**Massachusetts English Language Proficiency Standards for Adult Education: Reading**

These revised ESOL standards capture the key concepts outlined in three core source documents: the 2005 [Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages](http://www.doe.mass.edu/acls/frameworks/archive.html), the 2013 [College and Career Readiness Standards for Adult Education](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) (CCRSAE), and the 2016 OCTAE [English Language Proficiency Standards for Adult Education](https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf). They are also informed by the 2017 [Oregon Adult Learning Standards](https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx). The revised standards collectively reflect the range of skills that prepare English language learners to meet the rigor of the CCRSAE. The linkages between the revised standards and the source documents are color-coded as follows:

MA standards:  orange CCR: blue ELP: green OR standards: red New: black

| Reading Strand | |
| --- | --- |
| Standards | Threads |
| Reading 1 *(Focus on meaning)*:  Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.  Referring standards: *CCR Reading 1, 4, 8, 10; CCR Reading Foundations 1, 3, 4; CCR Language 3; ELP 1, 5, 6; MA 1* | A. Read increasingly complex texts, independently and proficiently,  to carry out academic and real-world tasks.  B. Read fluently to access and interpret meaning.  C. Analyze written arguments. |
|  |  |
| Reading 2 *(Organization and style)*:  Analyze the organization of texts including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shape the text structure and style.  Referring standards: *CCR Reading 2, 3, 5, 6, 9; CCR Reading Foundations 1, 3, 4; ELP 7* | A. Understand text structure and development.  B. Recognize style and register. |
|  |  |
| Reading 3 *(Components of English)*:  Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.  Referring standards: *CCR Reading 4; CCR Reading Foundations 1, 3; CCR Language CCR 3, 5, 6; ELP 8; MA 2* | A. Decode English print.  B. Comprehend and expand reading vocabulary.  C. Use grammar knowledge to comprehend meaning.  D. Use understanding of English conventions to comprehend  meaning. |
|  |  |
| Reading 4 *(Use of effective strategies)*:  Use a variety of reading strategies appropriate to the reading purpose and type of text.  Referring standards: CCR *Language 4; MA 3* | A. Use pre-reading strategies.  B. Use reading strategies.  C. Use post-reading strategies. |
|  |  |
| Reading 5 *(Use of diverse media)*:  Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information.  Referring standards: *CCR Reading 7; ELP 1* |  |

| **Reading 1 *(Focus on meaning)*:** **Read closely to construct and analyze meaning, make inferences, evaluate arguments and reasoning, and build knowledge from a variety of increasingly complex informational and literary texts.** (*CCR Reading 1, 4, 8, 10; CCR Reading Foundations 1, 3, 4; CCR Language 3; MA 1; ELP 1, 5, 6; MA 1)* | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **ESOL Level 1\***  (NRS Beginning Literacy) | | **ESOL Level 2**  (NRS Low Beginning) | **ESOL Level 3**  (NRS High Beginning) | **ESOL Level 4**  (NRS Low Intermediate) | **ESOL Level 5**  (NRS High Intermediate) | **ESOL Level 6+**  (NRS Advanced) |
| **A. Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks.** | | | | | | |
| R1A.1a. With support, locate highly-relevant information in environmental print and text with strong visual supports, such as:   * practical and survival signs and symbols *(e.g., EXIT, DANGER; symbols for no smoking, restroom, hospital)* * very simple charts *(e.g., basic schedule*) or lists *(e.g., names in a directory)* * simple prompts for key personal information *(e.g., Name, Address, Telephone Number, Date of Birth).*     R1A.1b. Read and answer questions about simple class-generated lists or simple sentences to build knowledge of print and of how English works. | R1A.2a. Read and comprehend high-interest environmental print and simple information, such as:   * common signs and symbols *(e.g., Do not enter, recycling symbol, No parking)* * simple charts or text with visual supports *(e.g., item on a calendar, where to sign)* * very simple one-step written and illustrated directions *(e.g., Turn the page*; *Copy the word*).   