San Fernando Valley State College

A RESOURCE GUIDE TO READING SKILLS AND OBJECTIVES

A project submitted in partial satisfaction of the requirements for the degree of Master of Arts in Education

by

Geraldine Frances Novak

September, 1971
The project of Geraldine Frances Novak is approved:

Committee Chairman

San Fernando Valley State College
August, 1971
ABSTRACT

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The purpose of this project was to develop a resource guide which would aid teachers in the evaluation of student needs in reading skills and attainment of those skills. Behavioral objectives were coordinated with Walter B. Barbe's suggested list of fourth and fifth level reading skills to provide a resource guide of reading skills based on the two principles of individual skill development and behavioral objectives. Sources for implementing each objective were cited. The resource guide is in an easy-reference, card-file form. The guide is intended to be used in an individualized approach to reading instruction in the Ojai Unified School District at the fourth and fifth grade levels.
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Chapter 1

STATEMENT OF THE PROBLEM

The purpose of this project was to develop a resource guide which would aid teachers in the evaluation of student needs in reading skills and attainment of those skills. The project involved the coordination of behavioral objectives with reading skills in a resource guide. Sources for implementing each objective were cited in the guide. The guide is intended to be used in an individualized approach to reading instruction.

Behavioral objectives were correlated with skills which Walter B. Barbe (1961) considered important and usually attained at the fourth and fifth levels of reading. Since Walter B. Barbe is a recognized authority in this area, his suggestions were the basis for the skills development aspect of the project.

The behavioral objectives used in this project were obtained from or based upon objectives determined to be relevant in the teaching of reading skills by a committee from Ojai Unified School District. These objectives were based upon materials secured from the "Instructional Objectives Exchange, a Project of the Center for the Study of Evaluation", UCLA Graduate School of Education. This is an educational research center created under Title IV of
the Elementary and Secondary Education Act of 1965. It attempts to help teachers clarify their learning goals and evaluate their instruction in relation to these goals.

The application of objectives in the area of cognitive domain, emphasizing the mental processes, progressed from knowledge to comprehension to application to analysis to synthesis. In this guide, each of the skills did not progress through these processes but objectives from each area were included in the total project.

In the source portion, Level One contains the fourth grade sources. Level Two contains the fifth grade sources. This differentiation was to attempt to eliminate vocabulary difficulty as a factor in attaining the objectives.

The order of the subskills and objectives may suggest a sequence. This project did not intend to imply a sequence though the cards are filed in an author-organized order. This order is for the sake of convenience and organization.

Rationale for the Study

Reading has been the subject of research for many years. A great amount of research has been undertaken to find which approach to use or which approach is best for each child in reading. The answer to this research lies in the answer to the question, "What are a teacher's reading goals?"
Paul Witty (1964) stated that:

The challenge of improving instruction under conditions today is great. Our aim should be to help pupils become skillful, self-reliant, and independent readers who will continue to enrich their understandings and satisfactions throughout their lives by reading.

This statement implies that reading is an individual matter since one aim of reading is to enrich each person's understandings and satisfactions. If reading is an individual matter, it follows that reading methods need to be individualized. Each person's interests and each person's abilities are not the same in any one area, so why should every child be taken through exactly the same processes in learning to read? These ideas have been stated in various ways by reading authorities who firmly believe in individualized reading.

An individualized skill development program is an integral part of any individualized reading program. In this way, if an individual child has attained a skill, he does not waste his time or become bored while the teacher continues teaching the skill to others as can be the case in a basal reading program.

The next question needing consideration is "How does a teacher know when a child has attained a skill that is necessary for him to achieve before going on to more involved skills in the same area?" One way this can be answered is through the use of behavioral objectives. Behavioral objectives are stated in terms of how the learner
behaves, not how the teacher instructs. They are stated in terms of how the learner responds to a given situation.

Ralph H. Ojemann (1970) stated the idea that:

Specifying the learning objective, in more meaningful terms, can be a safeguard against the possibility of accepting the pupil's performance without discriminating between cases in which the pupil proceeded by blind adherence to a rule and cases in which the pupil applied the rule with understanding.

Some educators expressed the need for a better means of appraising pupil achievement in reading skills in an individualized approach. They declared that one of the basic faults of this approach is that the diagnosing and teaching of skills is usually the area of weakness in teachers using individualized methods.

In his article "Teacher Evaluations of Reading Skills and Individualized Reading", Robert Emans (1965) found that in a sample of twenty graduate level teachers, none were able to pinpoint the skills which the children needed except through the use of a standardized reading test.

Harry Sartain (1967), in his "Individualized Reading: Conclusions Based on Research Reports", declared that eight studies suggested that "few teachers are so well versed in skills that they can teach them without assistance from a professional guide."

Dayton G. Rothrock (1968) stated that a common criticism of individualized reading "is that basic reading skills are difficult to teach or may be neglected."
If the objectives and sources of this project are used in an individualized skill development program, teachers could obtain ideas for implementing and guiding skills in the area of weakness of a child. This would not eliminate the need for good teacher diagnostic techniques but teacher-made diagnostic tests or teacher use of the sources as a diagnostic tool could be a good guide to which skills a child lacked.

Another value of the project is the use of the behavioral objectives to test attainment of lower skills before progressing to more difficult skills in one area. This could reduce or eliminate the learner frustration when he is faced with skills too difficult for him. This could improve the attitude of students to reading since it could make reading less frustrating and/or less boring. Once a learner has attained a skill he can progress from that point and not be confronted with teacher repetition or worksheet repetition.

Many school districts published curriculum guides. If they took this particular approach to reading—the coordinating of behavioral objectives with the skills usually attained at a certain grade level, they lacked current and extensive sources of reference or did not compile their data in an easy-reference form. Sulphur Springs Union School District published a new reading curriculum guide in 1970. The objectives were not learner oriented, nor did it have extensive sources from which to extract
ideas. The guide was not in an easy-reference, card-file form.

Therefore, some factors supporting the significance of this project include the need for a means of evaluating the attainment of reading skills based on the learner reactions and the need for an easy-reference type of resource guide to aid in the implementation and guidance of reading skills.

Limitation of the Problem

The resource guide is limited in use to the twenty fourth and fifth grade teachers and five hundred sixty students in the fourth and fifth grades of the Ojai Unified School District. It will be adapted for use in the fall of 1971.

Definition of Terms

The following definitions were adopted to define the terms used in this project:

**Individualized Reading.** Lucy Hunt (1958) defined individualized reading as having these basic features:

1. The child selects his own reading material.
2. He reads in his own way and at his own pace.
3. He learns the reading skills functionally, i.e., as he needs them.

**Basal Reading.** Basal reading meant using basal readers with teacher's manuals and workbooks or follow-up sheets that are published with a particular reader in ability groups.
Behavioral Objective. Larry Frase and E. Gene Talbert (1971) defined behavioral objectives as including "the first three and sometimes the fourth of the following elements: overt behavior, performance standard, conditions and the doer." An example of a behavioral objective is Objective Number 131 from the Ojai Unified School District's Instructional Objectives--Reading--K-6 (1970).

Given a list of two syllable words containing double medial consonants, the student will divide the words into their syllables. Behavior: Application. Performance Level: 85% accuracy.

In this project, the objectives were reworded to include the performance standard in the objective.

Skill. Webster's Third New International Dictionary (1964) defined a skill as "the ability to use one's knowledge effectively and readily in execution or performance; a learned power of doing a thing competently."

Cognitive Domain Variables. The following definitions of the five cognitive processes were taken from the Introduction of the Ojai Unified School District's Instructional Objectives--Reading--K-6 (1970).

Knowledge--Knowledge involves the recognition and recall of facts and specifics.

Comprehension--The learner interprets, translates, summarizes, or paraphrases given material.

Application--Application involves the use of material in a situation which is different from that situation in which it was originally learned.

Analysis--Analysis involves separating a complex whole into its parts, until the relationship among the elements is made clear.
Synthesis--Synthesis involves combining elements to form a new original entity.
Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of this project was to develop a resource guide which would aid teachers in the evaluation of student needs in reading skills and attainment of those skills. Since this project involved a coordinated program of skill development and behavioral objectives in an individualized approach, there are two major points directly related to the development of this project. First, more effective learning is provided by the reading program which provides individualized skill diagnosis and instruction based on the child's needs. Second, the use of behavioral objectives are an effective means for teachers wanting to evaluate student needs in reading skills and attainment of those skills.

Doris Spencer (1966), who completed a first grade experimental study in reading approaches, came to this conclusion:

The program which adjusts to individual progress in the subskills by teaching to points of weakness provides more effective learning than group analysis techniques.

Another firm believer in the teaching of skills to children as they need them is Jeannette Veatch (1966). She suggested that as a child developed a need for a skill, the skill should be taught to him. If it is not needed,
then teaching that skill is a waste of time. Learning is only effective when the child's needs are met.

Walter B. Barbe (1961) advocated personalized reading instruction with personal attention to each child's program of skill development.

Helen F. Darrow and Virgil M. Howes (1960) declared that as a teacher works with an individualized approach he concerns himself "not only with skills, but with the problem of which skills are desirable for which children; how much practice is necessary - when and for whom."

Alice Miel (1967) came to the conclusion that children did not go through the same sequence in learning. She suggested that there is danger in insisting that all children follow the same sequence in learning. She stated that the coverage of a topic does not mean understanding of that topic or understanding of basic concepts. The child's progress could be greatly affected by reading at levels of difficulty beyond his skill development.

In an experimental study, Rodney H. Johnson (1965) evaluated twenty-eight classes for three years as the children progressed from first grade through third grade. The results of this carefully controlled study with an individualized skill program led him to conclude that children in an individualized reading program achieve at least as well as children in a basal program in the skill and other aspects of reading measured by standardized tests.

Marian Jenkins (1957) found test results favoring
individualized reading rather than the basal reading program in her experimental study. The individualized reading program included teaching skills as the child needed them.

There were studies which did not favor an individualized skill development program. Alton L. Safford (1960) compared test scores of individualized classes to national norms. The majority of the students in the individualized classes scored lower than national norms. This was not an experimental study.

In one experimental study not favoring the individualized approach, Harold Kaar (1954) found that despite slightly higher test results for the basal reading method, teachers in the approach with individualized attention to skill development felt that the children gained more in understanding than under the previous procedures they had used.

At the primary level, Ben A. Bohnhorst and Sophia N. Sellars (1959) found no significant difference in their action research study of individualized and basal reading methods involving five classes. The individualized program used individual conferences for diagnosis and remediation of reading needs.

Robert Karlin (1957) evaluated an experimental program in the upper grades with skills taught individually as a child needed them. He found no significant difference on test scores. In their experimental study comparing individualized reading to basal reading, MacDonald, Harris
and Mann (1966) found no significant difference on test scores. This experimental study involved ten classes at the first grade level. The individualized reading program used individual conferences for checking reading problems.

Harry W. Sartain (1960) found no significant difference between individualized or basal methods in his test scores though he found the basal program was better for poor readers. In his study, the individualized program taught skills during conferences or in a small group. His experiment involved ten classes of second graders. He also came to the following conclusion, which expressed the problem well:

Individualized reading has been proven to be a worthwhile innovation. But the skillful teacher will carefully consider when its application is appropriate and will recognize his own limitations in its use.

John J. Hayes and John D. DiSanto (1969) stated that modern curriculum emphasized and provided "a program which is comprehensive, individualized, and based upon careful counseling." This approach has caused the teacher to structure his work toward the attainment of specific behavioral objectives.

W. James Popham (1970) found there was no doubt that the advocacy and increased use of behavioral objectives was the most important instructional advance in the 1960's. He also stated that our educational predecessors argued for instructional objectives, as proved by educational historians.
Carl J. Wallen (1966) declared that if the teacher allows objectives to guide his procedures, he will not have a "nagging" feeling that his methods are not good. The objective is not good if it does not achieve the lesson. He also advocated starting instruction from where the pupil is.

Robert F. Mager (1962) declared that a program cannot be evaluated without clearly defined goals, nor is there a "sound basis for selecting appropriate materials, content, or instructional methods" unless the goals are clearly stated.

H.M. Harmes (1971) declared that "product output" is better measured by behavioral objectives than by standardized achievement test scores.

In Thorwald Esbensen's (1968) article, he proposed the abolishment of subject-matter time-schedules from third grade on with each student budgeting his own time. If performance objectives are clearly formulated, this would be possible "within wide limits for every learner to schedule his own activities."

Martin Haberman (1968) listed benefits and limitations of behavioral objectives.

Benefits:  (1) Teachers and pupils have clear purposes....  (2) Broad content is broken down into manageable meaningful pieces....  (3) Organizing content into sequences and hierarchies is facilitated....  (4) Evaluation is simplified....  (5) Teacher training is facilitated....  (6) Selection of materials is clarified....  (7) Research and planning become part of the mainstream of the educative process....
Limitations: (1) The most powerful element in the process of schooling is social interaction, not content.... (2) The interrelations of content are internal as well as external.... (3) Skills become overemphasized - generalizations are undervalued.... (4) All content does not fit the behavioral approach.... (5) Experts become more critical than teachers and children in the decision-making process.

