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Revised Minimum Objectives for K-6 Language Arts;
Hinesburg Elementary School. Appendix C: Vol. 4.

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ABSTRACT

The appendix to the report of the minimum objective system of the Hinesburg Elementary School (Vermont) includes the revised language arts objectives from kindergarten through grade 6. Most objectives are presented in the format of condition (or task), student behavior, and criteria. Changes from the original listing of language arts objectives (EC062888) include reduction from 213 objectives to 125 objectives for the kindergarten level and the rewriting of objectives as skills to be accomplished rather than grade level books to be read. Also included are schedules for language arts activities throughout the year at each grade level. Graphs are given to chart expected student progress. The following types of objectives are included: reading readiness, beginning reading, and developmental reading. (DB)

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APPENDIX C:

REVISED MINIMUM OBJECTIVES

K-6

LANGUAGE ARTS

HINESBURG ELEMENTARY SCHOOL

4

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This is a portion of a report on the development and implementation of a minimum objective system in the Hinesburg Elementary School, Hinesburg, Vermont, June, 1974. The complete report is made up into four separate sections:

1. A REPORT: THE DEVELOPMENT AND IMPLEMENTATION OF A MINIMUM OBJECTIVE SYSTEM IN THE HINESBURG ELEMENTARY SCHOOL
2. APPENDIX A: LANGUAGE ARTS OBJECTIVES DEVELOPED BY THE K-6 TEACHERS AT THE HINESBURG ELEMENTARY SCHOOL
3. APPENDIX B: HINESBURG ELEMENTARY SCHOOL MINIMUM OBJECTIVES FOR SCIENCE, PHYSICAL EDUCATION, MUSIC, LIBRARY AND MATH
4. APPENDIX C: REVISED MINIMUM OBJECTIVES K-6, LANGUAGE ARTS, HINESBURG ELEMENTARY SCHOOL

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REVISED READING READINESS SKILLS - KINDERGARTEN

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Hinesburg Elementary School
Reading Readiness Skills
Kindergarten

CONDITIONS

BEHAVIORS

CRITERIA

K-1 Given:

the student will:

1. two sounds of different intensities,
2. a cue, "what is this?" and "point to your"
3. a cue and a model,
4. a cue and a model
5. a puzzle with 4 pieces which are not interlocked,
6. a piece of clay
7. a pair of scissors and a piece of paper with a line drawn on it,

verbally state which was the louder sound and which was the softer

name and point to body parts (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrow, cheek, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe

jump on two feet

walk up and down stairs
fit each piece into the appropriate place

make a ball and a snake
cut along the line

with 100% accuracy.

within 5 seconds for at least 15 of the 27 body parts.

for a distance of 10 ft. so that both feet leave the floor and land simultaneously.

correctly.

with 100% accuracy.

with 100% accuracy.

within a 1/2" margin of error and the scissors are held such that the thumb is in the upper hole and the index and middle fingers are all in the lower hole.

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CONDITIONS.

K-1 Given:

8. a greeting by an adult and contingent attention,
9. a small group of children, a teacher participant, and a direction to play a game,
10. an adult-assigned activity (puzzle, clay, etc.)
11. during any time of the day
12. during any time of the day when there is no physical reason,
13. a situation in which the child is attending to the teacher,
14. a prompt, "what color is this?"
15. a blank piece of paper, a pencil, and a prompt, "draw a person. It may be a man, woman, boy, or girl,"
16. an object (finger, toy, car), maze, and a prompt to follow the path,

K-2

1. a simple rhyme of 3 lines and the prompt to recite,
2. thrown an 8-inch ball from a distance of 2 feet,

BEHAVIORS

the student will:

- say "hello" or its equivalent and have eye contact play the game
- attend to materials
- initiate aggressive speech or actions
- cry or whine
- sit and listen to the teacher
- recognize and name 4 of the basic colors (red, blue, green, yellow, orange, purple, brown, black)
- draw a person
- follow on the path of the maze to the end

recite the rhyme

catch the ball

CRITERIA

on every occasion.

according to the rules 100% of the time.

for at least 5 minutes.

on no occasion.

on no occasion.

with no disturbances.

correctly.

including 4 out of 10 body parts (head, eyes, nose, mouth, hair, body, arms, legs, hands, and feet).

without going off the path 100% of the time.

with 100% accuracy.

so that it does not hit the floor before or after it reaches the child's hands on four or five throws.

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CONDITIONS

r-2 Given:

3. an 8-inch ball, a target person 2 feet away, and a cue,
4. a child on his hands and knees and a prompt to crawl,
5. a cue, "move your"
6. a set of jumbo beads and a string,
7. a paper shape, a piece of construction paper, and paste,
8. a line 8' long and 4" wide, a child in bare feet and a prompt to walk forward,
9. the direction to name the objects the teacher points to,
10. when going from any part of the building to a classroom,
11. entrance or exit to or from class each day,
12. a set of 3 objects in which one is different and two are the same, and a prompt,

BEHAVIORS

the student will:

throw the ball

so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to catch the ball on four of five tries.

move forward and backward in crawling motion for 10 feet

without falling.

move the body part (head, eyes, nose, mouth, teeth, tongue, lips, eyebrow, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)

within 5 seconds for each of 15 of 23 body parts.

place 10 of the beads on the string

with 100% accuracy.

paste the shape onto the paper

with little paste showing.

walk forward on the line for eight feet

not stepping off the line more than twice.

verbally name the objects

with 100% accuracy.

walk

with no occasions of running.

verbally greet the teacher with hello/good-bye

each day.

point to the objects that are the same

with 100% accuracy.