R1A.2b. Read and describe short, personally relevant texts *(e.g., personal or work notes, greeting cards, journals)* to build knowledge and awareness of text types.  R1A.2c. With support, participate in short, shared projects, gathering information from experience or a provided source. | | R1A.3a. Read and comprehend high-interest, simple or level-adapted informational texts, such as:   * simple forms or parts of more complex forms *(e.g., work orders, library card applications)* * simple tables, graphs, and maps (*e.g., medicine dosage chart, bill payment due date, hospital location on a neighborhood map*) * some simple digital information *(e.g., text messages, personal email)* * simple multistep written directions *(e.g., directions on simple GPS system, worksheet instructions*).   R1A.3b. Read and summarize simple narrative, explanatory, and literary text *(e.g., simple poems)* to interpret meaning, build knowledge and develop awareness of authors and text types.  R1A.3c. With support, participate in short shared research projects to answer a question. | R1A.4a. Read and comprehend a range of authentic or level-adapted multiparagraph informational texts, such as:   * magazine articles, flyers, recipes * simple forms, tables, graphs, diagrams, and maps *(e.g., work schedule, digital menus, nutrition labels, maps of the U.S., class Google form)* * simple digital texts (*e.g.*, *shared course documents, social media, GPS)* * multi-step directions *(e.g., to change a password).*   R1A.4b. Read and integrate a range of literary, informational and persuasive texts *(e.g., blogs, editorials)* to build knowledge, consider multiple perspectives, develop informed opinions, and make decisions.  R1A.4c. With support, carry out short shared research projects to answer a question. | R1A.5a. Read and comprehend a range of complex informational texts, such as:   * health brochures, voter guides, candidate positions * forms, tables, graphs, diagrams, and maps *(e.g., job applications, food pyramid, work flow diagram, road maps)* * digital texts *(e.g., online course discussion boards, work apps)* * lengthy multi-step directions.   R1A.5b. Read and synthesize a range of literary, informational/expository *(e.g., biography, news articles, interviews)* and persuasive *(e.g., campaign platforms, political cartoons)* texts to build knowledge, weigh arguments and come to conclusions.  R1A.5c. Carry out short individual research projects to answer a question, drawing on multiple sources. | R1A.6a. Read and comprehend a wide range of specialized, informational sources, such as:   * complex texts/documents (*e.g., postsecondary level texts, training materials, loan documents, voter eligibility materials)* * complex forms, tables, graphs, diagrams, and maps *(e.g., organizational diagram for a workplace, census charts, climate maps)* * complex digital texts *(e.g., online tracking of resources/ payments)* * multistep procedures to carry out experiments, take measurements, or perform a technical task.   R1A.6b. Read and analyze a range of academic and technical *(e.g., field guides, research summaries)* and literary *(e.g., poetry and prose)* texts to build broad knowledge, prepare academically, and appreciate linguistic expression.    R1A.6c. Carry out sustained individual research projects to answer a question or solve a problem, drawing on multiple sources. |
| **B. Read fluently to access and interpret meaning.** | | | | | | |
