

Description	NRP 2572: <i>Challenger Book 5</i>	NRP 2573: <i>Challenger Book 6</i>	NRP 2574: <i>Challenger Book 7</i>	NRP 2575: <i>Challenger Book 8</i>
CASAS Competencies				
0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)	All	All	All	All
0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)	All	All		
0.1.6 Clarify or request clarification			All	
0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)	All	All	All	
0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)	All			
7.2.1 Identify and paraphrase pertinent information	All	All	All	All
7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships	All	All	All	All
7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas	All	All	All	All
7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize	All	All	All	All
7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions	All	All	All	All
7.2.6 Generate ideas using various approaches, such as brainstorming	All	All	All	All
7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others	All	All	All	All
7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors	All	All	All	All
7.3.0 Demonstrate ability to use problem-solving skills	All	All	All	All
7.3.1 Identify a problem and its possible causes	All	All		All
7.3.2 Devise and implement a solution to an identified problem				All
7.4.1 Identify and use effective study strategies				All
7.4.2 Take notes or write a summary or an outline	All	All		All
7.4.3 Identify and use strategies for remembering information	All	All	All	All

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7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)	All	All	All	All
7.4.5 Use reference materials, such as dictionaries and encyclopedias	All	All	All	All
7.4.6 Use an index or table of contents	All	All	All	All
7.4.7 Identify and use test-taking skills and strategies	All	All	All	All
7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)	All	All	All	All
7.4.9 Identify personal learning style			All	
7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations				All
Content Standards				
R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee)	All			All
R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)	All	All		All
R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	All	All	All	All
R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)		All		
R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)	All	All	All	
R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)	All	All	All	All
R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)		All	All	All
R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)	All		All	All
R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)	All			
R3.15 Interpret idioms and collocations from context	All		All	
R3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)	All	All	All	
R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)	All	All	All	All
R3.18 Interpret analogies in familiar contexts	All	All	All	All
R3.19 Interpret meaning of metaphors and similes in context	All	All	All	All
R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information	All			

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R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information	All	All	All	
R6.5 Skim complex text for general meaning or to determine subject matter or organization	All	All	All	
R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information	All	All	All	
R6.7 Increase reading fluency (accuracy, speed)	All	All	All	
R7.1 Identify the main idea of a simple paragraph	All			
R7.2 Identify the main idea of a multi-paragraph text	All	All	All	All
R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic	All	All	All	All
R7.4 Determine the sequence of events in a simple narrative	All		All	All
R7.5 Determine the sequence of events in a complex narrative	All	All	All	All
R7.6 Paraphrase information	All	All		All
R7.7 Summarize a text	All	All	All	All
R7.8 Make inferences and draw conclusions from simple text	All	All	All	All
R7.9 Make inferences and draw conclusions from complex text	All	All	All	All
R7.10 Differentiate fact from opinion in a written text	All	All	All	All
R7.11 Identify the writer, audience, and purpose of a text	All	All	All	All
R7.12 Determine a writer's point of view	All	All	All	All
R7.13 Compare related information from various sources (e.g., consumer ads)	All	All	All	All
R7.14 Verify and clarify facts in written information (e.g., advertising claims)	All		All	All
R8.1 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings			All	All
R8.2 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)				All
R9.1 Identify the story elements such as setting, character, plot, and resolution	All		All	
R9.2 Draw from personal experiences in responding to a work of literature (i.e., the learner recognizes similarities between the experiences of fictional characters in non-complex events and his/her own experiences)	All	All		
R9.3 Identify uncomplicated themes in reading selections		All	All	
R9.4 Differentiate between factual and fictional elements			All	

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R9.5 Identify story elements including setting, plot, character, conflict, and resolution increasingly more complex fiction		All	All	
R9.6 Identify the function of introductory and concluding paragraphs in an essay	All	All		
R9.7 Identify cause-and-effect relationships in literary texts		All		
R9.13 Interpret a work of literature and relate the information to contemporary experiences		All		
L1.6 Recognize location of stress in multi-syllable words (e.g., My address is 312 Date Street. vs. Please address this envelope)			All	All
L1.7 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change "I don't believe it!" from an expression of skepticism to an exclamation of surprise)	All	All	All	All
L2.8 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics	All	All	All	All
L2.9 Comprehend specialized vocabulary (e.g., technical, academic)		All		All
L3.1 Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)			All	
L3.9 Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)				All
L3.10 Comprehend comparative forms of adjectives (e.g., faster, fastest)				All
L3.11 Recognize signal words and cohesive devices that give clues to organization	All	All	All	All
L3.12 Comprehend comparative forms of adverbs (e.g., more quickly, the most quickly)				All
L3.13 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)	All	All	All	All
L3.14 Recognize a range of question types (e.g., embedded questions, tag questions)	All	All	All	All
L4.6 Comprehend extended conversations			All	
L4.7 Comprehend extended social narrative (e.g., a description of weekend activities)			All	
L4.8 Recognize fillers and place holders in speech (e.g., Um, You know, Like)			All	
L4.9 Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)	All	All	All	
L4.10 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)	All	All		
L4.11 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)	All	All		All

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L4.12 Understand humor, jokes, irony	All	All		All
L5.1 Comprehend short emergency warnings and commands (e.g., Stop! Wait!)				All
L5.5 Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door)			All	All
L5.6 Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)			All	All
L5.7 Comprehend instructions or requests given tentatively or indirectly (e.g., Why don't you...? You may want to...)	All	All	All	All
L5.8 Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or take notes)	All	All	All	All
L5.9 Comprehend details of descriptive and factual material in narrative form (e.g., lectures, business presentations)	All	All	All	All
L5.10 Comprehend detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)	All	All	All	All
L6.1 Identify the topic, main idea, or gist of brief discourse or information			All	All
L6.2 Listen for simple specific details of brief discourse (e.g., What time will the train leave?)				All
L6.3 Make inferences from simple statements or conversation		All		All
L6.4 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)	All	All		All
L6.5 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)	All	All	All	All
L6.6 Demonstrate understanding of hypothetical situations (e.g., You are a patient. What do you say to the doctor?)	All	All	All	All
L6.7 Determine when clarification is necessary	All	All	All	All
L6.8 Identify the main idea or topic of extended discourse	All	All	All	All
L6.9 Listen for complex detail or several details in extended discourse (e.g., What are the reasons for the company's new policy?)	All	All	All	
L6.10 Make inferences and predictions and draw conclusions from lengthy or complex information	All	All	All	
L6.11 Differentiate fact from opinion	All		All	
L6.12 Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches)	All	All	All	
L6.13 Listen critically in order to make informed decisions or formulate opinions	All			