

# Adult Education Reading Instruction and Assessment Techniques and Activities

And

## CASAS Competencies CASAS Reading Basic Skills Content Standards

In order to prepare learners for standardized reading assessments such as the *CASAS Life and Work Reading Forms 81R-188R*, adult education teachers use a variety of instructional approaches to prepare learners as they navigate from pre-test level placement to performance on post tests. The tables included in this document provide examples of classroom or individual instructional techniques and activities that can be used to link instruction to the ***CASAS Competencies and Reading Basic Skills Content Standards***. The purpose of the correlation between activities and skills is to illustrate how instruction can be linked to assessment via how reading is taught and practiced.

Complete lists of ***CASAS Competencies and Reading Basic Skills Content Standards*** can be found at [www.casas.org](http://www.casas.org).

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**Reading Instruction and Assessment  
Techniques and Activities for CASAS Level A**

Activity/Technique and Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Matching for Recognition</b></p> <p>Using two columns learners match one piece of information to another indicating comprehension of sounds, meanings, or relationships. The match can be made by drawing a line or by filling in a blank with corresponding letter or by writing a word under a picture or symbol.</p> <ul style="list-style-type: none"> <li>• Letter to word or picture to word</li> <li>• Numbers to words</li> <li>• Capitals to lower case letters</li> <li>• Antonyms or synonyms</li> <li>• Present to past tense verbs</li> <li>• Symbols to words</li> </ul> <p>___ 1. \$                      A. cents</p> <p>___ 2. St.                      B. dollars</p> <p>___ 3. ¢                      C. drive</p> <p>___ 4. Dr.                      D. street</p>	<p>Competencies that require identifying or reading single words or phrases:</p> <p>1.1.6 Count, convert, and use coins and recognize symbols</p> <p>1.1.9 Interpret clothing sizes</p> <p>1.3.6 Use coin-operated machines</p> <p>1.3.8 Identify common food items</p> <p>1.3.9 Identify common articles of clothing</p> <p>1.4.1 Identify kinds of housing, rooms and items</p> <p>3.3.1 Identify and use necessary medication</p> <p>4.1.8 Identify common occupations</p> <p>4.5.1 Identify common tools</p>	<p>R1.1 Identify the letters of the English alphabet</p> <p>R1.2 Recognize that letters make words and words make sentences</p> <p>R1.4 Relate letters to sounds</p> <p>R2.1 Interpret common symbols</p> <p>R4.1 Read numbers</p> <p>R4.3 Read dates</p>

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<p style="text-align: center;"><b>Discrimination</b></p> <p>Using a single line to separate items, learners circle matches to demonstrate comprehension and ability to discriminate between letters, sounds, words, symbols etc. Examples:</p> <p>b   a b p d</p> <p>box   bag boy box tax</p> <p>shirt   sofa shoe stair stove</p> <p>Discrimination exercises may have a listening focus as well as reading focus. For example: T: The first class is on March 7, 2006 S: Circle a, b, or c.</p> <ol style="list-style-type: none"> <li>1. a. 6/7/06</li> <li style="padding-left: 20px;">b. 3/7/06</li> <li style="padding-left: 20px;">c. 7/3/06</li> </ol>	<p>Competencies that require identifying or reading single words or phrases:</p> <p>1.1.6 Count, convert, and use coins and recognize symbols</p> <p>1.1.9 Interpret clothing sizes</p> <p>1.3.6 Use coin-operated machines</p> <p>1.3.8 Identify common food items</p> <p>1.3.9 Identify common articles of clothing</p> <p>1.4.1 Identify kinds of housing, rooms and items</p> <p>3.3.1 Identify and use necessary medication</p> <p>4.1.8 Identify common occupations</p> <p>4.5.1 Identify common tools</p>	<p>R1.1 Identify letters of the English alphabet</p> <p>R1.2 Recognize that letters make words and words make sentences</p> <p>R5.3 Locate information organized in groups or categories</p>

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<p style="text-align: center;"><b>Sequence Cards and Strip Stories</b></p> <p>Learners put cards in order to demonstrate:</p> <ul style="list-style-type: none"> <li>• Letter order in the alphabet</li> <li>• Letter order in a word</li> <li>• Word order in a sentence or phrase</li> <li>• Sentence order in directions, narratives, stories etc.</li> <li>• Steps in a procedure</li> <li>• Directions to a location</li> </ul> <p>In a strip story, learners put sentences or phrases on strips of paper in order to demonstrate comprehension of a narrative passage or story.</p>	<p>Competencies that require following procedures or directions:</p> <p>1.1.1 Interpret recipes</p> <p>2.2.1 Ask for, give, follow, or clarify directions</p> <p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>3.4.3 Interpret procedures for simple first-aid</p> <p>4.1.2 Follow procedures for applying for a job</p> <p>4.3.3 Identify safe work procedures</p> <p>4.5.3 Demonstrate ability to use a filing system or other ordered system</p> <p>5.3.3 Interpret court procedures</p>	<p>R1.3 Read from left to right, top to bottom, front to back</p> <p>R3.2 Read and understand simple sentences that contain familiar vocabulary</p> <p>R3.3 Read and understand simple texts on familiar topics</p> <p>R3.6 Interpret simple written instructions</p> <p>R7.4 Determine the sequence of events in a simple narrative</p>