| R1B.1a. Identify purposes for reading and types of text (*e.g., a sign, an ad, a story).*  R1B.1b. With support, identify the topic of a text, using visual information to gain meaning *(e.g., identify a place or a job being done)*.    R1B.1c. Recognize subject pronouns and key words to comprehend the basic idea in a simple sentence.  R1B.1d. Recognize and name upper- and lower-case letters and cardinal numbers.  R1B.1e. Read aloud familiar words or simple self-generated sentences, as modeled. | R1B.2a. Identify that texts are written for varied purposes and audiences, giving examples.  R1B.2b. Determine the main idea of a text.  R1B.2c. Make simple inferences using textual evidence *(e.g., characters are wearing coats so it may be winter).*  R1B.2d. Identify basic similarities in and differences between two simple texts on the same topic (*e.g., illustrations, descriptions)*.  R1B.2e. Read aloud connected self-written or simplified sentences with, on successive readings, growing accuracy and use of punctuation to guide pauses. | | R1B.3a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  R1B.3b. Ask and answer five *W* questions about the topic, stated main idea, and key details in a text.  R1B.3c. Distinguish inferences from what a text says explicitly*.*  R1B.3d. Distinguish an author’s point of view from one’s own.  R1B.3e. Compare and contrast the most important points and key details presented in two texts on the same topic.  R1B.3f. Read aloud simple paragraphs with, on successive readings, sufficient accuracy and appropriate intonation.  R1B.3g. Identify the setting, the main character’s dilemma, and major events in a narrative. | R1B.4a. Identify one’s own purpose for reading a specific text *(e.g., to find a due date, to learn about a topic, to understand regulations, for enjoyment).*  R1B.4b. Determine the main idea or theme of a text and explain how it is supported by specific details in text.  R1B.4c. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from what the text implies.  R1B.4d. Explain how a narrator’s point of view influences how events are described.  R1B.4e. Compare and integrate information from two or more texts on the same topic in order to build subject knowledge.  R1B.4f. Read aloud connected text composed primarily of simple and compound sentences with sufficient accuracy, and appropriate intonation and phrasing.  R1B.4g. Describe the main character’s dilemma and summarize major events | R1B.5a. Considering one’s purpose for reading, identify useful reading strategies *(e.g., scanning for a specific fact, skimming for general gist).*  R1B.5b. Determine the central theme and subthemes of a text, and the supporting details for each.  R1B.5c. Cite accurately several pieces of textual evidence to support analysis of what the text says explicitly and inferences drawn from what the text implies.  R1B.5d. Identify aspects of a text that reveal an author’s point of view or purpose (*e.g., biased language, inclusion or avoidance of particular facts.).*  R1B.5e. Analyze a case in which multiple texts provide different points of view or conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  R1B.5f. Read aloud connected text composed of simple, compound, and short complex sentences with accuracy, and appropriate expression and pacing. | R1B.6a. Identify purposes for reading a text multiple times.  R1B.6b. Determine a theme, central idea, or conclusion of a text, and analyze in detail its development over the course of the text, citing specific details.  R1B.6c. Cite strong and thorough textual evidence to support analysis of the text and inferences drawn from what the text implies.  R1B.6d. Determine the author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  R1B.6e. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view, including which details they include and emphasize in their respective accounts.  R1B.6f. Read aloud text composed of a variety of complex sentence structures with purposeful pacing, phrasing, and expression. |
| **C. Analyze written arguments.** | | | | | | |
| R1C.1a. Distinguish between fact and opinion in text. | R1C.2a. Identify the main claim an author makes, and one reason given to support it.  R1C.2b. Express agreement or disagreement with a text *(e.g., class rules, a simple news item).* | | R1C.3a. Identify the main argument and one or two reasons an author gives to support a claim.  R1C.3b. Ask questions that challenge claims in a text. | R1C.4a. Describe the reasons an author uses to support specific claims and explain why one agrees or disagrees.  R1C.4b. Recognize simple persuasive techniques *(e.g., implied claims in pictures, celebrity statements in ads).* | R1C.5a. Evaluate the credibility of information and claims (*e.g., misleading statements, as in “4 out of 5 dentists recommend”).*  R1C.5b. Analyze the reasoning in persuasive texts, and determine whether the evidence is accurate and sufficient to support the claims. | R1C.6a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  R1C.6b. Evaluate the reliability, credibility, and accuracy of information *(e.g., check for missing information; identify techniques such as use of understatement/ overstatement, loaded questions).* |