Larry Frase and E. Gene Talbert (1971) also pointed out that a limitation of objectives is the stress of the lower levels of cognitive activity.

W. James Popham (1970) realized that there are some educational goals which our current measurement sophistication cannot assess; however, "proponents of behavioral objectives wish to reduce the enormous proportion of classroom instruction currently directed toward unmeasurable goals."

Carolyn Boiarsky (1969) reaffirmed that statement. She asked how a child's "appreciation" or "creativity" could be evaluated. It cannot be done readily; however, by using behavioral objectives which are dependable, effectiveness of teaching can be evaluated and children "will be virtually certain to achieve some degree of mastery because goals will be set according to each child's ability to learn."

Ralph H. Ojemann (1969) concluded that:

It is quite possible that the use of behavioral referents is not the only way or the best way of achieving meaningfulness. It appears, however, that it is the best method now available.

Therefore, it can be concluded that an individualized approach to skill development in reading can be
effective if the teacher is aware of his limitations in diagnosis and instruction. Behavioral objectives are an effective means of aiding teachers in the evaluation of pupil needs and attainments in reading skills.
Chapter 3

MATERIALS AND METHODS EMPLOYED

The purpose of this project was to develop a resource guide which would aid teachers in the evaluation of student needs and attainments in reading skills. The project involved the development of a card-file-form, resource guide for the fourth and fifth levels of reading. Behavioral objectives were coordinated with Walter B. Barbe's suggested reading skills for these levels. The behavioral objectives were extracted from or based upon behavioral objectives already suggested as the most relevant objectives in reading for the Ojai Unified School District. (See Appendix C). The guide is limited to use in the fourth and fifth grades in the Ojai Unified School District.

After the objectives were matched or written to coordinate with the list of suggested skills, the books were obtained which appeared most relevant, rich in materials to be used, current and useful for the suggested sources portion of the guide.

The titles of the books used are briefly stated here with the names of the publishers. Further information is located in the bibliography.

At the fourth level, the teacher's editions to these books were used: (1) Trade Winds, Workbook for Trade
Winds and duplicating masters by Harper and Row, (2) From Codes to Captains and Workbook for From Codes to Captains by Harper and Row, (3) Open Highways, Book 4 and the Think-and-Do Book to accompany it by Scott, Foresman and Company, (4) Basic Reading 4 and Basic Reading 4, Workbook by J. B. Lippincott Company, (5) The Magic Word and A Discovery Book to Accompany the Magic Word by The Macmillan Company, (6) Sounds of Mystery, written by Bill Martin, Jr., and published by Holt Rinehart and Winston and (7) Much Majesty by Harcourt, Brace and World.

At the fifth level, the teacher's editions to these books were used: (1) Crossroads, Workbook for Crossroads and duplicating masters by Harper and Row, (2) From Actors to Astronauts by Harper and Row, (3) Open Highways, Book 5 and the accompanying Think-and-Do Book by Scott Foresman and Company, (4) Basic Reading 5 and Basic Reading 5, Workbook by J. B. Lippincott Company, (5) Bold Journeys and A Discovery Book to Accompany Bold Journeys by The Macmillan Company, (6) Sounds of a Young Hunter, written by Bill Martin, Jr., and published by Holt Rinehart and Winston and (7) Wider than the Sky by Harcourt, Brace and World.

The teacher's editions to these books were scanned page by page to find ideas to use in implementing the objectives. The sources do not always match the objectives exactly but they can be implemented to adapt to the objectives. The sources were added to the objectives to give the teacher a variety of ideas in order to offer a student
a more varied program.

A Table of Contents, in skill order, was included. The code meanings were included in the directions. On each card, the skill was listed briefly at the top. The skill was listed first in order to facilitate finding the information. The "A" after the skill means that, according to Walter Barbe's suggestion, the skill should be attained or reviewed at the fourth reading level. The "B" means that, according to Barbe, the skill should be either attained or reviewed at the fourth and fifth levels of reading. The "C" after the skill means that, according to Barbe, the skill should be attained or reviewed at the fifth level of reading. The cards were numbered consecutively only to insure their return to the proper place in the file.

Below the skill, a behavioral objective for that skill was written. After the objective, the cognitive activity was listed. The sources under the behavioral objective were classified according to Level One or Level Two. Level One is fourth grade materials; Level Two is fifth grade materials. The levels were divided in this manner in an attempt to eliminate vocabulary difficulty as a factor in attaining the objective.

The directions for use of the file precede all the materials. The directions, except for the code meanings, read as follows:

Introduction--The purpose of this resource guide is to aid teachers in the evaluation of student needs and
attainments in reading skills. Each objective for a skill may be used to diagnose the needs or to evaluate the performance of the student. If the student cannot meet the performance standard of the objective, suitable instruction is necessary. If he can meet the performance standard, he has attained this skill.

Procedures—When it is suspected that a student is lacking a needed skill, the teacher will use the Table of Contents to find the skill and objective for that skill. If the student cannot meet the performance standard of the objective on the material chosen by the teacher from the sources or developed by the teacher, instruction is needed in this area. The sources can be used to aid in the instruction of this skill. If the student can meet the performance standard of the objective, this is not his skill weakness. If the teacher cannot evaluate the student need, a diagnostic test may be needed.

Example—In the Table of Contents, the number of the card for the skill "Statements in Story Order" would be found under the title "Reading to Organize" which is in the area of "Comprehension." The objective and sources for that skill are listed on the file card, Number 83.
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Teacher's Editions


## APPENDIXES

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Appendix A

A RESOURCE GUIDE TO READING SKILLS AND OBJECTIVES
FOR THE FOURTH AND FIFTH LEVELS

Introduction

The purpose of this resource guide is to aid teachers in the evaluation of student needs and attainments in reading skills. Each objective for a skill may be used to diagnose the needs or to evaluate the performance of the student. If the student cannot meet the performance standard of the objective, suitable instruction is necessary. If he can meet the performance standard, he has attained this skill.

Procedures

When it is suspected that a student is lacking a needed skill, the teacher will use the Table of Contents to find the skill and objective for that skill. If the student cannot meet the performance standard of the objective on the material chosen by the teacher from the sources or developed by the teacher, instruction is needed in this area. The sources can be used to aid in the instruction of this skill. If the student can meet the performance standard of the objective, this is not his skill weakness. If the teacher cannot evaluate the student need, a diagnostic test may be needed.
Example

In the Table of Contents, the number of the card for the skill "Statements in Story Order" would be found under the title "Reading to Organize" which is in the area of "Comprehension." The objective and sources for that skill are listed on the file card, Number 83.

Code Meanings

The meaning of each code is listed below:
A--The skill should be attained or reviewed at the fourth reading level.
B--The skill should be either attained or reviewed at the fourth and fifth levels of reading.
C--The skill should be attained or reviewed at the fifth level of reading.
T--Teacher's Edition Page
S--Student Page
W--Workbook Page
DM--Duplicating Master Page

Level 1--Fourth grade materials

OH4--Open Highways, Book 4
Scott Foresman

BR4--Basic Reading 4
Lippincott

TW--Trade Winds
Harper & Row

CC--From Codes to Captains
Harper & Row

MW--The Magic Word
Macmillan

SM--Sounds of Mystery
Holt, Rinehart & Winston

MM--Much Majesty
Harcourt, Brace & World

Level 2--Fifth grade materials

OH5--Open Highways, Book 5
Scott Foresman

BR5--Basic Reading 5
Lippincott

AA--From Actors to Astronauts
Harper & Row

CR--Crossroads
Harper & Row
BJ--Bold Journeys
Macmillan

SH--Sounds of a Young Hunter
Holt, Rinehart & Winston

WS--Wider than the Sky
Harcourt, Brace & World
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   b. Insert commas or periods  
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         b. Pronounce words with blends  
      2. Vowel rules
         a. Determining long and short sounds  
         b. Pronounce words with medial vowel digraphs  
         c. Variant diphthong sounds  
         d. Key words for vowel sounds  
   B. Structural analysis
      1. Syllabication rules
         a. Syllables--One vowel sound  
         b. Dividing syllables  
         c. Three and four syllable words  
      2. Accent rules
         a. First syllable accents  
         b. Accent in two-syllable words  
         c. Accent in multi-syllable words  
         d. Syllabication principles  
   C. Use of dictionary and glossary
      1. Alphabetizing
         a. Arrange letters in alphabetical order  
         b. Alphabetize words with different initial letters  
         c. Alphabetize words including several with same initial letter  
         d. Alphabetize words in which the first two or more letters are the same  
      2. Dictionary
         a. Locate words in a dictionary  
         b. Identify dictionary guide words  
         c. Identify meanings of words with more than one meaning  
         d. Identify meanings of grammatical abbreviations  
         e. Identify preferred pronunciation  
         f. Identify word from pronunciation  
         g. Match diacritical markings  
         h. Identify meaning of multi-meaning words as used in sentences  
         i. Cross reference  
         j. Identify entry from irregular plural
III. Comprehension

A. Finding details
1. Following directions
2. Finding specific information
3. Identifying key words

B. Finding the main idea
1. Compose paragraph title
2. Identify main idea
3. State main idea
4. Summarize a story
5. Organize facts as a summary

C. Reading to organize
1. Statements in story order
2. Statements to make a story
3. Chronological events
4. Categorize words
5. Classify items according to categorical headings

D. Outlining
1. Outline main points
2. Talking from an outline
3. Note taking from book
4. Note taking from lecture

E. Interpreting story ideas
1. Identify a logical conclusion
2. Answer "how" and "why" questions
3. State a conclusion from a list of facts
4. Answer a question whose answer is implied in a paragraph
5. Write explanation of an inferred moral or value
6. Identify sense suggested by phrases

F. Recognizing emotional attitudes
1. Identify the mood in a passage
2. Identify the emotions in a paragraph
3. State feelings of main character at beginning and end of story
4. Identify emotions of a character

G. Recognizing author's purpose
1. Identify author's purpose for including a particular selection
2. Identify humor or an exaggeration
3. Identify an absurdity

H. Critical comprehension
1. Perceiving relationships
   a. Identify similarities of stories
   b. Identify similarity of story themes
1. Describing similarities and differences between stories.
2. Identifying similarity of characters in different stories.
3. Describing characteristics of fables.
4. Identifying cause and effect relationships.
5. Identifying character traits.

I. Locating information—Reference materials

1. Encyclopedias
   a. Locate topics in an encyclopedia.
   b. Locate topics in an encyclopedia index.
   c. State difference between dictionary and encyclopedia.

2. Locate information in a telephone directory.
3. Locate information in a catalogue.
4. Identify information found on a title page.
5. Locate information about and parts in a book.
6. Table of Contents
   a. State types of information found in Table of Contents.
   b. Use Table of Contents to locate units.
   c. Use Table of Contents to locate stories.
   d. Use Table of Contents to answer questions on the book's contents.

7. Locate specific information using a textbook index.
8. Library skills
   a. Locate books in the card catalogue.
   b. Identify types of cards in the card catalogue.
   c. Demonstrate use of Dewey Decimal System.

9. Identify major purpose of a newspaper and a magazine.
10. Interpret a diagram.
11. Map skills
   a. Demonstrate the use of map legends and keys.
   b. Interpret information on a map.
   c. Interpret information from an atlas.
   d. Interpret latitudinal and longitudinal lines on a map.
   e. Interpret information on a globe.
12. Interpret information on a time table.
13. Answer questions from a graph.
IV. Oral reading
A. Voice quality---------------------- 136
B. Reading to thought units--------------- 137
C. Enunciation------------------------- 138
D. Pitch and volume--------------------- 139
E. Expression-------------------------- 140
F. Express rhythm in poetry--------------- 141
G. Dramatization
   1. Dramatize a portion of a story-------- 142
   2. Televise or give a radio version------ 143
I. Vocabulary

A. Word recognition

1. Vocabulary in content areas (B)

Given a reading selection in the content areas, the student will be able to apply word recognition skills to identify words in context orally with 85% accuracy.

(Application)

Level 1:

CC: Teacher's Edition, words at the beginning of almost every story

OH4: 48W

Level 2:

AA: Teacher's Edition, words at the beginning of almost every story

2. Similarities of known words

a. Identify root word (A)

Given a list of familiar root words to which beginnings or endings have been added, the student will identify the root word with 85% accuracy. (Knowledge)

Level 1:

OH4: 83-84T, 86T, 144T, 223-224T, 263-264T, 21W, 49W

TW: 88T, 197T, 227T, 403T(DM11), 418T(DM26), 420T(DM28), 31W, 36W, 64W, 87W


59W, 437-4558

Level 2:


**CR**: 145T, 341T, 389T(DM27), 26W, 41W

**BR5**: 11T, 71W

**BJ**: 49T, 104S, 37W

b. Identify suffix (A)

Given a list of words containing a variety of suffixes, the student will identify each suffix with 85% accuracy. (Knowledge)

Level 1:


**BR4**: 69W

**CC**: 20W, 64W, 96W, 47T

**OH4**: 223-224T, 333-335T, 91W, 140W

**MW**: 390T

Level 2:

**CR**: 383T(DM21)

**BR5**: 9W

c. Form new words with suffixes (A)

Given a set of root words and a selection of suffixes, the student will match each root word with a suffix to form a set of new words with 85% accuracy. (Application)

Level 1:

**TW**: 45T, 137T, 230T, 234T, 294T, 329T, 430T(DM38), 16W, 40W, 79W, 102W

**CC**: 20W, 22W, 36W, 38W, 64W, 96W

**BR4**: 97W

**MW**: 109-110T, 153T, 352-353T

**OH4**: 140T
Level 2:

**CR**: 173-174T, 19W, 20W, 64W

d. Identify prefix (A)

Given a group of words containing a variety of prefixes, the student will identify each prefix with 85% accuracy. (Knowledge)

Level 1:

**OH4**: 261-262T  **CC**: 118T, 11W


**BR4**: 11T, 69W

Level 2:

**OH5**: 280-281T  **CR**: 370T(DM8)

**BJ**: 39-40T, 103-104S  **AA**: 11W, 44W, 64W

e. Form new words with prefixes (A)

Given a set of root words and a selection of prefixes, the student will match each root word with a prefix to form a set of new words with 85% accuracy. (Application)

Level 1:

**TW**: 329T, 412T(DM20), 16W

**CC**: 85T  **MW**: 153T

Level 2:

**CR**: 371T(DM9)  **AA**: 20W

f. Complete sentence (A)

Given a sentence missing one word with a choice of words having endings, suffixes or prefixes added to the root,
the student will identify which word best completes the sentence with 85% accuracy. (Comprehension)

Level 1:

**OH4:** 144-145T, 159-160T, 178-179T, 333-335T, 17W, 26W, 50W, 70W, 91W, 110W, 140W

**TW:** 113T, 241T, 264T, 404T(DM12), 412T(DM20), 413T(DM21), 430T(DM38), 7W, 40W, 72W, 102W

**MW:** 104-106S, 107-109S, 60W, 98W **BR4:** 109W

Level 2:

**OH5:** 181-182T, 265T, 301-303T, 309T, 35W, 98W, 121W, 140W

**CR:** 7T, 37T, 213-214T, 324T, 379T(DM17), 384T(DM22), 391T(DM29), 41W, 113W

**AA:** 110T, 122T, 44W

g. Identify and state meaning (A)

Given a list of words beginning with prefixes or ending with suffixes, the student will identify the prefix or suffix of each word and state its meaning with 85% accuracy. (Comprehension)

Level 1:

**TW:** 368T

Level 2:

**OH5:** 169T, 251-253T, 272T, 303T, 327-328T, 331-332T

**CR:** 367T(DM5) **BR5:** 88T, 96T

h. Locate root word, suffix and prefix

Given a list of words, each containing at least one prefix and suffix, the student will identify the root word, suffix and prefix with 85% accuracy. (Knowledge)
Level 1:

**BR4**: 31W  
**MW**: 44-45W, 47W

Level 2:

**OH5**: 313-314T  
**CR**: 393T(DM31), 21W, 105W

**BJ**: 173-174T, 211T(153-154S), 105S

**BR5**: 28T, 40-41T, 28W

i. Singulars and plurals (A)  
Given a list of singular nouns, the student will write their plural form with 85% accuracy. (Comprehension)

Level 1:

**TW**: 206T, 403T(DM11), 41W

**BR4**: 103W  
**MW**: 132T

Level 2:

**AA**: 28W, 78W  
**BR5**: 60W

j. Select proper form (A)  
Given words written in both the singular and plural form and a group of incomplete sentences, the student will insert the proper form of the word in the sentence with 85% accuracy. (Analysis)

Teacher selected materials

k. Identify parts of compound words (A)  
The student will identify the component parts of a compound word with 90% accuracy. (Knowledge)

Level 1:

**OH4**: 91T  
**TW**: 52T  
**BR4**: 44T, 57W, 124W
Level 2:

OH5: 64T  

BR5: 25T  

BJ: 152-154T, 165T(98S)

1. Match word parts to form compound words (A)

Given two lists, each of which are composed of one of the parts of familiar two-part compound words, the student will match the word parts in order to reform each compound word with 90% accuracy. (Application)

Level 1:

TW: 304T, 361T  CC: 6W, 89W, 91W  

BR4: 2W, 31W, 57W, 94W

Level 2:

BR5: 4-5T, 3W, 27W, 105W  BJ: 436-437T

m. Compound and hyphenated words (A)

Given a list of words containing compound words and hyphenated words, the student will identify the compound and hyphenated words by writing them in correct form with 85% accuracy. (Application)

Level 1:

TW: 6W  CC: 93W  BR4: 116W

n. Write contractions (A)

Given a list of expressions, the student will write them as contractions and include their apostrophes with 90% accuracy. (Comprehension)
Level 1:

**OH4:** 152T  
**BR4:** 7T, 92T, 7W, 12W

Level 2:

**BR5:** 42W, 76W  
**OH5:** 7W

o. Give base words from contractions (A)

Given a list of contractions, the student will pronounce each of the contractions and state the two base words from which it was built with 95% accuracy. (Knowledge)

Level 1:

**OH4:** 99-100T, 152T, 28W, 56W  
**TW:** 89W  
**BR4:** 26T

Level 2:

**OH5:** 54-55T, 328T, 7W  
**BR5:** 41T, 42W

p. Identify nouns (C)

Given a group of sentences, the student will identify the nouns in each sentence with 85% accuracy. (Comprehension)

Level 1:

**MW:** 63T, 178-180T, 211T, 233T(162S)  
**TW:** 98W  
**BR4:** 42T, 80W, 112W

Level 2:

**CR:** 390T(DM28), 392T(DM30), 7W, 81W  
**BJ:** 69-50T(22-24S), 143-144T, 446T, 15W  
**BR5:** 54W
q. Identify verbs (C) 18

Given a group of sentences, the student will identify the verbs in each sentence with 85% accuracy. (Comprehension)

Level 1:

MW : 63T, 68T, 178-180T, 211T, 233T(162S)


TW : 98W

Level 2:

CR : 390T(DM28), 392T(DM30), 7W, 81W

BJ : 69-70T(22-24S), 143-144T, 165-167T, 446T, 15W

BR5: 54W, 69W

3. Dolch words (Review) (A) 19

Given a group of familiar words printed individually on flash cards, the student will identify these words by immediate recall with 100% accuracy. (Knowledge)

Teacher selected materials

B. Word meaning

1. Interpreting meaning

a. Select words to complete sentences (B) 20

Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence with 90% accuracy. (Comprehension)

Level 1:

OH4: 79T, 122-123T, 10W, 22W, 94W, 98W, 122W, 137W, 142W

Given a sentence missing a word, the student will use its context to determine the omitted word with 90% accuracy.

(Application)

Level 1:

TW : 58T, 73T, 319T, 344T(376S), 370T(401S), 69W, 70W
CC : 13T, 17T, 19T, 20-21T, 22-23T, 29T, 31T, 35T, 121T, 100W
MW : 108T, 115-116T, 199T(137S), 200-201T, 217T(148S), 60S, 24W, 33W

Level 2:

BJ : 70T, 129-130T, 425T, 483-484T, 446-448S, 54W
CR : 73T, 81T

AA: 89W  BR5: 70W

(c. Identify synonyms (B) 22

Given pairs of words, the student will identify those which are synonyms with 85% accuracy. (Knowledge)
Level 1:

\[ \text{TW} : 49T, 134T, 135T, 226-227T, 354T(390S), 382T, 68W, 113W \]

\[ \text{BR4} : 4T, 83T, 36W, 40W, 50W, 59W, 96W, 106W \]

\[ \text{CC} : 65W, 80W, 117W \]

Level 2:

\[ \text{AA} : 95W \]

\[ \text{BR5} : 15T, 24T, 47T, 59T, 85T, 25W, 37W, 39W, 49W, 60W, 76W \]

d. Locate synonyms (B) 23

Given groups of words, the student will locate the two words similar in meaning with 85% accuracy. (Comprehension)

Level 1:

\[ \text{OH4} : 26W, 32W, 66W \]

\[ \text{MW} : 414-415T \]

\[ \text{TW} : 116W \]

\[ \text{CC} : 50T, 60T, 67T, 16W, 95W \]

Level 2:

\[ \text{BR5} : 37W, 43W, 63W, 65W \]

\[ \text{BJ} : 418T, 434-435T, 42W \]

\[ \text{AA} : 8W, 9W, 23W, 44W, 45W, 54W, 55W, 63W, 70W, 92W, 120W \]

e. Choose synonym from context (B) 24

Given a list of words or phrases and an unfamiliar word in a sentence, the student will use the context of the sentence to determine the word or phrase on the list which has the same meaning as the unfamiliar one in the sentence with 85% accuracy. (Comprehension)

Level 1:

\[ \text{CC} : 17W \]

\[ \text{MW} : 421T, 47W \]
Level 2:

AA : 29W, 101W    BJ: 77W

f. Write synonym for given word (B)  25

Given a word or phrase, the student will write a synonym for it with 90% accuracy. (Comprehension)

Level 1:

TW : 95T, 35W, 113W    BR4: 53T, 56T, 58W

Level 2:

CR : 167T, 380T(DM18), 395T(DM33), 95W


g. Write synonym in sentence (B)  26

Given a synonym for a word, the student will write the synonym in a sentence to show its meaning with 90% accuracy. (Application)

Teacher selected materials

h. Locate synonyms in sentence (B)  27

Given a sentence or pairs of sentences, the student will identify synonyms in the sentence or sentences with 85% accuracy. (Knowledge)

Level 1:

OH4: 112W    TW: 281T, 117W

CC : 21W    MW: 58S, 74S

Level 2:

OH5: 87W    CR: 178T    BR5: 15T

BJ : 84-85T, 87-89T, 126-128W
i. Choose best meaning of a word  (B)  28

Given sentences and several definitions for some words, the student will identify the best meaning of a certain word in each context with 85% accuracy. (Application)

Level 1:


OH4: 101W, 124W, 149W, 248T

TW: 427T(DM35)

BR4: 8W, 13W, 90W, 113W, 124W

CC: 33W

Level 2:

BJ: 200-201T, 296-297T, 360-361T, 491-492T, 216S, 33W, 42W


BR5: 97W, 101W, 106W

CR: 40W, 78W

AA: 125W

j. Identify antonyms  (B)  29

Given groups of words, the student will identify the antonyms in each group with 90% accuracy. (Knowledge)

Level 1:

OH4: 55T

TW: 256T, 329T, 72W, 117W

CC: 73W, 128W

BR4: 91W, 121W

MW: 415-416T

Level 2:

AA: 43W, 49W, 67W

BR5: 15T, 24T, 25W, 52W, 76W

BJ: 84-85T, 87-89T, 434-435T, 78W

k. Write antonyms for given words  (B)  30

Given a word, the student will write its antonym with 90% accuracy. (Comprehension)
1. Meaning of homonyms (B)

Given sentences and a list of homonyms, the student will use the context of the sentence to determine the word to use with 85% accuracy. (Comprehension)

Level 1:

OH4: 151T  BR4: 53T, 56T, 84T  MW: 421-422T

Level 2:

CR : 211T

m. Meaning of multiple meaning words (B)

Given pairs of sentences containing the same word, but in which the word has different meanings, the student will identify the meaning of the word in each context with 85% accuracy. (Application)

Level 1:


OH4: 290-291T, 37W

Level 2:

OH5: 276T  BJ: 201-202T, 285-286T

CR : 92T, 245T, 297T  AA: 10W, 117W
n. Heteronyms (C) 33

Given a word of multiple meanings and pronunciations in
pairs of sentences, the student will identify the mean-
ing and pronunciation of the word in each context with
85% accuracy. (Application)

Level 1:

TW : 249T, 424T(DM32)

Level 2:

CR : 233T, 257T, 296T, 343T
AA : 21T, 26T, 43T, 109T, 17W, 113W

2. Figurative language

a. Identify descriptive words (B) 34

Given a sentence containing a descriptive word or phrase,
the student will identify the word or phrase with 85%
accuracy. (Knowledge)

Level 1:

TW : 65T, 66T, 121T, 140T, 147T, 179T, 366T, 367T, 116W
MW : 115T, 141T, 216T, 355-356T, 118S

Level 2:

OH5: 193T, 284T, 367T      CR: 139T, 243T, 324T
BR5: 4W, 31W, 64W, 69W, 104W       WS: 30T, 75T
BJ : 58T, 156T, 256T, 292-293T, 329T, 462-463T,
      5W, 25W, 43W
AA : 6W
b. Write descriptive words (B) 35

Given a simple sentence, the student will add one or more descriptive words to it to teacher satisfaction. (Application)

Level 1:

TW : 266T, 83W

Level 2:

CR : 392T(DM30), 25W, 57W  BJ: 77T, 132-133T
BR5: 32T, 4W, 31W, 102W

c. Interpreting figurative language (B) 36

Given sentences containing figures of speech, the student will interpret the figures of speech to teacher satisfaction. (Comprehension)

Level 1:


BR4: 19-20T, 46T, 65T, 102T, 100W  MM: 63-64T, 88T


Level 2:


d. Identify similes (C)

Given passages containing similes, the student will identify each one with 85% accuracy. (Knowledge)

Level 1:

TW: 70T, 112T, 120T, 122T, 320T, 120W
BR4: 33T, 34T, 52T, 54T, 117-118T, 121T

Level 2:

OH5: 211-212T
AA: 99W
BJ: 466-467T

37

e. Identify metaphors (C)

Given a passage containing a metaphor, the student will identify the metaphoric statement with 85% accuracy. (Knowledge)

Level 2:

OH5: 211-212T
CR: 292T(338S), 101W, 107W

38

f. Identify personification (C)

Given a group of sentences, several of which contain personification, the student will identify the personified sentence with 90% accuracy. (Knowledge)

Level 1:

BR4: 54T

Level 2:

OH5: 224T
CR: 227T, 304T(366S), 107W
BJ: 344T

39
g. Identify colloquial expressions (C) 40
Given sentences containing colloquial speech, the student will identify the colloquial expressions with 85% accuracy. (Knowledge)
Level 1:
OH4: 333T       BR4: 104T, 109T, 110T
MM: 31T, 60T, 86T
Level 2:
BJ: 45-46T, 53T, 324-325T, 384S

h. Identify onomatopoeia (C) 41
Given a sentence containing onomatopoeia, the student will identify the onomatopoeic words with 85% accuracy. (Knowledge)
Level 1:
OH4: 83T       TW: 104T       MW: 10W
Level 2:
OH5: 193-194T, 56W, 120W       CR: 100T, 100W

3. Punctuation

a. Function of periods and commas (B) 42
Given a paragraph or story containing periods or commas, the student will interpret the function of each to teacher satisfaction. (Comprehension)
Level 2:
CR: 47T, 115T       BR5: 19T
b. Insert commas or periods (B) 43

Given a short selection or story, the student will place commas or periods where they are needed with 85% accuracy. (Comprehension)

Level 1:

TW: 20W, 95W  BR4: 21T, 81W

Level 2:


c. Function of other punctuation (B) 44

Given a paragraph or story containing words in italics, quotation marks, parentheses, exclamation marks or other punctuation, the student will interpret the function of each to teacher satisfaction. (Comprehension)

Level 1:


BR4: 33T, 65-66T, 74-75T

Level 2:

CR: 56T, 101T, 172T, 190T, 221T, 26W


d. Insert punctuation marks (B) 45

Given a short selection, the student will place parentheses, quotation marks or exclamation marks where they are needed with 85% accuracy. (Comprehension)

Level 1:

TW: 425T(DM33), 10W  BR4: 61W, 72W
Level 2:

**BR5**: 94T, 53W

II. Word attack skills

A. Phonetic analysis (Review)

1. Consonants and blends
   
   a. Identify position of consonant sound (A) 46

Given a picture of a word and one of its consonants, the student will identify the position of that consonant with 85% accuracy. (Application)

Level 1:

**OH4**: 6-7T, 30-31T  
**MW**: 385-391S

Level 2:

**OH5**: 44T, 4-5W  
**CR**: 67T, 82T, 88T

   b. Pronounce words with blends (A) 47

Given words with an initial or final consonant blend, the student will pronounce these words with 85% accuracy. (Application)

Level 1:

**OH4**: 59-61T, 67-68T, 71-72T  
**TW**: 393T(DM1)


Level 2:

**OH5**: 55-57T, 10W  
**CR**: 363T(DM1), 88W

**BJ**: 62-64T
2. Vowel rules

a. Determining long and short sounds (B) 48

Rule: Vowels are usually short when they appear as single and are followed by a consonant.

Rule: In short words containing two vowels where one of the vowels is a final "e" the first vowel will have a long sound while the final "e" is silent.

Rule: Vowels are usually given the long sound when they appear alone and are the last letters of a word.

Rule: In attacking a vowel sound, try first the short sound; if the word then does not make sense, try the long sound.

Objective: Given a list of words, the student will determine whether each word contains a long or short vowel sound with 85% accuracy. (Knowledge)

Level 1:


**TW:** 409T(DM17), 414T(DM22), 423T(DM31)

**MW:** 80T, 92-93T, 392-400S, 408-419S **BR4:** 1W, 10W

Level 2:


**CR:** 187T, 194-195T, 219T, 261T, 364T(DM2)

**BJ:** 35-38T, 72-73T
b. Pronounce words with medial vowel digraphs (B)  

**Rule:** When two vowels appear together in a word, the first vowel is long and the second silent.

**Objective:** Given a group of one-syllable words having a vowel digraph in the medial position, the student will blend the sound patterns together to pronounce each word correctly with 85% accuracy. (Application)

**Level 1:**

**OH4:** 136-138T, 187T, 249T  
**TW:** 90T, 131T, 224T  

**Level 2:**

**OH5:** 90-91T, 116T, 128-129T, 197-198T, 341-342T, 345-346T

c. Variant diphthong sounds (B)  

Given a group of words, each containing the same vowel diphthong, the student will categorize each word by diphthong sound according to its correct key word with 85% accuracy. (Knowledge)

**Level 1:**

**OH4:** 191-192T, 203-204T, 243T, 75W, 80W, 100W  
**CC:** 59W  
**MW:** 117T, 422-423T

**Level 2:**

**OH5:** 85T, 98-99T, 122-123T, 124T, 197-198T, 346T, 46W  
**CR:** 259T  
**BR5:** 31T, 33W  
**AA:** 13T
d. Key words for vowel sounds (B) 51

Given a group of words and key words, the student will categorize each word by vowel sound according to its correct key word with 85% accuracy. (Knowledge)

Level 1:

**OH4:** 318-320T, 134W  
**CC:** 62W, 70W, 74W


**MW:** 100T, 139-140T, 144T(98S), 253-254T, 75-76S, 42-43W

**BR4:** 98W

Level 2:

**OH5:** 143T, 54W  
**AA:** 12W, 24W, 26W, 58W, 115W

**BR5:** 10W  
**CR:** 374T(DM12)

**BJ:** 50-51T, 64-65T, 83T, 199-200T(139-140S), 211-212T(155S), 6-7W, 20W, 54W, 63W, 64W

B. Structural analysis

1. Syllabication rules

a. Syllables—One vowel sound (B) 52

Rule: Each syllable must contain a vowel and a single vowel can be a syllable.

Objective: Given a set of words containing one or more vowels, but only one vowel sound, the student will identify the number of vowels and syllables in each word with 85% accuracy. (Knowledge)

Level 1:

**MW:** 130T, 41W
Level 2:

**OH5: 164-165T**  **BJ: 33W**

b. Dividing syllables (B) 53

**Rule:** Blends are not divided.

**Rule:** If the first vowel is followed by two consonants, the first syllable usually ends with the first consonant.

**Rule:** If a word ends in "le" preceded by a consonant, that consonant begins the last syllable.

**Rule:** When there is an "r" after a vowel, the "r" goes with the vowel to make the "er" sound.

**Rule:** The root or base word is a syllable and is not divided.

**Rule:** If the first vowel is followed by a single consonant, the consonant usually begins the second syllable.

**Objective:** Given a set of two syllable words containing one or two medial consonants, the student will divide each word into its syllables with 85% accuracy. (Application)

**Level 1:**

**OH4:** 273-274T, 347-348T, 355T, 115W

**TW:** 78T, 316T, 408T(DM16)

**MW:** 251-253T, 263T, 270T, 76-78S, 455-468S, 31W

**Level 2:**

**OH5:** 162T, 164-165T, 207-208T, 231-232T  **AA: 5W**

**BJ:** 85-87T, 115-117T, 141-143T, 164-165T(96-98S)
c. Three and four syllable words (B) 54

**Rule:** Suffixes and prefixes are syllables.

**Objective:** Given a list of multi-syllable words, the student will divide each one into its syllables with 85% accuracy. (Application)

**Level 1:**

- TW : 361T, 118W  
- MW : 130-131T, 152-153T

**Level 2:**

- BR5: 7T, 7W

2. Accent rules

a. First syllable accents (B) 55

**Rule:** The first syllable is usually accented, unless it is a prefix.

**Objective:** Given a set of two syllable words, the student will identify the words with the first syllable accents with 85% accuracy. (Knowledge)

**Level 1:**

- TW : 88T, 409T(DM17)  
- BR4: 5T

**Level 2:**

- OH5: 173-174T, 179T, 51W

b. Accent in two-syllable words (B) 56

**Rule:** Beginning syllables "de", "re", "be", "in" and "a" are usually unaccented.

**Rule:** The letters "ck" following a single vowel are accented. Example: jack-et.
Objective: Given a list of two syllable words, the student will identify their syllables and place an accent mark on each accented syllable with 85% accuracy. (Knowledge)

Level 1:


**TW:** 84T, 336T, 415T(DM23), 423T(DM31), 99W

**CC:** 7W, 9W, 11W, 13W, 24W, 29W, 39W

**MW:** 78S, 90S, 242-245T, 251T(179S), 37W, 48W, 80W, 83W, 87W, 107W

Level 2:

**OH5:** 165-167T, 359T

**AA:** 7W, 11W, 22W

**CR:** 378T(DM16)

**BJ:** 87W

c. Accent in multi-syllable words (B)

Rule: Endings, suffixes and prefixes that form syllables are usually unaccented.

Objective: Given a list of multi-syllable words, the student will divide the words into syllables and identify the accented ones. (Application)

Level 1:

**TW:** 72T, 109T, 127-128T, 227T, 250T, 282T, 15W, 68W

**MW:** 131-132T, 144T(99S), 255T, 173S, 101W, 113W

**CC:** 34T, 37T, 41T, 52T

**BR4:** 74T, 6W, 25W, 31W, 89W, 101W

Level 2:

**OH5:** 276-277T, 281-282T, 289-290T, 297-299T, 323-324T, 350-351T

**CR:** 86T, 311T, 331T, 341T, 109W, 126-127W
d. Syllabication principles (B)

Given a list of syllabication rules and a set of multisyllable words, the student will identify the accented syllable and syllabication principle of each one with 85% accuracy. (Analysis)

Level 1:

MW : 137-139T, 145T, 242-245T, 88-90S, 32W

TW  : 422T(DM30), 99W

Level 2:

CR  : 377T(DM15), 388T(DM26)

AA  : 16W, 22W, 50-51W, 109W

C. Use of dictionary and glossary

1. Alphabetizing
   a. Arrange letters in alphabetical order (A)

Given a set of scrambled letters from a segment of the alphabet, the student will arrange them in alphabetical order with 100% accuracy. (Knowledge)

Level 1:

OH4: 5W  MW: 80-81T, 14W, 97S  BR4: 66W

b. Alphabetize words with different initial letters (A)

Given a group of words with a variety of initial letters, the student will arrange them in alphabetical order with
100% accuracy. (Knowledge)

Level 1:

**MW**: 81T, 87T, 221T, 263-264T, 97S, 14-15W

**OH4**: 90W  **TW**: 169T, 45W  **CC**: 9W, 11W

Level 2:

**OH5**: 25W, 42W  **AA**: 5W, 7W, 11W

c. Alphabetize words including several with same initial letter (B) 61

Given a group of words, including several that have the same initial letter, the student will arrange them in alphabetical order with 95% accuracy. (Knowledge)

Level 1:

**OH4**: 90W  **CC**: 12W, 24W, 26W, 29W, 39W

**TW**: 174T, 188T, 197T, 271-272T, 55W, 85W

**MW**: 221T, 263-264T, 97S, 15W, 63W, 123W

**BR4**: 74T, 20W, 85W, 107W

Level 2:


**OH5**: 106W, 139W  **BR5**: 74T, 105T, 88W

d. Alphabetize words in which the first two or more letters are the same (B) 62

Given a random list of words in which the first two or more letters are the same, the student will arrange the words in alphabetical order with 90% accuracy. (Comprehension)

Level 1:

**TW**: 206T, 215T, 360-361T, 126W
2. Dictionary
   
a. Locate words in a dictionary (B) 63
Given a dictionary and a group of words, the student will identify in which quarter of the dictionary each word is located with 90% accuracy. (Knowledge)

Level 1:
   
   **OH4**: 203T, 79W  **BR4**: 2T, 41T, 42T, 55T, 66W

Level 2:
   
   **OH5**: 102T, 106-107T

b. Identify dictionary guide words (B) 64
Given a list of words, the student will identify the dictionary or glossary guide words for each with 90% accuracy. (Application)

Level 1:
   
   **TW**: 215T  **MW**: 100T, 118T, 125T  **CC**: 35W, 41W  
   **BR4**: 31T, 42T, 55T, 47W, 52W, 85W, 97W, 107W

Level 2:
   
   **BJ**: 181T(122-124S), 457T, 41W  
   **AA**: 18W, 66W  **BR5**: 110W, 116W
c. Identify meanings of words with more than one meaning (B) 65

Given a dictionary and a list of words characterized by possessing several meanings dependent upon pronunciation, the student will pronounce each word and use it in a sentence in such a way that all of the possible meanings are revealed with 85% accuracy. (Comprehension)

Level 1:

**TW**: 249T, 424T(DM32)

d. Identify meanings of grammatical abbreviations (B) 66

Given a dictionary and a list of words, the student will locate each word and identify what its grammatical abbreviation represents with 90% accuracy. (Application)

Level 1:

**BR4**: 2T

e. Identify preferred pronunciation (C) 67

Given a dictionary and a list of words, the student will locate each word and identify its preferred pronunciation with 90% accuracy. (Application)

Level 2:

**BJ**: 270-271T  **OH5**: 247T

f. Identify word from pronunciation (C) 68

Given a dictionary pronunciation key and a list of words, the student will interpret the pronunciation of the word from his knowledge of phonetic respellings and the
pronunciation key with 85% accuracy. (Analysis)

Level 1:


CC : 44W, 47W, 49W, 51W, 56W, 59W

TW : 22W, 45W, 55W       MW: 139-140T, 147T

Level 2:


CR : 58T, 171T, 375T(DM13), 396T(DM34), 3W, 49W

AA : 16-17T, 12W, 40W, 122W


g. Match diacritical markings (B)

Given a scrambled list of common diacritical markings and their names, the student will match each marking with its name and provide or identify a word to illustrate each sound with 85% accuracy. (Knowledge)

Level 1:

TW : 417T(DM25)       BR4: 55T

Level 2:

OH5: 329T

h. Identify meaning of multi-meaning words as used in sentences (B)

Given a dictionary and several sentences containing the same multi-meaning word in different contexts, the student will use the dictionary to identify the meaning of the
word as used in each sentence with 85% accuracy. (Analysis)

Level 1:

TW : 333T(346S) 419T(DM27), 432T(DM40)
CC : 48W BR4: 70T, 41W MW: 101T, 99S

Level 2:

CR : 373T(DM11)

i. Cross references (C)

Given a dictionary and a list of words, the student will identify the meaning of a word by cross referencing from one word to another with 85% accuracy. (Comprehension)

Level 2:

OH5: 241T

j. Identify entry from irregular plural (C)

Given a dictionary and a list of words containing irregular plurals, the student will locate and identify the dictionary entry with 85% accuracy. (Comprehension)

Teacher selected materials

k. Identify entry from root word with ending (C)

Given a dictionary and a list of words containing endings added to root words, the student will locate and identify the root word with 85% accuracy. (Knowledge)

Level 2:

OH5: 172-173T
3. Locate word definitions by using a glossary (B)

Given a textbook and a list of words found within its glossary, the student will locate the glossary and list the definition it gives for each word with 85% accuracy. (Knowledge)

Level 1:

OH4: 271T, 318-320T, 326-327T, 370T
CC: 61-62T, 71T, 73T, 76T, 82T, 95T, 107T, 112T, 117T
BR4: 2T, 5T, 9T, 20T, glossary list for each story

Level 2:

CR: 320-321T, 19W, glossary list for each story
AA: 27T, 29T, 60T, 71T, 73T, 78T, 101T, 104T, 115T, 117T, 121T
BR5: 5T

III. Comprehension

A. Finding details

1. Following directions (B)

Given a set of oral or written commands, the student will follow these directions in proper sequence to teacher satisfaction. (Comprehension)
### Level 1:

- **OH4**: 212-213T, 317-318T, 84W  
  **TW**: 19W, 37W  
- **CC**: 9T, 13T, 88T, 96T, 104T, 40W  
  **BR4**: 30T, 105T

### Level 2:

- **OH5**: 16W, 115W, 139W  
  **BJ**: 180T(121-122S), 363T, 480T  
- **AA**: 45T, 46T, 48T, 57T, 59T, 87T, 93T  
  **CR**: 3W

### 2. Finding specific information (B) 76

After reading a given story, the student will locate the sentence which answers any question on its content with 85% accuracy. (Knowledge)

### Level 1:

- **OH4**: 53-54T, 109-110T, 133-134T, 150T, 174T, 176T, 382T  
- **TW**: 59T, 65T, 66T, 263T, 8W  
  **CC**: 42-43W  
- **BR4**: 29T, 47-48T, 121T, 73W, 83W

### Level 2:

- **OH5**: 49-50T, 334T, 366T, 112W  
  **AA**: 6W  
- **CR**: 166T, 243T, 314-315T, 86-87W  
- **BR5**: 2-3T, 7T, 10-11T, 18T, 80T, 88T, 100-101T, 106T, 109T, 112T

### 3. Identifying key words (B) 77

Given a reading selection of factual information, the student will identify its key words which may be used to...
locate information in any encyclopedia with 85% accuracy.

(Analysis)

Level 1:

CC : 102W, 103-104W, 109W  BR4: 21T, 29T, 47T, 48T
MW : 350T, 357T, 108W  TW : 141T

Level 2:


B. Finding the main idea

1. Compose paragraph title  (B)

Given a paragraph, the student will compose a title appropriate to its content to teacher satisfaction.

(Comprehension)

Level 1:


Level 2:

OH5: 84W  CR: 342T(412S)  AA: 75W
BJ : 284-285T(233S)

2. Identify main idea  (B)

After reading a paragraph or short selection, the student will choose a statement or title from among three choices giving its main idea with 85% accuracy.  (Comprehension)

Level 1:

3. State main idea  (B)  
After reading a paragraph or short selection, the student will write a statement giving its main idea to teacher satisfaction. (Comprehension) 

Level 1:

**TW:** 303T  
**MW:** 308-309T  
**CC:** 112-113T, 14W  
**BR4:** 109T

Level 2:

**OH5:** 95T, 151T, 256-257T, 279T, 291T, 321T, 334T, 340T  
**CR:** 251T, 298T, 307T(368-369S), 312T  
**BR5:** 16T, 27T, 46T, 62T, 73T, 96T  
**AA:** 41W
4. Summarize a story  (B)  81

Given a story, the student will write a summary identifying its main thoughts, facts or concepts to teacher satisfaction (Comprehension)

Level 1:


Level 2:

OH5: 297T  CR: 326T(398S), 333T  AA: 33T

BJ: 126T, 277-278T, 364T

5. Organize facts as a summary  (B)  82

Given facts of information pertaining to one subject, the student will organize them by writing a short summary of their content to teacher satisfaction. (Synthesis)

Level 2:


C. Reading to organize

1. Statements in story order  (B)  83

Given a reading selection and a list of statements relating to its content, the student will place these statements in order of their occurrence in the selection with 75% accuracy. (Knowledge)

Level 1:


TW: 103T, 104T, 113T, 256T, 294T, 374-375T, 8W, 45W, 106W
2. Statements to make a story \(^{(B)}\)  84

Given a series of scrambled sentences, the student will arrange them in sequential order with 80% accuracy.

(Knowledge, Application)

Level 1:

\( \text{OH4: } 46T, 240-241T, 3W, 135W \quad \text{TW: } 51W \)

\( \text{BR4: } 120W \)

Level 2:

\( \text{OH5: } 155W \quad \text{AA: } 30W, 75W \)

3. Chronological events \(^{(B)}\)  85

Given a list of scrambled chronological events the students will demonstrate an understanding of the time relationships by arranging them in sequential order with 85% accuracy. (Knowledge, Application)

Level 1:

\( \text{OH4: } 9W, 68W \quad \text{TW: } 187T, 234T, 271T \)

\( \text{MW: } 131S, 220T \quad \text{CC: } 47T \)

Level 2:

\( \text{OH5: } 129W \quad \text{BR5: } 119W \)
5. Classify items according to categorical headings (B)

Given several headings and a group of items, the student will classify them according to the categorical headings with 85% accuracy. (Comprehension)

Level 1:


**TW:** 140T, 141T, 168T, 234T, 15W, 23W, 42W, 43W, 47W, 94W


**CC:** 75W, 83W

**BR4:** 117W

Level 2:

**OH5:** 36-37W, 48W, 53W, 55W, 89W, 131W


D. Outlining

1. Outline main points (B)

Given an article, the student will outline in topic form its main points with 85% accuracy. (Analysis)

Level 1:

**MW:** 181-182T, 189-191T, 364T, 383-384T, 126-128W

**TW:** 79-80T, 186-187T, 205T, 228-229T, 232-233T, 235T, 302T, 334-335T, 95W, 115W

**CC:** 63T, 64T, 28W, 32W, 37-38W, 58W, 71-72W, 79W

**BR4:** 12T, 31T, 40-41T, 53-54T, 66-67T, 70-71T, 122T, 43W, 70-71W, 122-123W
Level 2:


**OH5**: 235T, 72W

**CR**: 143T, 202T, 220T, 222T, 30W, 31W

**AA**: 19-20T, 62T, 64T, 75T, 69W, 71-72W, 111W

**BR5**: 12T, 47T, 51T, 66T, 101T, 51W, 113W

2. Talking from an outline  (B)

After composing an outline of main and subordinate points on a specific topic, the student will express his ideas using the outline to teacher satisfaction. (Application)

Level 1:

**TW**: 235T  

**CC**: 81T

Level 2:

**AA**: 110W  

**CR**: 222T

3. Note taking from book  (C)

Given a topic in a book, the student will identify specific information by making notes from his reading and answering questions from the notes to teacher satisfaction. (Comprehension, Application)

Level 1:


Level 2:

4. Note taking from lecture (C)  
Given an oral lecture, the student will identify the main thoughts of the speaker by taking notes and answering questions from the notes to teacher satisfaction. (Comprehension, Application)

Teacher selected materials

E. Interpreting story ideas

1. Identify a logical conclusion (B)  
Given a reading selection and a set of conclusions, the student will identify the logical conclusion with 90% accuracy. (Knowledge, Comprehension)

Level 1:


TW: 340T, 42W, 64W


Level 2:


BR5: 59T, 84T, 23W, 47W, 58W, 64W, 81W, 91W, 92W, 103W, 121W, 124W

2. Answer "how" and "why" questions  (B)  93
Given a short story and a list of "how" and "why" questions, the student will infer and state the answer to each one to teacher satisfaction. (Application)
Level 1:

OH4: 65T, 127-128T, 227T, 128W
TW : 49T, 247-248T, 25W, 81W
CC : 5T, 10T, 312T    MW: 4-6W, 81W, 98W, 121W
BR4: 19T, 64T, 95-96T, 104T, 115T, 64W

Level 2:

OH5: 40W, 122-123W    AA: 6T, 89T
BR5: 79T, 99-100T, 105T, 34W
BJ : 228S, 35W, 62W, 86W, 92-93W

3. State a conclusion from a list of facts  (B)  94
Given a selection in which only facts are presented, the student will state a conclusion which may be inferred from the material to teacher satisfaction. (Application)
Level 1:

TW : 53W    MW: 325T(254-255S), 42S, 22W

Level 2:

OH5: 59W, 62W, 143W
4. Answer a question whose answer is implied in a paragraph (B)

Given a paragraph or short selection to read, the student will answer a related question whose answer is implied, but not directly stated, within its content to teacher satisfaction. (Analysis)

Level 1:


**BR4:** 44T, 72T

Level 2:

**OH5:** 6W, 9W, 27W, 28W, 58W, 68W, 76W, 88W, 96W


**AA:** 86T, 4W, 32W, 33-34W, 85W, 86W, 88W, 90W, 91W, 124W


**BR5:** 95T, 112T

5. Write explanation of an inferred moral or value (B)

Given a selection whose content infers a moral or value, the student will interpret the content by writing an
2. Identify the emotions in a paragraph (B)
Given several paragraphs depicting emotional situations and a list of emotions, the student will identify the emotions depicted by each paragraph with 90% accuracy. (Comprehension)
Level 1:
OH4: 81W  TW: 87T, 38W, 60-61W  CC: 118W
Level 2:
OH5: 121T, 75W  BJ: 367-368T

3. State feelings of main character at beginning and end of story (B)
Given a short story, the student will state how the main character felt at the beginning and at the end of the story to teacher satisfaction. (Analysis)
Level 1:
OH4: 95T, 111-112T, 127T, 331-332T, 345T
TW: 133T  BR4: 60W  MW: 13W
Level 2:
OH5: 200-201T, 365T  CR: 16-17W

4. Identify emotions of a character (B)
Given a sentence or short reading selection of emotional content, the student will identify the emotions of each character to teacher satisfaction. (Comprehension)
Level 1:
OH4: 55T, 98T, 130T, 181T, 183-184T, 207T, 227T, 302T,
G. Recognizing author's purpose

1. Identify author's purpose for including a particular selection (B)

Given a story from his reader, the student will state the author's purpose for including that selection in the book to teacher satisfaction. (Comprehension)

Level 1:

**TW**: 94T, 262T, 301T, 302T, 338T, 349T, 357-358T
**MW**: 42T, 175T, 187T, 342T(281S)  **OH4**: 142T

Level 2:

**CR**: 250T, 106W

2. Identify humor or an exaggeration (C)

Given a story or poem containing humor or an exaggeration, the student will identify the humorous or exaggerated portion of the story or poem to teacher satisfaction. (Comprehension)
Level 1:

**OH4**: 141T, 163T, 165T, 207T, 277T, 383T  
**TW**: 204T(193-203S), 359T, 366T  
**MW**: 54-55T, 57-58T, 168T, 188T, 269T(193S), 334T, 361T, 420T, 58W

Level 2:

**OH5**: 48T, 139-140T, 176T, 201-203T, 258T, 357T  
**CR**: 147T, 242T, 252T  
**BR5**: 69T  
**WM**: 104T  
**BJ**: 82-83T(39S), 93-94T(46-47S), 180T, 445T(434S)

3. Identify an absurdity (C)  

Given a picture or story containing an absurdity, the student will identify that absurdity to teacher satisfaction. (Comprehension)

Level 1:

**OH4**: 111W

**H. Critical comprehension**

1. Perceiving relationships
   
   a. Identify similarities of stories (B) 105

Given two stories with similar themes, the student will identify their similarity to teacher satisfaction. (Analysis)

Level 1:

**OH4**: 90T, 134-135T, 167-168T, 287T, 24-25W, 33W  
**TW**: 279T, 373T, 34-35W, 43W, 73W, 78W  
**BR4**: 32T  
**MW**: 205T, 230T
Level 2:

**BJ**: 163T, 194T, 243S, 393S, 97W  **WS**: 71T, 73T

b. Identify similarity of story themes (B)

After reading two given stories, the student will write a sentence which describes one similarity between the stories with 75% accuracy. (Analysis)

Level 2:

**OH5**: 180T, 219T  **CR**: 252T

c. Describe differences between stories (B)

Given two stories, the student will describe the differences between the two with 85% accuracy. (Analysis)

Level 1:

**OH4**: 134-135T, 167-168T, 198T
**TW**: 373T, 381T, 73W, 78W  **MW**: 195T, 205T, 330T

Level 2:

**CR**: 107T, 272T, 346T, 82-83W, 112W, 123-125W
**BJ**: 163T

d. Describe similarity of characters in different stories (B)

Given three short stories, the student will describe the
characteristics of their characters which are alike.

(Analysis)

Level 1:

TW : 111T

Level 2:

CR : 153T, 27W

e. Describe characteristics of fables (B)

After reading several fables, the student will write a paragraph describing the characteristics of fables with 75% accuracy. (Comprehension)

Level 1:

MW : 91T

f. Identify cause and effect relationships (B)

Given a selection of cause and effect relationships, the student will identify these relationships by matching each cause statement with its corresponding effect statement with 85% accuracy. (Comprehension)

Level 1:

OH4: 265T, 271T, 301T    BR4: 64T


Level 2:


OH5: 132T, 262T, 301T, 24W, 80W, 130W

CR : 189T, 212T, 249T, 348T
2. Identifying character traits (B)

Given a list of characters from a specific story, the student will identify the characteristics of each as implied by the content of the story with 90% accuracy.

(Analysis)

Level 1:


**TW**: 69T, 104T, 111T, 120T, 155T, 186T, 204T, 239-240T, 255T, 107W

**MW**: 368T, 76W, 100W  **MM**: 63T

Level 2:

**OH5**: 133-134T, 171T, 186T, 229T, 239-240T, 259T, 275T, 297T, 305T, 335T, 344T, 365T, 74W

**CR**: 166T, 270T, 299T, 347T  **AA**: 31T, 38T, 99T


**WS**: 34T

I. Locating information—Reference materials

1. Encyclopedias

   a. Locate topics in an encyclopedia (B)

Given a set of encyclopedias and a list of topics, the student will locate each topic in the encyclopedia by using its alphabetical listing or volume number on the cover with 95% accuracy. (Application)

Level 1:

**OH4**: 177T, 283-284T, 120W  **BR4**: 8T  **MW**: 79W
Level 2:


b. Locate topics in an encyclopedia index (B) 113

Given an encyclopedia index, the student will locate specific topics within it with 95% accuracy. (Application)

Level 1:

MW: 82W, 99W

Level 2:

AA: 128W

c. State difference between dictionary and encyclopedia (C) 114

Given a dictionary and a set of encyclopedias, the student will state the difference between the types of material found in each to teacher satisfaction. (Analysis)

2. Locate information in a telephone directory (C) 115

Given a telephone directory, the student will locate specific information within it with 95% accuracy. (Knowledge)

Level 1:

MW: 115W

3. Locate information in a catalogue (C) 116

Given any catalogue, the student will locate information in its index with 85% accuracy. (Knowledge)
Level 2:

BJ : 12-13W

4. Identify information found on a title page (C)  117

Given a book with a title page, the student will locate that page and answer the questions on the information it provides with 85% accuracy. (Knowledge)

Level 1:

MW : 38-39T

5. Locate information about and parts in a book (C)  118

Given a reader or other book, the student will locate the name of the publisher, copyright year, glossary and pronunciation key and index with 85% accuracy. (Knowledge)

Level 1:

CC : 4T       MW: 38-39T

Level 2:

CR : 40T

6. Table of Contents

a. State types of information found in Table of Contents (B)  119

Given a book containing a Table of Contents, the student will state the types of information it contains with 100% accuracy. (Knowledge)

Level 1:

TW : 38T       CC: 4T       BR4: 3T
b. Use Table of Contents to locate units (B)  
Given a Table of Contents part of a book (reading text), the student will demonstrate his comprehension of its organization by identifying the unit title of each section with 80% accuracy. (Knowledge)  
Level 1:  
TW : 38T  CC: 4T  MW: 27-28T  
Level 2:  
CR : 40T  AA: 4T  

c. Use Table of Contents to locate stories (B)  
Given a reader, the student will demonstrate his ability to use its Table of Contents by identifying on which pages a specific story begins and ends with 100% accuracy. (Knowledge)  
Level 1:  
MW : 175T, 185T, 262-263T  

d. Use Table of Contents to answer questions on the book's contents (B)  
Given a book containing a Table of Contents, the student will demonstrate familiarity with the types of information it contains by answering questions on its content with 100% accuracy. (Knowledge)  
Level 1:  
TW : 38T, 1W, 85W, 128W  BR4: 1T, 9W  
7. Locate specific information using a textbook index (B) 123

Given a textbook, the student will use its index to locate specific information within the book with 90% accuracy. (Knowledge)

Level 1:

MW: 271-273T, 407-408T, 104W, 123W

BR4: 78-79T

Level 2:


8. Library skills

a. Locate books in the card catalogue (C) 124

Given a list of books, the student will locate each one in the card catalogue of his school library with 100% accuracy. (Application)

Level 2:


b. Identify types of cards in the card catalogue (C) 125

Given a list of books and a card catalogue, the student
will identify the type of card upon which each book is listed in the card catalogue of the library with 100% accuracy. (Application)

Teacher selected materials

c. Demonstrate use of Dewey Decimal System (C)

Given a list of topics, the student will identify their number of placement in any library according to the Dewey Decimal System with 100% accuracy. (Application)

Level 2:

CR : 70-71W

9. Identify major purpose of a newspaper and a magazine (C)

Given a daily newspaper or a magazine, the student will state its major purpose to teacher satisfaction. (Comprehension)

Level 2:

CR : 201T

10. Interpret a diagram (B)

Given any diagram, the student will interpret the information given by answering specific questions on its content with 90% accuracy. (Application)

Level 1:

CC : 53T, 57T, 57W TW: 164T

Level 2:

OH5: 229-230T, 250T, 271-272T, 104W
11. Map skills

a. Demonstrate the use of map legends and keys (B) 129

Given a map, the student will use its legend and key to identify any factual information it contains with 90% accuracy. (Knowledge)

Level 1:

<table>
<thead>
<tr>
<th>TW</th>
<th>93T, 120T, 166T, 225T, 348T</th>
<th>MM: 85T</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td>67-68T</td>
<td>BR4: 45T, 98T</td>
</tr>
</tbody>
</table>

Level 2:

<table>
<thead>
<tr>
<th>OH5:</th>
<th>210T</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR:</td>
<td>54T, 279T, 321-322T</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AA</th>
<th>18T, 39T, 54-55T, 57T, 68T, 100T, 102T, 112T, 114T, 116-117T, 119T, 124T</th>
</tr>
</thead>
</table>

b. Interpret information on a map (B) 130

Given a map and an incomplete information chart, the student will interpret the map by supplying the missing information required on the chart with 90% accuracy. (Application)
Level 1:

**OH4:** 216T, 88-89W  
**CC:** 76-77W

**TW:** 235T, 30W, 46W, 75W  
**BR4:** 45T, 101T, 99W

**MW:** 376-377T(329S), 391T, 427T(381S), 102-103W, 110W, 114W, 117W

Level 2:

**OH5:** 73-75T, 192T, 296T, 339T, 14W, 20W, 44-45W, 110W, 142-143W


**TW:** 222T, 76-77W, 94-95W  
**AA:** 58-59W, 81-82W

**BR5:** 16T, 1W, 44W, 62W

c. Interpret information from an atlas (B)

Given an atlas and an incomplete information chart, the student will locate the information and interpret the maps by supplying the missing information required on the chart with 85% accuracy. (Application)

Level 2:

**CR:** 237T

d. Interpret latitudinal and longitudinal lines on a map (C)

Given a map, the student will identify latitudinal and longitudinal lines and compare them to streets and highways to teacher satisfaction. (Comprehension)

Teacher selected materials
Given a globe, the student will locate certain areas in answer to specific questions using geographical terms and symbols with 90% accuracy. (Knowledge)

Teacher selected materials

12. Interpret information on a time table (C) 134
Given any time table with an information chart, the student will interpret the table by completing the missing information on the chart with 85% accuracy. (Knowledge)

Level 1:

OH4: 177-178T

13. Answer questions from a graph (B) 135
Given a graph, the student will interpret its information by answering questions on comparisons between specific portions of its content to teacher satisfaction for the grade level. (Application)

Level 1:

TW: 109W, 112W
MW: 125W

Level 2:

CR: 207T, 64W
BJ: 53W, 74W

IV. Oral reading

A. Voice quality (B) 136
Given a passage to read aloud, the student will maintain a pleasing voice quality as determined by the teacher. (Application)
Teacher selected materials

B. Reading to thought units (B) 137
Given a passage to read aloud, the student will complete each thought unit without pausing as determined by the teacher. (Application)

Teacher selected materials

C. Enunciation (B) 138
Given a passage to read aloud, the student will enunciate clearly and distinctly to teacher satisfaction. (Application)

Teacher selected materials

D. Pitch and volume (B) 139
Given a selection to read aloud, the student will use suitable pitch and volume of voice, enabling all class members to hear adequately, to teacher satisfaction. (Application)

Teacher selected materials

E. Expression (B). 140
Given a passage to read aloud, the student will read with expression to teacher satisfaction. (Application)

Level 1:
OH4: 76-77T, 150-151T, 209-210T MW: 44T(10S)

Level 2:
OH5: 221T BR5: 107T WS: 66T, 100T
F. Express rhythm in poetry  (C)  141

Given a poem to read aloud, the student will express the rhythm of the poem to teacher satisfaction.  (Application)

Level 1:


TW : 75T(53S), 125T(105S), 269T(283-290S), 319S, 375S

CC : 88W


MM : 46-53T(90-113S), 72-76T(204-225S), xivS, 84-86S, 245S, 302S

Level 2:


G. Dramatization

1. Dramatize a portion of a story (B) 142

Given a portion of a story, the student will dramatize the passages to teacher satisfaction. (Application)

Level 1:


MW: 222T, 282T, 336T, 267-284S

MM: 29T(3-17S), 64T

Level 2:


OH5: 51-53T, 74T, 121T, 245-246T, 322T

WS: 29T, 57T, 66T, 74T, 92T, 103T, 128T, 130T

CR: 84T, 94T, 157-158T, 196T, 271T

BR5: 15-16T, 20T, 41T, 87T, 107T, 113T

2. Televise or give a radio version (C) 143

Given incidents in a story, the student will interpret the incidents by televising or giving a radio version to teacher satisfaction. (Application)

Level 1:

TW: 381T

Level 2:

CR: 346T, 348-349T
Appendix B

BARBE'S READING SKILLS CHECK LISTS

Fourth Level Reading Skills

I. Vocabulary:
   A. Word recognition
      1. Introduce new words in content fields
      2. Recognizes similarities of known words
         a. compound words
         b. root words
         c. suffixes, prefixes
         d. plurals
         e. hyphenated words
         f. contractions
      3. Recognizes unusual characteristics of words
   B. Word meaning
      1. Develop ability in getting meaning from context
      2. Use new words in sentences to show meaning
      3. Knows punctuation
         a. italics
         b. quotation marks
         c. parenthesis
         d. exclamation marks
      4. Use of map skills
   C. Review Dolch Words

II. Word Attack Skills:
   A. Structural analysis
      1. Knows rules for syllables
         a. Each syllable must contain a vowel and a single vowel can be a syllable
         b. Suffixes and prefixes are syllables with meanings of their own
         c. The root word is not divided
         d. If the first vowel is followed by two consonants, the first syllable usually ends with the first consonant (pen cil)
         e. If the first vowel is followed by a single consonant, the consonant usually begins the second syllable (a-maze, am-ple)
         f. If a word ends in le preceded by a consonant, that consonant begins the last syllable
         g. The letter x always goes with the preceding vowel to form a syllable (ex-it)
h. The letters ck go with the preceding vowel and end the syllable (chick-en)

2. Knows accent clues
   a. The first syllable is usually accented, unless it is a prefix
   b. Beginning syllables de, re, be, in and a are usually unaccented
   c. Endings that form syllables are usually unaccented (run-ning)
   d. ck following a single vowel is accented (jack-et)

3. Teach these suffixes and prefixes:
   a. Suffixes:
      ness (being)
      ment (result of)
      ward (in direction of)
      ous (full of)
      ious (abounding in)
      eous
      et (little)
      able (capable of being)
      ible
      ic (like, made of)
      ish (like)
      ant (being)
      ent (one who)
      age (collection of)
      ance (state of being)
      ence (state or quality)
      wise (ways)
      ling (little)
      ty (state)
      ity
      ure (denoting action)
      ion (condition or quality)

   b. Prefixes:
      dis (not, apart)
      in (not)
      mis (wrong)
      anti (against)
      non (not)
      com (with)
      con (with)
      pre (before)
      super (over)
      tri (three)
      sub (under)
      post (after)
      ab (from)
      trans (across)
      em (in)
      de (from)

      sickness
      movement
      backward
      joyous
      gracious
      leaflet
      capable
      credible
      magic
      foolish
      vacant
      president
      baggage
      disturbance
      violence
      crosswise
      duckling
      unity
      vicinity
      pleasure
      action
      dismiss
      invade
      mistake
      anticlimax
      nonsense
      combine
      connect
      prepare
      superior
      tricycle
      submarine
      postscript
      abnormal
      translate
      embark
      depart
inter (between) interurban
pro (in front of) promote
ex (out of or out) explain
en (in) enter
ob (against) object
per (fully, through) perfect

B. Phonic analysis
1. Review phonic skills
   a. Single consonants and blends
   b. Short and long vowels
   c. Vowel teams:
      ee ea ai ay au aw
      oa oo oi oy ou ow
2. Review vowel rules
   a. In attacking a vowel sound try first the short sound; if the word then doesn't make sense try the long sound
   b. Vowels are usually short when they appear as single and are followed by a consonant
   c. Vowels are usually given the long sound when they appear alone and are the last letters of a word
   d. When two vowels appear together in a word, the first vowel is long and the second silent
   e. In short words containing two vowels where one of the vowels is a final e, the first vowel will have a long sound while the final e is silent

C. Training in use of dictionary and glossary
1. As taught on third grade level
   a. Review order of letters in alphabet
   b. Review the alphabetical arrangement of words
2. Teach the division of the dictionary to determine in which 1/3 or 1/4 the word may be found
3. Teach the meaning and use of the phonetic spelling that follows in parenthesis each word in the dictionary
4. Teach the meaning and use of the pronunciation key given at the bottom of every page
5. Teach the selecting of the meaning which fits best according to the context in which the word is used
6. Teach the meaning and use of guide words
7. Teach the meaning and use of the secondary accent mark

III. Comprehension
A. Finding the main idea
   1. Choosing titles for material read
   2. Summarizing
   3. Can identify key words and topic sentences
B. Finding details
1. Finding specific information
2. Interpreting descriptive words and phrases
3. Selecting facts to remember
4. Selecting facts to support main idea
5. Using study guides, charts, outlines
6. Verifying answers
7. Arranging ideas in sequence

C. Creative reading
1. Able to interpret story ideas (generalize)
2. Able to see relationships
3. Able to identify the mood of a reading selection
4. Able to identify author's purpose
5. Able to identify character traits

D. Formal outlining
1. Form
   a. Main ideas (I, II, III)
   b. Subordinate ideas (A, B, C)
2. Talking from an outline

IV. Oral Reading:
A. Review previously taught skills
B. Eye-voice span of three words

Fifth Level Reading Skills

I. Vocabulary:
   A. Word recognition of vocabulary in content areas:
      Social Studies--English--Science--Arithmetic--Miscellaneous
   B. Meaning of words
      1. Interpreting word meanings
      2. Semantics
      3. Synonyms, antonyms, homonyms, heteronyms
      4. Knows abstract meanings of words
      5. Understands figurative and colorful expressions
      6. Understands colloquial speech

II. Word Attack Skills
   A. Phonics skills
      1. Syllabication
         a. Each syllable must contain a vowel and a single vowel can be a syllable
         b. The root or base word is a syllable and is not divided
         c. Blends are not divided
         d. Suffixes and prefixes are syllables
         e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant
         f. If a vowel in a syllable is followed by only one consonant, the syllable usually ends with a vowel
         g. If a word ends in le, the consonant just
before the l begins the last syllable

h. When there is an r after a vowel, the r goes with the vowel to make the er sound (er ir ur)

2. Vowel sounds (review long and short sounds)
   a. When there is only one vowel in a word or syllable the vowel is short
   b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent

3. Accent
   a. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix

B. Dictionary
   1. Alphabetization
      a. Division into quarters and thirds
      b. Classifying words by second, third and fourth letters
   2. Using a dictionary
      a. Recognize and learn abbreviated parts of speech (n-noun, v-verb, adj.-adjective, adv.-adverb)
      b. Learning the preferred pronunciation
   3. Use of guide words
   4. Syllabication and accent
   5. Interpreting diacritical markings
   6. Interpreting key to pronunciations
   7. Interpreting phonetic re-spellings
   8. Cross references
   9. Plurals--irregular (shelf, shelves)
   10. Comparative & superlative adjectives (many, more, most)
   11. Change in accent and its effect on pronunciation & meaning of words
   12. Secondary accent
   13. Parts of a verb. Tenses--present & past
   14. Adverbs derived from adjectives (ly ending as a clue)

C. Glossary
   1. Dictionary of words for one particular book
   2. Use of guide words
   3. Find meanings to understand what is being read

D. Context clues
   1. Review using context clues
   2. Review associating ideas with words
   3. Review associating ideas with characters
   4. Sentence structure (Noun, verb)
   5. In poetry. Rhythm scheme can sometimes help

III. Comprehension:
   A. Locating information
      1. Table of contents
         a. Examine table of contents of several books
b. List titles & have pupils use table of contents to locate pages

2. Examine books to find: title page, pictures, key, guide words, publisher, copyright year

B. Reference materials
1. The encyclopedia
   a. Topics arranged alphabetically
   b. Show meaning of characters on back of each volume
   c. Compare encyclopedias and dictionaries for differences of material
   d. Pupils should know names of important children's encyclopedias

2. The atlas and maps
   a. Examine atlas to find answers for questions on location, relative size, direction and distance.
   b. Use maps to explain latitude and longitude

3. Magazines and newspapers. Use to supply more recent information than textbook could

4. Knows proper use of dictionary

5. Time tables
   a. Reading and interpreting
   b. Following directions

6. Card catalogue
   a. Explain that every book has its place on the shelf
   b. Each class of books has its own call number
   c. Examine cards - Author, title, subject
   d. Give practice in location of titles and call numbers

7. Using a telephone book

8. Catalogues

C. Reading to organize
1. Outlining--Use Roman numerals and letters
2. Establish a sequence
3. Pupils list sentences in order of event
4. Follow directions
5. Summarize

D. Note taking
1. From reading
2. From lectures

E. Reading for appreciation
1. To derive pleasure
2. To form sensory impressions
3. To develop imagery
4. To understand characters
   a. Physical appearance
   b. Emotional make-up
IV. Oral Reading:
A. Recognize and pronounce words with speed and accuracy
B. Group words into meaningful phrases
C. Interpret marks of punctuation accurately
D. Re-express to an audience the meaning and feelings expressed by the author
E. Express emotion sincerely
F. Read in a pleasant, well-modulated voice
G. Read with poise and self-confidence
H. Dramatize portions of the story
I. "Televise" or give radio version of story incidents
J. Take part in a stage version of story
K. Verify answers to questions
L. Interpret characterizations
M. Interpret word pictures
N. Interpret general mood of text, e.g. humor-suspense
O. Interpret sensations given by words
P. Interpret the organization of text
   1. Main thought in the paragraph
   2. Main events in sequence
   3. Main heads and sub-heads in outline
   4. Directions for carrying out an activity
Appendix C

INSTRUCTIONAL OBJECTIVES--READING--K-6

Ojai Unified School District

Objective 15: Given a set of commands, the student will follow these directions in proper sequence.
Behavior: Comprehension
Proficiency Level: Performance to teacher satisfaction

Objective 64: Given a picture of a word and one of its consonants, the student will identify the position of that consonant sound within the word.
Behavior: Application
Proficiency Level: 85% accuracy

Objective 79: Given words with an initial or final consonant blend, the student will pronounce these words.
Behavior: Application
Proficiency Level: 85% accuracy

Objective 96: Given a group of one-syllable words having a vowel digraph in the medial position, the student will blend the sound patterns together to pronounce each word correctly.
Behavior: Application
Proficiency Level: 85% accuracy
Objective 111: Given a list of words, the student will determine whether each word contains a long or short vowel.

Behavior: Knowledge

Proficiency Level: 85% accuracy

Objective 116: Given a group of words, each containing the same vowel diphthong, and a list of key words for the variant sounds of that diphthong, the student will categorize each word by diphthong sound according to its correct key word.

Behavior: Knowledge

Proficiency Level: 85% accuracy

Objective 129: Given a set of words containing one or more vowels, but only one vowel sound, the student will identify the number of vowels and syllables in each word.

Behavior: Knowledge

Proficiency Level: 85% accuracy

Objective 132: Given a set of two syllable words containing two different medial consonants, the student will divide each word into its syllables.

Behavior: Application

Proficiency Level: 85% accuracy

Objective 133: Given a list of three or four syllable words, the student will divide each one into its syllables.
Behavior: Application
Proficiency Level: 85% accuracy

Objective 134: Given a set of two syllable words, the student will identify the words with the first syllable accents.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 135: Given a list of two syllable words, the student will identify their syllables and place an accent mark on each accented syllable.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 136: Given a list of multi-syllable words, the student will divide the words into syllables and identify the accented ones.
Behavior: Application
Proficiency Level: 85% accuracy

Objective 137: Given a set of sentences containing words with shifting accents, the student will use the context of each sentence to identify the accent placement of its designated word.
Behavior: Analysis
Proficiency Level: 85% accuracy
Objective 138: Given a list of syllabication rules and a set of multi-syllable words, the student will identify the accented syllable and syllabication principle of each one.
Behavior: Analysis
Proficiency Level: 85% accuracy

Objective 139: Given a list of familiar root words to which beginnings or endings have been added, the student will identify the root word.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 141: Given a group of words containing a specific variety of suffixes, the student will find the suffix in each word.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 146: Given a set of root words and a selection of suffixes, both in random order, the student will match each root word with a suffix to form a set of new words.
Behavior: Application
Proficiency Level: 85% accuracy

Objective 147: Given a sentence missing one word with a choice of two words containing suffixes, the student will identify which word best completes the sentence.
Behavior: Comprehension
Proficiency Level: 85% accuracy

**Objective 152:** Given a list of words beginning with prefixes, the student will identify the prefix of each word, and state its meaning.
Behavior: Comprehension
Proficiency Level: 85% accuracy

**Objective 157:** Given a list of words, each containing at least one prefix and suffix, the student will identify the root word.
Behavior: Knowledge
Proficiency Level: 85% accuracy

**Objective 164:** Given a list of singular nouns including those of unchangeable form, the student will write their plural form.
Behavior: Comprehension
Proficiency Level: 85% accuracy

**Objective 168:** The student will identify the component parts of a compound word.
Behavior: Knowledge
Proficiency Level: 90% accuracy

**Objective 169:** Given two lists, each of which are composed of one of the parts of familiar two-part compound words, the student will match the word parts in order to
re-form each compound word.

Behavior: Application
Proficiency Level: 90% accuracy

Objective 172: Given a list of paired words containing three compound words, three hyphenated words, and two distractors, the student will identify the compound and hyphenated words by writing them in correct form.

Behavior: Application
Proficiency Level: 85% accuracy

Objective 173: Given a list of expressions, the student will write them as contractions and include their apostrophes.

Behavior: Comprehension
Proficiency Level: 90% accuracy

Objective 174: Given a list of contractions, the student will pronounce each of the contractions and state the two base words from which it was built.

Behavior: Knowledge
Proficiency Level: 95% accuracy

Objective 197: Given a group of familiar words printed individually on flash cards, the student will identify these words by immediate recall.

