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| **STANDARD 1 (READING FOUNDATIONS): *Learners will integrate knowledge, skills, and strategies related to word identification/decoding, fluency, vocabulary, and comprehension to construct meaning from informational and literary texts.[[1]](#footnote-1)*** | | | |
| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **A. Word Identification and Decoding[[2]](#footnote-2)** | **R1.1.a** Automatically identify the names of the lowercase and uppercase letters of the alphabet presented in random (non-alphabetic) order.  **R1.1.b** When presented with individual letters and letter clusters visually, automatically provide the sounds made by the consonants, consonant blends, short vowels, and initial and final consonant digraphs.  **R1.1.c** Provide the initial sound when a one-syllable word is presented orally (pronounced for the learner) for words beginning with consonants *(e.g., /cap/ = /c/),* consonant blends *(e.g., /clap/ = /cl),* and consonant digraphs *(e.g., /chap/ = /ch/).*  **R1.1.d** When given the separate sounds of CVC and CCVC words orally, blend the sounds to pronounce complete words *(e.g., /s/-/a/-/d/ = /sad/; /t/-/r/-/i/-/p/ = /trip/; /ch/-/a/-/t/ = /chat/).* | **R1.2.a** Automatically identify common one- and two-syllable words *(e.g., laugh; airplane; people)*, high-frequency abbreviations *(e.g., Dr.; St.),* simple homographs *(e.g., read; live),* and contractions *(e.g., wasn’t; wouldn’t).*  **R1.2.b** Apply knowledge of common syllable patterns/types *(\*closed; open; vowel-consonant-e; double vowels; consonant-le; r-controlled)*, high-frequency suffixes *(e.g., -es; -ful),* and common syllabication rules *(\*compound words; VC/CV; /Cle; V/CV or VC/V)* to decode unfamiliar one- and two-syllable words. | **R1.3.a** Automatically identify common multisyllabic words *(e.g., computer; information)*, common homographs *(e.g., record; wind)*, and common abbreviations *(e.g., for months; days; classified ads)*.  **R1.3.b** Apply knowledge of common syllable patterns/types, common prefixes and suffixes *(e.g., dis-; un-;*  *re-, pre-; -able; -ion)*, and common syllabication rules to decode unfamiliar words. |

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| **A. Word Identification**  **and Decoding, continued2** | **R1.1.e** Apply knowledge of common spelling patterns to decode one-syllable words including CV (e.g., me), CVC (e.g., met), CVCC (e.g., melt or much), CCVC (e.g., slip or chip), CVCV (e.g., mate), and CVVC (e.g., meat).  **R1.1.f** Automatically identify 100-150 basic high-frequency sight words, including basic personal information words *(e.g., name, address) and signs (e.g., stop, exit) and especially safety words (e.g., danger).* |  |  |
| **B. Fluency2** | **R1.1.g** Read aloud text written at approximately a 1.9 GLE with accuracy, appropriate rate, and attention to punctuation and phrasing. | **R1.2.c** Read aloud text written at approximately a 3.9 GLE with accuracy, appropriate rate, and attention to punctuation and phrasing. | **R1.3.c** Read aloud text written at approximately a 5.9 GLE with accuracy, appropriate rate, and attention to punctuation and phrasing. |

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| **C. Vocabulary2** | **R1.1.h** Demonstrate orally an understanding of the meanings of everyday[[3]](#footnote-3) words likely to be found in simple texts.  **R1.1.i** Recognize synonyms and antonyms for basic *words (e.g., small/tiny; poor/rich).*  **R1.1.j** When words whose meanings are known are presented orally or viapictures, be able toclassify them into appropriate categories *(e.g., categories of animals: reptiles, birds, mammals, or categories of transportation: land, sea, and air).* | **R1.2.d** Demonstrate an understanding of the meanings of everyday3 words *(e.g., belief; daily; emergency)* and simple homophones *(e.g., blew/blue)* likely to be found in simple texts.  **R1.2.e** Identify simple antonyms and synonyms *(e.g., big/little; big/large).*  **R1.2.f** Use a small set of strategies and resources to determine the meanings of unfamiliar words *(\*use context; use glossary; use beginner’s English dictionary;**apply knowledge of high-frequency prefixes, suffixes).* | **R1.3.d** Demonstrate an understanding of the meanings of general[[4]](#footnote-4) words *(e.g., conclude; exclaim; primarily),* common homophones *(e.g., band/banned),* and common idioms likely to be found in simple texts.  **R1.3.e** Use strategies and resources to determine the meanings of unfamiliar words *(\*apply knowledge of common prefixes, suffixes; use context; use glossary; use electronic or beginner’s English dictionary; reference cognates).* |