| **Reading 2 *(Organization and style)*:** **Analyze the organization of texts including how specific parts contribute to the whole, how ideas develop and connect, and how author purpose or genre shape the text structure and style.** (*CCR Reading 2, 3, 5, 6, 9; CCR Reading Foundations 1, 3, 4; ELP 7)* | | | | | |
| --- | --- | --- | --- | --- | --- |
| **ESOL Level 1\***  (NRS Beginning Literacy) | **ESOL Level 2**  (NRS Low Beginning) | **ESOL Level 3**  (NRS High Beginning) | **ESOL Level 4**  (NRS Low Intermediate) | **ESOL Level 5**  (NRS High Intermediate) | **ESOL Level 6+**  (NRS Advanced) |
| **A. Understand text structure and development.** | | | | | |
| R2A.1a. Use a few basic features of English text *(e.g., bold, underline)* to locate key information. | R2A.2a. Use basic features of English text *(e.g., orientation of text on a page, organization by sentences and paragraphs)* to locate key facts or information in a text.  R2A.2b. Identify the logical sequence of sentences in a simple paragraph.  R2A.2c. Identify common transition words *(e.g., first, next)* to follow the basic chronology of a class-generated story. | R2A.3a. Use basic features of English text *(e.g., titles, numbered lists, captions, headings)* to locate key facts or information in a text.  R2A.3b. Identify the logical organization of ideas in a text.  R2A.3c. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | R2A.4a. Use features of English text *(e.g., titled sections, connected narrative, lines of poetry, multiple columns)* to locate key information or navigate a text.  R2A.4b. Explain the development of events or ideas in a nonfiction text, including what happened and why, based on evidence in the text.  R2A.4c. Describe and use the overall structure (*e.g., chronology, comparison, cause/effect, problem/ solution*) to understand the relationship among events, ideas, concepts, or information in a text. | R2A.5a. Use features of English text *(e.g., icons, electronic menus, tables of contents, indexes)* to locate key information or navigate a text.  R2A.5b. Describe the relationship between a series of events, ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  R2A.5c. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  R2A.5d. Analyze how a text makes connections and distinctions among individuals, ideas, or events *(e.g., through comparisons, analogies, or categories).* | R2A.6a. Use various features of English text *(e.g., glossaries, sidebars)* and search tools *(e.g., key words, hyperlinks)* to locate information or navigate a text.  R2A.6b. Determine a theme, central idea, or conclusion of a text, and analyze in detail its development over the course of the text, citing specific details.  R2A.6c. Analyze the structure an author uses to organize a text, including how major sections, particular paragraphs, or sentences contribute to the whole and to the development of the ideas.  R2A.6d. Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure helps to make points clear and convincing.  R2A.6e. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| **B. Recognize style and register.** | | | | | |
|  | R2B.2a. Notice differences between written and spoken language. | R2B.3a. Demonstrate awareness of differences between informal and formal text/language use, and the use of language to convey level of formality or importance. | R2B.4a. Identify the use of language to create an emotion or effect.  R2B.4b. Explain the purpose of specific examples of an author’s use of imagery. | R2B.5a. Analyze the impact of specific word choice on meaning and tone.  R2B.5b. Identify and explain the effects of common literary techniques used within a text *(e.g., metaphor, analogy, repetition).* | R2B.6a. Identify the use of language to express a unique voice.  R2B.6b. Analyze the effects of common literary techniques used within a text *(e.g., flashback, rhetorical questions, symbolism).* |