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Activity/Technique and Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Scanning</b></p> <p>To scan a document means to look quickly to find specific information without reading every word. Scanning is reading for details or for words or phrases that have been previously learned. Learners scan a document and complete a task such as:</p> <ul style="list-style-type: none"> <li>• Locate information in an ad, schedule, table or sign</li> <li>• Answer multiple choice, yes/no, or short answer questions about a narrative</li> <li>• Fill in a grid or table using information from a narrative</li> </ul>	<p>Competencies that require interpreting non-prose documents or articles etc.</p> <p>1.4.2 Select appropriate housing by interpreting classified ads...</p> <p>1.1.5 Interpret bills</p> <p>2.1.6 Interpret information about using a pay phone</p> <p>2.1.1 Use the telephone directory</p> <p>4.1.3 Identify and use sources for job opportunities such as job ads...</p>	<p>R6.1 Predict the content of a text from title, pictures, type of material</p> <p>R6.2 Scan simple text (e.g. ads, schedules ...) to find specific information</p>

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<b>Activity or Technique Description</b>	<b>Sample Competencies</b>	<b>Content Standards</b>
<p style="text-align: center;"><b>Language Experience Approach</b></p> <ol style="list-style-type: none"> <li>1. The teacher introduces a topic using a picture or simple question about a life experience. Learner(s) respond as individuals or in groups.</li> <li>2. As the learner tells about the picture or answers the question, the teacher transcribes each sentence or phrase on lined paper or on the board. Repeat portions of sentences frequently as you write and give indications that what is written is what the learner says.</li> <li>3. Print exactly what the learner says. Allow for group or individual error correction.</li> <li>4. Practice reading the story in these ways: point and model first and have learners repeat after you; point and repeat with learners; point and have learners read without modeling.</li> <li>5. Learners write the story in their notebooks</li> </ol> <p style="text-align: center;">LEA Follow-up Activities</p> <ul style="list-style-type: none"> <li>Alphabetize word lists from stories</li> <li>Build word families</li> <li>Cloze from story</li> <li>Strip Story</li> <li>Sight word recognition</li> </ul>	<p>Competencies that require responding, conversing, describing:</p> <p>0.1.2 Identify or use appropriate language for informational purposes</p> <p>0.2.1 Respond appropriately to common personal information questions</p> <p>0.2.4 Converse about daily and leisure activities and personal interests</p>	<p>R1.2 Recognize that letters make words and words make sentences</p> <p>R1.4 Relate letters to sounds</p> <p>R2.2 Read basic sight words</p> <p>R2.3 Interpret common high-frequency words and phrases in everyday contexts</p> <p>R3.2 Read and understand simple sentences that contain familiar vocabulary</p> <p>R3.3 Read and understand simple texts on familiar topics</p>

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<p style="text-align: center;"><b>Cloze Activity</b></p> <p>The word <i>cloze</i> comes from closure and means finishing or “closing” a sentence. Make a cloze exercise by selecting a passage that is at or below the learner’s reading level. Leave the first sentence as is and then delete words in subsequent sentences. Select words for which there are context clues. The learner fills in the missing words.</p>	<p>Competencies that require interpreting narratives or procedures:</p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics</p> <p>1.4.5 Interpret information about tenant and landlord rights</p> <p>1.4.7 Interpret maintenance procedures for household appliances...</p> <p>1.5.1 Interpret information about personal and family budgets</p> <p>2.7.1 Interpret information about holidays (2.7.4 – religion, 2.7.5 – literary materials)</p> <p>4.4.8 Interpret job-related technical information such as service manuals...</p>	<p>R2.2 Interpret common high-frequency words and phrases in everyday contexts</p> <p>R2.11 Interpret familiar words used in a new context</p> <p>R2.12 Interpret specialized vocabulary in context</p> <p>R3.2 Read and understand simple sentences ...</p> <p>R3.3 Read and understand simple texts on familiar topics...</p> <p>R3.4 Read and understand moderately complex texts</p>

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Techniques and Activities for CASAS Level A**

Activity/Technique Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Comprehension Questions</b></p> <p>For beginning level reading practice, specific question types are appropriate. In these examples of question types, learners use previously learned material to demonstrate reading comprehension and the answer is imbedded in the question.</p> <ol style="list-style-type: none"> <li>1. Read the sentence. Circle YES or NO</li> <li>2. Which sentence is correct? Circle a or b.</li> <li>3. Complete the sentence by filling in the blank.</li> <li>4. Complete the sentence with a word from the list.</li> <li>5. One word in the sentence is not correct. Find the word. Cross it out. Write the correct word.</li> </ol>	<p>Competencies that require interpreting prose narratives, procedures, or documents.</p> <p>1.5.1 Interpret information about personal and family budgets 1.2.5 Interpret letters, articles, and information about consumer-related topics 1.4.5 Interpret information about tenant and landlord rights 1.4.7 Interpret maintenance procedures for household appliances... 1.5.1 Interpret information about personal and family budgets 2.7.1 Interpret information about holidays (2.7.4 – religion, 2.7.5 – literary materials) 4.4.8 Interpret job-related technical information such as service manuals...</p>	<p>R3.2 Read and understand simple sentences ...</p> <p>R3.3 Read and understand simple texts on familiar topics...</p> <p>R3.4 Read and understand moderately complex texts</p> <p>R3.6 Interpret simple written instructions</p> <p>R6.2 Scan simple text to find specific information</p> <p>R7.1 Identify the main idea of a simple paragraph</p> <p>R7.8 Make inferences and draw conclusions from simple text</p>

**Reading Instruction and Assessment  
Techniques and Activities for CASAS Level B**

Activity/Technique and Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Skimming</b></p> <p>To skim a reading passage means to read quickly to get the general idea. Skimming is reading for gist or main idea without reading every word. Learners skim a passage to complete a task such as:</p> <ul style="list-style-type: none"> <li>• Look for words that show order of events such as <i>first, next, then, etc.</i> <i>Circle the transitional words.</i></li> <li>• Summarize content by listing subtitles in a document.</li> <li>• Find details in a passage by answering questions or completing multiple choice questions.</li> <li>• Look for steps to a process. List the steps in order.</li> </ul>	<p>Competencies that require reading prose or documents that describe procedures</p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics 1.4.3 Interpret lease and rental agreements 1.4.5 Interpret information about tenant and landlord rights 1.7.1 Interpret information about home maintenance and communicate problems 1.7.1 Interpret product guarantees and warranties 1.7.4 Interpret maintenance procedures for household appliances 2.7.1 Interpret information about holidays 2.7.2 Interpret information about ethnic groups, cultural groups etc. 4.2.4 Interpret employee handbooks policies and job manuals 4.6.2 Interpret and write work-related letters or email 5.4.8 Identify procedures for reporting a crime 7.2.1 Identify and paraphrase pertinent information</p>	<p>R3.3 Read and understand simple texts on familiar topics</p> <p>R3.4 Read and understand moderately complex texts</p> <p>R6.4 Skim a simple text for general meaning</p> <p>R6.6 Use appropriate reading strategy to understand content of unfamiliar material or specialized information</p> <p>R3.7 Read detailed instructions</p> <p>R3.14 Interpret signal words as clues to organization and content of a text</p> <p>R7.2 Identify main idea of a multi-paragraph text</p> <p>R7.4 Determine sequence of events in a simple narrative</p> <p>R7.8 Make inferences and draw conclusions from simple text</p>

**Reading Instruction and Assessment  
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Activity/Technique and Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Scanning</b></p> <p>To scan a document means to look quickly to find specific information without reading every word. Scanning is reading for details or for words or phrases that have been previously learned. Learners scan a document and complete a task such as:</p> <ol style="list-style-type: none"> <li>1. Locate information in an ad, schedule, table or directory.</li> <li>2. Answer multiple choice, Yes/No, or short answer questions about a narrative. The questions target specific facts or details</li> <li>3. Complete a grid using details from a document.</li> </ol>	<p>Competencies that require reading non-prose documents, ads, labels, signs etc. In addition competencies that require reading prose documents for details.</p> <p>1.3.5 Use coupons to purchase goods and services  1.5.1 Interpret information about personal and family budgets  1.4.2 Select appropriate housing by interpreting ads, signs, and other ...  2.1.1 Use a telephone directory  2.5.5 Locate and use educational services in community  3.1.2 Identify information necessary to make or keep medical appointments  3.3.2 Interpret medicine labels  4.1.3 Identify and use information about job opportunities such as ads...  4.1.2 Follow procedures for applying for a job including reading and filling out job applications  4.2.1 Interpret wages, wage deductions  4.4.3 Interpret job-related charts, signs etc.</p>	<p>R3.3 Read and understand simple texts on familiar topics</p> <p>R3.4 Read and understand moderately complex texts</p> <p>R3.6 Interpret simple written instructions</p> <p>R6.2 Scan simple text to find specific information</p> <p>R.6.3 Scan complex or extended text to find specific information</p> <p>R6.6 Use appropriate reading strategy to understand content of unfamiliar material or specialized information</p> <p>R3.7 Read detailed instructions</p> <p>R7.8 Determine sequence of events in a simple passage</p>

