ABSTRACT

        The empirical relationships among about 90 reading
objectives were examined. The objectives span late first-grade
through the sixth-grade (nominally). The results of contingency
analyses and correlational analyses are reported. The identification
of learning hierachies is stressed. Such hierarchies are apparent in
the early learning of reading skills, but reading tends to merge into
a few major skills as proficiency is increased. The overall structure
of the relationships among the 90 objectives is displayed and
described. Implications are drawn for curriculum decisions,
development of instructional materials, and test construction
practices. (Author)

AN EMPIRICAL STRUCTURE FOR READING OBJECTIVES

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AN EMPIRICAL STRUCTURE FOR READING OBJECTIVES

A number of different kinds of relationships may exist between members of a given set of instructional objectives. Of primary interest is the dependency kind of relationship as described by Gagné and his coworkers (e.g., Gagné and Paradise, 1961; Gagné, Mayor, Garstens, and Paradise, 1962; Gagné, 1968). In this kind of relationship, gaining mastery of one objective is dependent upon or contingent upon having mastered one or more prerequisite objectives. Typically, a single "terminal" objective is analysed to determine the prerequisite tasks involved in mastering the objective and a learning hierarchy set up according to this task analysis. This procedure leads to establishing contingency relationships for very small segments of a curriculum. A good review of the literature concerning this work is given by Briggs (1968) and some recent examples can be found in Glaser and Nitko (1971). Gagné, however, seems to intend that an entire curriculum can and should be structured in this way. According to Gagné (1967):

> A curriculum is a sequence of content units arranged in such a
> way that the learning of each unit may be accomplished as a single
> act, provided the capabilities described by specified prior units
> (in the sequence) have already been mastered by the learner. (p. 23)

A "content unit" in Gagné's terminology can be considered an instructional objective. The discovery of real learning hierarchies in a subject matter area would be an important finding, since it would lead to the most efficient organization of the curriculum for that area.

Other relationships between objectives can also occur. A simple

symmetric relationship represented by a correlation between the measures

of two objectives may obtain. Objectives may also, of course, be unrelated

or related in a correlational sense only through the operation of a third

variable such as general intelligence. Two hierarchical or pseudo-hier-

archical relationships may also exist in data that could confound the

search for real dependencies. The first of these depends upon a develop-

mental or maturational stage of cognitive development such as those pro-

posed by Piaget. The second could occur simply because of the temporal

order in which the objectives within a content area are traditionally

taught. No apparent logical connection need exist between the objectives

in either of these two cases.

A contingency relationship can be found (if one exists) between two

objectives by examining a contingency table or the corresponding table of

proportions:

Obj. #2

		0	1	
Obj. #1	0	P_{00}	P_{01}	$1 - P_{1\cdot}$
	1	P_{10}	P_{11}	$P_{1\cdot}$
		$1 - P_{\cdot 1}$	$P_{\cdot 1}$	1.00

where P_{00} is the proportion of cases not showing mastery of either objec-

tive 1 or objective 2, P_{01} is the proportion of cases not showing mastery

of objective 1 but showing mastery of objective 2, and so on. $P_{1\cdot}$ is the

proportion of cases showing mastery of objective 1 whether or not they
showed mastery of objective 2, that is, it is the observed difficulty of
objective 1 (similarly for $P_{.1}$ for objective 2). If objective 2 is con-
tingent upon objective 1, then P_{01} will be (stochastically) zero and P_{10}
will be (stochastically) non-zero. In order to observe a contingency
relationship, the objective difficulties must differ, since:

$$P_{1.} = P_{10} + P_{11} \text{ ,}$$

$$P_{.1} = P_{01} + P_{11} \text{ , and}$$

$$P_{1.} - P_{.1} = P_{10} + P_{11} - P_{01} - P_{11} = P_{10} - P_{01} \text{ .}$$

If there is no difference in the difficulties of the two objectives, then
no contingency relationship can be found, even if one, in fact, does exist.
In an unselected sample, as is the case for the data I have, both objec-
tives may be difficult or both easy or one difficult and the other easy.
Only in the last case is it possible to find an apparent contingency rela-
tionship.

The data used in this study was obtained in the fall of 1972 using
the Prescriptive Reading Inventory (CTB Staff, 1972), a criterion-referenced
reading test including about ninety objectives across four levels of the
test. The objectives were culled from the five most widely used basal
reading series and are representative of reading instruction from late
grade one through grade six. Each of the four levels of the test was
administered to 500 to 1,500 students at each of two or three grade levels
from first through sixth grade. Altogether, about 14,000 students

participated in the study.

The objectives of the Prescriptive Reading Inventory (PRI) are shown in Table 1. They have been edited to shorten them as much as possible without losing the meaning and several have been divided into two objectives in this list, since they seem to be different objectives as measured at different levels. The level of the test in which they appear is given after the objective and a short label is provided in parentheses. I will refer to the objectives by number or by label or both in the sequel. Each level of the test measures about 40 objectives of the 99 listed and there is considerable overlap in the objectives measured from level to level.

The objective scores were dichotomized into mastered and not-mastered categories and, for each level, all $n(n - 1)/2$ possible two-by-two contingency tables were computed and converted to proportions. These tables were examined for indications of contingency relationships between objectives.

Since each objective in the PRI is necessarily measured by a small number of items, there is, theoretically, some chance that students will show mastery of an objective purely by guessing. This chance level can be determined from partial sums of the binomial distribution based on the number of alternatives per item, the number of items per objective, and the criterion score or cut-point taken to indicate mastery. An observed table of proportions can then be corrected for this chance factor. Let the following table represent the corrected proportions:

Obj. #2

		0	1	
	0	π_{00}	π_{01}	$\pi_{0\cdot}$
Obj. #1	1	π_{10}	π_{11}	$\pi_{1\cdot}$
		$\pi_{\cdot 0}$	$\pi_{\cdot 1}$	1.00

Let: α_1 = the probability of a false positive indication for objective 1,

α_2 = the probability of a false positive indication for objective 2,

β_1 = the probability of a false negative indication for objective 1, and

β_2 = the probability of a false negative indication for objective 2.

Further assume that $\beta_1 = \beta_2$ = zero, that is, that students who have, in fact,
mastered an objective always will show mastery on a measure of it. This is,
of course, not true but neither is it an unreasonable assumption. Note
also that I have assumed that students have either mastered or not mastered
an objective, that is, I have not provided for partial knowledge which would
(assuming partial knowledge is not mastery) inflate the number of false
positive mastery indications above that for pure guessing. With these
definitions and assumptions, then:

$$P_{00} = \pi_{00}(1 - \alpha_1)(1 - \alpha_2) \quad ,$$

$$P_{01} = \pi_{00}(1 - \alpha_1)\alpha_2 + \pi_{01}(1 - \alpha_1) \quad ,$$

$$P_{10} = \pi_{00}\alpha_1(1 - \alpha_2) + \pi_{10}(1 - \alpha_2) \quad , \text{ and}$$

$$P_{11} = \pi_{00}\alpha_1\alpha_2 + \pi_{01}\alpha_1 + \pi_{10}\alpha_2 + \pi_{11} \quad .$$

$$(1)$$

and from equations 1:

$$\pi_{00} = \frac{P_{00}}{(1 - \alpha_1)(1 - \alpha_2)} \quad ,$$

$$\pi_{01} = \frac{P_{01}}{(1 - \alpha_1)} - \frac{P_{00}(1 - \alpha_1)\alpha_2}{(1 - \alpha_2)} \quad ,$$

$$\pi_{10} = \frac{P_{10}}{(1 - \alpha_2)} - \frac{P_{00}\alpha_1(1 - \alpha_2)}{(1 - \alpha_1)} \quad , \quad \text{and}$$

$$\pi_{11} = P_{11} - \frac{P_{00}\alpha_1\alpha_2}{(1 - \alpha_1)(1 - \alpha_2)} - \frac{P_{01}\alpha_1}{(1 - \alpha_1)} + \frac{P_{00}\alpha_1\alpha_2(1 - \alpha_1)}{(1 - \alpha_2)}$$

$$- \frac{P_{10}\alpha_2}{(1 - \alpha_2)} + \frac{P_{00}\alpha_1\alpha_2(1 - \alpha_2)}{(1 - \alpha_1)} \quad .$$

(2)

Consider the following table of observed proportions:

		Obj. #3		
		0	1	
Obj. #1	0	.106	.090	.196
	1	.155	.649	.804
		.261	.739	1.000

Using equations 2, the table corrected for guessing is:

Obj. #3

Obj. #1		0	1	
	0	.191	.094	.285
	1	.181	.567	.748
		.372	.661	1.033

(The reason the cell entries do not sum to unity is because of rounding error inherent in the method of computation.) Since both objectives are rather easy, there may be a contingency hidden here, but these data do not support that hypothesis.

Now consider this table of observed proportions:

Obj. #17a

Obj. #1		0	1	
	0	.168	.020	.188
	1	.488	.324	.812
		.656	.344	1.000

The table corrected for guessing is:

Obj. #17a

Obj. #1		0	1	
	0	.236	.019	.255
	1	.456	.296	.752
		.692	.315	1.007

Even though the 01 cell (.019) is more than three standard errors from

zero (S.E. = .0058), I will accept this table as representing a probable

contingency relationship between the two objectives. The proportion,

.019, represents about 10 students out of 547. I have assumed no partial

knowledge, which, if it exists, would inflate the false positive indi-

cations of mastery. For these objectives, there is some independent data

that indicates that partial knowledge is, in fact, operating (Roudabush

and Green, 1972; Roudabush, 1974). As a rule-of-thumb, I have accepted

four to five percent as representing the effects of partial knowledge

(thus increasing the odds of guessing correctly), provided the 10 cell is

substantially larger.

These two examples are relatively clear-cut, but most of the tables

fall somewhere in between. Because of the assumptions involved in these

procedures and the dependence of an indication of a contingency on relative

objective difficulty, some additional liberties were taken with the data

in setting up the structures that are described here. Consider the

following structure:

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              ┌─────────┐
              │ Obj. #4 │
              └────┬────┘
          ┌────────┴────────┐
     ┌─────────┐       ┌─────────┐
     │ Obj. #2 │       │ Obj. #3 │
     └─────────┘       └─────────┘
          └────────┬────────┘
              ┌─────────┐
              │ Obj. #1 │
              └─────────┘
```

Without additional knowledge, there is an ambiguity in this structure. It

could mean that both objectives 2 and 3 are prerequisite to mastery of

objective 4, or it could mean that objectives 2 and 3 represent alternate

routes to mastery of objective 4, that is, it could mean that the route
Obj. #1 $\rightarrow$ Obj. #2 $\rightarrow$ Obj. #4 is, in some sense, equivalent (or replaceable
by) the route Obj. #1 $\rightarrow$ Obj. #3 $\rightarrow$ Obj. #4. Assuming a (relatively) low
correlation between mastery of objectives 2 and 3, the first case would be
indicated by a "strong" contingency relationship between objectives 2 and 4
and between objectives 3 and 4, as well as a "strong" contingency relationship
between objectives 1 and 2, 1 and 3, and 1 and 4. The second case would be
indicated by a "weak" contingency relationship between objectives 2 and 4 and
between objectives 3 and 4, but still with a "strong" contingency relationship
between objectives 1 and 2, 1 and 3, and 1 and 4. Having established that
π_{01} is not unreasonably different from zero, the quantity $S = \pi_{10} - \pi_{01}$
$= \pi_{1.} - \pi_{.1}$ can be taken as an index of the "strength" of a contingency
relationship. This index is dependent on the differences in the difficulties
of objectives and, therefore, depends on where you have caught your sample
in their journey through a curriculum. It also, unfortunately, implies that
a contingency relationship is not an either/or relationship, but rather a
continuum from zero contingency to one (complete contingency). For objectives
like the PRI objectives, which seem to have an underlying continuum of
proficiency, this may, indeed, be the case, but, in practice, one must establish
criteria for a "strong" contingency, a "weak" contingency, and no contingency.
These criteria will of necessity be based upon subjective judgment.

Now, finally, consider Figure 1. Figure 1 shows the structure of
objectives for Level A of the PRI. In order to completely understand the
figure, it is important to refer back to the written objectives as given in
Table 1, rather than to rely too heavily on the short labels. First notice

objective 7a, syllables: number, in the lower left of the figure. Being able to count the number of syllables in a spoken word seems unrelated to any of the objectives in this level of the PRI It undoubtedly depends on some lower level objectives not measured by the PRI such as letter/sound correspondence, but it is an ability that is taught and learned in reading texts that seems not to contribute to other reading abilities. Next notice objectives 1, 3, 4, and 5 having to do with vowel and consonant sounds. These are prerequisite to objectives 28, subject verb agreement: irregular verbs, and 44, sentence sense (which is recognizing nonsense sentences), but to nothing else. The comprehension objectives at the top of the figure, except for 83a, reality and fantasy, and 67a, main idea, are all relatively independent of the phonic and structural analysis objectives in the center portion of the figure.

Figure 2 shows the obtained structure of objectives for level B of the PRI. Here, again, there is one objective that seems unrelated to any other objective at this level of the test. It can be found in the lower left part of the figure. It is objective 5, consonant substitution: initial and final. In level A, this objective was prerequisite to objectives 28, subject verb agreement: irregular verbs, and 44, sentence sense, neither of which are included in level B of the test. It therefore appears to be an isolated objective. The isolated objective in level A, 7a syllables: number, appears here in level B as prerequisite for one other objective which is, itself, an end point: 26, word structure: endings with spelling changes. (Objective 7b requires the student to count the number of syllables in a printed word as opposed to 7a which requires the student to count the number of syllables in

a spoken word.) Again, most of the comprehension objectives do not depend

upon the phonic and structural analysis objectives clustered in the center

of the figure. The only exception is objective 67a, main idea, which, as

in level A, has more discrete objective prerequisites.

In Figure 3, the obtained structure of objectives for level C of the

PRI is displayed. There are complex interrelations apparent here which

indicate that the phonic and structural analysis skills have become important

for (somewhat) more advanced reading comprehension. The structure of the

comprehension objectives, perhaps because there are more of them, has become

more complex. The single punctuation objective, in the lower left of the

figure, is unrelated to other discrete objectives, but seems to be of impor-

tance for some types of reading comprehension objectives.

The last figure, Figure 4, shows the obtained structure of objectives

for level D of the PRI. The tendency towards greater contingency of the

comprehension objectives on the discrete phonic and structural analysis

objectives noted in Figure 3, is continued here and the whole process of

reading seems to be converging upon one (or perhaps a few) unitary skill.

In interpreting this series of apparent learning hierarchies, it is

important to keep in mind that they were derived from an uncontrolled survey

testing and that they are subject to a certain amount of error of measurement

and of judgment (on my part). No single contingency relationship should be

regarded as established, but, on the other hand, the overall patterns and the

progression from one level to the next seem reasonable. One conclusion that

might be drawn is that phonic and structural analysis objectives are generally

taught before they are needed to progress in reading skill. It would,

perhaps, be better to postpone instruction on these objectives until they

become important for comprehension. There may be some such objectives

that are not needed at all, such as counting the number of syllables in a

word. This is corraborated by a study by Glass and Burton (1974). Syl-

labication may, however, be important for other areas of language arts

such as writing. The same may be true for other phonic and structural

analysis objectives.

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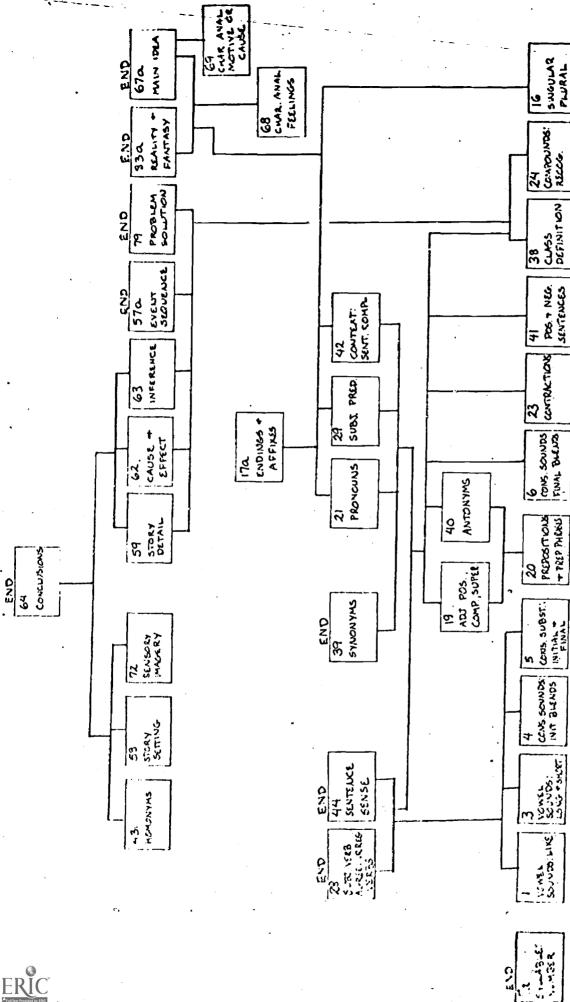 Thorndike, R. L. (Ed.) Educational Measurement. Washington, D. C.;

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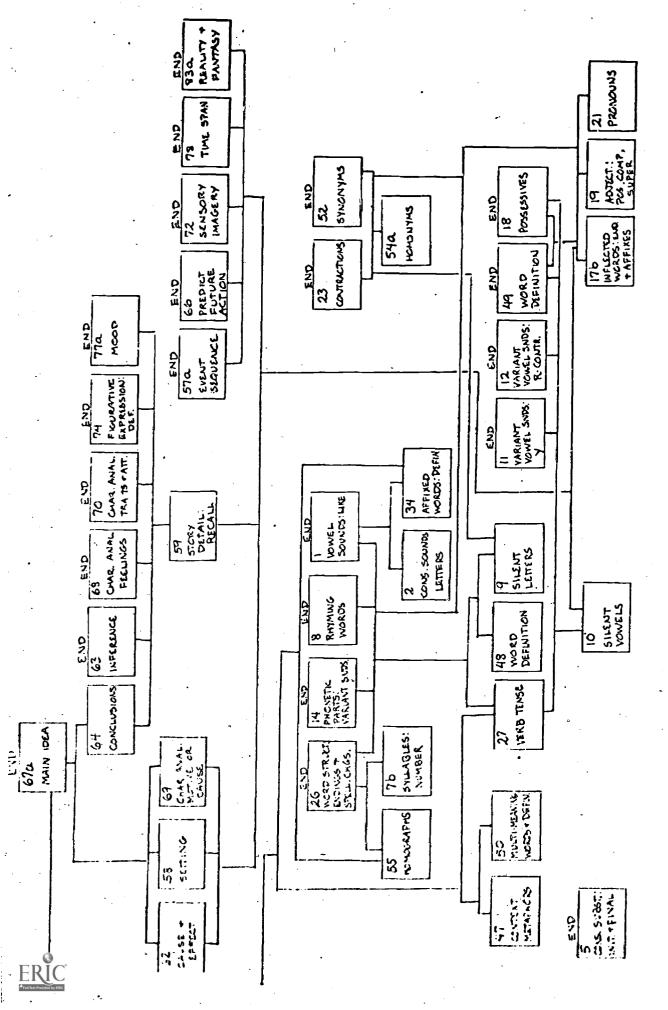Roudabush, G. E. Models for a beginning theory of criterion-referenced tests.
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Roudabush, G. E. and Green, D. R. Aspects of a methodology for creating
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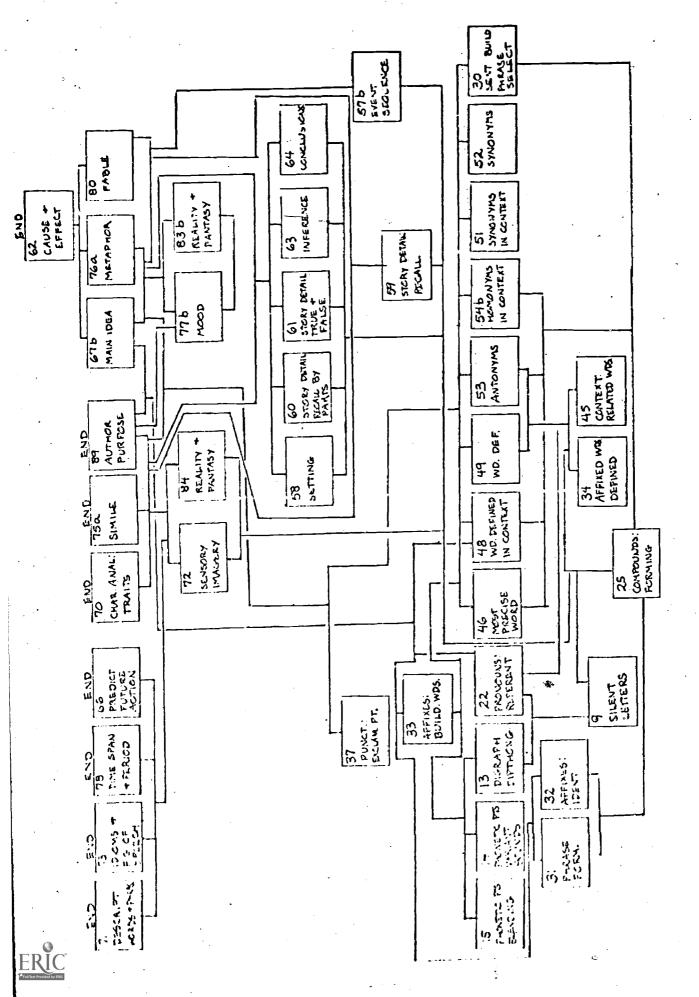for Measurement in Education meetings in Chicago, April, 1972.

Figure 1. The empirical structure of objectives for Level A of the Prescriptive Reading Inventory.

Figure 2. The empirical structure of objectives for Level B of the Prescriptive Reading Inventory.

Figure 3. The empirical structure of objectives for Level C of the *Prescriptive Reading Inventory*.

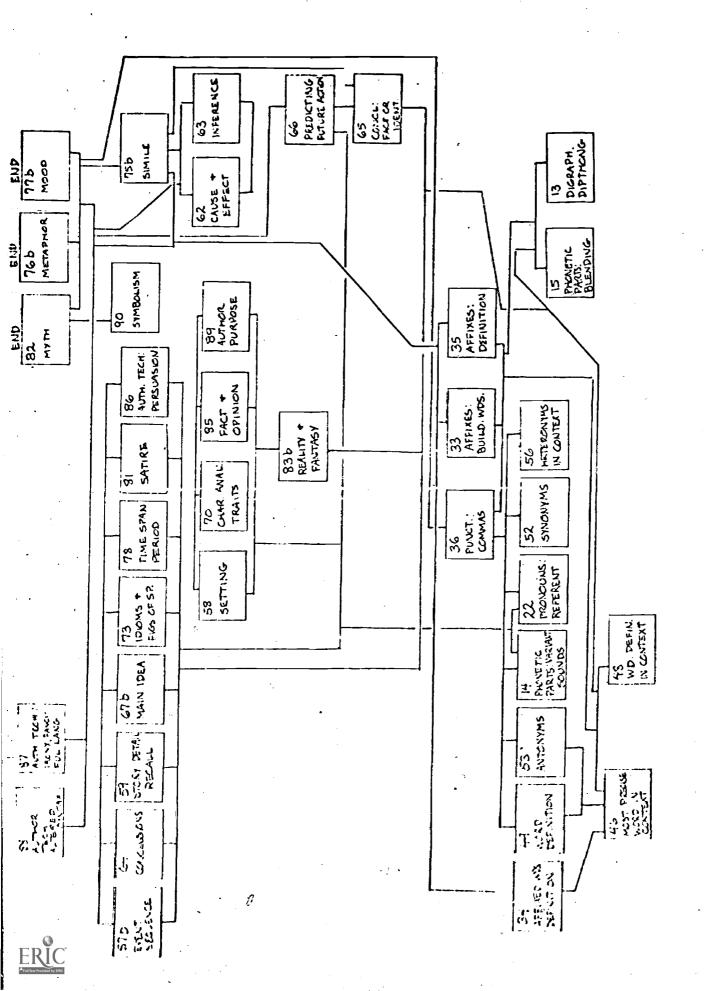Figure 4. The empirical structure of objectives for level D of the Prescriptive Reading Inventory.

TABLE 1

PRI Objectives

1. The student will be able to recognize like vowel sounds by choosing
    the word with the same vowel sound as a given printed word. (vowel
    sounds: like) A, B

2. The student will be able to identify the letter representing a
    consonant sound by identifying a printed word that contains the
    sound presented orally. (consonant sounds: letters) B

3. The student will be able to distinguish between long and short
    vowel sounds by identifying a printed word that contains the sound
    presented orally. (vowel sounds: long and short) A

4. The student will be able to select the correct word to complete a
    sentence given words which differ only in their initial consonant
    blends. (consonant sounds: initial blends) A

5. Given a printed word, the student will be able to choose from speci-
    fied consonants, one which would make a new word if substituted for
    the initial or final consonant in the word. (consonant substitution:
    initial and final) A, B

6. The student will be able to select the correct word to complete a
    sentence given words which differ only in their final consonant
    blends. (consonant sounds: final blends) A

7a. The student will be able to identify the number of syllables in words presented orally. (syllables: number) A

7b. The student will be able to identify the number of syllables in printed words. (syllables: number) B

8. The student will be able to identify rhyming words. (rhyming words) B

9. The student will be able to identify silent letters within given words. (silent letters) B, C

10. The student will be able to identify silent vowels in given words. (silent vowels) B

11. The student will be able to identify a word containing the same sound as the y sound in a given word. (variant vowel sounds: y) B

12. The student will be able to identify a word that contains the same r-controlled vowel sound as a given word. (variant vowel sounds: r-controlled) B

13. The student will be able to identify a word that has the same sound as an underlined digraph or dipthong in a given word. (variant vowel sounds: digraph, dipthong) C, D

14. The student will be able to identify a word that has the same sound as an underlined part of a given word. (phonetic parts: variant sounds) B, C, D

15. The student will be able to blend phonetic parts to build new words
     by joining together the underlined parts of two given words.
     (phonetic parts: blending) C, D

16. The student will be able to identify singular or plural words from
     given words. (inflected words: singular/plural) A

17a. The student will be able to identify a word with the proper ending
     (ed, s, ing) to complete a sentence. (inflected words: endings
     and affixes) A

17b. The student will be able to identify an affix that makes sense
     when added to a word in a phrase or sentence. (inflected words:
     endings and affixes) B

18. The student will be able to identify the correct possessive form
     of a noun or pronoun to complete a given sentence. (possessives) B

19. The student will be able to identify the correct form of an adjective –
     positive, comparative, or superlative – to complete a sentence.
     (adjectives: positive, comparative, superlative) A, B

20. The student will be able to identify the correct prepositional
     phrase in order to complete a sentence that describes a given
     picture. (prepositions and prepositional phrases) A

21. The student will be able to identify the correct pronoun to complete a sentence. (pronouns) A, B

22. The student will be able to identify the referent of a given pronoun in a sentence. (pronouns: referent) C, D

23. The student will be able to identify contractions for given word pairs or identify word pairs given their contracted form. (contractions) A, B

24. The student will be able to identify compound words. (compounds: recognition) A

25. The student will be able to identify compound words or be able to form compound words. (compounds: forming) C

26. The student will be able to identify the root word given a word with an affix requiring a spelling change or identify from a given root word the corresponding affixed word requiring a spelling change. (word structure: endings with spelling changes) B

27. The student will be able to identify the correct verb phrase to complete a sentence in the present or past tense. (verb tense) B

28. The student will be able to identify the correct form of an irregular verb to complete a given sentence. (subject-verb agreement: irregular verbs) A

29. The student will be able to combine given subjects and predicates to form meaningful sentences. (sentence building: subject-predicate) A

30. The student will be able to identify the correct phrase to complete a sentence. (sentence building: phrase selection) C

31. The student will be able to indicate whether given phrases in sentences tell <u>when</u>, <u>where</u>, <u>how</u>, or <u>what</u> <u>kind</u>. (phrase information) C

32. The student will be able to identify prefixes and suffixes in affixed words. (affixes: identifying) C

33. The student will be able to identify the correct affix to complete a word to make a meaningful sentence or phrase. (affixes: building words) C, D

34. The student will be able to identify the correct definitions of affixed words. (affixed words: definition) B, C, D

35. The student will be able to identify the definition of the affix in an affixed word. (affixes: definition) D

36. The student will be able to identify the misuse of commas in general punctuation, to set off adjectival phrases and in series. (punctuation: commas) D

37. The student will be able to indicate which of several given sentences requires an exclamation point. (punctuation: exclamation point) C

38. The student will be able to identify a word which falls within a class definition. (like and unlike entities: class definition) A

39. The student will be able to identify synonyms for given words. (like and unlike entities: synonyms) A

40. The student will be able to identify antonyms for given words. (like and unlike entities: antonyms) A

41. The student will be able to identify sentences which describe given pictures. (like and unlike entities: positive and negative sentences) A

42. The student will be able to identify the appropriate word to complete an incomplete sentence. (use of context: sentence completion) A

43. The student will be able to identify the correct homonym from a given pair to complete an incomplete sentence. (use of context: homonyms) A

44. The student will be able to identify nonsense sentences. (sentence sense) A

45. The student will be able to identify a word from among words related
    in meaning to appropriately complete an incomplete sentence. (use
    of context: - related words) C

46. The student will be able to identify the most suitable or precise
    word to complete an incomplete sentence. (use of context: most pre-
    cise word) C, D

47. The student will be able to identify the correct definition of a
    metaphorical phrase in context. (use of context: metaphors) B

48. The student will be able to identify the correct definition of a
    word as it is used in a given sentence. (use of context: word
    definition) B, C, D

49. The student will be able to identify the correct definition of a
    word given in isolation. (word definition in isolation) B, C, D

50. Given a particular definiton of a multi-meaning word, the student
    will be able to identify a sentence in which the word is used in
    the sense defined. (multi-meaning words and definitions) B

51. The student will be able to identify the correct synonym for a
    word as it is used in a given sentence. (use of context: syn-
    onyms) C

52. The student will be able to identify the correct synonym for a word given in isolation. (synonyms in isolation) B, C, D

53. The student will be able to identify the correct antonym for a word given in isolation. (antonyms in isolation) C, D

54a. The student will be able to identify the correct homonym from a given pair to complete an incomplete sentence. (use of context: homonyms) B

54b. Given a pair of homonyms, the student will be able to identify a sentence which uses one of them correctly from among others which do not (use of context: homonyms) C

55. The student will be able to identify the correct homograph from two given phonetic transcriptions (e.g. wĭnd, wīnd) to complete a given incomplete sentence. (use of context: homographs) B

56. Given two heteronyms divided and accented (e.g., des' ert, de sert'), the student will be able to identify a sentence which uses one of them correctly from among others which do not. (use of context: heteronyms) D

57a. The student will be able to identify what happened or what a character did first or last in a given story. (event sequence) A, B

57b.   The student will be able to indicate when a particular event occurred
       in a story in relation to other events. (event sequence) C, D

58.   The student will be able to identify the setting of a story, a
       designated part of a story, or where particular events occurred in
       a story. (story setting) A, B, C, D

59.   The student will be able to identify specific events, places, or
       names that occurred in a given story. (story detail: recall) A,
       B, C, D

60.   The student will be able to identify the part of a story in which
       given events occurred. (story detail: recall by parts) C

61.   The student will be able to identify true and false statements about
       events in a given story. (story detail: true and false statements) C

62.   The student will be able to identify the cause of a given effect in
       a story or the effect of a given cause in a story. (cause and effect)
       A, B, C, D

63.   The student will be able to make correct inferences about reading
       material or answer questions that require inferences to be made.
       (inference) A, B, C, D

64.   The student will be able to draw conclusions from reading material or
       answer questions that require conclusions to be drawn. (conclusions),
       A, B, C, D

65. The student will be able to identify the clues in reading material
that lead to a conclusion. (conclusions: factor identification) D

66. The student will be able to anticipate or predict future action or
events based upon reading material. (predicting future action) B, C, D

67a. The student will be able to identify the most appropriate word, phrase,
or sentence that describes the main idea of a passage or select the
