

**Adult Basic Education  
Reading**

**NRS Level (0.0-1.9)**

# OACES STANDARDIZED CURRICULUM FRAMEWORK

## Adult Basic Education

### Reading

### NRS Level (0.0-1.9)

<b>Standard 1 Demonstrate mastery of pre-reading skills</b>	
Date: _____ Instructor: _____	
1.1	Knows that print goes left to right, top to bottom, front to back
1.2	Knows that letters make words
1.3	Knows that words make sentences
1.4	Knows that there are spaces between words
1.5	Knows where to begin reading on the right hand page of a book
1.6	Listens to and comprehends a story read aloud
1.7	Narrates a picture story in a sequence
<b>Standard 2 Demonstrate basic understanding of phonics/ structural analysis</b>	
Date: _____ Instructor: _____	
2.1	Names letters of the alphabet
2.2	Names consonants and makes the sound of each
2.3	Names single vowels and makes long and short sound of each
2.4	Creates word families by rhyming
2.5	Understands difference in statements and questions
2.6	Understands the concept of plural and makes nouns plural
2.7	Uses possessives appropriately
2.8	Uses periods, questions marks, and exclamation marks
<b>Standard 3 Demonstrate knowledge of basic vocabulary</b>	
Date: _____ Instructor: _____	
3.1	Reads at least 75% of the pre-primer, primer and first grade words from the Dolch list
3.2	Knows the meanings in context of frequently used words
3.3	Reads personal information (for example: name, address, phone number)
3.4	Dictates and reads back his/her own story

<b>Standard 4 Demonstrate literal comprehension skills</b>	
Date: _____ Instructor: _____	
4.1	Determines the main idea and factual details of a paragraph
4.2	Identifies the order of events in a paragraph
4.3	Predicts what a passage is about based upon its title & illustrations
4.4	Increases comprehension by re-reading, re-telling, and discussing
4.5	Knows strategies to validate information in a text (for example: asking others or listening to the news)
4.6	Understands the meaning of a sentence that contains negative words
4.7	Understands & identifies the past, present & future tenses of verbs
4.8	Distinguishes between statements, questions, and exclamations
<b>Standard 5 Demonstrate evaluative comprehension skills</b>	
Date: _____ Instructor: _____	
5.1	Distinguishes between fact and fiction in a paragraph, assisted by discussion and /or teacher guidance
<b>Standard 6 Understands how word choice affects meaning</b>	
Date: _____ Instructor: _____	
6.1	Understands that word choice can shape ideas, feelings & actions
6.2	Identifies and uses repetition and rhyme in oral and written text
<b>Standard 7 Analyze fiction, non-fiction, poetry, or drama</b>	
Date: _____ Instructor: _____	
7.1	Identifies setting, character, problem and solution/resolution
7.2	Uses personal perspective in responding to literature (example: relates characters or events to his/her personal life)

**Adult Basic Education  
Reading**

**NRS Level (2.0-3.9)**

# OACES STANDARDIZED CURRICULUM FRAMEWORK

## Adult Basic Education

### Reading

#### NRS Level (2.0-3.9)

#### Standard 8 Demonstrate basic understanding of phonics/structural analysis

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

- |      |                                             |
|------|---------------------------------------------|
| 8.1  | Knows vowels and consonants                 |
| 8.2  | Identifies consonant blends                 |
| 8.3  | Identifies consonant digraphs               |
| 8.4  | Uses standard pronunciation in oral reading |
| 8.5  | Knows long and short vowel sounds           |
| 8.6  | Knows specific vowel combinations           |
| 8.7  | Identifies and defines compound words       |
| 8.8  | Identifies root words                       |
| 8.9  | Defines words with prefixes                 |
| 8.10 | Defines words with suffixes                 |
| 8.11 | Makes contractions orally                   |

#### Standard 9 Demonstrate knowledge of basic vocabulary

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

- |     |                                                                                           |
|-----|-------------------------------------------------------------------------------------------|
| 9.1 | Reads 98% of the words on the Dolch Word List, including the second and third grade lists |
| 9.2 | Follows teacher-read text in order to develop vocabulary                                  |

#### Standard 10 Comprehend a wide range of printed material

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

- |      |                                                                                                                             |
|------|-----------------------------------------------------------------------------------------------------------------------------|
| 10.1 | Identifies words and understands text, illustrations, graphics, and charts using phonics, word structure, and context clues |
| 10.2 | Understands the main idea and supporting information                                                                        |
| 10.3 | Answers "Who? What? Where?" about sentences or paragraphs                                                                   |
| 10.4 | Follows simple written directions                                                                                           |
| 10.5 | Recognizes characteristics of paragraphs and stanzas                                                                        |
| 10.6 | Uses simple references to find information (example: dictionary)                                                            |
| 10.7 | Knows the meanings of abbreviations                                                                                         |

#### Standard 11 Demonstrate inferential comprehension skills

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

- |      |                                                                            |
|------|----------------------------------------------------------------------------|
| 11.1 | Finds the meanings of words in context using comparison and contrast clues |
| 11.2 | Understands cause and effect implied in a paragraph                        |

#### Standard 12 Demonstrate evaluative comprehension skills

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

- |      |                                                                         |
|------|-------------------------------------------------------------------------|
| 12.1 | Understands the difference between facts and opinions                   |
| 12.2 | Evaluates information from pictures, maps, or signs to answer questions |

#### Standard 13 Understand how word choices affect meaning

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

- |      |                                                                                  |
|------|----------------------------------------------------------------------------------|
| 13.1 | Understands that a writer's word choice influences how a reader thinks and feels |
|------|----------------------------------------------------------------------------------|

#### Standard 14 Understand the characteristics of different types of writing

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

- |      |                                                                                                |
|------|------------------------------------------------------------------------------------------------|
| 14.1 | Distinguishes between fact and fiction                                                         |
| 14.2 | Identifies story elements including setting, plot, character, problem, and solution/resolution |
| 14.3 | Recognizes the function of introductory and concluding paragraphs in an essay                  |

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**NRS Level (4.0-5.9)**

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### Reading

#### NRS Level (4.0-5.9)

<b>Standard 15 Demonstrate basic understanding of phonics/structural analysis</b>	
Date: _____ Instructor: _____	
15.1	Recognizes synonyms, antonyms, and homonyms
15.2	Defines multiple-meaning words
15.3	Understands how punctuation affects text
<b>Standard 16 Demonstrate knowledge of basic vocabulary</b>	
Date: _____ Instructor: _____	
16.1	Uses phonics, word structure & visual cues to identify and define words
16.2	Uses prefixes, suffixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to define words and build vocabulary
16.3	Classifies nouns with similar characteristics under appropriate headings (Example: rose and daisy as flowers)
16.4	Uses vocabulary words in the content areas
<b>Standard 17 Demonstrate literal comprehension skills</b>	
Date: _____ Instructor: _____	
17.1	Understands the main idea and supporting details
17.2	Identifies cause and effect
17.3	Follows written directions
17.4	Retells or summarizes a text
17.5	Describes sequence of events in context
17.6	Answers "Who? What? Where? When? Why? How?" about sentences or paragraphs
17.7	Finds specific information in a text and uses it to answer questions

<b>Standard 18 Demonstrate inferential comprehension skills</b>	
Date: _____ Instructor: _____	
18.1	Predicts content and purpose of a selection by previewing table of contents, index, headings, captions, and illustrations
18.2	Makes predictions based on prior knowledge, rereading and self-questioning
18.3	Knows the difference between a question and a statement
18.4	Determines the meanings of unfamiliar words using context clues including examples, direct explanations, synonyms, and /or comparison and contrast
18.5	Identifies the antecedent of a pronoun in a sentence or paragraph
18.6	Identifies stated or implied cause and effect in a paragraph
18.7	Identifies an appropriate conclusion or generalization for a passage
<b>Standard 19 Demonstrate evaluative comprehension skills</b>	
Date: _____ Instructor: _____	
19.1	Identifies the author's purpose
19.2	Recognizes whether a text is intended to persuade, inform, or entertain
19.3	Knows the difference between fact and opinion
19.4	Knows the basic characteristics of fables, stories, and legends
19.5	Understands comparison and contrast
19.6	Uses information from pictures, maps, signs, diagrams, tables, graphs, or schedules
19.7	Uses reference sources such as a dictionary, encyclopedia, atlas, directory, newspaper, or thesaurus
19.8	Uses an index and a table of contents
19.9	Draws conclusions when reading
19.10	Selects an appropriate title for an article

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#### NRS Level (4.0-5.9)

