

Washington ESL 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	Low Beginning	High Beginning	Low Intermediate	High Intermediate	Advanced
The following indicators are statements that every Washington ESL 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 WA ESL student will know and be able to:</p> <ul style="list-style-type: none"> • R 1.1 Recognize everyday words or word groups by decoding letter-sound correspondence, isolating and saying first and last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words. 	<p>By the end of Level 2, every Washington ESL student will know and be able to:</p> <ul style="list-style-type: none"> • R 2.1 Decode and recognize familiar everyday words in short, simple sentences by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words. 	<p>By the end of Level 3, every Washington ESL student will know and be able to:</p> <ul style="list-style-type: none"> • R 3.1 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, using picture aids, and recalling oral vocabulary and sight words. 	<p>By the end of Level 4, every Washington ESL student will know and be able to:</p> <ul style="list-style-type: none"> • R 4.1 Decode and recognize most everyday and some unfamiliar words in short to medium-length 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 5, every Washington ESL student will know and be able to:</p> <ul style="list-style-type: none"> • R 5.1 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 6, every Washington ESL student will know and be able to:</p> <ul style="list-style-type: none"> • R 6.1 Recognize and interpret abbreviations and specialized vocabulary using word analysis or inference.

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<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 common vocabulary. 	<ul style="list-style-type: none"> R 2.2 Demonstrate familiarity with words, phrases, and simple sentences. 	<ul style="list-style-type: none"> R 3.2 Demonstrate familiarity with simple, everyday content knowledge and vocabulary in simple sentences. 	<ul style="list-style-type: none"> R 4.2 Demonstrate familiarity with common, every day content knowledge and related vocabulary. 	<ul style="list-style-type: none"> R 5.2 Demonstrate familiarity with common, high-interest content knowledge and related vocabulary. 	<ul style="list-style-type: none"> R 6.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary.
<ul style="list-style-type: none"> R 1.3 Locate familiar words in a list. 	<ul style="list-style-type: none"> R 2.3 Locate important items of information in simplified text. 	<ul style="list-style-type: none"> R 3.3 Locate discrete items of information in texts. 	<ul style="list-style-type: none"> R 4.3 Locate important information in simple text using some simple strategies. 	<ul style="list-style-type: none"> R 5.3 Locate important information in short to medium-length text using a variety of strategies. 	<ul style="list-style-type: none"> R 6.3 Locate important information, read for detail and determine missing information using a wide range of strategies.
<ul style="list-style-type: none"> R 1.4 Monitor accuracy of decoding and word recognition using various strategies, such as rereading or making word lists. 	<ul style="list-style-type: none"> R 2.4 Monitor accuracy of decoding simple sentences using various strategies such as rereading, copying, or making word lists. 	<ul style="list-style-type: none"> R 3.4 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 simplified dictionary. 	<ul style="list-style-type: none"> R 4.4 Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, copying, or using a simplified dictionary. 	<ul style="list-style-type: none"> R 5.4 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 6.4 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 1.5 Recall prior knowledge to assist in understanding information in simple 	<ul style="list-style-type: none"> R 2.5 Recall prior knowledge to understand information in simple texts. 	<ul style="list-style-type: none"> R 3.5 Recall prior knowledge to assist in selecting texts and in understanding the information they contain. 	<ul style="list-style-type: none"> R 4.5 Apply prior knowledge to assist in selecting texts and in understanding information in texts. 	<ul style="list-style-type: none"> R 5.5 Actively apply prior knowledge to assist in understanding information in texts. 	<ul style="list-style-type: none"> R 6.5 Actively apply prior knowledge to assist in understanding information in texts.

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<p>phrases.</p> <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 1 can read and comprehend learned words in a few simple phrases and basic personal information slowly and with some effort but with few errors, to independently accomplish simple, well defined, and structured reading activities in a few comfortable and familiar settings.</i></p>	<p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 2 can read and comprehend words in simple sentences, slowly with some repetition 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 THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 3 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 THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 4 can 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 THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 5 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>	<ul style="list-style-type: none"> R 6.6 Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast. <p>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM THE ABOVE INDICATORS IN A RANGE OF SETTINGS</p> <p><i>Adults performing at Level 6 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>