CRITERIA

CONDITIONS

BEHAVIORS

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CRITERIA

- | | | | |
|-------|--|---|--|
| K-2 | <u>Given:</u> | <u>the student will:</u> | <u>CRITERIA</u> |
| 13. | a two-beat rhythm pattern, | clap out the rhythm | with 100% accuracy. |
| 14. | a worksheet with two parallel lines $\frac{1}{2}$ " apart and a pencil, | draw a line going from left to right | without going off the path 100% of the time. |
| 15. | a group situation and a prompt, | tell about an object brought to the group in one or more sentences | on every occasion. |
| <hr/> | | | |
| K-3 | | | |
| 1. | a group of sounds and a worksheet with pictures of the objects which produce the sounds, | mark the picture of the object corresponding to the loudest or softest sound as directed, | with 100% accuracy. |
| 2. | a worksheet with a group of objects and the sounds that correspond to the objects, | mark the object that corresponds to the sounds | with 100% accuracy. |
| 3. | a cue and a model, | hop on one foot | 3 consecutive times. |
| 4. | several paper shapes, a piece of construction paper with these shapes drawn on it, | paste the appropriate shapes to construction paper | with no paste showing and all shapes in correct place. |
| 5. | a prompt from the teacher to sing the alphabet song, | sing the alphabet song, naming the letters | with 50% accuracy. |
| 6. | clothing (coat, boots, hat, mittens, shoes, sweater), | put on and take off clothing and put clothing away in the proper place | 100% of the time. |
| 7. | an assigned activity, | attend to materials | until completed. |
| 8. | a group of objects, some that are the same and some which are different, | sort objects into groups which are the same | with 100% accuracy. |
| 9. | a worksheet with 2 parallel lines $\frac{1}{4}$ " apart and a pencil, | draw a line going from left to right | without going off the path 100% of the time. |

CONDITIONS

BEHAVIORS

CRITERIA

-3 Given:

0. two objects of clearly different sizes and the prompt, "which is larger?...which is smaller?"
1. a set of objects placed in a pattern,

the student will:

- point to the larger or smaller object 100% of the time.
- place the next object in the pattern with 100% accuracy.

-4

1. an object suspended on a moving string,
2. a puzzle with 13 or less interlocking pieces,
3. a line 8' long and 4" wide, a child in bare feet and a prompt to walk forward or backward,
4. a cue, e.g. "show me your right hand,"

- track the object with both eyes without moving
- fit each piece into its appropriate place
- walk forward and backward on the line for eight feet
- demonstrate directional concepts (right/left, up/down, over/under, on/off, above/below, in/out, around/through, first/middle/last, front/back/ beside

- with 100% accuracy.
- with 100% accuracy.
- not stepping off the line more than one time.
- for at least 8 of the concepts listed.

5. several paper shapes, a piece of construction paper, and paste,

- paste the shape to the paper with no paste showing.

6. a piece of clay

- make a figure on each occasion.

7. a group of objects and the direction to name each object using sentence patterns, "this is...these are,"

- name the objects using appropriate sentence patterns on every occasion.

8. a straw, milk, cracker,

- feed himself using the utensils correctly without spilling milk 100% of the time.

9. 2 or more children, an adult reading a story, and discussion of the story,

- interrupt the discussion fewer than two times during the discussion.

CONDITIONS

BEHAVIORS

CRITERIA

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K-4 Given:

1. entrance to or exit from class each day,
2. a prompt, "what color is this?"
3. 2 sets of upper-case letters,
4. a prompt, e.g. "what is this called?"
5. 2 sets of lower-case letters,

the student will:

- greet two or more children with hello/good-bye verbally and in a positive manner
- name all 8 basic colors (red, blue, green, yellow, orange, brown, black)
- match the letters that are the same
- name 2 of the basic shapes (circle, triangle, square, rectangle)
- match the letters that are the same

each day.

with 100% accuracy.

with no more than 5 errors.

correctly.

with no more than 5 errors.

K-5

1. a simple 3-line rhyme with the end rhyming word missing and a prompt to name the missing word,
2. 4 succeeding sounds and a prompt to name the sound heard first,
3. an object suspended on a moving string,
4. a set of small beads and a string,
5. a pair of scissors and a circle drawn on a piece of paper,

say the missing word

with 100% accuracy.

name the first sound given

with 100% accuracy.

track the object with both eyes while head is in motion

with 100% accuracy.

string 10 beads

with 100% accuracy.

cut out the circle

within a 1" margin of error and the scissors are held such that the thumb is in the upper hole and the index finger is in the middle hole.

sing the alphabet song

with 100% accuracy.

6. a prompt from the teacher to sing the alphabet song,

CONDITIONS

BEHAVIORS

CRITERIA

- | Given: | Behaviors | Criteria |
|--|---|--|
| 6-5 | <u>the student will:</u> | |
| 7. an object and a prompt by the teacher to describe the object in 3 sentences, | describe the object using at least 3 complete, grammatically correct sentences | on every occasion. |
| 8. 5 first names of class members printed on flashcards, | pick out his own name | on every occasion. |
| 9. clothing (coat, boots, hat, mittens, shoes, sweater), | put on and take off clothing and put away so that the buttons, snaps, zippers, and ties are all secured when clothes are put on, and clothes are in proper place when put away. | 100% of the time. |
| 10. a planned discussion between teacher and child dealing with problems between 2 children followed by 4 questions, | emit a positive solution to problems | 100% of the time as judged by the teacher. |
| 11. objects of different lengths and the prompt, "which is longer? which is shorter? which is taller?" | point to the shorter, longer, or taller objects | 100% of the time. |
| 12. a set of objects placed in a pattern and another set of objects, | duplicate the pattern | with 100% accuracy. |
| 13. a blank piece of paper and a pencil and a prompt, e.g. draw a person; it can be a man, woman, boy, girl, | draw a person | including 7 out of 10 body parts (head, eyes, nose, mouth, hair, body, arms, legs, hands, feet). |
| 14. a set of pictures of objects, which includes some that are the same and some that are different, | match in groups the pictures that are the same | with 100% accuracy. |
| 15. a set of objects placed in a pattern and another set of objects, | extend the given pattern 3 times | with 100% accuracy. |
| 16. a worksheet with various separate shapes drawn and a pencil, | be able to trace over the shapes | staying on the line 100% of the time. |