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Activity/Technique and Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Question Grid</b></p> <p>Learners read a passage, article or story silently. To check comprehension, learners answer questions posed in grid format. Three types of questions are listed in three rows:  YES/NO  EITHER/OR  INFORMATION</p> <p>Three comprehension targets are identified in three columns:  OBJECTIVE  INFERENTIAL  PERSONAL</p> <p>Each space in the nine-square grid can contain one or more question in each category.</p>	<p>Competencies that require reading prose or narratives.</p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics  1.4.3 Interpret lease and rental agreements  1.4.5 Interpret information about tenant and landlord rights  1.7.1 Interpret information about home maintenance and communicate problems  1.7.1 Interpret product guarantees and warranties  1.7.4 Interpret maintenance procedures for household appliances  2.7.1 Interpret information about holidays  2.7.2 Interpret information about ethnic groups, cultural groups etc.  4.2.4 Interpret employee handbooks policies and job manuals  4.6.2 Interpret and write work-related letters or email  5.4.8 Identify procedures for reporting a crime  7.2.1 Identify and paraphrase pertinent information</p>	<p>R3.3 Read and understand simple texts on familiar topics</p> <p>R3.4 Read and understand moderately complex texts</p> <p>R7.2 Identify main idea of a multi-paragraph text</p> <p>R7.4 Determine sequence of events in a simple narrative</p> <p>R7.8 Make inferences and draw conclusions from simple text</p>

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<p style="text-align: center;"><b>Graphics</b></p> <p>Graphics allow for reading practice and provide a means for assessing comprehension without specific questions. Learners transfer facts, details or conclusions from a narrative or document to a graphic that demonstrates their understanding and ability to synthesize information.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;"><u>Graphic</u></td> <td style="text-align: center; width: 50%;"><u>Reading Focus</u></td> </tr> <tr> <td>Mind Map</td> <td>main idea, detail, inference</td> </tr> <tr> <td>Grid or table</td> <td>detail, sequence</td> </tr> <tr> <td>Venn Diagram</td> <td>compare / contrast cause / effect</td> </tr> <tr> <td>Bar Graph</td> <td>compare/contrast cause / effect fact / opinion</td> </tr> <tr> <td>Time Line</td> <td>sequence, cause / effect</td> </tr> </table>	<u>Graphic</u>	<u>Reading Focus</u>	Mind Map	main idea, detail, inference	Grid or table	detail, sequence	Venn Diagram	compare / contrast cause / effect	Bar Graph	compare/contrast cause / effect fact / opinion	Time Line	sequence, cause / effect	<p>Competencies that require comparisons, making differentiations or reading graphics</p> <p>1.1.3 Interpret maps and graphs</p> <p>1.2.2 Compare price or quality to determine the best buys for goods and services</p> <p>1.3.1 Compare different methods used to purchase goods and services</p> <p>3.3.3 Identify difference between prescription, over the counter, and generic medications</p> <p>7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information or ideas</p>	<p>R3.4 Read and understand moderately complex texts</p> <p>R7.2 Identify main idea of a multi-paragraph text</p> <p>R7.4 Determine sequence of events in a simple narrative</p> <p>R7.8 Make inferences and draw conclusions from simple text</p> <p>R7.7 Summarize a text</p> <p>R7.10 Differentiate fact from opinion in a written text</p> <p>R7.13 Compare related information from various sources</p>
<u>Graphic</u>	<u>Reading Focus</u>													
Mind Map	main idea, detail, inference													
Grid or table	detail, sequence													
Venn Diagram	compare / contrast cause / effect													
Bar Graph	compare/contrast cause / effect fact / opinion													
Time Line	sequence, cause / effect													

