

Community Adult Literacy Benchmarks: Reading - Compilation

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Analyze	<ul style="list-style-type: none"> -match letters to sounds -recognize personal and social sight words in text and in isolation -understand basic reading practices such as read from left to right and top to bottom -locate specific information in predictable, functional, personally relevant, or repetitive text -recall information in predictable text or retell a story 	<ul style="list-style-type: none"> -use a variety of strategies to figure out unfamiliar words in text and in isolation (e.g., word families, phonics, prediction) -recognize high frequency sight words in text and in isolation -describe the purpose of simple punctuation (e.g., capital letters, end punctuation) -locate specific information in a single piece of text and/or document -use the organization of text to understand it (e.g., title, pictures, paragraphing) 	<ul style="list-style-type: none"> -use appropriate strategies to figure out words with two or more syllables in text and in isolation (e.g., structural analysis) —————→ -describe the purpose of the comma, colon, semicolon, apostrophes, brackets -locate information in a book or a document, using appropriate strategies and graphic organizers (e.g., pictures, index, headings) -use the form and structure of poetry to understand it (e.g., rhymes, stanzas, haiku, limericks) 	<ul style="list-style-type: none"> -use appropriate strategies to figure out difficult words (e.g., word families, phonics, prediction, structural analysis) -recognize complex and technical words by sight —————→ -describe the purpose of various punctuation used in written English -locate and compare information in books, documents or on the internet -use the form and structure of text to understand popular media (e.g., newspapers, magazines, online information)
Interpret	<ul style="list-style-type: none"> -use context cues (meaning and language) to figure out words in familiar text -use print or sound cues (phonics) to figure out unfamiliar words -make a prediction and/or inference after listening to a fictional piece of text read by another person -identify the theme after listening to a fictional piece of text read by another person -identify the main idea after listening to a non-fictional piece of text read by another person -relate text to prior knowledge after listening to a piece of text -identify the difference between fact and opinion after listening to a passage read by another person 	<ul style="list-style-type: none"> -use context cues (meaning and language) to predict words and their meaning —————→ -make inferences and predictions after reading a piece of fiction -identify the theme after reading a piece of fiction -identify the main idea after reading a non-fictional piece of text -relate text to prior knowledge after reading a piece of text -identify the difference between fact and opinion after reading a non-fictional piece of text 	<ul style="list-style-type: none"> -use context to determine meaning of difficult vocabulary -understand how a dictionary works -make inferences, predictions, and/or draw conclusions in a piece of text or document -identify and analyze features of themes conveyed through characters, actions and images -state main idea, details, and sequence in a short, non-fictional piece of text —————→ -form opinions after reading a piece of text or document 	<ul style="list-style-type: none"> -use context to help determine the meaning of abstract words and figures of speech (e.g., metaphors, analogies) -use a dictionary to find meanings of words -identify inferences and conclusions in text or document -identify universal themes in fiction (e.g., loss, sacrifice, heroism) -summarize non-fictional text —————→ -identify propaganda in popular media
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) 	<ul style="list-style-type: none"> —————→ —————→