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CONDITIONS

BEHAVIORS

CRITERIA

- | CONDITIONS | BEHAVIORS | CRITERIA |
|--|---|--|
| -7 <u>Given:</u> | | |
| 1. 3 pictures, 2 of which rhyme, and a prompt to match the pictures that rhyme, | <u>the student will:</u>
match the 2 pictures that rhyme | with 100% accuracy. |
| 2. 3 succeeding sounds and a prompt to name each sound in the order heard, | verbally repeat each sound given in sequential order | with 100% accuracy. |
| 3. an object suspended on a string, moving in an irregular pattern, | track the object with both eyes | with 100% accuracy. |
| 4. 5 first names of classmates printed on flashcards, | pick out the names of three classmates | correctly. |
| 5. the set of upper case alphabet letters in random order, | name 13 letters | correctly. |
| 6. directions to complete 2 tasks in such an order that the least preferred task is completed first, | complete the least preferred task | before beginning the next task. |
| 7. a worksheet of simple shapes with the direction to find from the group of objects on the right the shape that matches the object on the left, | match these shapes by circling the shapes that are alike | with 100% accuracy. |
| 8. a set of the 8 basic colors and a set of flashcards with color names, | match four names and colors | correctly. |
| 9. 3 sequenced pictures, | designate the picture that comes first and what comes last | with 100% accuracy. |
| 10. a worksheet with shapes that intersect and a box of crayons, | trace over each shape in a different color | staying in the lines 100% of the time. |
| -8 | | |
| 1. a short story told by the teacher and the prompts, "what happened first?...what happened last?" | verbally describe what happened first and last | 100% of the time. |
| 2. a cue, "what is this?" and, "point to your..." or "move your..." | name and point to body parts (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrows, cheeks, neck, shoulders, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe) | for all of the 27 body parts. |

CONDITIONS	BEHAVIORS	CRITERIA
1-8 <u>Given:-</u>	<u>the student will:</u>	
3. thrown an 8-inch ball from a distance of 5 feet,	catch the ball	so that it does not hit the floor before or after it reaches his or her hands on 4 of 5 throws.
4. an 8-inch ball, a target person 5 feet away, and a cue,	throw the ball	so that it hits or will hit the target person between the shoulders and knees without the target person extending his or her arms to either side to catch the ball on 4 of 5 tries.
5. the questions, "what is your name?...where do you live?...what's your telephone number?"	say his or her name, street address, town, and telephone number	on every occasion.
6. a wall chart and a prompt from the teacher to point to each letter as he or she says it,	recite the alphabet and point to each corresponding letter	with 100% accuracy.
7. the set of lower case alphabet letters in random order,	name 13 letters	correctly.
8. the set of upper case alphabet letters in random order,	name 20 letters	correctly.
9. any situation between teacher and 2 or more children requiring the children to make choices between a positive or a negative solution to a problem,	emit the positive solution	100% of the time as judged by the teacher
10. 2 objects in different vertical planes and a prompt, "which is high?...which is low?"	point to the higher or lower object	100% of the time.
11. a prompt, e.g. "what is this color called?"	name the 4 basic shapes (circle, square, triangle, rectangle)	correctly.

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CONDITIONS

BEHAVIORS

CRITERIA

K-3 Given:

the student will:

1. a blank piece of paper, a pencil, and a prompt, e.g. "draw a person. It can be a man, woman, boy, or girl,

draw a person

including 10 body parts (head, eyes, nose, mouth, hair, body, arms, legs, hands, and feet).

2. a cue and a model,

skip

for a distance of 10 feet.

K-5

1. a word and a prompt to name a rhyming word,

verbally rhyme that word with another word

with 100% accuracy.

2. a walking board 2" x 4" x 8" long, a child in bare feet, and a prompt to walk backwards,

not stepping off the board more than one time.

3. a cue, e.g. "show me your right hand,"

for all of the concepts listed.

4. 5 pairs of initial sound pictures, the set of upper case alphabet letters in random order,

match the 5 pairs

with 100% accuracy.

5. two or more children and directions to complete a task,

name all of the letters

with 100% accuracy.

6. a worksheet with complex shapes with the direction to find from the group of objects on the right that which matches the object on the left,

work with other children to complete the assigned task

such that each child shares in completion of the task and there are no aggressive actions/verbalization or emotional outbursts or other (e.g. crying, screaming) behaviors which preclude attention to game.

with 100% accuracy.

be able to match these objects by circling the ones that are alike

CONDITIONS

BEHAVIORS

CRITERIA

8-9 Given:the student will:

8. several objects of different weights and a prompt, "which is heavy?...which is light?"
9. a group of 6 pictures in random order which tell a short story,
0. an Alpha pen and piece of paper and a model of child's first name,
1. a model of upper case letters, piece of paper, and an Alpha pen,
2. a model of the lower case letters, piece of paper, and an Alpha pen,

designate the objects that are heavy and those that are light

arrange the pictures in sequential order from left to right

100% of the time.

with 100% accuracy.

- print his or her first name
- write the upper case letters
- write the lower case letters

80% correctly as judged by the teacher.

80% correctly as judged by the teacher.

80% correctly as judged by the teacher.

