

Community Adult Literacy Benchmarks: Reading - Analyze

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Analyze	<p>-match letters to sounds</p> <p>-recognize personal and social sight words in text and in isolation</p> <p>-understand basic reading practices such as read from left to right and top to bottom</p> <p>-locate specific information in predictable, functional, personally relevant, or repetitive text</p> <p>-recall information in predictable text or retell a story</p>	<p>-use a variety of strategies to figure out unfamiliar words in text and in isolation (e.g., word families, phonics, prediction)</p> <p>-recognize high frequency sight words in text and in isolation</p> <p>-describe the purpose of simple punctuation (e.g., capital letters, end punctuation)</p> <p>-locate specific information in a single piece of text and/or document</p> <p>-use the organization of text to understand it (e.g., title, pictures, paragraphing)</p>	<p>-use appropriate strategies to figure out words with two or more syllables in text and in isolation (e.g., structural analysis)</p> <p>—————→</p> <p>-describe the purpose of the comma, colon, semicolon, apostrophes, brackets</p> <p>-locate information in a book or a document, using appropriate strategies and graphic organizers (e.g., pictures, index, headings)</p> <p>-use the form and structure of poetry to understand it (e.g., rhymes, stanzas, haiku, limericks)</p>	<p>-use appropriate strategies to figure out difficult words (e.g., word families, phonics, prediction, structural analysis)</p> <p>-recognize complex and technical words by sight</p> <p>—————→</p> <p>-describe the purpose of various punctuation used in written English</p> <p>-locate and compare information in books, documents or on the internet</p> <p>-use the form and structure of text to understand popular media (e.g., newspapers, magazines, online information)</p>

Community Adult Literacy Benchmarks: Reading - Interpret

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Interpret	<p>-use context cues (meaning and language) to figure out words in familiar text</p> <p>-use print or sound cues (phonics) to figure out unfamiliar words</p> <p>-make a prediction and/or inference after listening to a fictional piece of text read by another person</p> <p>-identify the theme after listening to a fictional piece of text read by another person</p> <p>-identify the main idea after listening to a non-fictional piece of text read by another person</p> <p>-relate text to prior knowledge after listening to a piece of text</p> <p>-identify the difference between fact and opinion after listening to a passage read by another person</p>	<p>-use context cues (meaning and language) to predict words and their meaning</p> <p>—————→</p> <p>-make inferences and predictions after reading a piece of fiction</p> <p>-identify the theme after reading a piece of fiction</p> <p>-identify the main idea after reading a non-fictional piece of text</p> <p>-relate text to prior knowledge after reading a piece of text</p> <p>-identify the difference between fact and opinion after reading a non-fictional piece of text</p>	<p>-use context to determine meaning of difficult vocabulary</p> <p>-understand how a dictionary works</p> <p>-make inferences, predictions, and/or draw conclusions in a piece of text or document</p> <p>-identify and analyze features of themes conveyed through characters, actions and images</p> <p>-state main idea, details, and sequence in a short, non-fictional piece of text</p> <p>—————→</p> <p>-form opinions after reading a piece of text or document</p>	<p>-use context to help determine the meaning of abstract words and figures of speech (e.g., metaphors, analogies)</p> <p>-use a dictionary to find meanings of unknown words</p> <p>-identify inferences and conclusions in text or document</p> <p>-identify universal themes in fiction (e.g., loss, sacrifice, heroism)</p> <p>-summarize non-fictional text</p> <p>—————→</p> <p>-identify propaganda in popular media</p>

Community Adult Literacy Benchmarks: Reading - Monitor

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Monitor	<ul style="list-style-type: none"> -understand that print has meaning and some personal application -recognize when unable to understand text -recognize when unable to figure out words (decode) 	<ul style="list-style-type: none"> -make links to prior knowledge -ask questions when unable to comprehend text and/or graphic material - identify that reading difficulties may be because reading material is not at the right level -use appropriate strategies to assist comprehension and/or decoding difficulties (e.g., re-reading, context clues, looking at the title) 	<ul style="list-style-type: none"> -ask questions when unable to understand text or graphic material -Initiate strategies to assist comprehension and decoding (e.g., re-reading, context clues, looking at the title, memory association techniques) 	<p>—————→</p> <p>—————→</p>

Reader increases automaticity and fluency —————→

Text becomes increasingly difficult —————→