

Washington ABE Adult Learning Standards

Standard: Read with Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Beginning Literacy	Beginning	Low Intermediate	High Intermediate	Low Adult Secondary	High Adult Secondary
The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.					
<p>By the end of Level 1, every Washington ABE student will know and be able to:</p> <ul style="list-style-type: none"> • R 1.1 Decode and recognize everyday words and word groups in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules (decoding letter-sound correspondence, isolating and saying first and last sounds, recognizing simple rhyming word patterns), using picture aids, and recalling oral vocabulary and sight words. 	<p>By the end of Level 2, every Washington ABE student will know and be able to:</p> <ul style="list-style-type: none"> • R 2.1 Decode and recognize everyday and some unfamiliar words in short text by drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding decoding and comprehension, applying pronunciation rules, and adjusting reading pace. 	<p>By the end of Level 3, every Washington ABE student will know and be able to:</p> <ul style="list-style-type: none"> • R 3.1 Decode and recognize most everyday and some unfamiliar and specialized words and abbreviations in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace. 	<p>By the end of Level 4, every Washington ABE student will know and be able to:</p> <ul style="list-style-type: none"> • R 4.1 Recognize unfamiliar and some specialized words and abbreviations using word analysis or inference. 	<p>By the end of Level 5, every Washington ABE student will know and be able to:</p> <ul style="list-style-type: none"> • R 5.1 Recognize and interpret abbreviations and specialized vocabulary. 	<p>By the end of Level 6, every Washington ABE student will know and be able to:</p> <ul style="list-style-type: none"> • R 6.1 Recognize and interpret terms, signs, symbols, acronyms, and abbreviations.

Washington ABE Adult Learning Standards

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<ul style="list-style-type: none"> • R 1.2 Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and simple, everyday content knowledge and common vocabulary in simple sentences. • R 1.3 Locate important items of information in texts. • R 1.4 Monitor accuracy of decoding and word recognition and enhance comprehension using various strategies, such as rereading, restating, copying and rephrasing text; making a list of new words, or using a picture dictionary. 	<ul style="list-style-type: none"> • R 2.2 Demonstrate familiarity with simple, everyday content knowledge and vocabulary. • R 2.3 Locate important items of information in simplified text using some simple strategies. • R 2.4 Monitor and enhance comprehension using various strategies, such as rereading, restating, recalling, copying and rephrasing text; or using a simplified dictionary. 	<ul style="list-style-type: none"> • R 3.2 Demonstrate familiarity with common, high-interest content knowledge and related vocabulary. • R 3.3 Locate important information in short to medium-length text using some simple strategies. • R 3.4 Monitor and enhance comprehension by using a range of simple strategies, such as posing and answering questions, recalling, restating, rephrasing, explaining the content of the text or using simple examples. 	<ul style="list-style-type: none"> • R 4.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary. • R 4.3 Locate important information, read for detail and determine missing information using a wide range of strategies. • R 4.4 Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace. 	<ul style="list-style-type: none"> • R 5.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization. • R 5.3 Locate important information, read identified sections for detail and determine missing information using a wide range of strategies. • R 5.4 Monitor and enhance comprehension using a wide range of strategies. 	<ul style="list-style-type: none"> • R 6.2 Demonstrate familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose and complex documents. • R 6.3 Locate both directly stated and implied important information, using a wide range of strategies to guide reading of long texts. • R 6.4 Monitor and enhance comprehension using a wide range of strategies, such as brainstorming and question formulation techniques.

Washington ABE Adult Learning Standards

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<ul style="list-style-type: none"> R 1.5 Recall prior knowledge to assist in selecting texts and in understanding the information they contain. 	<ul style="list-style-type: none"> R 2.5 Apply prior knowledge to assist in selecting texts and in understanding the information they contain. 	<ul style="list-style-type: none"> R 3.5 Actively apply prior knowledge to assist in understanding information in texts. 	<ul style="list-style-type: none"> R 4.5 Actively apply prior knowledge to assist in understanding information in texts. R 4.6 Organize information using some strategies, such as recall, restatement, simple sequencing and simple categorization. 	<ul style="list-style-type: none"> R 5.5 Evaluate prior knowledge against new information in texts to enhance understanding of the information. R 5.6 Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast. 	<ul style="list-style-type: none"> R 6.5 Integrate prior knowledge with new information in texts to develop deep understanding of the information. R 6.6 Organize and analyze information and reflect upon its meaning using a wide range of strategies, such as applying relevant information to multiple scenarios, summarizing, and drawing “big picture” conclusions and generalizations from detailed reading.
<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 1 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 2 can read and comprehend words in a page or two of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 3 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 4 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar and some novel settings.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 5 can read and comprehend dense or multipart texts at an appropriate pace and with good comprehension to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 6 can read and comprehend long, complex texts at an appropriate pace and with good comprehension to independently accomplish structured or unstructured complex reading activities in a variety of familiar and novel settings.</i></p>