-0

1. a model short story and a prompt to retell the story,
2. the set of lower case alphabet letters in random order,
3. 10 pairs of initial sound pictures,
4. a set of objects
5. the set of lower case alphabet letters in random order,
6. 10 pairs of initial sound pictures,
7. a model of the child's first and last name, a piece of paper, and an Alpha pen,

be able to retell the story using complete, grammatically correct sentences in proper sequence.

on every occasion.

name all of the letters

correctly.

match the 10 pairs

with 100% accuracy.

devise his or her own pattern and extend it

at least twice with 100% accuracy.

name all of the letters

with 100% accuracy.

match the 10 pairs

with 100% accuracy.

print his or her name

80% correctly as judged by the teacher.

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OBJECTIVES - DATE CRITERIA MET

1 2 3 4 5 6 7 8 9 10 11

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K.1 OBJECTIVES - DATE CRITERIA MET

NAME

12 13 14 15 16 1 2 3 4 5 6

NAME
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OBJECTIVES - VARIOUS CRITERIA

7 8 9 10 11 12 13 14 15 1 2

NAME
BEST COPY AVAILABLE

OBJECTIVES - DATE CRITERIA MET

3 4 5 6 7 8 9 10 11 1 2

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NAME

OBJECTIVES - LIFE CRITERIA MET

3 4 5 6 7 8 9 10 11 12 13

N/T
14

OBJECTIVES - VALUE CRITERIA: P. 1

1 2 3 4 5 6 7 8 9 10

NAME

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OBJECTIVES - DATE CRITERIA MET

11 12 13 14 15 16 1 2 3 4 5

NAME

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OBJECTIVES - VATE CRITERIA TIME

6 7 8 9 10 1 2 3 4 5 6

K-8 OBJECTIVES - DATE CRITERIA MET

7 8 9 10 11 12 13 1 2 3 4

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NAME

NAME

BEST COPY AVAILABLE

OBJECTIVES - DATE

K-9 CRITERIA MET

5 6 7 8 9 10 11 12 1 2 3

OBJECTIVES - DATE CRITERIA MET

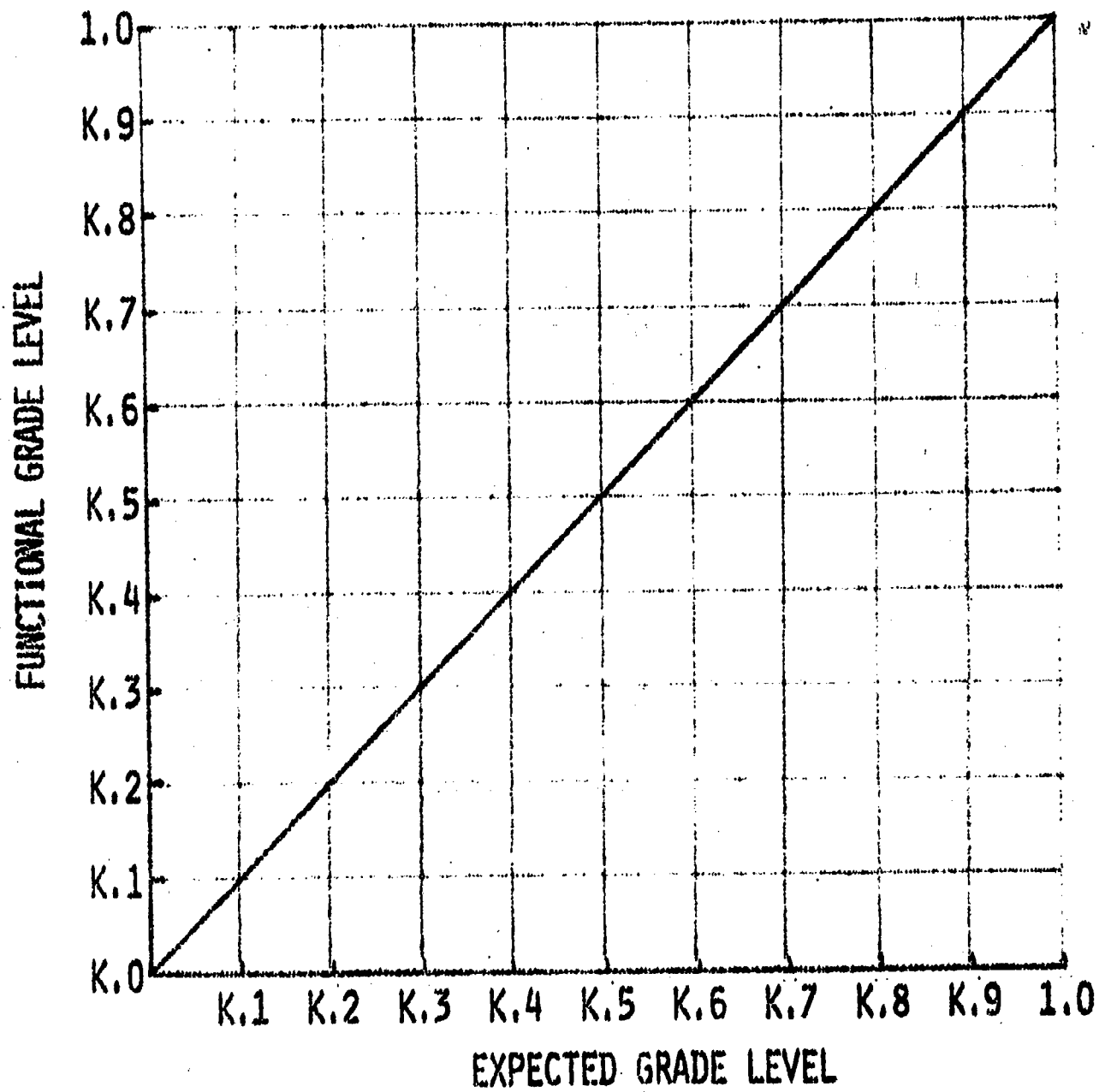
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4 5 6 7

