CASAS Reading Content Standards to Common Core Standards: TABLE 3: College and Career Readiness only

	NRS ESL Levels	1-3	4	5	6			Common Core Standards
	NRS ABE/ASE Levels	1	2	3	4	5	6	Reading, Language,
CCH	CASAS Reading Content Standards CASAS Levels						Ì	& Writing
CS# R1	Beginning literacy / Phonics	A	В	В	С	D	Е	CCR only
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							
KII	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; #, ▶,							
	1)							
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,	•	•	•				Lang. 4
D2.0	plurals, possessives, comparative forms)							o o
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							
112.10	meaning of words (e.g., <u>impossible</u> , <u>anti-war</u> , employ <u>ee</u> )			•	•			Lang. 4
R2.11	Interpret familiar words used in a new context (e.g., enter a room,							
11-11-1	enter data on a computer)		•					
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work,							Rdg. 4;
	field of interest)				•	•	•	Lang. 4, 6
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	•	•					
D2 4	(e.g., short narratives, basic consumer materials)							
R3.4	Read and understand moderately complex texts (e.g., general		•	•				Rdg. 1, 2
R3.5	informational materials, common workplace materials) Read and understand complex texts (e.g., newspaper and magazine							
13.5	articles, technical materials, literature)				•	•	•	Rdg. 1, 2, 3, 10
R3.6	Interpret simple written instructions	•	•					
R3.7	Interpret detailed instructions (e.g., workplace procedures,		H					51.4-
	operating instructions, consumer materials)			•	•	•	•	Rdg. 1,7
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			•	•	•		Rdg. 5;
	clauses, perfect tenses)			•	•	•		Lang. 1
R3.10	Follow pronoun references within a text (e.g., Ms. Smith she; This	•	•					
	is important.)							

CS# CASAS Reading Content Standards Reading Language Read									
CASAS Reading Content Standards CASAS Levels A B B C D E CWining & Wirking CCR only  R3.11 Make connections between related information across different sections of a text  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 purchase).  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 dignors and collocations from context  R3.16 Interpret dignors and collocations from context  R3.16 Interpret dignors and collocations from context  R3.17 Interpret dignors and collocations from context  R3.18 Interpret analogies in familiar contexts  R3.19 Interpret meaning of metaphors and similes in context  R3.10 Interpret meaning of metaphors and similes in context  R3.11 Rad dided times  R4.1 Read numbers  R4.2 Read didek times  R4.3 Read didek times  R4.4 Read money amounts  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 complex forms (e.g., rental, insurance, pay statements)  R4.9 Interpret mignation in charts and tables (e.g., bus schedules)  R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)  R5.2 Locate information using an index or table of contents (e.g., of a book, manual, compara, and graphs)  R6.5 Reading strategies  R6.6 Reading strategies  R6.7 Wirt, 8  R6.8 Reading strategies  R6.1 Prefeit the content of a text from title, pictures, type of material  R6.2 Scan simple text for general meaning or to determine subject  matter or organization  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 or to determine subject  matter or organization  R6.5 Scan simple text for general meaning or to d		NRS FSL Levels	1_2	4	5	6			Common Core
CASAS Reading Content Standards CASAS Levels A B B C D E CCR only  Make connections between related information across different sections of a teat  83.12 Use supporting illustrations to interpret text  83.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save 210 on your next purchase.)  Ral.14 Interpret signal words as clues to the organization and content of a text (e.g., first. then, however, it's important that.)  Ral.15 Interpret digmative meanings of words from context (e.g., flooded with calls)  Ral.16 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)  Ral.17 Interpret meaning of metaphors and similes in context  Ral.19 Interpret meaning of metaphors and similes in context  Ral.19 Interpret meaning of metaphors and similes in context  Ral.10 Read numbers  Ral.2 Read dock times  Ral.3 Read money amounts  Ral.4 Read money amounts  Ral.5 Read simple handwriting  Ral.6 Interpret complex forms (e.g., appointment sign-in sheet, class registration)  Ral.7 Interpret maps, diagrams, and graphs  Ral.8 Interpret maps, diagrams, and graphs  Ral.9 Interpret maps, diagrams, and graphs  Ral.10 Interpret maps, diagrams, and graphs  Ral.2 Read content into maps and dea to rable of contents (e.g., of a book, manual, computer application help feature)  Ral.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)  Ral.2 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)  Ral.3 Predict the content of a text from title, pictures, type of material  Ral.4 Scan simplife text for general meaning or to deter		THO BOD BEVELS	1-3						