| **Reading 3 *(Components of English)*:** **Apply knowledge of general, academic, and domain-specific word meanings and conventions of grammar, mechanics, and usage to read and interpret written English.** (*CCR Reading 4; CCR Reading Foundations 1, 3; CCR Language 3, 5, 6; ELP 8; MA 2)* | | | | | |
| --- | --- | --- | --- | --- | --- |
| **ESOL Level 1\***  (NRS Beginning Literacy) | **ESOL Level 2**  (NRS Low Beginning) | **ESOL Level 3**  (NRS High Beginning) | **ESOL Level 4**  (NRS Low Intermediate) | **ESOL Level 5**  (NRS High Intermediate) | **ESOL Level 6+**  (NRS Advanced) |
| **A. Decode English print.** | | | | | |
| R3A.1a. Demonstrate phonemic awareness by isolating initial and final consonant sounds and manipulating sounds in words.  R3A.1b. Recognize that spoken words are represented in written language by specific sequences of letters.  R3A.1c. Recognize one-to-one letter-sound correspondences for vowels and consonants and distinguish them in minimal pairs *(e.g., him vs. his*, *bed vs. bad)*.  R3A.1d. Tap or scoop syllables to decode words (*e.g., fam/i/ly, moth/er*). | R3A.2a. Manipulate English sounds by moving letters.  R3A.2b. Recognize long vowel sounds with silent *e*.  R3A.2c. Recognize some short-vowel syllable patterns in print *(e.g., -at, -an)*  R3A.2d. Determine the meaning of the new word formed when a known affix is added to a known word *(e.g.,* *old*/*er, work/er, job/s, un/happy).*  R3A.2e. Recognize phonetically regular high frequency words with multiple syllables (*e.g., family*). | R3A.3a. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  R3A.3b. Recognize sounds associated with consonants, including those with alternative sounds *(e.g., /****s****it/; /ad****s****/).*  R3A.3c. Recognize short- vowel syllable patterns *(e.g., -in, -op, -et).*  R3A.3d. Recognize and use frequentl­y occurring affixes *(e.g., un-; re-; dis-; -est; -ing; -ful; -tion)* as a clue to the meaning of a word.  R3A.3e. Identify base words and common inflections (*e.g., dish/dishes, looks/* *looked/looking*).  R3A.3f. Recognize phonetically regular and some irregular high frequency words. | R3A.4a. Recognize high-frequency consonant digraphs *(e.g., sh-, th-),* blends *(e.g., bl-, gr-, sm-)* and silent consonants *(e.g., -lk, wr-, kn-).*  R3A.4b. Recognize common syllable patterns in two- and three syllable words *(e.g., short vowels, long vowels, r-controlled, diphthongs).*  R3A.4c. Use understanding of English morphology (prefixes, roots, and suffixes) to identify meaning of new vocabulary.  R3A.4d. Recognize most irregular high frequency words (*e.g., would, again*). | R3A.5a. Use common Greek or Latin affixes and roots *(e.g., anti -; cardio -; act, form; -cracy, -logy)* as clues to the meaning of a word *(e.g., audience*, *auditory*, *audible*).  R3A.5b. Recognize syllable patterns/types *(e.g., closed syllable, open syllable, r-controlled, -Cle, VCe, vowel digraphs/ diphthongs;).* | R3A.6a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (*e.g., roots and affixes*) to accurately read unfamiliar multisyllabic words in context and out of context. |
| **B. Comprehend and expand reading vocabulary.** | | | | | |
| R3B.1a. With support (including context and visual aids), read and comprehend common high-frequency sight words *(e.g., and, me, about, they)* and abbreviations *(e.g., a.m., St.)*. | R3B.2a. Relying on context, questioning, and knowledge of cognates, recognize and use frequently occurring words, simple phrases, and formulaic expressions.  R3B.2b. Identify patterns and categorize words, as in word sorts *(e.g., days of the week, foods, numbers).*  R3B.2c. Recognize cognates to predict meaning of new words *(e.g., proyecto/project).* | R3B.3a. Acquire and accurately use conversational and common academic words and phrases *(e.g., In conclusion, on the other hand)*.  R3B.3b. Develop vocabulary including common antonyms *(e.g., open/close),* synonyms *(e.g., wash/clean)* and homonyms *(e.g., there/their/they’re).*  R3B.3c. Distinguish the literal and nonliteral meanings of common words and phrases in context *(e.g., take steps).* | R3B.4a. Acquire and accurately use general, common academic *(e.g., strategy, claim, result)* and domain-specific words and phrases in a subject-based text.  R3B.4b. Interpret high frequency idioms, expressions, phrasal verbs, and/or collocation*s (e.g., knock on wood; make the bed).*  R3B.4c. Develop vocabulary including word families *(e.g., invest, investor, investment).*  R3B.4d. Distinguish between literal and figurative language (*e.g*., *My job stinks*). | R3B.5a. Acquire and accurately use general, academic *(e.g., approach, overview, focus)* and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.  R3B.5b. Develop vocabulary including transition words, homographs *(e.g., fine, object, tear)*, and some common idiomatic expressions or collocations *(e.g., running late, face the consequences).*  R3B.5c. Interpret the meaning of words and phrases as they are used in a text, including figurative language, metaphors, and similes.  R3B.5d. Determine the meaning of words and phrases that signal contrast, addition, and other logical relationships *(e.g.,* *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). | R3B.6a. Acquire and accurately use general, academic *(e.g., concept, context, assumption)* and domain-specific words and phrases, sufficient for reading at the college and career-readiness level.  R3B.6b. Determine the meaning of words and phrases as they are used in a text, including figurative, denotative, and technical meanings.  R3B.6c. Distinguish and interpret shades of meaning:   * among related words that describe states of mind or degrees of certainty *(e.g., knew*, *believed*, *suspected*, *heard*, *wondered*) * among verbs differing in manner *(e.g., look*, *glance*, *stare*) * among adjectives differing in intensity *(e.g.,* *large*, *gigantic*). |
| **C. Use grammar knowledge to comprehend meaning** | | | | | |
| R3C.1a. With support, recognize a small number of frequently occurring nouns and verbs and syntactically simple sentences.  R3C.1b. Understand that word order affects meaning *(the girl likes apples vs. apples like the girl.* | R3C.2a. Understand the differences in meaning between simple present and present continuous tense.  R3C.2b. Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, and basic function words: pronouns, articles, prepositions, and conjunctions *(e.g., he, a/an, in, but, because, is)*.  R3C.2c. Locate direct pronoun referents *(e.g., Nami has a job. She works at the hospital*.).  R3C.2d. Employ understanding of grammatical features found in common environmental print *(e.g., imperatives: Don’t walk, Buy now!).* | R3C.3a. Understand the differences in meaning of the present, present continuous, future, and past tenses.  R3C.3b. Recognize frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions.  R3C.3c. Employ understanding that grammatical features may differ by formality of text *(e.g., dropped subject pronouns in personal email, “Hope you saw my text.”).* | R3C.4a. Understand the differences in meaning for the simple and continuous verb tenses and simple modals.  R3C.4b. Recognize and use intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs *(e.g., that, since, have, was).*  R3C.4c. Locate indirect pronoun referents.  R3C.4d. Employ understanding of grammatical features *(e.g., passive voice)* commonly found in informational news articles. | R3C.5a. Understand the differences in meaning for the continuous and perfect verb tenses and forms, and modals.  R3C.5b. Employ understanding of grammatical features *(e.g., nominalizations)* and sentence frames *(e.g.,* *This is significant because . . .)* found in academic text. | R3C.6a. Understand the differences in meaning for most verb tenses and forms, and active/passive voice.  R3C.6b. Recognize and use advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs *(e.g., which, in spite of, although, neither/nor, would).*  R3C.6c. Employ understanding of grammatical features *(e.g., complex noun phrases)* and sentence frames *(e.g., Evidence suggests that . . .)* commonly found in academic text. |
| **D. Use understanding of English conventions to comprehend meaning.** | | | | | |