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NAME

READING READINESS SKILLS - KINDERGARTEN



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REVISED READING MINIMUM OBJECTIVES - 1ST GRADE

Pat Flood

Betty Holloway

Adler Muller

Judi Simon

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Hinesburg Elementary School
Reading Minimum Objectives
First Grade

CONDITIONS	BEHAVIORS	CRITERIA
<u>Given:</u>	<u>the student will:</u>	
1a. the short vowel A and the consonant N on flashcards,	say the sound of each letter	within 5 seconds with 100% accuracy.
1b. the combination AN on a flashcard,	say the syllable	within 5 seconds with 100% accuracy.
1c. the consonants M, T, F, R, C, P, V on flashcards,	say the sound of each letter	within 5 seconds with 100% accuracy.
1d. the combinations of initial consonants with AN to form consonant - short vowel - consonant patterns (C-V-C) on flashcards,	say each word	within 5 seconds with 100% accuracy.
1e. a page of about 15 words in a pre-primer (appropriate for objectives 1a - 1d),	read orally	with no more than one error, excluding sight words.
1f. a page in a pre-primer (appropriate for objectives 1a - 1d) to read silently and an oral comprehension (factual) question,	answer the question orally	with 100% accuracy.
2a. the consonant D on a flashcard,	say the sound of the letter	within 5 seconds with 100% accuracy.
2b. the combination AD on a flashcard,	say the syllable	within 5 seconds with 100% accuracy.
2c. the consonants B, H, L, S, G, W on flashcards,	say the sound of each letter	within 5 seconds with 100% accuracy.

CONDITIONS	BEHAVIORS	CRITERIA
<u>Given:</u> the combinations of initial consonants with AD to form C-V-C patterns of flashcards, the combinations of initial consonants with AG, AT, AM, AP, AL, AB to form C-V-C word patterns on flashcards, the short A with any consonants previously taught to form C-V-C word patterns on flashcards, a page of about 20 words in a pre-primer (appropriate for objectives 2a - 2f), a page in a pre-primer (appropriate for objectives 2a - 2f) to read silently and an oral comprehension (factual) question,	<u>the student will:</u> say each word say each word say each word read orally answer the question orally	within 5 seconds with 100% accuracy. within 5 seconds with 100% accuracy. within 5 seconds with 100% accuracy. with no more than one error, excluding sight words. within 5 seconds, with 100% accuracy.
3a. the short I vowel on a flashcard, 3b. the combinations IT, IN, IG, ID, IM, IP on flashcards, 3c. the consonants K, J, Z on flashcards, 3d. the short I vowel with any consonants previously taught to form C-V-C word patterns on flashcards, 3e. printed phrases or sentences containing the eight words learned in context from the first pre-primer,	say the sound of the letter say each syllable say the sound of each letter say each word read them orally	within 5 seconds with 100% accuracy. within 5 seconds with 100% accuracy. within 5 seconds with 100% accuracy. within 5 seconds with 100% accuracy. with 100% accuracy.

CRITERIA

BEHAVIORS

CONDITIONS

the student will:

Given:

- | | | | |
|-----|---|---------------------------------|--|
| 3f. | a page of about 30 words in a pre-
primer (appropriate for objectives
3a - 3e). | read orally | with no more than
2 errors. |
| 3g. | a page in a pre-primer (appropriate
for objectives 3a - 3e) to read si-
lently and at least one oral com-
prehension (factual) question, | answer the question
orally | within 5 seconds
with 100% accuracy.

(1.2) |
| 4a. | the short vowel E on a flashcard, | say the sound of the
letter | within 5 seconds
with 100% accuracy. |
| 4b. | the combinations ET, EG, EN, ED,
EP, ES, EM, EB on flashcards, | say each syllable | within 5 seconds
with 100% accuracy. |
| 4c. | the consonant Y on a flashcard, | say the sound of the
letter | within 5 seconds
with 100% accuracy. |
| 4d. | the short E vowel with any conso-
nants previously taught to form
words in the C-V-C pattern on
flashcards, | say each word | within 5 seconds
with 100% accuracy.

(1.3) |
| 5a. | the short vowel O and the conso-
nant x on flashcards, | say the sound of each
letter | within 5 seconds
with 100% accuracy. |
| 5b. | the combinations OT, OG, ON, OD,
OP, OM, OX on flashcards, | say each syllable | within 5 seconds
with 100% accuracy. |
| 5c. | the short vowel O with any conso-
nants previously taught to form
words in the C-V-C pattern on
flashcards, | say each word | within 5 seconds
with 100% accuracy. |
| 6a. | the short vowel U on a flashcard, | say the sound of the
letter | within 5 seconds
with 100% accuracy. |

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CONDITIONS	BEHAVIORS	CRITERIA
<u>Given:</u> the combinations UT, UG, UN, UD, UP, US, UM, UB on flashcards, the short vowel U with any consonants previously taught to form words in the C-V-C pattern on flashcards.	<u>the student will:</u> say the syllables say each word	within 5 seconds with 100% accuracy. within 5 seconds with 100% accuracy. (1.4)
7a. a page of about 75 words in a pre-primer (appropriate for objectives 1a - 6c),	read orally	with no more than 3 errors, including sight words.
7t. a page of about 75 words in a pre-primer (appropriate for objectives 1a - 6c) to read silently and at least 2 oral questions (1 fact and 1 sequence),	answer orally	with 100% accuracy.
8a. any 5 four-letter words beginning with blends, on flashcards,	say each word	within 5 seconds with 100% accuracy.
8b. any 5 four-letter words ending with consonant digraphs and blends, on flashcards,	say each word	within 5 seconds with 100% accuracy.
8c. any 5 four-letter words that end with two consonant letters representing one sound (LL, SS, FF, CK), on flashcards,	say each word	within 5 seconds with 100% accuracy. (1.5)
9a. a story to read in a primer (appropriate for objectives 1 - 8),	orally read approximately the first 75 words	with no more than 3 errors including sight words.
9b. the story in 9a to read silently and 5 printed factual questions about the story,	print the answers in one or more words	with at least 80% accuracy.