most appropriate title for a passage. (main idea) A, B

67b. The student will be able to identify the most appropriate sentence
or summary statement that gives the main idea of a passage, select
the most appropriate title for a passage, and identify the moral or
lesson of a passage. (main idea) C, D

68. The student will be able to identify the feelings of a character at
a particular time or throughout a story. (character analysis:
feelings) A, B

69. The student will be able to identify the reason for, or justification
of, a story character's action. (character analysis: motive or cause)
A, B

70. The student will be able to identify descriptive words or sentences
applying to the traits or attitudes of characters in a story. (char-
acter analysis: traits and attitudes) B, C, D

71. The student will be able to identify appropriate descriptive words
     or phrases for a person or thing. (descriptive words and phrases) C

72. The student will be able to identify the most intense or appropriate
     imagery for a given sense or indicate the sense to which given sen-
     sory images appeal. (sensory imagery) A, B, C

73. Given an idiom or figure of speech, the student will be able to
     identify its literal meaning. (idioms and figures of speech:
     meaning) C, D

74. The student will be able to identify the definition of a figurative
     expression as used in a sentence or story. (figurative expression:
     definition) B

75a. Given an example, the student will be able to identify a simile.
      (simile) C

75b. The student will be able to define a simile or identify a sentence
      containing a simile. (simile) D

76a. Given an example, the student will be able to identify a metaphor.
      (metaphor) C

76b. The student will be able to define a metaphor or identify a sentence
      containing a metaphor. (metaphor) D

77a.   The student will be able to identify story elements that set the mood of a story. (mood)   B

77b.   The student will be able to identify story elements that set the mood of a story or choose the mood that describes a story. (mood) C, D

78.   The student will be able to identify the period or the time span of a story, a part of a story, or a particular event in a story. (time span and period)   B, C, D

79.   Given a simple problem, the student will be able to identify the best solution from those given. (problem solution)   A

80.   The student will be able to identify a story as being a fable and choose the correct reason for identifying it as a fable. (fable)   C

81.   The student will be able to identify the techniques and effects of satirical writing. (satire)   D

82.   The student will be able to identify a story as being a myth and choose the correct reason or indication for identifying it as a myth. (myth)   D

83a.   The student will be able to identify make-believe and real sentences in a group of sentences. (reality and fantasy)   A, B

83b. The student will be able to identify real and make-believe elements
in a given story. (reality and fantasy) C, D

84. The student will be able to identify elements in a story that could
or could not be true. (reality and fantasy) C

85. The student will be able to identify elements in a story that are
presented as fact or as opinion. (fact and opinion) D

86. The student will be able to identify an author's attempts to sway
the reader to a particular point of view. (author technique:
persuasion) D

87. The student will be able to identify fanciful language and its
purpose and ironical statements in a story. (author technique:
irony; fanciful language) D

88. The student will be able to identify altered syntax and answer ques-
tions about altered syntax. (author technique: altered syntax) D

89. The student will be able to identify the purpose of a given passage.
(author purpose) C, D

90. The student will be able to identify the meaning of symbolic elements
of a given story. (symbolism) D