R3.11 Use supporting illustrations to interpret text  1.3.12 Use supporting illustrations to interpret text  1.3.13 Use contextual clues to determine the meaning of words and phrases [e.g., Save \$10 on your next purchase.]  1.3.14 Interpret signal words as clues to the organization and content of a text (e.g., first then; however; it's important that)  1.3.15 Interpret information meanings of words from context (e.g., flooded with calls)  1.3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)  1.3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)  1.3.18 Interpret analogies in familiar contexts  1.3.19 Interpret meaning of metaphors and similes in context  1.3.19 Interpret meaning of metaphors and similes in context  1.3.19 Interpret meaning of metaphors and similes in context  1.3.19 Interpret meaning of metaphors and similes in context  1.3.19 Interpret meaning of metaphors and similes in context  1.3.10 Interpret meaning of metaphors and similes in context  1.3.10 Interpret meaning of metaphors and similes in context  1.3.10 Interpret meaning of metaphors and similes in context  1.3.10 Interpret meaning of metaphors and similes in context  1.3.10 Interpret meaning of metaphors in sheet, class registration  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus schedules)  1.3.10 Interpret information in charts and tables (e.g., bus interpret information in charts and		NRS ABE/ASE Levels	1	2	3	4	5	6	
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R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchose).  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 signal words as clues to the organization and content of a text (e.g., first, then; however; it's important that)  R3.16 Interpret didoms and collocations 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  R3.19 Interpret meaning of metaphors and similes in context  R4 Text in format  R4.1 Read numbers  R4.2 Read clock times  R4.3 Read dates  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)  R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)  R4.8 Interpret information in charts and tables (e.g., bus schedules)  R4.9 Interpret means, diagrams, and graphs  R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)  R5.2 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)  R5.3 Use a simplified dictionary or glossary  R5.4 Use a picture dictionary  R6.5 Use a simplified dictionary or glossary  R6.6 Use a simplified dictionary or glossary  R6.1 Predict the content of a text from title, pictures, type of material  R6.2 Scan complex vextended text (e.g., web pages, documents, narratives) to find specific information  R6.4 Skim simple text (e.g., ask, schedules, forms, paragraphs) to find specific information  R6.5 Skim complex text for general meaning  R6.6 Skim simple text for	DO 40		_						114.6.0
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R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)  R3.18 Interpret analogies in familiar contexts  R3.19 Interpret meaning of metaphors and similes in context  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)  R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)  R4.9 Interpret information in charts and tables (e.g., bus schedules)  R4.10 Interpret mirepret mirepret 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)  R5.2 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 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 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  R6.6 Serious distinguish conducts of other orderend using scanning, word or progratized information  R6.6 serious distinguish conducts of determine subject matter or organization  R6.6 serious distinguish conducts of unfamiliar  R6.6 serious distinguish conducts of understand content of unfamiliar  R6.6 graphopriate reading strategy (e.g., skimming, scanning, use appropriate reading strategy (e.g., s						•	•	•	
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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  R5.6 Use a standard dictionary to distinguish between multiple meanings of a word  R5.7 Use reference tools such as a print or online encyclopedia  R6.1 Predict the content of a text from title, pictures, type of material specific information  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  R6.6 Use a propriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.4 Reg. 7; Wrtg. 8  Rdg. 9; Rdg. 7; Wrtg. 9  Rdg. 7; Wrtg. 8  Rdg. 1, 10	R5.2			•	•	•			
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R5.4 Use a picture dictionary R5.5 Use a simplified dictionary or glossary R5.6 Use a standard dictionary to distinguish between multiple meanings of a word R5.7 Use reference tools such as a print or online encyclopedia  R6.8 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 R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.7 Lang. 4, 5  Lang. 4, 5  Lang. 4, 5  Rdg. 7; Wrtg. 8  Rdg. 7  Rdg. 7  Rdg. 7	K5.3		•	•	•	•			
R5.5 Use a simplified dictionary or glossary  R5.6 Use a standard dictionary to distinguish between multiple meanings of a word  R5.7 Use reference tools such as a print or online encyclopedia  R6.8 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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  • • • • Rdg. 1, 10	DE 4								wrig. 8
R5.6 Use a standard dictionary to distinguish between multiple meanings of a word  R5.7 Use reference tools such as a print or online encyclopedia  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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  Lang. 4, 5  Rdg. 7; Wrtg. 8  Rdg. 7  Rdg. 7  Rdg. 7  Rdg. 2				•					
R5.7 Use reference tools such as a print or online encyclopedia  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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.5 Rdg. 7, Wrtg. 8  Rdg. 7  Rdg. 7  Rdg. 7  Rdg. 2  Rdg. 2									
R5.7 Use reference tools such as a print or online encyclopedia  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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Radg. 7; Wrtg. 8  Rdg. 7; Wrtg. 8  Rdg. 7  Rdg. 7  Rdg. 7  Rdg. 7  Rdg. 2	110.0				•	•	•	•	Lang. 4, 5
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 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  Wrtg. 8  Wrtg. 8  Wrtg. 8  R6.1 Wrtg. 8  R6.2 Rdg. 7	R5.7								Rdg. 7;
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 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Reading strategies  • • • • • • • • • • • • • • • • • • •			L				L		
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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Rdg. 7	R6								
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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Rdg. 2  Rdg. 2  Rdg. 1, 10	R6.1		•	•	•				
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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Rdg. 7  Rdg. 7  Rdg. 2	R6.2		•	•	•				
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  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Rdg. 7  Rdg. 7  Rdg. 2  Rdg. 2									
R6.4 Skim simple text for general meaning  R6.5 Skim complex text for general meaning or to determine subject matter or organization  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Rdg. 2	R6.3				•	•	•	•	Rdg. 7
R6.5 Skim complex text for general meaning or to determine subject matter or organization  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Rdg. 2  Rdg. 2  Rdg. 1, 10	D.C. 4			_	_				
matter or organization  Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  R6.6 Production of the strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  * • • • • • Rdg. 1, 10				•	•				
Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar  Use appropriate reading strategy (e.g., skimming, scanning, e.g., skimming, skimming, e.g., skimming, skimming, e.g., skimming, skim	K0.5				•	•	•	•	Rdg. 2
R6.6 predicting, inferring) to understand content of unfamiliar									
	R6.6			•	•	•	•	•	Rdg. 1. 10
									- 3 - 7

	NRS ESL Levels	1-3	4	5	6			Common Core Standards
	NIG ESE LEVEIS	1-3	7	3	0			Reading, Language,
	NRS ABE/ASE Levels	1	2	3	4	5	6	& Writing
CS#	CASAS Reading Content Standards CASAS Levels	Α	В	В	С	D	Е	CCR only
R6.7	Increase reading fluency (accuracy, speed)	•	•	•	•	•	•	Rdg. 10
R7	Reading and thinking skills							
R7.1	Identify the main idea of a simple paragraph	•						
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				•	•	•	Rdg. 2, 8
	argument on a familiar topic							1146. 2, 0
R7.4	Determine the sequence of events in a simple narrative	•	•					
R7.5	Determine the sequence of events in a complex narrative			•	•	•	•	Rdg. 2, 3, 10
R7.6	Paraphrase information			•	•	•	•	Rdg. 2
R7.7	Summarize a text			•	•	•	•	Rdg. 2,
								Wrtg. 2
R7.8	Make inferences and draw conclusions from simple text	•	•	•				
R7.9	Make inferences and draw conclusions from complex text				•	•	•	Rdg. 1, 2, 10
R7.10	Differentiate fact from opinion in a written text			•	•	_	_	Rdg. 8
R7.11	Identify the writer, audience, and purpose of a text				•	•	•	Rdg. 6
R7.12	Determine a writer's point of view					•	•	Rdg. 6
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				•	•	•	Rdg. 1, 8
R8	claims) Academic-oriented skills							
R8.1	Critique the logic of functional documents by examining the							
NO.1	sequence of information and procedures in anticipation of							Rdg. 7, 8, 9
	possible reader misunderstandings						-	Rug. 7, 0, 7
R8.2	Analyze both the features and the rhetorical devices of different							
	types of public documents (e.g., policy statements, speeches,						•	Rdg. 4, 6, 8, 9;
	debates, platforms) and the way in which authors use those							Lang. 3
	features and devices)							0
R8.3	Critique the power, validity, and truthfulness of arguments set forth							
	in public documents; their appeal to both friendly and hostile							Rdg. 6, 8;
	audiences; and the extent to which the arguments anticipate and						•	Lang. 3;
	address reader concerns and counterclaims (e.g., appeal to							Wrtg. 1, 8
	reason, to authority, to pathos and emotion)							
R8.4	Generate relevant questions about readings on issues that can be					•	•	Wrtg. 7
	researched							
R8.5	Prepare a bibliography of reference materials for a report using a					•	•	Rdg. 7, 9;
	variety of consumer, workplace, and public documents							Wrtg. 7, 8
R8.6	Extend ideas presented in primary or secondary sources through					•	•	Rdg. 7;
DO 7	original analysis, evaluation, and elaboration							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							Rdg. 1, 6, 8;
	interpretations						Ĭ	Wrtg. 8, 9
R8.8	Evaluate the credibility of an author's argument or defense of a							
1.0.0	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					•	•	Rdg. 4, 6, 7, 8
	(e.g., professional journals, editorials, political speeches, primary							
	source materials)							
R8.9	Analyze an author's implicit and explicit philosophical assumptions						_	Ddg 1 ( 0
	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						•	Rdg. 1, 9
	connect them to other sources and related topics to demonstrate							Nug. 1, 7
	comprehension							

	NRS ESL Levels	1-3	4	5	6			Common Core Standards
	THO BOD BEVELS	1-3						Reading, Language,
	NRS ABE/ASE Levels	1	2	3	4	5	6	& Writing
CS#	CASAS Reading Content Standards CASAS Levels	Α	В	В	С	D	Е	CCR only
R8.11	Analyze the way in which clarity of meaning is affected by the							Rdg. 4, 5;
	patterns of organization, hierarchical structures, repetition of the						•	Lang. 3
	main ideas, syntax, and the word choice in the text							Lang. 5
R9	Literary analysis							
R9.1	Identify the story elements such as setting, character, plot, and		•					
DO 0	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,							
117.15	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			•				Rdg. 3
R9.8	Identify the impact of language such as literary devices that are				•			Rdg. 4;
	characteristic of an author's work							Lang. 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				•			Rdg. 3
	his/her life							
R9.10	Identify the major theme in increasingly more complex stories				•			Rdg. 2, 10
R9.11	Use specifics from literary passages to support his/her ideas				•			Rdg. 1
DO 40	formed from reading literary text							- 8
R9.12	Identify historical and cultural perspectives in reading selections				•			Rdg. 1, 2, 6
R9.13	(i.e., the impact of beliefs, attitudes, and values on a literary work)							<b>G</b>
K9.13	Interpret a work of literature and relate the information to contemporary experiences				•			Rdg. 10
R9.14	Identify more complex elements of plot, setting, character							
1().1Т	development, conflict, and resolution				•			Rdg. 2, 3
R9.15	Recognize universal themes in literature (e.g., tragic hero, man							
117.120	versus nature, triumph over adversity, coming of age)				•			Rdg. 2
R9.16	Articulate the relationship between the expressed purposes and the							
	characteristics of different forms of dramatic literature (e.g.,					•		Rdg. 6, 9
	comedy, tragedy, drama, dramatic monologue)							
R9.17	Compare and contrast the presentation of a similar theme or topic							
	across genres to explain how the selection of genre shapes the					•		Rdg. 9
50.10	theme or topic							
R9.18	Determine and articulate the relationship between the purposes							D1 60
	and characteristics of different forms of poetry (ballad, lyric,					•		Rdg. 6, 9
R9.19	couplet, epic, elegy, ode, sonnet)  Analyze interactions between main and subordinate characters in a							
K9.19	literary text (e.g., internal and external conflicts, motivations) and					•		Rdg. 3
	explain the way those interactions affect the plot					_		rug. J
R9.20	Determine characters' traits by what the characters convey about							
117120	themselves in narration, dialogue, dramatic monologue, and					•		Rdg. 3
	soliloquy							
R9.21	Compare works that express a universal theme and provide							Dd~ 1 2 0
	evidence to support the ideas expressed in each work					•		Rdg. 1, 2, 9
R9.22	Analyze and trace an author's development of time and sequence,							Rdg. 4, 5;
	including the use of complex literary devices (e.g., foreshadowing,					•		Lang. 3
	flashbacks)							20116. 0

	NRS ESL Levels	1.2	1	5	6			Common Core
	NRS ABE/ASE Levels	1-3	2	3	6 4	5	6	Standards Reading, Language,
CS#	CASAS Reading Content Standards CASAS Levels	A	В	В	C	D	E	& Writing  CCR only
R9.23	Recognize and understand the significance of various literary	Λ	ט	ע	C	ע	ь	
1().20	devices (figurative language, imagery, allegory, symbolism) and					•		Rdg. 4;
	explain their appeal							Lang. 5
R9.24	Interpret and evaluate the impact of ambiguities, subtleties,							Rdg. 8;
	contradictions, ironies, and incongruities in a text							Lang. 5
R9.25	Explain how voice, persona, and the choice of a narrator affect					•		Rdg. 3, 6;
	characterization and the tone, plot, and credibility of a text							Lang. 3
R9.26	Explain how the tone and plot describe the function of dialogue,							D. 1. 0. F
	scene designs, soliloquies, asides, and character foils in dramatic					•		Rdg. 3, 5
DO 27	literature  Evaluate the easth atia qualities of style including the impact of							
R9.27	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using					Rdg. 4		
	the terminology of literary criticism (Aesthetic approach)							Rug. 4
R9.28	Analyze the way in which a work of literature is related to the							
1(7.20	themes and issues of its historical period (Historical approach)					•		Rdg. 2, 6
R9.29	Analyze a work of literature, showing how it reflects the heritage,							
	traditions, attitudes, and beliefs of its author (Biographical					•		Rdg. 4, 6
	approach)							0 /
R9.30	Analyze characteristics of subgenres (e.g., satire, parody, allegory,							
	pastoral) that are used in poetry, prose, plays, novels, short						•	Rdg. 5
-	stories, essays, and other basic genres							
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						•	Rdg. 1, 2
- DO 00	support the claim							
R9.32	Analyze the ways in which irony, tone, mood, the author's style, and							Rdg. 4;
	the "sound" of language achieve specific rhetorical or aesthetic						•	Lang. 3
R9.33	purposes or both  Analyze the ways in which poets use imagery, personification,							
1(7.55	figures of speech, and sounds to evoke readers' emotions						•	Rdg. 4
R9.34	Analyze recognized works of American literature representing a							
	variety of genres and traditions						•	Rdg. 1, 10
R9.35	Analyze the way in which authors through the centuries have used							
	archetypes drawn from myth and tradition in literature, film,						•	Rdg. 7, 9
-	political speeches, and religious writings							
R9.36	Analyze recognized works of world literature from a variety of						•	Rdg. 1, 9, 10
	authors							Rug. 1, 7, 10
R9.37	Evaluate the philosophical, political, religious, ethical, and social						- B1 3	21.06
	influences of the historical period that shaped the characters,				•	Rdg. 3, 6		
DO 20	plots, and settings of a literary work  Analyze the clarity and consistency of political assumptions in a							
R9.38	selection of literary works or essays on a topic (e.g., suffrage,						• Rdg. 8,	Pda Q Q
	women's role in organized labor (Political approach)							Kug. 0, 9
R9.39	Analyze the philosophical arguments presented in literary works to							
1(7.5)	determine whether the authors' positions have contributed to the						• Rdg. 3, 6, 8	
								Kdg. 3, 6, 8
	(Philosophical approach)							
	quality of each work and the credibility of the characters						•	Rdg. 3, 6, 8