Grammar Wise series
correlated to CASAS 2016 2nd Ed. Reading Standards

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The shaded standards are assessed on the Reading GOALS Series for ABE/ASE

Standard	Standard Description	NRP 2430: *Grammar Wise 1*	NRP 2431: *Grammar Wise 2*
RDG 1 FOUNDATIONAL LITERACY			
RDG 1.1	Demonstrate understanding of the organization and basic features of print (e.g., reading from left to right, top to bottom, knowing that letters make words, and words make sentences), including reading simple handwriting.		
RDG 1.2	Identify similarities and differences in visual images (e.g., letters, numbers, symbols, shapes).		
RDG 1.3	Identify letters of the English alphabet – upper and lower case.	Unit A, pp. 8–10	
RDG 1.4	Interpret common symbols (e.g., restroom signs, traffic signs, #,>,†).		
RDG 1.5	Read numbers commonly encountered in daily life (e.g., clock times, dates, phone numbers, street addresses, and money amounts).		
RDG 1.6	Demonstrate phonemic (sound units that form words) and phonological awareness, an understanding of spoken words and syllables (e.g., rhyming words, short/long vowels, blending phonemes to make new words).		
RDG 1.7	Demonstrate understanding of and apply phonics and word analysis skills in decoding words.	Unit B, pp. 11–13	Unit A, pp. 8–10
RDG 1.8	Read common high-frequency words by sight (e.g., the, is, of, to, you).	Unit 24, pp. 153–158	Unit 20, pp. 147–153 Unit 21, pp. 154–157
RDG 1.9	Read with sufficient accuracy and fluency to support comprehension.		
RDG 2 LANGUAGE AND VOCABULARY			
RDG 2.1	Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).	Unit C, pp. 14–17	Unit B, pp. 11–15
RDG 2.2	Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).	Unit D, pp. 18–22	
RDG 2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).		
RDG 2.4	Interpret words that signal text organization (e.g., first… then…next, it's important that…), simple relationships (e.g., because, and), spatial and temporal relationships (e.g., before/ after, The former statement…), contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Unit 8, pp. 58–61 Unit 17, pp. 106–112	Unit 1, pp. 27–32 Unit 2, pp. 33–37 Unit 10, pp. 83–88 Unit 11, pp. 89–94

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RDG 2.5	Interpret roots, prefixes, and suffixes that are common (e.g., looks/ looked/ looking, unhappy, worker) or less common (e.g., conceive/ conception/ conceivable, impossible, employee) to determine the meaning of words.	Unit 18, pp. 113–118	Unit 5, pp. 51–56 Unit 7, pp. 63–68
RDG 2.6	Interpret meaning from word forms (e.g., plurals, possessives, comparative forms, tenses).	Unit 1, pp. 23–27 Unit 3, pp. 33–37 Unit 19, pp. 119–126 Unit 23, pp. 146–152 Unit 25, pp. 159–164	Unit 14, pp. 108–113 Unit 15, pp. 114–120 Unit 16, pp. 121–126 Unit 17, pp. 127–133 Unit 22, pp. 160–167
RDG 2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.		
RDG 2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).		
RDG 2.9	Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	Unit 2, pp. 28–32 Unit 5, pp. 43–47 Unit 20, pp. 127–132 Unit 21, pp. 133–139 Unit 23, pp. 146–152	Unit B, pp. 11–15 Review Unit B, pp. 21–26 Unit 4, pp. 45–50 Unit 5, pp. 51–56 Unit 7, pp. 63–68
RDG 2.10	Recognize and interpret how language is used in various contexts including speech reductions (e.g., gonna vs. going to), contractions, punctuation, register and dialects, precise choice of language.	Unit 2, pp. 28–32 Unit 7, pp. 52–57 Unit 22, pp. 140–145	Unit 6, pp. 57–62 Unit 13, pp. 102–107
RDG 2.11	Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).		
RDG 3 READING COMPREHENSION SKILLS AND STRATEGIES LITERAL COMPREHENSION (DOK 1) INFORMATIONAL AND LITERARY TEXT			
RDG 3.1	Interpret texts that are simple (e.g., short narratives, emails, basic consumer materials) or complex (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records). CASAS Reading Task Area 3*		
RDG 3.2	Interpret written instructions that are simple (e.g., follow a recipe) or complex (e.g., operating instructions, procedures in a scientific experiment). CASAS Reading Task Area 3*		
RDG 3.3	Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements). CASAS Reading Task Area 1*		
RDG 3.4	Interpret information in charts, tables, graphs and maps that are simple (e.g., bus schedules, demographic pie charts) or complex (e.g., income tax charts). CASAS Reading Task Area 2*		
RDG 3.5	Interpret information in measurement scales and diagrams that are simple (e.g., gas gauges, thermometers, measuring cups) or complex (e.g., Richter scale, electrical circuit diagrams). CASAS Reading Task Area 5*		

