

## CASAS Content Standards for Reading by Instructional Level

### Categories

R1	Beginning literacy / Phonics
R2	Vocabulary
R3	General reading comprehension
R4	Text in format
R5	Reference materials
R6	Reading strategies
R7	Reading and thinking skills
R8	Academic-oriented skills
R9	Literary analysis

### Key to NRS Educational Functioning Levels

ESL						ABE/ASE					
1	Beginning Literacy	1	Beginning Literacy								
2	Beginning Low	2	Beginning								
3	Beginning High	3	Intermediate Low								
4	Intermediate Low	4	Intermediate High								
5	Intermediate High	5	ASE/Low								
6	Advanced Low	6	ASE/High								
	Advanced High										

CS#	Reading Content Standards	NRS Level	ESL						ABE				ASE		
			1	2	3	4	5	6	1	2	3	4	5	6	
			A	A	A	B	B	C	D	A	B	B	C	D	E
		CASAS Level													
R1	Beginning literacy / Phonics														
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 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; #, ►, ↑)		•	•	•					•	•				
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, plurals, possessives, comparative forms)			•	•	•	•			•	•	•			
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)				•	•	•			•	•	•			
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee)						•	•				•	•		
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)					•					•				

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CASAS Level		A	A	A	B	B	C	D	A	B	B	C	D	E
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)						•	•				•	•	•
<b>R3</b>	<b>General reading comprehension</b>													
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 (e.g., short narratives, basic consumer materials)			•	•				•	•				
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)			•	•	•			•	•				
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)						•	•				•	•	•
R3.6	Interpret simple written instructions		•	•	•				•	•				
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)						•	•	•			•	•	•
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 clauses, perfect tenses)						•	•	•			•	•	•
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)		•	•	•				•	•				
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 idioms and collocations from context				•	•	•	•		•	•			
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)						•	•				•	•	•
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)						•	•				•	•	
R3.18	Interpret analogies in familiar contexts						•	•				•	•	•
R3.19	Interpret meaning of metaphors and similes in context							•					•	•
<b>R4</b>	<b>Text in format</b>													
R4.1	Read numbers	•	•						•					
R4.2	Read clock times	•							•					
R4.3	Read dates	•	•	•					•					
R4.4	Read money amounts	•	•						•					

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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 maps, diagrams, and graphs			•	•	•	•	•	•	•	•	•	•	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)		•	•	•	•	•		•	•	•	•		
<b>R5</b>	<b>Reference materials</b>													
R5.1	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, computer application help feature)				•	•	•			•	•	•		
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)			•	•	•	•		•	•	•	•		
R5.4	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							•					•	•
<b>R6</b>	<b>Reading strategies</b>													
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					•	•	•			•	•	•	•
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information				•	•	•	•		•	•	•	•	•
R6.7	Increase reading fluency (accuracy, speed)				•	•	•	•	•	•	•	•	•	•
<b>R7</b>	<b>Reading and thinking skills</b>													
R7.1	Identify the main idea of a simple paragraph			•					•					
R7.2	Identify the main idea of a multi-paragraph text				•	•	•	•		•	•	•	•	•







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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)														•
R9.28	Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)														•
R9.29	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)														•
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														•
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														•
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														•
R9.33	Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions														•
R9.34	Analyze recognized works of American literature representing a variety of genres and traditions														•
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														•
R9.36	Analyze recognized works of world literature from a variety of authors														•
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														•
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)														•
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)														•