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<p style="text-align: center;"><b>Jigsaw Reading</b></p> <p>Jigsaw reading is a cooperative learning technique that facilitates teamwork in group instruction. Performance on reading assessments is influenced by team proficiency.</p> <p>First, learners are divided into teams.</p> <p>The teacher divides reading material into sections. For example, paragraphs in an employee manual are divided into 1) employee benefits, 2) sick policy 3) company directory etc.</p> <p>Each member on a team is assigned a different section of the reading. Learners then leave their home teams to join another group.</p> <p>All members of this group have the same section of the reading and will become “experts” on one topic. After content is mastered, each person returns to his or her home team. In home teams, each person teaches teammates about his topic.</p> <p>The teacher then evaluates learners individually with a quiz or short answer test.</p>	<p>Competencies that require narrative or prose readings. Also, readings that describe procedures.</p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics  1.4.3 Interpret lease and rental agreements  1.4.5 Interpret information about tenant and landlord rights  1.7.1 Interpret information about home maintenance and communicate problems  1.7.1 Interpret product guarantees and warranties  1.7.4 Interpret maintenance procedures for household appliances  2.7.1 Interpret information about holidays  2.7.2 Interpret information about ethnic groups, cultural groups etc.  4.2.4 Interpret employee handbooks policies and job manuals  5.4.8 Identify procedures for reporting a crime  7.2.1 Identify and paraphrase pertinent information</p>	<p>R3.3 Read and understand simple texts on familiar topics</p> <p>R3.4 Read and understand moderately complex texts</p> <p>R3.7 Interpret detailed instructions</p> <p>R7.2 Identify main idea of a multi-paragraph text</p> <p>R7.4 Determine sequence of events in a simple narrative</p> <p>R7.5 Determine sequence of events in a complex narrative</p> <p>R7.6 Paraphrase information</p> <p>R7.7 Summarize a text</p> <p>R7.8 Make inferences and draw conclusions from simple text</p>

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<p style="text-align: center;"><b>Context Clues and Personal Dictionaries</b></p> <p>Learners figure out the meaning of a word from the context of the reading.</p> <p>After a new word is practiced, learners enter it into their personal dictionaries.</p> <p>The dictionary entry can include:</p> <p>Word Part of speech Definition Forms of the word (adding prefix or suffix) Sentence using the word Abbreviations Symbols</p> <p>For example: <i>The medicine can make you <u>nauseous</u>. If you feel like vomiting, <u>consult</u> your doctor.</i></p> <p><i>Nauseous = feel like vomiting -- adjective</i> <i>Nausea = feeling -- noun</i></p>	<p>Competencies that require reading single words or phrases.</p> <p>1.1.6 Count, convert, and use coins and recognize symbols</p> <p>1.1.9 Interpret clothing sizes</p> <p>1.3.6 Use coin-operated machines</p> <p>1.3.8 Identify common food items</p> <p>1.3.9 Identify common articles of clothing</p> <p>1.4.1 Identify kinds of housing, rooms and items</p> <p>3.3.1 Identify and use necessary medication</p> <p>4.1.8 Identify common occupations</p> <p>4.5.1 Identify common tools</p>	<p>R1.1 Identify the letters of the English alphabet</p> <p>R1.2 Recognize that letters make words and words make sentences</p> <p>R1.4 Relate letters to sounds</p> <p>R1.5 Relate letters to a wide range of possible pronunciations, including recognizing common homonyms</p> <p>R2.1 Interpret common symbols</p> <p>R2.8 Interpret meaning from word formations</p> <p>R2.9 Interpret common prefixes and suffixes to determine meaning</p> <p>R2.10 Interpret less common prefixes and suffixes to determine meaning</p> <p>R2.11 Interpret familiar words used in a new context</p>

**Reading Instruction and Assessment  
Techniques and Activities for CASAS Level B**

Activity/Technique Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Comprehension Questions</b></p> <p>For intermediate level reading practice, specific question types are appropriate. In these examples of question types, learners use previously learned material or new words in context in demonstrate reading comprehension.</p> <ol style="list-style-type: none"> <li>1. Read the sentences. Find the _____(insert detail from reading). Mark them (x).</li> <li>2. Look at the picture and the headings. Guess the answers to these questions. Read the passage. Were your guesses correct?</li> <li>3. Information question / multiple choice</li> <li>4. Information question / short answer</li> <li>5. Finish the sentences. Use the cues. <i>mop shovel rake</i> <i>It's snowing outside. You'll need to _____.</i></li> </ol>	<p>Competencies that require narrative or prose readings. Also, readings that describe procedures.</p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics 1.4.3 Interpret lease and rental agreements 1.4.5 Interpret information about tenant and landlord rights 1.7.1 Interpret information about home maintenance and communicate problems 1.7.1 Interpret product guarantees and warranties 1.7.4 Interpret maintenance procedures for household appliances 2.7.1 Interpret information about holidays 2.7.2 Interpret information about ethnic groups, cultural groups etc. 4.2.4 Interpret employee handbooks policies and job manuals 5.4.8 Identify procedures for reporting a crime 7.2.1 Identify and paraphrase pertinent information</p>	<p>R3.3 Read and understand simple texts on familiar topics</p> <p>R3.4 Read and understand moderately complex texts</p> <p>R3.7 Interpret detailed instructions</p> <p>R7.2 Identify main idea of a multi-paragraph text</p> <p>R7.4 Determine sequence of events in a simple narrative</p> <p>R7.5 Determine sequence of events in a complex narrative</p> <p>R7.6 Paraphrase information</p> <p>R7.7 Summarize a text</p> <p>R7.8 Make inferences and draw conclusions from simple text</p>