BEHAVIORS

CRITERIA

CONDITIONS

Given: the student will:

- | | | | |
|------|---|--|---|
| 10. | ten one-syllable, short vowel, consonant-ending words to which the suffix ING has been added to form two-syllable words, on flashcards, | say each word | within 5 seconds with 100% accuracy. |
| 11. | ten one-syllable, short vowel words with SH, CH, TH, and WH in initial or final positions, on flashcards, | say each word | within 5 seconds with 100% accuracy. (1.6) |
| 12a. | a story to read in a primer (appropriate for objectives 1 - 11), | orally read approximately the first 75 words | with no more than 3 errors including sight words. |
| 12b. | the story in 12a to read silently and 5 printed factual questions about the story, | print the answers in one or more words | with at least 80% accuracy. |
| 13. | 5 words beginning with QU on flashcards, | say each word | within 5 seconds with 100% accuracy. |
| 14. | ten one-syllable words on flashcards, 5 of which begin with Y and 5 of which have Y as a vowel, | say each word | within 5 seconds with 100% accuracy. (1.7) |
| 15a. | two consecutive stories in a level 1:2 reading book (appropriate for objectives 1 - 14), | orally read approximately the first 75 words of each story | with no more than 3 errors including sight words. |
| 15b. | the two stories in 15a to read silently and three printed comprehension questions (fact, sequence, and inference) for each story, | print the answers in one or more words | with 100% accuracy. |

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CONDITIONS	BEHAVIORS	CRITERIA
<p><u>Given:</u></p> <p>16. ten one-syllable words on flashcards, some of which end in the long vowel sound, some of which have adjacent vowels, and others, long-vowel words ending in silent E,</p>	<p><u>the student will:</u></p> <p>say each word</p>	<p>within 5 seconds with 100% accuracy.</p> <p>(1.8)</p>
<p>17a. two consecutive stories in a level 1:2 reading book (appropriate for objectives 1 - 16),</p> <p>17b. the two stories in 17a to read silently and three printed comprehension questions (fact, sequence, and inference) for each story,</p>	<p>orally read approximately the first 75 words of each story</p> <p>print the answers in one or more words</p>	<p>with no more than 3 errors including sight words.</p> <p>with 100% accuracy.</p>
<p>18. five long-vowel words ending in silent E, on flashcards,</p>	<p>say each word</p>	<p>within 5 seconds with 100% accuracy.</p>
<p>19. five words beginning with hard or soft C, on flashcards,</p>	<p>say each word</p>	<p>within 5 seconds with 100% accuracy.</p>
<p>20. five words beginning with hard or soft G on flashcards,</p>	<p>say each word</p>	<p>within 5 seconds with 100% accuracy.</p> <p>(1.9)</p>
<p>21a. two consecutive stories in a level 1:2 reading book (appropriate for objectives 1 - 20),</p> <p>21b. the two stories in 21a to read silently and three printed comprehension questions (fact, sequence, and inference) for each story,</p>	<p>orally read approximately the first 75 words of each story</p> <p>print the answers in one or more words</p>	<p>with no more than 3 errors including sight words.</p> <p>with 100% accuracy.</p> <p>(2.0)</p>

1ST GRADE

NAME
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OBJECTIVES - DATE CRITERIA MET

1a 1b 1c 1d 1e 1f 2a 2b 2c 2d 2e

NAME

BEST COPY AVAILABLE

1-1

*

21

29

24

3a

3b

3c

3d

3e

3f

3g

4a

1-2

OBJECTIVES - DATE CRITERIA MET

21

NAME
BEST COPY AVAILABLE

1.3

*

4b

4c

4d

5a

5b

5c

6a

6b

6c

7a

7b

OBJECTIVES - DATE CRITERIA MET

1.4

NAME

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16 * OBJECTIVES - DATE * CRITERIA MET

1.9 2.0

15a

15b

16

17a

17b

18

19

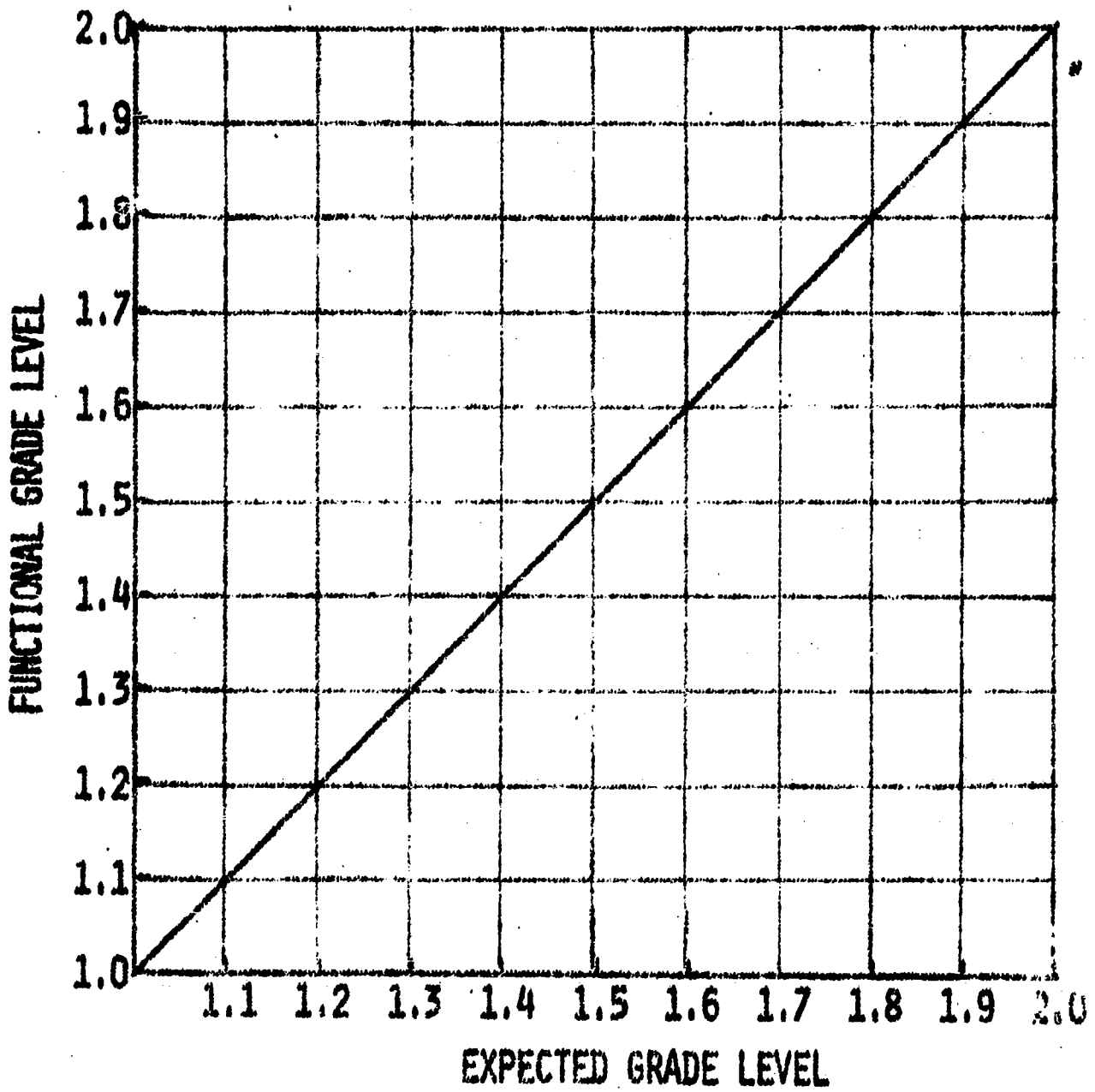
20

21a

21b

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READING MINIMUM OBJECTIVES - 1ST GRADE



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REVISED READING MINIMUM OBJECTIVES - 2ND GRADE

Shirley Giroux

Betty Holloway

Margaret McNeil

Adler Muller

Hinesburg Elementary School
 Reading Minimum Objectives
 Second Grade

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CONDITIONS

BEHAVIORS

CRITERIA

Given: the student will:

a. 90 words with suffixes ED (t, d, ed sounds), ES, ER, EST, NESS, or EN on flashcards, orally read at least 81 of them with 100% accuracy.

b. a story from a 2:1 reading book (appropriate for objective 1a), read it silently and write the answers to 3 factual questions with 100% accuracy. (2.1)

2.2
 a. 10 1-syllable root words and 10 words formed by adding suffixes L or LY to the root words, on flashcards, orally read at least 18 of them with 100% accuracy.

b. 8 2-syllable root words ending in consonant and y, and 11 words formed by changing the endings to ILY, IES, or IED, on flashcards, orally read at least 17 of them with 100% accuracy.

c. 30 2-syllable words ending in LE, EL, and AL on flashcards, orally read at least 27 of them with 100% accuracy.

d. 27 2-syllable words ending in FUL, ON, IN, AIN, ET, IT, IC, or ISH, on flashcards, orally read at least 25 of them with 100% accuracy.

e. a selection of about 200 words in a 2:1 reading book (appropriate for objectives 1a - 2d), read orally with at least 90% accuracy, including sight words.

f. 5 oral factual questions about the selection in 2e, answer the questions orally with at least 80% accuracy.

g. a story to read silently from a 2:1 reading book (appropriate for objectives 1a - 2d), and 3 comprehension questions (2 factual, 1 sequential), write the answers with 100% accuracy.

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BEHAVIORS

CRITERIA

CONDITIONS	BEHAVIORS	CRITERIA
<u>Given:</u>	<u>the student will:</u>	
6b. a selection of about 200 words in a 2:1 reading book (appropriate for objectives 1a - 6a),	read orally	with at least 90% accuracy including sight words.
6c. 5 oral factual questions about the selection in 6b,	answer the questions orally,	with at least 80% accuracy.
6d. a story to read silently from a 2:1 reading book (appropriate for objectives 1a - 6c) and 3 comprehension questions (2 factual, 1 inference),	write the answers	with 100% accuracy.
7a. 38 printed words, some ending in AR, AL, A, ENT, BLE, Y (I and E) and others beginning with A, BE, DE, E, PRE, RE,	orally read at least 34 of them	with 100% accuracy.
7b. a story from a 2:1 reading book to read silently (appropriate for objectives 1a - 7a) and 3 comprehension questions (2 factual, 1 inferential),	write the answers	with 100% accuracy. (2.4)
8a. 115 printed long-vowel (A, E, I, O, U) words ending in silent E,	orally read at least 104 of them	with 100% accuracy.
8b. a selection of about 200 words in a 2:1 reading book (appropriate for objectives 1a - 8a),	read orally	with at least 90% accuracy.
8c. 5 oral factual questions about the selection in 8b,	answer the questions orally	with at least 80% accuracy.
8d. a story to read silently from a 2:1 reading book (appropriate for objectives 1a - 8c) and 3 comprehension questions (2 factual, 1 inference)	write the answers	with 100% accuracy. (2.5)

CONDITIONS

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BEHAVIORS

CRITERIA

Given:

the student will:

3a. 31 words on flashcards illustrating the vowel digraphs EE and EA,
 3b. a story from a 2:1 reading book to read silently (appropriate for objectives 1a - 3a) and 3 comprehension questions (2 factual, 1 sequential),

with 100% accuracy.

with 100% accuracy.
 (2.2)

4a. 73 words on flashcards illustrating the vowel digraphs OO, AI, and AY,
 4b. a selection of about 200 words in a 2:1 reading book (appropriate for objectives 1a - 4a),

with 100% accuracy.

with at least 90% accuracy, including sight words.