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RDG 3.6	Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings). This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1 – 3.5.] CASAS Reading Task Area 4*		
RDG 3.7	Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.		
RDG 3.8	Use the information learned by previewing a text or by reading parts of a text to predict information about the text (e.g., What is the text about? What will happen next in the text?).		
RDG 3.9	Identify the general meaning, subject matter, organization, or other content in a text by skimming.		
RDG 3.10	Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).		
RDG 3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.		
RDG 3.12	Identify the key details and cite evidence from a text.		
RDG 3.13	Identify, describe or explain the connection and/or relationship between individuals, events or information in a text.	Unit 5, pp. 43–47	Unit 2, pp. 33–37 Unit 21, pp. 154–157
RDG 3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.		
RDG 3.15	Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points.		
RDG 4 HIGHER ORDER READING SKILLS AND STRATEGIES (DOK 2+) INFORMATIONAL AND LITERARY TEXT			
RDG 4.1	Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.		
RDG 4.2	Summarize central ideas, concepts, and processes in a text.		
RDG 4.3	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.		
RDG 4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.		
RDG 4.5	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).		
RDG 4.6	Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.		
RDG 4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	Unit 24, pp. 153–158	Unit 1, pp. 27–32 Unit 2, pp. 33–37 Unit 5, pp. 51–56
RDG 4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.		

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RDG 4.9	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).		
RDG 4.10	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.		
RDG 4.11	Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words.		
RDG 5 HIGHER ORDER READING SKILLS AND STRATEGIES LITERARY TEXT ONLY			
RDG 5.1	Identify story elements including theme, setting, plot, character, conflict, and resolution in literary texts.		
RDG 5.2	Determine characters' traits by what the characters convey about themselves in narration, dialogue, monologue, and soliloquy.		
RDG 5.3	Analyze interactions between main and supporting characters in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.		
RDG 5.4	Trace an author's development of time and sequence, including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author.		
RDG 5.5	Interpret and analyze the significance of literary devices (e.g., figurative language, imagery, allegory, symbolism), and the cumulative impact of specific word choices on meaning and tone.		
RDG 5.6	Analyze how different genres, cultures, and perspectives inform content, style, and theme in works of literature.		
W5 - WRITING			
W5.1	Plan writing by brainstorming and/or using graphic organizers		
W5.2	Present information in a logical sequence		
W5.3	Write related sentences to form a cohesive paragraph		
W5.5	Use signal words as clues to the organization and content of a text (e.g., first… then; however; it's important that…)	Unit 8, pp. 58–61 Unit 24, pp. 153–158	Unit 1, pp. 27–32 Unit 10, pp. 83–88 Unit 21, pp. 154–157
W5.6	Organize text in paragraphs with clear beginning, middle and end		
W5.7	Use an appropriate organizational structure which unifies relevant main ideas		
W6: WRITING—CONTENT			
W6.2	Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc.).		
W6.7	Write simple texts on familiar topics (e.g., short narratives, basic consumer materials)		
W6.8	Use details that elaborate on main ideas: examples, descriptions, personal experiences		

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W6.9	Use a range of different styles of writing for different purposes		
W6.13	Write supporting points or details for a statement, position or argument on a familiar topic		
W7: WRITING FOR VARIED PURPOSES			
W7.1	Complete simple forms		
W7.2	Complete complex forms (e.g., rental, insurance, pay statements)		
W7.3	Write simple instructions		
W7.4	Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)		
W7.5	Write moderately complex texts (e.g., general informational materials, common workplace materials)		
W7.6	Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports)		
W7.12	Write personal recounts (e.g., oral anecdotes, diary entries)		
W8: WRITING—ACADEMIC-ORIENTED SKILLS			
W8.3	Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)		
W8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration		
W8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations		
W8.9	Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics		