

Aligning Curriculum to Ohio's Revised ESOL Standard for Reading

The following worksheet may be helpful for programs to use when aligning curriculum (e.g., published workbooks, teacher made activities, etc.) to the revised standard for reading.

Reading Standard/Benchmarks (LEVEL 1)	Curriculum
R 1.1 Recognize letters, numbers, and some basic sight words.	
R 1.2 Use strategies to understand text (e.g., decode simple familiar words, use pictures, picture dictionary, or bilingual dictionary).	
R 1.3 Use strategies to monitor word recognition of letters, words, and numerals (e.g., reread).	
R 1.4 Recognize important personal information in print.	
R 1.5 Show awareness of simple print.	
R 1.6 Complete a task (e.g., matching, filling in a blank, circling words).	

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Reading Standard/Benchmarks (LEVEL 2)	Curriculum
R 2.1 Recognize basic survival words and signs (e.g., stop, enter, exit).	
R 2.2 Use strategies to understand text (e.g., decode familiar words, recognize common sight words, use pictures, picture dictionary, or basic ESOL dictionary).	
R 2.3 Use strategies to monitor decoding and word recognition of letters, words, and numerals (e.g., reread, question).	
R 2.4 Seek clarification by rereading.	
R 2.5 Draw conclusions (e.g., from graphics, from words).	
R 2.6 Complete a task (e.g., follow simple one-step directions such as "Open book to page 20.").	

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Reading Standard/Benchmarks (LEVEL 3)	Curriculum
R 3.1 Comprehend basic information (e.g., signs, notes) and simple sentences.	
R 3.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, ask questions, decode common words, use pictures).	
R 3.3 Use strategies to monitor decoding and word recognition of simple sentences with familiar vocabulary (e.g., make word lists, look back or read on, identify word errors).	
R 3.4 Seek clarification by looking back to text or reading on.	
R 3.5 Draw conclusions (e.g., from phrases, from simple sentences).	
R 3.6 Complete a task (e.g., follow longer directions such as "Call Maria at home at 9 p.m.").	

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Reading Standard/Benchmarks (LEVEL 4)	Curriculum
R 4.1 Comprehend information in common forms and simple paragraphs (e.g., simple job application, classifieds, phone book).	
R 4.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, apply context and language clues).	
R 4.3 Use strategies to monitor comprehension of simple paragraphs on familiar topics (e.g., restate, copy and rephrase text, use context).	
R 4.4 Seek clarification by asking and answering questions.	
R 4.5 Draw conclusions (e.g., from sentences using sequence of events or description, from simple paragraphs using sequence of events or description).	
R 4.6 Complete a task (e.g., follow two-step to three-step directions such as "Call Maria at home at 9 p.m. and invite her to dinner.").	

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Reading Standard/Benchmarks (LEVEL 5)	Curriculum
R 5.1 Comprehend simple graphs, charts, diagrams, and paragraphs.	
R 5.2 Use strategies to understand text (e.g., draw on prior knowledge, use a basic or ESOL dictionary, look for root words).	
R 5.3 Use strategies to monitor comprehension of information on familiar topics with unfamiliar vocabulary (e.g., recall, explain the content of the text, use simple examples).	
R 5.4 Seek clarification by restating and rephrasing.	
R 5.5 Draw conclusions (e.g., finding main idea of a paragraph, using compare/contrast).	
R 5.6 Complete a task (e.g., follow multi-step direction on familiar topics such as directions to the library).	

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Reading Standard/Benchmarks (LEVEL 6)	Curriculum
R 6.1 Read authentic materials to gain knowledge (e.g., to prepare a report).	
R 6.2 Use strategies to understand text (e.g., skim and scan, use dictionaries, use word parts).	
R 6.3 Use strategies to monitor comprehension of information on unfamiliar topics (e.g., pose and answer questions, alter reading rate).	
R 6.4 Seek clarification by explaining content and giving examples.	
R 6.5 Draw conclusions (e.g., summarizing from multiple paragraphs, using fact/opinion).	
R 6.6 Complete a task (e.g., follow complex directions such as recipes).	