<b>Standard 20 Understand how word choice affects meaning</b>	
Date: _____ Instructor: _____	
20.1	Understands that word choice can shape reactions, perceptions and beliefs
20.2	Recognizes different techniques used in media and the purpose of each
<b>Standard 21 Demonstrate understanding of a variety of literary forms</b>	
Date: _____ Instructor: _____	
21.1	Identifies the characteristics of fiction, drama, poetry, fables, and legends
21.2	Identifies the characteristics of creative non-fiction, such as biography and essay (Example: fact/opinion)
21.3	Explains plot development and conflict resolution in a story
21.4	Identifies the characters, setting, and events in a passage

<b>Standard 22 Respond critically to fiction, poetry, drama &amp; essay</b>	
Date: _____ Instructor: _____	
22.1	Recognizes cause/effect relationship in a passage
22.2	Recognizes the effects of language such as sensory words, rhymes, and word choice
22.3	Links literature to his/her life by explaining how the motives of characters or the causes of events compare with his/her own life
22.4	Identifies the theme in a story
22.5	Forms his/her own ideas about a literary passage and supports these ideas with information from the text
22.6	Distinguishes between the author's opinion and facts in an essay

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**NRS Level (6.0-8.9)**



# OACES STANDARDIZED CURRICULUM FRAMEWORK

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#### NRS Level (6.0-8.9)

<b>Standard 23 Understand patterns and functions of language</b>	
Date: _____ Instructor: _____	
23.1	Understands that there are patterns and rules for correct English usage
23.2	Understands that there are exceptions to grammar rules and patterns
23.3	Understands that language and literature are powerful means by which culture and values are passed from generation to generation
23.4	Understands the difference between the use of English in formal and informal settings
23.5	Understands that acceptable language usage and structure change over time
<b>Standard 24 Demonstrate knowledge of basic vocabulary</b>	
Date: _____ Instructor: _____	
24.1	Uses a variety of strategies to analyze words in context
24.2	Uses vocabulary effectively in reading, writing, listening, and speaking
24.3	Uses vocabulary in content areas
<b>Standard 25 Demonstrate literal comprehension skills</b>	
Date: _____ Instructor: _____	
25.1	Determines the main idea in different types of passages
25.2	Identifies relevant details, facts, and patterns of organization in different types of passages
25.3	Uses strategies to clarify meaning
25.4	Answers: "Who? What? When? Where? How? And Why?" Questions for different types of passages

<b>Standard 26 Demonstrate inferential comprehension skills</b>	
Date: _____ Instructor: _____	
26.1	Predicts probable outcomes from reading
26.2	Selects an appropriate title for an article
26.3	Identifies and interprets information from a wide range of texts and literary forms
<b>Standard 27 Demonstrate evaluative comprehension skills</b>	
Date: _____ Instructor: _____	
27.1	Locates, organizes, and interprets written information for a variety of purposes (Example: class research or real-world tasks)
27.2	Identifies an author's purpose and/or point of view
27.3	Evaluates information by differentiating fact from opinion
27.4	Gathers information from a variety of reference materials and selects information which best serves his/her purpose
<b>Standard 28 Demonstrate understanding of how word choice affects meaning</b>	
Date: _____ Instructor: _____	
28.1	Identifies language that shapes reactions, perceptions, and beliefs
28.2	Understands and uses literary devices and techniques in written, oral, or visual communications
28.3	Distinguishes between emotional and logical argument

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<b>Standard 29 Demonstrate understanding of the distinctive features in literary forms</b>	
Date: _____ Instructor: _____	
<b>29.1</b>	Identifies the defining characteristics of classical literature (Example: timelessness, universal themes, and communication across cultures)
<b>29.2</b>	Recognizes complex elements of plot such as setting, character development, conflict, and resolution
<b>29.3</b>	Understands various elements of word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view
<b>29.4</b>	Knows how mood or meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm
<b>29.5</b>	Identifies universal themes in literature

<b>Standard 30 Respond critically to fiction, poetry, drama, and essay</b>	
Date: _____ Instructor: _____	
<b>30.1</b>	Identifies the effects of the attitudes and values of a time period or culture on a specific piece of writing
<b>30.2</b>	Responds to a work of literature by interpreting selected phrases, sentences, or passages, and applies the information to modern life
<b>30.3</b>	Develops essays to answer specific, evaluative research questions