**Reading Instruction and Assessment  
Techniques and Activities for CASAS Level C and D**

Activity/Technique and Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Skimming</b></p> <p>To skim a reading passage means to read quickly to get the general idea of a passage. Skimming is reading for gist or main idea without reading every word. Learners skim a passage to complete a task such as:</p> <ul style="list-style-type: none"> <li>• Look for words that show order of events such as first, next, then, moreover, therefore etc.</li> <li>• Summarize content by listing subtitles in a document.</li> <li>• Find details in a passage by answering specific questions targeting content.</li> <li>• Look for steps to a process. List the steps in order.</li> </ul>	<p><b>Competencies that require reading prose or documents that describe procedures</b></p> <p>1.7.3 Interpret operating instructions, directions, or labels for consumer products</p> <p>1.4.8 Recognize home theft and fire prevention measures</p> <p>1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory</p> <p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>4.3.3 Identify safe work procedures and common safety equipment etc.</p> <p>5.3.3 Identify basic court procedures</p> <p>5.6.1 Interpret information about neighborhood or community problems etc.</p>	<p>R3.5 Read and understand complex texts</p> <p>R3.7 Interpret detailed instructions</p> <p>R3.11 Make connections between related information across different sections of a text</p> <p>R3.14 Interpret signal words as clues to the organization and content of a text</p> <p>R4.10 Interpret written materials using formatting clues</p> <p>R6.5 Skim complex text for general meaning or to determine subject matter or organization</p> <p>R6.6 Use appropriate reading strategy</p> <p>R7.2 Identify the main idea of a multi-paragraph text</p> <p>R7.5 Determine sequence of events in a complex narrative</p>

**Reading Instruction and Assessment  
Techniques and Activities for CASAS Level C and D**

Activity/Technique and Description	Sample Competencies	Content Standards
<p style="text-align: center;"><b>Scanning</b></p> <p>To scan a document means to look quickly to find specific information without reading every word. Scanning is reading for details or for words or phrases that have been previously learned. Learners scan a document and complete a task such as:</p> <ul style="list-style-type: none"> <li>• Look for information in an ad, schedule, table or directory.</li> <li>• Answer multiple choice, yes/no, or short answer questions about a narrative. The questions target specific facts or details.</li> <li>• Complete a grid using details from a document.</li> <li>•</li> </ul>	<p><b>Competencies that require reading non-prose documents such as ads, labels, signs etc. In addition, competencies that require reading prose for details.</b></p> <p>1.2.1 Interpret ads, labels, charts, and price tags in selecting goods and services</p> <p>1.7.3 Interpret operating instructions, directions, or labels for consumer products</p> <p>1.8.1 Interpret the procedures and forms associated with banking services</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures etc.</p> <p>4.6.2 Interpret and write work related correspondence, including notes, memos, letters and email.</p> <p>5.4.4 Interpret tax information from articles and publications</p>	<p>R3.5 Read and understand complex texts.</p> <p>R4.10 Interpret written materials using formatting clues</p> <p>R5.2 Locate information using an index or table of contents</p> <p>R5.3 Locate information organized in groups or categories</p> <p>R6.3 Scan complex or extended text to find specific information</p> <p>R6.6 Use appropriate reading strategy to understand content of unfamiliar material or specialized information</p> <p>R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic</p> <p>R7.5 Determine sequence of events in a complex narrative</p>

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<p style="text-align: center;"><b>Vocabulary Sets</b></p> <p>Read 4 or 5 words in a set. Circle the word that doesn't belong and explain why.</p> <p>For example:</p> <p>legend   north   south   east   west</p> <p>headache   dizziness   weakness   treatment</p> <p>legal aid   lawyer   assistance   help</p> <p>flushed   treated   felt   chilled</p>	<p><b>Competencies that require reading single words or phrases and competencies that call for using context clues to determine meaning of specialized vocabulary.</b></p> <p>1.7.3 Interpret operating instructions, directions, or labels for consumer products</p> <p>1.8.2 Interpret the procedures and forms associated with banking services, including writing checks</p> <p>4.5.1 Identify common tools, equipment, machines, and materials required for one's job</p> <p>4.5.6 Demonstrate ability to select, set up and use tools and machines in order to accomplish a task, while operating within a technological system</p> <p>5.3.3 Interpret basic court procedures</p>	<p>R2.10 Interpret less common prefixes and suffixes to determine the meaning of words</p> <p>R2.12 Interpret specialized vocabulary in context</p> <p>R3.5 Read and understand complex texts</p> <p>R3.9 Interpret complex sentence structure and grammar</p> <p>R3.11 Make connections between related information across different sections of a text</p>