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| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **D. Comprehen-sion Strategies2** | **R1.1.k** Identify and understand uses of the conventions of written language *(e.g., how to hold a book, that print goes from left to right, visual markers of a sentence such as starts with a capital letter, ends with a final punctuation mark; the punctuation symbols such as period, question mark, exclamation point, quotation marks and their uses; the title of an article, book, or chapter; the function of captions and sub-heads and the relationship of pictures and other visuals to nearby text).*  **R1.1.l** Use pre-reading strategies to determine or refine the purpose for reading *(\*identify type of text, purpose and intended audience; preview title/headings/ visuals; ask self, “What is it about? What do I know about this? What do I want to know?”; make predictions).* | **R1.2.g** Use pre-reading strategies to determine or refine the purpose for reading *(\*identify type of text, purpose, and intended audience; preview title/ headings/visuals; ask self, “What is it about? What do I know? What do I want to know?”; make predictions).* | **R1.3.f** Use pre-reading strategies to determine or refine the purpose for reading *(\*identify type of text, purpose, and intended audience; preview title/headings/visuals; note repeated/bolded/italicized words; activate prior knowledge; ask self simple questions; select texts for reading purpose).* |

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| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **D. Comprehen-sion Strategies, continued2** | **R1.1.m** Use strategies to monitor and/or enhance comprehension[[5]](#footnote-5) (\**know what to do when encountering a word one cannot decode or whose meaning is not known; paraphrase short sections, both read below GLE 2 and presented orally above GLE 2; scan for important words and numbers; make/check predictions).* | **R1.2.h** Use strategies to monitor and/or enhance comprehension5 *(\*paraphrase short sections; pose and answer questions; attend to text features; use alphabetical order; scan for important words/numbers; consider own knowledge and experiences; make/check predictions; adjust pace).* | **R1.3.g** Use strategies to monitor and/or enhance comprehension5 *(\*paraphrase key ideas or events; pose and answer questions; attend to text features; scan for important information; consider own knowledge and experiences; make/check predictions; use a simple graphic organizer; attend to signal words; highlight/underline answers to questions; adjust pace).* |

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| **STANDARD 2 (INFORMATIONAL READING): *Learners will comprehend, analyze, and critique informational texts[[6]](#footnote-6)—including expository, persuasive, procedural, and functional texts—for a variety of academic and non-academic purposes.*** | | | |
| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **A. Author’s Organization and Purpose** | **R2.1.a** Identify common ways of presenting information using print and its purposes *(e.g., signs, lists, product labels, forms, directions, and expository text).*  **R2.1.b** Identify the main idea from a group of words or conceptually related pictures *(e. g., worm, fishing pole, lake = “fishing”).*  **R2.1.c** Identify the topics and stated main ideas of short passages or paragraphs (both read below GLE 2 and presented orally above GLE 2). | **R2.2.a** Identify simple sequence and description patterns used by the author.  **R2.2.b** Identify the topic and stated main idea of a paragraph. | **R2.3.a** Determine straightforward organizational patterns used by the author *(\*sequence; description; cause and effect).*  **R2.3.b** Determine the stated or implied main idea and/or its supporting details, within a paragraph *(e.g., What details does the author use to support her main idea that children need discipline?).* |