| R3D.1a. Recognize conventions of print *(e.g., reading left to right and top to bottom, word and sentence boundaries)* and orient page correctly before reading.  R3D.1b. Recognize the distinguishing features of a sentence *(e.g., first word, capitalization, ending punctuation).* | R3D.2a. Use capitalization and punctuation cues to aid comprehension *(e.g., end punctuation, capital at beginning of sentence).* | R3D.3a. Use capitalization and punctuation cues to aid comprehension *(e.g., apostrophe for possession and contraction,* *commas used in a series, quotation marks).* | R3D.4a. Use common punctuation cues to aid comprehension (*e.g., commas separating phrases/clauses; parentheses*). | R3D.5a. Use a range of punctuation cues to aid comprehension *(e.g., semicolons, colons).* | R3D.6a. Recognize and use all forms of punctuation (*e.g., ellipses, dashes)* to aid comprehension. |

| **Reading 4 *(Use of effective strategies)*:** **Use a variety of reading strategies appropriate to the reading purpose and type of text.** (CCR Language 4; MA 3) | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ESOL Level 1\***  (NRS Beginning Literacy) | **ESOL Level 2**  (NRS Low Beginning) | **ESOL Level 3**  (NRS High Beginning) | | | **ESOL Level 4**  (NRS Low Intermediate) | **ESOL Level 5**  (NRS High Intermediate) | **ESOL Level 6+**  (NRS Advanced) |
| **A. Use pre-reading strategies.** | | | | | | | |
| R4A.1a. Preview pictures related to a text.  R4A.1b. Make predictions about content of a text based on pictures or prior knowledge of the context *(e.g., scoreboard, bus stop signs).* | R4A.2a. Preview key vocabulary.  R4A.2b. Make predictions about content based on text type *(e.g., label, form),* title, graphics, and prior knowledge of the topic or reading context. | R4A.3a. Preview the title, key vocabulary, and section headings.  R4A.3b. Make predictions or ask questions based on text type, title, captions, and/or prior knowledge of the topic or reading context. | | | R4A.4a. Preview key sections of the text (*e.g., advanced organizers; headings, author biography*).  R4A.4b. Make predictions or ask questions based on text type, headings, opening sentences, and/or prior knowledge of the topic or reading context. | R4A.5a. Preview key sections of the text *(e.g., headings(s), first sentences of paragraphs*), and the chapter review questions in academic texts.    R4A.5b. Make predictions or ask questions based on text type, literary genre, and/or prior knowledge of the topic or reading context. | R4A.6a. Preview the conclusions of articles and reports, and citations of interest.  R4A.6b. Make predictions or ask questions based on the literary genre, author, publication, and/or prior knowledge of the topic or reading context. |
| **B. Use reading strategies.** | | | | | | | |
| R4B.1a. Ask simple questions to guide reading *(e.g., Where is the price?).*  R4B.1b. Reread to clarify meaning.  R4B.1c. Use context to confirm or self-correct word recognition and comprehension. | R4B.2a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  R4B.2b. Compare English to first language *(e.g., cognates, grammar, sounds, morphology).*  R4B.2c. Use knowledge of the meaning of individual words to predict the meaning of compound words *(e.g.,* *birdhouse*, *workplace*, *notebook*).  R4B.2d. Scan to extract relevant information from a simple text. | | R4B.3a. Use sentence-level context as a clue to the meaning of a word or phrase.  R4B.3b. Read ahead to get meaning from context.  R4B.3c. Think-aloud (verbalize thoughts) and visualize while reading (*e.g., ask questions while reading, visualize the characters or scenes*).  R4B.3d. Use a place- holder word (*e.g., “something”)* for an unknown word and continue reading.  R4B.3e. Make simple text markings *(e.g., highlighting key words, underlining unknown words)* to note where to revisit text. | R4B.4a. Focus on units or chunks of meaning rather than on individual words.  R4B.4b. Use context clues to derive meaning of words with multiple meanings.  R4B.4c. Adjust reading rate depending on the purpose (*e.g., reading for detail vs. for general idea*).  