Behavior: Knowledge
Proficiency Level: Performance to teacher satisfaction
Objective 199: Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence.
Behavior: Comprehension
Proficiency Level: 90% accuracy

Objective 201: Given a sentence missing a word, the student will use its context to determine the omitted word.
Behavior: Application
Proficiency Level: 90% accuracy

Objective 203: Given groups of words, the student will identify the synonyms in each group.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 204: Given a list of words and an unfamiliar word in a sentence, the student will use the context of the sentence to determine the word on the list which has the same meaning as the unfamiliar one in the sentence.
Behavior: Comprehension
Proficiency Level: 85% accuracy

Objective 206: Given pairs of words, the student will identify those which are antonyms.
Behavior: Knowledge
Proficiency Level: 90% accuracy
Objective 207: Given a word, the student will write its antonym.
Behavior: Comprehension
Proficiency Level: 90% accuracy

Objective 208: Given a list of random words which contain sets of homonyms, the student will identify the sets of homonyms.
Behavior: Knowledge
Proficiency Level: 90% accuracy

Objective 209: Given pairs of sentences containing the same word, but in which the word has different meanings, the student will identify the meaning of the word in each context.
Behavior: Application
Proficiency Level: 85% accuracy

Objective 214: Given a passage to read aloud, the student will maintain a pleasing voice quality.
Behavior: Application
Proficiency Level: Proficiency as determined by the teacher

Objective 215: Given a passage to read aloud, the student will complete each thought unit without pausing.
Behavior: Application
Proficiency Level: Proficiency as determined by the teacher.
Objective 216: Given a passage to read aloud, the student will enunciate clearly and distinctly.

Behavior: Application

Proficiency Level: Proficiency as determined by the teacher

Objective 217: Given a selection to read aloud, the student will use suitable pitch and volume of voice, enabling all class members to hear adequately.

Behavior: Application

Proficiency Level: Proficiency as determined by the teacher.

Objective 223: Given a reading selection and a list of statements relating to its content, the student will place these statements in order of their occurrence in the selection.

Behavior: Knowledge

Proficiency Level: 75%

Objective 224: Given a series of scrambled sentences, the student will arrange them in sequential order.

Behavior: Knowledge, Application

Proficiency Level: 80%

Objective 225: Given a list of scrambled chronological events, the students will demonstrate an understanding of the time relationships by arranging them in sequential order.

Behavior: Knowledge, Application
Objective 239: After reading a given story, the student will locate the sentence which answers any question on its content.

Behavior: Knowledge

Proficiency Level: 85% accuracy

Objective 240: Given a story and a related question, the student will answer the question and identify the section of the story which revealed the answer.

Behavior: Knowledge

Proficiency Level: 85% accuracy

Objective 246: Given several graded paragraphs and a group of titles, the student will match each paragraph with its appropriate title.

Behavior: Comprehension

Proficiency Level: 90% accuracy

Objective 248: Given a short paragraph, the student will compose a title appropriate to its content.

Behavior: Comprehension

Proficiency Level: Performance to teacher satisfaction

Objective 249: After reading a paragraph, the student will write a statement giving its main idea.

Behavior: Comprehension

Proficiency Level: 85% accuracy
Objective 252: Given a story, the student will write a summary identifying its main thoughts, facts, or concepts.
Behavior: Comprehension
Proficiency Level: 85% accuracy

Objective 253: Given facts of information pertaining to one subject, the student will organize them by writing a short summary of their content.
Behavior: Synthesis
Proficiency Level: 85% accuracy

Objective 255: Given an article, the student will outline in topic form its main points.
Behavior: Analysis
Proficiency Level: 85% accuracy

Objective 261: Given a reading selection and a set of conclusions, the student will identify the logical conclusion.
Behavior: Knowledge, Comprehension
Proficiency Level: 90%

Objective 269: Given a short story and a list of "how" and "why" questions the student will infer and state the answer to each one.
Behavior: Application
Proficiency Level: Performance to teacher satisfaction

Objective 271: Given a paragraph describing an event, the student will state which of its sentences infers the
results of that event.
Behavior: Comprehension
Proficiency Level: 85% accuracy

Objective 272: Given a selection in which only facts are presented the student will state a conclusion which may be inferred from the material.
Behavior: Application
Proficiency Level: Performance to teacher satisfaction

Objective 273: Given a paragraph to read, the student will answer a related question whose answer is implied, but not directly stated, within its content.
Behavior: Analysis
Proficiency Level: Performance to teacher satisfaction

Objective 274: Given a selection whose content infers a moral or value, the student will interpret the content by writing an explanation of its meaning.
Behavior: Analysis
Proficiency Level: Proficiency as determined by the teacher

Objective 276: Given phrases containing sensory images, the student will identify the sense suggested by each phrase.
Behavior: Comprehension
Proficiency Level: 90% accuracy
Objective 280: Given a passage containing a specific mood and a list of feelings, the student will identify the feeling conveyed by the passage.
Behavior: Application
Proficiency Level: 90% accuracy

Objective 281: Given several paragraphs depicting emotional situations and a list of emotions, the student will identify the emotions depicted by each paragraph.
Behavior: Comprehension
Proficiency Level: 90% accuracy

Objective 283: Given a short story, the student will state how the main character felt at the beginning and at the end of the story.
Behavior: Analysis
Proficiency Level: Performance to teacher satisfaction

Objective 286: Given sentences containing figures of speech, the student will identify which sentences possess a specified figure.
Behavior: Comprehension
Proficiency Level: 85% accuracy

Objective 287: Given passages containing similes, the student will identify each one.
Behavior: Knowledge
Proficiency Level: 85% accuracy
Objective 288: Given a passage containing a metaphor, the student will identify the metaphorical statement.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 289: Given a group of sentences, several of which contain personification, the student will identify the personified sentences.
Behavior: Knowledge
Proficiency Level: 90% accuracy

Objective 291: Given a story from his reader, the student will state the author's purpose for including that selection in the book.
Behavior: Comprehension
Proficiency Level: Teacher judgment

Objective 292: Given a sentence containing onomatopoeia, the student will identify the onomatopoeic word.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 298: Given a picture containing humor or exaggeration, the student will identify the humorous or exaggerated portion of the illustration.
Behavior: Comprehension
Proficiency Level: Performance to teacher satisfaction
Objective 299: Given a picture containing an absurdity, the student will identify that absurdity.
Behavior: Comprehension
Proficiency Level: Performance to the teacher's satisfaction

Objective 304: Given two stories with similar themes, the student will identify their similarity.
Behavior: Analysis
Proficiency Level: To teacher satisfaction

Objective 305: After reading two given stories, the student will write a sentence which describes one similarity between the stories.
Behavior: Analysis
Proficiency Level: 75%

Objective 306: Given two stories, one about life in the country and the other of life in the city, the student will describe the differences between country and city life.
Behavior: Analysis
Proficiency Level: 85%

Objective 307: Given three short stories, the student will describe the characteristics of their animals which are alike.
Behavior: Analysis
Proficiency Level: 80%
Objective 310: Given a list of characters from a specific story, the student will identify the characteristics of each as implied by the content of the story.
Behavior: Analysis
Proficiency Level: 90% accuracy

Objective 311: After reading several fables, the student will write a paragraph describing the characteristics of fables.
Behavior: Comprehension
Proficiency Level: 75%

Objective 313: Given a selection of cause and effect relationships, the student will identify these relationships by matching each cause statement with its corresponding effect statement.
Behavior: Comprehension
Proficiency Level: 85% accuracy

Objective 315: Given a set of words containing subsets with related meanings, the student will categorize the words into sets whose meanings are related.
Behavior: Comprehension
Proficiency Level: 85% accuracy

Objective 318: Given several headings and a group of items, the student will classify them according to the categorical headings.
Behavior: Comprehension
Proficiency Level: 85% accuracy

**Objective 320:** Given a set of scrambled letters from a segment of the alphabet, the student will arrange them in alphabetical order.
Behavior: Knowledge
Proficiency Level: 100% accuracy

**Objective 321:** Given a group of words with a variety of initial letters, the student will arrange them in alphabetical order.
Behavior: Knowledge
Proficiency Level: 100% accuracy

**Objective 322:** Given a random list of words which contain the same first letter, the student will arrange the words in alphabetical order.
Behavior: Knowledge
Proficiency Level: 90% accuracy

**Objective 323:** Given a group of words, including several that have the same initial letter, the student will arrange them in alphabetical order.
Behavior: Knowledge
Proficiency Level: 95% accuracy

**Objective 324:** Given a random list of words in which the first two or more letters are the same, the student will arrange the words in alphabetical order.
Behavior: Comprehension
Proficiency Level: 90% accuracy

Objective 325: Given a dictionary and a group of words, the student will identify in which quarter of the dictionary each word is located.

Behavior: Knowledge
Proficiency Level: 90% accuracy

Objective 326: Given a list of words, the student will identify the dictionary guide words for each.

Behavior: Application
Proficiency Level: 90% accuracy

Objective 327: Given a list of words characterized by possessing several meanings dependent upon pronunciation, the student will pronounce each word and use it in a sentence in such a way that all of the possible meanings are revealed.

Behavior: Comprehension
Proficiency Level: 85% accuracy

Objective 328: Given a dictionary and a list of words, the student will locate each word and identify what its grammatical abbreviation represents.

Behavior: Application
Proficiency Level: 90% accuracy
Objective 329: Given a scrambled list of common diacritical markings and their names, the student will match each marking with its name and provide a sample word to illustrate each sound.
Behavior: Knowledge
Proficiency Level: 85% accuracy

Objective 330: Given a dictionary and several sentences containing the same multi-meaning word in different contexts, the student will use the dictionary to identify the meaning of the word as used in each sentence.
Behavior: Analysis
Proficiency Level: 85% accuracy

Objective 332: Given a set of encyclopedias and a list of topics, the student will locate each topic in the encyclopedia by using its alphabetical listing or volume number on the cover.
Behavior: Application
Proficiency Level: 95% accuracy

Objective 334: Given an encyclopedia index, the student will locate specific topics within it.
Behavior: Application
Proficiency Level: 95% accuracy

Objective 335: Given a reading selection of factual material, the student will identify its key words which may
be used to locate additional information in any encyclopedia.

Behavior: Analysis
Proficiency Level: 85% accuracy

Objective 336: Given a telephone directory, the student will locate specific information within it.
Behavior: Knowledge
Proficiency Level: 95% accuracy

Objective 337: Given a book with a title page, the student will locate that page and answer the questions on the information it provides.
Behavior: Knowledge
Proficiency Level: 85%

Objective 338: Given a book containing a Table of Contents, the student will state the types of information it contains.
Behavior: Knowledge
Proficiency Level: Levels 3 through 6--100%

Objective 339: Given a Table of Contents part of a book (reading text), the student will demonstrate his comprehension of its organization by identifying the unit title of each section.
Behavior: Knowledge
Proficiency Level: 80%
Objective 340: Given a reader, the student will demonstrate his ability to use its table of contents by identifying on which pages a specific story begins and ends.

Behavior: Knowledge
Proficiency Level: 100% - "Grade" levels 3 through 6

Objective 341: Given a book containing a table of contents, the student will demonstrate familiarity with the types of information it contains by answering questions on its content.

Behavior: Knowledge
Proficiency Level: Levels three through six: 100%

Objective 342: Given a textbook and a list of words found within its glossary, the student will locate the glossary and list the definition it gives for each word.

Behavior: Knowledge
Proficiency Level: 85%

Objective 343: Given a textbook, the student will use its index to locate specific information within the book.

Behavior: Knowledge
Proficiency Level: 90%

Objective 345: Given a list of books, the student will locate each one in the card catalogue of his school library.

Behavior: Application
Objective 346: Given a list of books and a card catalogue, the student will identify the type of card upon which each book is listed in the card catalogue of the library.
Behavior: Application
Proficiency Level: Intermediate Grades: 100%

Objective 347: Given a list of topics, the student will identify their number of placement in any library according to the Dewey Decimal System.
Behavior: Application
Proficiency Level: Intermediate Grades - 100%

Objective 350: Given a daily newspaper, the student will state its major purpose.
Behavior: Comprehension
Proficiency Level: 90%

Objective 353: Given any daily newspaper, the student will list the purposes of the classified ads section.
Behavior: Comprehension
Proficiency Level: 85%

Objective 355: Given any diagram, the student will interpret the information given by answering specific questions on its content.
Behavior: Application
Proficiency Level: 90% accuracy
Objective 357: Given a map, the student will use its legend and key to identify any factual information it contains.
Behavior: Knowledge
Proficiency Level: 90% accuracy

Objective 358: Given a map and an incomplete information chart, the student will interpret the map by supplying the missing information required on the chart.
Behavior: Knowledge, Application
Proficiency Level: 90% accuracy

Objective 359: Given a globe, the student will locate certain areas in answer to specific questions using geographical terms and symbols.
Behavior: Knowledge
Proficiency Level: 90% accuracy

Objective 360: Given a map and a picture of the same geographical area, the student will compare these two means of graphic representation by listing their similarities and differences.
Behavior: Analysis
Proficiency Level: Performance as determined by the teacher

Objective 362: Given any graph, the student will interpret its information by answering questions on comparisons
between specific portions of the content.

Behavior: Application

Proficiency Level: Achievement to grade level