	1	2	3	4	5		6
		CASAS Levels	A	B	B	C	D		E
R3	General Reading Comprehension								
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)			•	•			Rdg. 1, 2, 3, 10	
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)					•	•	Rdg. 1, 2, 3, 10	
R6	Reading Strategies								
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information			•	•	•	•	Rdg. 1, 10	
R6.7	Increase reading fluency (accuracy, speed)	•	•	•	•	•	•	Rdg. 10	
R7	Reading and Thinking Skills								
R7.2	Identify the main idea of a multi-paragraph text			•	•	•	•	Rdg. 2, 10	
R7.5	Determine the sequence of events in a complex narrative				•	•	•	Rdg. 2, 3, 10	
R7.9	Make inferences and draw conclusions from complex text					•	•	Rdg. 1, 2, 10	
R9	Literary Analysis								
R9.10	Identify the major theme in increasingly more complex stories					•		Rdg. 2, 10	
R9.13	Interpret a work of literature and relate the information to contemporary experiences					•		Rdg. 10	
R9.34	Analyze recognized works of American literature representing a variety of genres and traditions						•	Rdg. 1, 10	
R9.36	Analyze recognized works of world literature from a variety of authors						•	Rdg. 1, 9, 10	

Conventions of Standard English

CCR – 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6			Common Core Standards
		NRS ABE/ASE Levels	1	2	3	4	5	6	Reading & Language
		CASAS Levels	A	B	B	C	D	E	CCR only
R3	General Reading Comprehension								
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)			•	•	•	•		Rdg. 5; Lang. 1
R4	Text in Format								
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•	•	•	•				Rdg. 7; Lang. 1

CCR - 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCR – 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6			Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	5	6	
		CASAS Levels	A	B	B	C	D	E	
R8	Academic-oriented Skills								
R8.2	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)						•		Rdg. 4, 6, 8, 9; Lang. 3
R8.3	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)						•		Rdg. 6, 8 Lang. 3;; Wrtg. 1, 8
R8.11	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text						•		Rdg. 4, 5; Lang. 3
R9	Literary Analysis								
R9.8	Identify the impact of language such as literary devices that are characteristic of an author’s work				•				Rdg. 4; Lang. 3
R9.22	Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)					•			Rdg. 4, 5; Lang. 3
R9.25	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text					•			Rdg. 3, 6; Lang. 3
R9.32	Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both						•		Rdg. 4; Lang. 3

Vocabulary Acquisition and Use

CCR - 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	
		CASAS Levels	A	B	B	C	
R2	Vocabulary						
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)		•	•	•		Lang. 4
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee)				•	•	Lang. 4
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)					•	Rdg. 4; Lang. 4, 6
R3	General Reading Comprehension						
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)					•	Rdg. 4; Lang. 4, 5
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)				•	•	Rdg. 4; Lang. 4, 5
R3.18	Interpret analogies in familiar contexts					•	Rdg. 4; Lang. 4, 5
R3.19	Interpret meaning of metaphors and similes in context					•	Rdg. 4; Lang. 4, 5
R5	Reference materials						
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word				•	•	Lang. 4, 5

CCR – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6	Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	
		CASAS Levels	A	B	B	C	
R3	General Reading Comprehension						
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)					•	Rdg. 4; Lang. 4, 5
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)				•	•	Rdg. 4; Lang. 4, 5
R3.18	Interpret analogies in familiar contexts					•	Rdg. 4; Lang. 4, 5
R3.19	Interpret meaning of metaphors and similes in context					•	Rdg. 4; Lang. 4, 5
R5	Reference materials						
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word				•	•	Lang. 4, 5
R9	Literary Analysis						
R9.23	Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal					•	Rdg. 4; Lang. 5
R9.24	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text					•	Rdg. 8; Lang. 5

- CCR – 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CS#	CASAS Reading Content Standards	NRS ESL Levels						Common Core Standards Reading & Language CCR only
		1-3	4	5	6			
		1	2	3	4	5	6	
		CASAS Levels						
		A	B	B	C	D	E	
R2	Vocabulary							
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)				•	•		Rdg. 4; Lang. 4, 6

Writing

Text Types and Purposes*

- CCR – 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CS#	CASAS Reading Content Standards	NRS ESL Levels						Common Core Standards
		1-3	4	5	6			Reading & Language
		NRS ABE/ASE Levels						
		1	2	3	4	5	6	
		CASAS Levels						CCR only
R8	Academic-oriented Skills							
R8.3	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)							<div>Rdg. 6, 8; • Lang. 3; Wrtg. 1, 8</div>

- CCR – 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CS#	CASAS Reading Content Standards	NRS ESL Levels						Common Core Standards Reading & Language CCR only
		1-3	4	5	6			
		NRS ABE/ASE Levels						
		CASAS Levels						
R7	Reading and Thinking Skills	1	2	3	4	5	6	
R7.7	Summarize a text	A	B	B	C	D	E	

- CCR – 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCR - 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR - 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR – 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR - 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6			Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	5	6	
		CASAS Levels	A	B	B	C	D	E	
R8	Academic-oriented Skills								
R8.4	Generate relevant questions about readings on issues that can be researched						•	•	Wrtg. 7
R8.5	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents						•	•	Rdg. 7, 9; Wrtg. 7, 8
R8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration						•	•	Rdg. 7; Wrtg. 7, 8

CCR – 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CS#	CASAS Reading Content Standards	NRS ESL Levels	1-3	4	5	6			Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels	1	2	3	4	5	6	
		CASAS Levels	A	B	B	C	D	E	
R5	Reference materials								
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)			•	•	•			Rdg. 7; Wrtg. 8
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)		•	•	•	•			Rdg. 7; Wrtg. 8
R5.7	Use reference tools such as a print or online encyclopedia						•	•	Rdg. 7; Wrtg. 8
R8	Academic-oriented Skills								
R8.3	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)							•	Rdg. 6, 8; Lang. 3; Wrtg. 1, 8
R8.5	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents						•	•	Rdg. 7, 9; Wrtg. 7, 8
R8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration						•	•	Rdg. 7; Wrtg. 7, 8
R8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations							•	Rdg. 1, 6, 8; Wrtg. 8, 9

CCR – 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CS#	CASAS Reading Content Standards	NRS ESL Levels						Common Core Standards Reading & Language CCR only
		NRS ABE/ASE Levels						
		CASAS Levels						
		1-3	4	5	6			
		1	2	3	4	5	6	
		A	B	B	C	D	E	
R8	Academic-oriented Skills							
R8.7	Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations						•	Rdg. 1, 6, 8; Wrtg. 8, 9

Range of Writing

CCR – 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.