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| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **B. Locating and Using Information and Ideas** | **R2.1.d** Locate explicitly stated information in brief nonfiction texts and other print materials below GLE 2 *(e.g., the place on a form where one’s signature is required; basic food names on supermarket aisle signs).*  **R2.1.e** Make simple inferences and draw basic conclusions based on information presented in text written below GLE 2 *(e.g., from product labels determine which item costs more, or from a highway sign with mileage to multiple destinations determine which is further, Boston or Fall River?).* | **R2.2.c** Locate clearly stated facts or details relevant to the purpose for reading *(e.g., due date for a bill payment; the departure time of a bus; steps in planting a bulb).*  **R2.2.d** Follow directions provided in a simple diagram or in multiple one-step written commands *(e.g., “Please answer every item. Write your answers in the space beside each item. Turn in your form at the desk.”).*  **R2.2.e** Make simple inferences, draw basic conclusions, and/or make decisions, providing textual or visual evidence *(e.g., Which bus best fits my schedule?; Does this can of food have ingredients I can’t eat?; Based on this pamphlet, what is the most important thing I can do to have a healthy pregnancy?).* | **R2.3.c** Locate explicit information on simple tables *(\*a table of contents; index),* on a map, or in short text *(e.g., find the dosage for a child on a medicine bottle; locate the capital of Afghanistan; find the dates of specific historical events mentioned in a short article).*  **R2.3.d** Follow directions provided in a diagram or in multi-step written directions with conditional commands *(e.g., “Step 2: Insert disc into the opening. If the disc doesn’t start running right away, go to the START menu.”).*  **R2.3.e** Make inferences, draw conclusions, and/or make decisions, providing textual or visual evidence *(e.g., Which of these containers can I recycle, based on the information in a public notice?; According to the article, what impacts the kinds of homes built in different parts of the world?).* |

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| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **C. Reliability and Completeness of Information** | **R2.1.f** Identify and interpret pictures used by the author to influence the reader’s opinions and actions (e.g., pictures used in ads).  **R2.1.g** Evaluate the overall reliability or completeness of information provided in texts that are above GLE 2 and presented orally *(e.g., about a health issue, a TV show, a sale at a store)* as to whether the information is complete enough to inform one’s decisions. | **R2.2.f** Identify and interpret language and graphics used by the author to influence the reader’s opinions and actions *(\*facts vs. opinions; language that appeals to the senses; pictures used in ads).*  **R2.2.g** Evaluate the overall reliability or completeness of information provided *(e.g., What information is missing from the invitation?; Is this flyer relevant to me?; Can I believe this ad?).* | **R2.3.f** Identify and interpret language and graphics used by the author to influence the reader’s opinions and actions *(\*facts vs. opinions; imagery; simile; visuals).*  **R2.3.g** Evaluate the overall reliability or completeness of information provided *(e.g., Does this classified ad tell me everything I need to know?; What else do I need to know before I join this group?).* |
| **D. Synthesis of Ideas** | **R2.1.h** Identify similarities and differences in the information presented in two brief texts written above GLE 2 on the same topic and which is presented orally (*e.g., two reviews of a movie or TV show; features of two different brands of food or consumer items)*. | **R2.2.h** Combine, compare, and/or contrast information presented in one or more texts *(e.g., identify three ways the author suggests to save energy in homes; discuss how reptiles and amphibians are different from each other).* | **R2.3.h** Combine, compare, and/or contrast information presented in one or more texts *(e.g., compare and contrast approaches to reducing energy use in the home).* |

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| **STANDARD 3 (LITERARY READING): *Learners will comprehend, analyze, and critique literary texts—including novels, short stories, poetry, song lyrics, plays, screenplays, essays, biographies[[7]](#footnote-7), and autobiographies7—for a variety of academic and non-academic purposes.*** | | | |
| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **A. Literary Structures** | **R3.1.a** Identify and describe the main character(s), setting *(\*time and place),* and sequence of key events in stories (both read below GLE 2 and presented orally above GLE 2).  **R3.1.b** Categorize literary works (both read below GLE 2 and presented orally above GLE 2) as fiction, nonfiction, poetry, or drama.  **R3.1.c** Identify the basic theme of a literary work (both read below GLE 2 and presented orally above GLE 2) when the theme is stated or clear. | **R3.2.a** Identify and describethe main character(s), setting *(\*time and place),* and key major events and their relationship to each other *(\*order of occurrence; stated cause and effect).*  **R3.2.b** Categorize literary works as fiction, nonfiction, poetry, or drama.  **R3.2.c** Identify the basic theme when it is stated or clear *(e.g., “Friends should stick together”).* | **R3.3.a** Identify and describe the main character(s), setting, and key plot elements *(\*problem; sequence of events; implied cause and effect; how problem is solved)*, providing textual evidence*.*  **R3.3.b** Identify the key conventions of a poem or script and describe their functions *(\*shape; stanzas; rhyme; cast of characters; dialogue; list of props)*.  **R3.3.c** Draw conclusions about the basic theme of a literary work, providing evidence *(e.g., What does the author think is important about “acceptance”? How do you know?)*. |