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<p style="text-align: center;"><b>Context Clues Exercises</b></p> <p>Using related sentences or passages, learners practice using context clues to determine meaning by completing tasks such as:</p> <p>Read the sentences. Underline a word or phrase that defines a word circled by the instructor.</p> <p><i>After the doctor signs the discharge order the patient can leave the hospital.</i></p> <p>Read the sentences. Fill in the blanks with words or phrases from the list.</p> <p style="text-align: center;"><i>be admitted      leave the hospital</i></p> <p><i>After the doctor signs the discharge order the patient can _____.</i></p>	<p><b>Competencies that require prose reading – narratives or descriptions of procedures.</b></p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics</p> <p>1.4.3 Interpret lease and rental agreements</p> <p>1.4.5 Interpret information about tenant and landlord rights</p> <p>1.7.1 Interpret product guarantees and warranties</p> <p>1.7.4 Interpret maintenance procedures for household appliances</p> <p>2.7.3 Interpret information about social issues</p> <p>2.7.2 Interpret information about ethnic groups, cultural groups etc.</p> <p>4.2.4 Interpret employee handbooks policies and job manuals</p> <p>5.5.2 Interpret information about legislative activities</p> <p>5.4.8 Identify procedures for reporting a crime</p>	<p>R2.12 Interpret specialized vocabulary in context</p> <p>R3.5 Read and understand complex texts</p> <p>R3.7 Interpret detailed instructions</p> <p>R3.11 Make connections between related information across different sections of a text</p> <p>R3.15 Interpret figurative meanings of words from context</p> <p>R3.19 Interpret meaning of metaphors and similes in context</p>

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<p style="text-align: center;"><b>Jigsaw Reading</b></p> <p>Jigsaw reading is a cooperative learning technique that facilitates teamwork in group instruction. Performance on reading assessments is influenced by team proficiency.</p> <p>First, learners are divided into teams.</p> <p>The teacher divides reading material into sections. For example, paragraphs in an employee manual are divided into 1) employee benefits, 2) sick policy 3) company directory etc.</p> <p>Each member on a team is assigned a different section of the reading. Learners then leave their home teams to join another group.</p> <p>All members of this group have the same section of the reading and will become “experts” on one topic. After content is mastered, each person returns to his or her home team. In home teams, each person teaches teammates about his topic.</p> <p>The teacher then evaluates learners individually with a quiz or short answer test.</p>	<p>Competencies that require narrative or prose readings. Also, readings that describe procedures.</p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics  1.4.3 Interpret lease and rental agreements  1.4.5 Interpret information about tenant and landlord rights  1.7.1 Interpret information about home maintenance and communicate problems  1.7.1 Interpret product guarantees and warranties  1.7.4 Interpret maintenance procedures for household appliances  2.7.1 Interpret information about holidays  2.7.2 Interpret information about ethnic groups, cultural groups etc.  4.2.4 Interpret employee handbooks policies and job manuals  5.4.8 Identify procedures for reporting a crime  7.2.1 Identify and paraphrase pertinent information</p>	<p>R3.5 Read and understand complex texts</p> <p>R3.7 Interpret detailed instructions</p> <p>R7.2 Identify main idea of a multi-paragraph text</p> <p>R7.4 Determine sequence of events in a simple narrative</p> <p>R7.5 Determine sequence of events in a complex narrative</p> <p>R7.6 Paraphrase information</p> <p>R7.7 Summarize a text</p> <p>R7.8 Make inferences and draw conclusions from simple text</p>

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<p style="text-align: center;"><b>Graphics</b></p> <p>Graphics allow for reading practice and provide a means for assessing comprehension without specific questions. Learners transfer facts, details or conclusions from a narrative or document to a graphic that demonstrates their understanding and ability to synthesize information.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Graphic</u></td> <td style="text-align: center;"><u>Reading Focus</u></td> </tr> <tr> <td>Mind Map inference</td> <td>main idea, detail,</td> </tr> <tr> <td>Grid or table</td> <td>detail, sequence</td> </tr> <tr> <td>Venn Diagram</td> <td>compare / contrast cause / effect</td> </tr> <tr> <td>Bar Graph</td> <td>compare/contrast cause / effect fact / opinion</td> </tr> <tr> <td>Time Line</td> <td>sequence, cause / effect</td> </tr> </table>	<u>Graphic</u>	<u>Reading Focus</u>	Mind Map inference	main idea, detail,	Grid or table	detail, sequence	Venn Diagram	compare / contrast cause / effect	Bar Graph	compare/contrast cause / effect fact / opinion	Time Line	sequence, cause / effect	<p>Competencies that require comparisons, making differentiations or reading graphics</p> <p>1.1.3 Interpret maps and graphs</p> <p>1.2.2 Compare price or quality to determine the best buys for goods and services</p> <p>1.3.1 Compare different methods used to purchase goods and services</p> <p>3.3.3 Identify difference between prescription, over the counter, and generic medications</p> <p>7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information or ideas</p>	<p>R3.5 Read and understand complex texts</p> <p>R7.2 Identify main idea of a multi-paragraph text</p> <p>R7.4 Determine sequence of events in a simple narrative</p> <p>R7.8 Make inferences and draw conclusions from simple text</p> <p>R7.7 Summarize a text</p> <p>R7.10 Differentiate fact from opinion in a written text</p> <p>R7.13 Compare related information from various sources</p>
<u>Graphic</u>	<u>Reading Focus</u>													
Mind Map inference	main idea, detail,													
Grid or table	detail, sequence													
Venn Diagram	compare / contrast cause / effect													
Bar Graph	compare/contrast cause / effect fact / opinion													
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<b>Activity/Technique and Description</b>	<b>Sample Competencies</b>	<b>Content Standards</b>
<p style="text-align: center;"><b>Team Reading</b></p> <p>Team Reading is a group instruction variation of Jigsaw Reading.</p> <ol style="list-style-type: none"> <li>1. Strategically, divide the class into teams of four persons. Each team member receives a 3x5 card that describes his or her role. <ul style="list-style-type: none"> <li>• card #1 – reader</li> <li>• card #2 – reader</li> <li>• card #3 – recorder</li> <li>• card #4 – write questions</li> </ul> </li> <li>2. Each group is given a narrative. The two readers take turns reading the passage a loud as others follow along.</li> <li>3. While listening, the person holding card #4 (an advanced learner) writes questions about content.</li> <li>4. When finished, the group decides on final questions and the recorder writes them on a flip chart or board.</li> <li>5. The whole class then answers the questions on the “quiz” created by the groups.</li> </ol>	<p><b>Competencies that require narrative or prose readings. Also, readings that describe procedures.</b></p> <p>1.2.5 Interpret letters, articles, and information about consumer-related topics  1.4.3 Interpret lease and rental agreements  1.4.5 Interpret information about tenant and landlord rights  1.7.1 Interpret information about home maintenance and communicate problems  1.7.1 Interpret product guarantees and warranties  1.7.4 Interpret maintenance procedures for household appliances  2.7.1 Interpret information about holidays  2.7.2 Interpret information about ethnic groups, cultural groups etc.  4.2.4 Interpret employee handbooks policies and job manuals  5.4.8 Identify procedures for reporting a crime  7.2.1 Identify and paraphrase pertinent information</p>	<p>R3.5 Read and understand complex texts</p> <p>R3.7 Interpret detailed instructions</p> <p>R7.2 Identify the main idea of a multi-paragraph text</p> <p>R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic</p> <p>R7.6 Paraphrase information</p> <p>R7.9 Make inferences and draw conclusions from a complex text</p> <p>R7.14 Verify and clarify facts in written information</p>

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<p style="text-align: center;"><b>Design a Document</b></p> <p>Based on previously learned language, vocabulary and content, learners design a piece of document literacy. If needed, instructors can provide a list of vocabulary or phrases as tools for learners.</p> <p>Examples of assignments:</p> <ul style="list-style-type: none"> <li>• Draw a map</li> <li>• Create an I.D. card for the school</li> <li>• Create a job application</li> <li>• Create a telephone directory of class members or school staff</li> <li>• Create yellow pages of class members and services they can provide</li> <li>• Create a coupon to purchase groceries</li> <li>• Create a classified ad or supermarket advertisement</li> <li>• Create a magazine ad</li> <li>• Create a medicine label</li> <li>• Create a warrantee</li> <li>• Create a table of contents for a textbook on health</li> </ul>	<p><b>Competencies that require reading forms, advertisements, directories, or other documents.</b></p> <p>1.3.5 Use coupons to purchase goods and services</p> <p>1.5.1 Interpret information about personal and family budgets</p> <p>1.4.2 Select appropriate housing by interpreting ads, signs, and other ...</p> <p>2.1.1 Use a telephone directory</p> <p>2.5.5 Locate and use educational services in community</p> <p>3.1.2 Identify information necessary to make or keep medical appointments</p> <p>3.3.2 Interpret medicine labels</p> <p>4.1.3 Identify and use information about job opportunities such as ads...</p> <p>4.1.2 Follow procedures for applying for a job including reading and filling out job applications</p> <p>4.2.1 Interpret wages, wage deductions</p> <p>4.4.3 Interpret job-related charts, signs, forms etc.</p>	<p>R2.12 Interpret specialized vocabulary in context</p> <p>R3.5 Read and understand complex texts</p> <p>R4.9 Interpret maps, diagrams, and graphs</p> <p>R4.10 Interpret written materials using formatting clues</p> <p>R5.6 Locate information using an index or table of contents</p> <p>R5.3 Locate information organized in groups or categories</p>