

READING

Level 4.0 - 5.9 • (Intermediate Literacy)

| | | |
|--------------------|----------------------|-------------------|
| Student: _____ | ID # _____ | Entry Date: _____ |
| Institution: _____ | Date Achieved: _____ | |
| Site: _____ | Instructor(s): _____ | |

PLEASE CHECK CORRESPONDING BOX AS EACH STANDARD IS ACHIEVED.

STANDARD 15

The student demonstrates basic understanding of phonics/structural analysis as tools for reading.

Date: _____ Instructor: _____

Benchmarks:

- 15.1 Recognizing synonyms, antonyms, and homonyms;
- 15.2 Defining multiple-meaning words;
- 15.3 Understanding how punctuation affects text.

STANDARD 16

The student demonstrates knowledge of basic vocabulary.

Date: _____ Instructor: _____

Benchmarks:

- 16.1 Using phonics, word structure, and visual cues to identify words and construct meaning;
- 16.2 Using prefixes, suffixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading;
- 16.3 Beginning to classify nouns with similar characteristics under appropriate headings (for example: rose and daisy as flowers);
- 16.4 Utilizing vocabulary words in the content areas.

STANDARD 17

The student demonstrates literal comprehension skills.

Date: _____ Instructor: _____

Benchmarks:

- 17.1 Determining the main idea or essential message of a text and identifying relevant supporting details and facts;
- 17.2 Identifying the cause or effect expressed in a paragraph;
- 17.3 Following written directions;
- 17.4 Re-telling and/or summarizing previously read matter;
- 17.5 Describing sequence of events in context;
- 17.6 Answering "who," "what," "where," "when," "why," and "how" questions about sentences or paragraphs;
- 17.7 Identifying specific information found in a text and applying it to answer a question.

STANDARD 18

The student demonstrates inferential comprehension skills.

Date: _____ Instructor: _____

Benchmarks:

- 18.1 Predicting content and purpose of a reading selection by previewing table of contents, index, headings, captions, and illustrations;
- 18.2 Making logical predictions using prior knowledge, re-reading, and self-questioning strategies;
- 18.3 Differentiating a question from a statement;
- 18.4 Identifying the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues;
- 18.5 Identifying the pronoun referent in a sentence or paragraph;
- 18.6 Identifying the cause or effect in a paragraph even if implied;
- 18.7 Identifying an appropriate conclusion or generalization for a reading selection.

STANDARD 19

The student demonstrates evaluative comprehension skills.

Date: _____ Instructor: _____

Benchmarks:

- 19.1 Identifying the author's purpose;
- 19.2 Recognizing whether a text is primarily intended to persuade, inform, or entertain;
- 19.3 Recognizing the difference between fact and opinion;
- 19.4 Recognizing the basic characteristics of fables, stories, and legends;
- 19.5 Recognizing the use of comparison and contrast;
- 19.6 Obtaining and evaluating information from pictures, maps, signs, diagrams, tables, graphs, or schedules;
- 19.7 Selecting and exploring sources such as a dictionary, encyclopedia, atlas, directory, newspaper, and thesaurus to obtain information for a specific task, such as research;
- 19.8 Obtaining appropriate information from an index and a table of contents;
- 19.9 Drawing conclusions from information in an article of fact or fiction;
- 19.10 Selecting an appropriate title for an article.

Continued on back

STANDARD 20

- The student demonstrates understanding of how word choice affects meaning.

Date: _____ Instructor: _____

Benchmarks:

- 20.1 Understanding that word choice can shape reactions, perceptions, and beliefs;
- 20.2 Recognizing different techniques used in media messages and the purposes of such techniques.

STANDARD 21

- The student demonstrates understanding of a variety of literary forms.

Date: _____ Instructor: _____

Benchmarks:

- 21.1 Identifying features that distinguish fiction, drama, poetry, fables, and legends;
- 21.2 Identifying major characteristics (for example: facts and opinion) of creative non-fiction, such as biography and essay;
- 21.3 Explaining the development of plot and conflict resolution in a story;
- 21.4 Identifying the characters, setting, and events presented in various texts.

STANDARD 22

- The student responds critically to fiction, poetry, drama, and essay.

Date: _____ Instructor: _____

Benchmarks:

- 22.1 Recognizing cause-and-effect relationships in literary texts;
- 22.2 Recognizing the effects of language such as sensory words, rhymes, choice of vocabulary, and story structure (for example: patterns used in children's texts);
- 22.3 Responding to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her own life;
- 22.4 Identifying the major theme in a story;
- 22.5 Forming his/her own ideas about what has been read in a literary text and using specific information from the text to support these ideas;
- 22.6 Distinguishing between author's opinion and objective data in essays.

LITERACY COMPLETION POINT G