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| **TOPICS** | **Level 1**  Beginning ABE Literacy  (0—1.9 GLE)  *By the end of the level, learners will demonstrate benchmarks as needed…* | **Level 2**  Beginning Basic Education  (2.0—3.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* | **Level 3**  Low Intermediate Basic Education  (4.0—5.9 GLE)  *By the end of the level, learners will demonstrate previous benchmarks as needed, plus…* |
| **B. Literary Technique / Style** | **R3.1.d** State how literary texts (both read below GLE 2 and presented orally above GLE 2) make one feel (i.e., mood and tone), and why.  **R3.1.e** Identify who is narrating and who is speaking in dialogue passages in stories and poems in texts (both read below GLE 2 and presented orally above GLE 2). | **R3.2.d** Locate and interpret descriptive words and phrases used by an author *(\*adjectives; adverbs; strong verbs).* | **R3.3.d** Locate and interpret simple descriptive and figurative language used by an author *(\*language that appeals to the senses; simile)*. |
| **C. Making Connections** | **R3.1.f** Make logical predictions and basic inferences from explicit evidence in texts (both read below GLE 2 and presented orally above GLE 2).  **R3.1.g** State whether or not a story or poem (both read below GLE 2 and presented orally above GLE 2) reflects one’s experience and/or view of the world, human nature, etc., and explain why or why not.  **R3.1.h** State whether or not one found stories or poems (both read below GLE 2 and presented orally above GLE 2) enjoyable, and explain why or why not. | **R3.2.e** Make logical predictions and basic inferences from explicit textual evidence.  **R3.2.f** Connect the text with own experience or knowledge of the world *(e.g., Do I know anyone like this character?; Could this really happen?).* | **R3.3.e** Make logical predictions and inferences from explicit and implicit evidence.  **R3.3.f** Connect elements of the text—such as characters, events, or themes—with own experience, knowledge of the world, or other texts *(e.g., Does this character remind me of anyone in my life or in another text?; What are some other things I’ve read that had a similar theme?).* |

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   See Section 4 in the Revised Reading Strand booklet (2010) for information about the research behind Standard 1 and implications for teaching. [↑](#footnote-ref-1)
2. Placement in the appropriate level for each topic area in Standard 1 should be based on diagnostic assessments. [↑](#footnote-ref-2)
3. \* Items preceded by an asterisk provide further clarification about what should be taught/learned to prepare students to reach the benchmark.

   “Everyday” words are words common to everyday spoken language (e.g., *ask*, *baby*, *walk*, *smile*). They may also be referred to as “Tier 1” words (Beck, McKeown, & Kukan, 2002). [↑](#footnote-ref-3)
4. “General” words are words that appear in a wide variety of written texts in all subject matter. They may also be referred to as “Tier 2” words (Beck *et al.*, 2002) or “academic words” (Coxhead, 2000). See the Academic Word List at <http://www.victoria.ac.nz/lals/resources/academicwordlist> (Watch out for British spelling). [↑](#footnote-ref-4)
5. \* Items preceded by an asterisk provide further clarification about what should be taught/learned to prepare students to reach the benchmark.

   These strategies are listed to illustrate options, not to imply that all or even most of them should be taught at each level. [↑](#footnote-ref-5)
6. \* Items preceded by an asterisk provide further clarification about what should be taught/learned to prepare students to reach the benchmark.

   Informational texts are divided into four categories. Text types commonly (but not exclusively) associated with each are listed:

   expository texts: *informational books; information-based magazine, newspaper, or Internet articles; brochures and pamphlets; tables; charts; graphs; biographies and autobiographies (when used primarily to learn details of a person’s life)*;

   persuasive texts: *editorials; letters to the editor; political cartoons; essays; speeches; ads; book/movie/product reviews*;

   procedural texts: *manuals; directions; operating instructions*;

   functional texts: *forms; work orders; applications; maps; signs; schedules; menus; invitations; posters; classified ads; labels; catalogs; legal agreements; e-mails; letters; memos*. [↑](#footnote-ref-6)
7. \* Items preceded by an asterisk provide further clarification about what should be taught/learned to prepare students to reach the benchmark.

   Biographies and autobiographies are considered literary texts when the primary purpose for reading is to appreciate the story, not to research details about someone’s life. [↑](#footnote-ref-7)