R4B.4d. Make simple text markings *(e.g., noting personal reactions/ questions*) to support text comprehension and analysis.  R4B.4e. Use text aids *(e.g., margin notes, illustrations, glossary, etc.)* to support comprehension. | | R4B.5a. Identify and search for key words.  R4B.5b. Use context *(e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence)* as a clue to meaning.  R4B.5c. Ask and answer questions about the text *(e.g., turning sub-headings into questions).*  R4B.5d. Mark text and/or make notes to support recall or highlight key points and evidence.  R4B.5e. Skim to determine relevance of text to one’s interests and questions. | R4B.6a. Ask and answer higher-order questions to guide/assess reading *(e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?).*  R4B.6b. Take notes while reading (*e.g., respond in the margins, outline*) to support comprehension and thinking. |
| **C. Use post-reading strategies.** | | | | | | | |
| R4C.1a. Reread to check comprehension.  R4C.1b. Retell the main idea of a text. | R4C.2a. Reread to clarify meaning.  R4C.2b. With support, identify what is understood and not understood. | | R4C.3a. Reread and/or adjust reading pace.  R4C.3b. Restate what was read to check basic comprehension. | R4C.4a. Summarize to check comprehension of what the text states explicitly. | | R4C.5a. Paraphrase to check comprehension of what the text states explicitly and implicitly. | R4C.6a. Provide an objective summary of complex concepts, processes, or information by paraphrasing them in simpler but still- accurate terms. |

| **Reading 5 *(Use of diverse media)*: Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information*.*** *(CCR Reading 7; ELP 1)* | | | | | |
| --- | --- | --- | --- | --- | --- |
| **ESOL Level 1\***  (NRS Beginning Literacy) | **ESOL Level 2**  (NRS Low Beginning) | **ESOL Level 3**  (NRS High Beginning) | **ESOL Level 4**  (NRS Low Intermediate) | **ESOL Level 5**  (NRS High Intermediate) | **ESOL Level 6+**  (NRS Advanced) |
| R5.1a. Use information gained from visuals *(e.g., pictures, illustrated maps)* to support comprehension. | R5.2a. Use information gained from visuals *(e.g., images, maps, cartoons)* to support comprehension.  R5.2b. Use information from more than one providedprint or digital source to build understanding of a topic. | R5.3a. Explain how information presented visually *(e.g., arrows, illustrations, thought bubbles)* contributes to what is conveyed by words in a text *(e.g., to create mood, clarify sequence, emphasize aspects of a character or setting).*  R5.3b. Use information from more than one print or digital source to identify differences.  R5.3c. Evaluate the reliability of media sources *(e.g., by checking against trusted sources in native language or English).* | R5.4a. Interpret information presented visually, orally, or quantitatively *(e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages)* and explain how the information contributes to an understanding of the text.  R5.4b. Identify, gather and use information from multiple print or digital sources to locate an answer to a question or solve a problem.  R5.4c. Evaluate the reliability of media sources *(e.g., by checking the date, origin, and authenticity of sources).* | R5.5a. Integrate information presented in different media or formats *(e.g., in flowcharts, graphs, diagrams, photographs, videos, web pages, or maps)* to develop a coherent understanding of a topic or issue.  R5.5b. Gather and summarize information from varied media sources (including digital) and in varied formats (including visual and quantitative).  R5.5c. Evaluate the reliability of sources *(e.g.,* *by screening for generalizations and appeals to emotion).* | R5.6a. Synthesize, integrate, and evaluate multiple print and digital sources of information presented in different media or formats *(e.g., visual displays, graphs)* in order to develop a coherent understanding or address a question.  R5.6b. Gather and synthesize information from diverse media sources, presented in diverse formats.  R5.6c. Evaluate the reliability of sources *(e.g., look for named authors, check cited evidence)* and note discrepancies among them*.* |

**\*** Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.