4c. 5 oral factual questions about the selection in 4b,

with at least 80% accuracy.

4d. a story to read silently from a 2:1 reading book (appropriate for objectives 1a - 4c) and 3 comprehension questions (2 factual, 1 sequential),

with 100% accuracy.

5a. 59 printed words illustrating the vowel digraph OA and diphthongs OU and OW,

with 100% accuracy.

5b. a story from a 2:1 reading book to read silently (appropriate for objectives 1a - 5a) and 3 comprehension questions (2 factual, 1 sequential),

with 100% accuracy.
 (2.3)

5a. 54 printed words, some of which illustrate diphthongs AW, AU, OI, OY, and others of which are one-syllable root words ending in IE or Y, to which the suffixes ED or ES are added,

with 100% accuracy.

CONDITIONS

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BEHAVIORS

CRITERIA

Given:	the student will:	
9a. 86 printed words having long vowel (A, E, I, O, U) sounds or long vowel digraph sounds (O with OW spelling, OO with OU spelling),	orally read at least 78 of them	with 100% accuracy.
9b. a story from a 2:1 reading book to read silently (appropriate for objectives 1a - 9a), and 3 comprehension questions (2 factual, 1 opinion),	write the answers	with 100% accuracy. (2.6)
10a. 146 printed words with sounds AR (as in FAIR), OR, ER, EAR, and AR (as in CAR),	orally read at least 137 of them	with 100% accuracy.
10b. a selection of about 200 words in a 2:2 reading book (appropriate for objective 10a),	read orally	with at least 90% accuracy, including sight words.
10c. 5 oral factual questions about the selection in 10b,	answer the questions orally	with at least 80% accuracy. (2.7)
11a. 143 printed words with the sound AU (as in BALL), long E, OO (as in New), short I, short U, short E, and OO (as in BOOK),	orally read at least 129 words	with 100% accuracy.
11b. a selection of about 200 words in a 2:2 reading book (appropriate for objective 11a),	read orally	with at least 90% accuracy including sight words.
11c. 5 oral factual questions about the selection in 11b,	answer the questions orally	with at least 80% accuracy.
11d. a story from a 2:2 reading book (appropriate for objective 11a) to read silently, and 5 comprehension questions (2 factual, 1 inferential, 1 opinion, 1 sequential),	write the answers	with 100% accuracy. (2.8)

CONDITIONS

BEHAVIORS

CRITERIA

Given: BEST COPY AVAILABLE the student will:

- | | | |
|---|--|--|
| <p>1a. 101 printed words with sounds of soft C and G, F in UGH, K in CH, NG as in ANGER, DG (EDGE), F in PH, SH in S (SUGAR), SH in CE (MACHINE), and ZH in'S (MEASURE).</p> | <p>orally read at least 91 of them</p> | <p>with 100% accuracy.</p> |
| <p>1b. a selection of about 200 words in a 2:2 reading book (appropriate for objective 12a).</p> | <p>read orally</p> | <p>with at least 90% accuracy including sight words.</p> |
| <p>1c. 5 oral factual questions about the selection in 12b.</p> | <p>answer the questions orally</p> | <p>with at least 80% accuracy.</p> |
| <p>1d. a story from a 2:2 reading book (appropriate for objective 12a) to read silently and 4 comprehension questions (2 factual, 1 opinion, 1 inferential).</p> | <p>write the answers</p> | <p>with 100% accuracy.</p> |
| (2.5) | | |
| <p>2a. 97 printed words with the silent letters L, B, K, T, H, D, C, W, P, S, H, and the sounds CH in T (PASTURE), SH in T (ACTION), and U in DI (SOL-DIER),</p> | <p>orally read at least 78 of them</p> | <p>with 100% accuracy.</p> |
| <p>2b. a selection of about 200 words in a 2:2 reading book (appropriate for objective 13a).</p> | <p>read orally</p> | <p>with at least 90% accuracy including sight words.</p> |
| <p>2c. 5 oral factual questions about the selection in 13b.</p> | <p>answer the questions orally</p> | <p>with at least 80% accuracy.</p> |
| <p>2d. a story from a 2:2 reading book (appropriate for objective 13a) to read silently, and 4 comprehension questions (2 factual, 1 opinion, and 1 inferential).</p> | <p>write the answers</p> | <p>with 100% accuracy.</p> |
| (3.0) | | |

2ND GRADE

NAME

2.1 *

OBJECTIVES - DATE CRITERIA MET *

2.2

1a

1b

2a

2b

2c

2d

2e

2f

2g

3a

3b

BEST COPY AVAILABLE

BEST COPY AVAILABLE

OBJECTIVES - DATE CRITERIA MET

NAME

BEST COPY AVAILABLE

4a

4b

4c

4d

5a

5b

6a

6b

6c

6d

7a

25 OBJECTIVES - DATE CRITERIA MET

24 *

23

NAME

BEST COPY AVAILABLE

11a

10c

10b

10a

9b

9a

8d

8c

8b

8a

7b

NAME

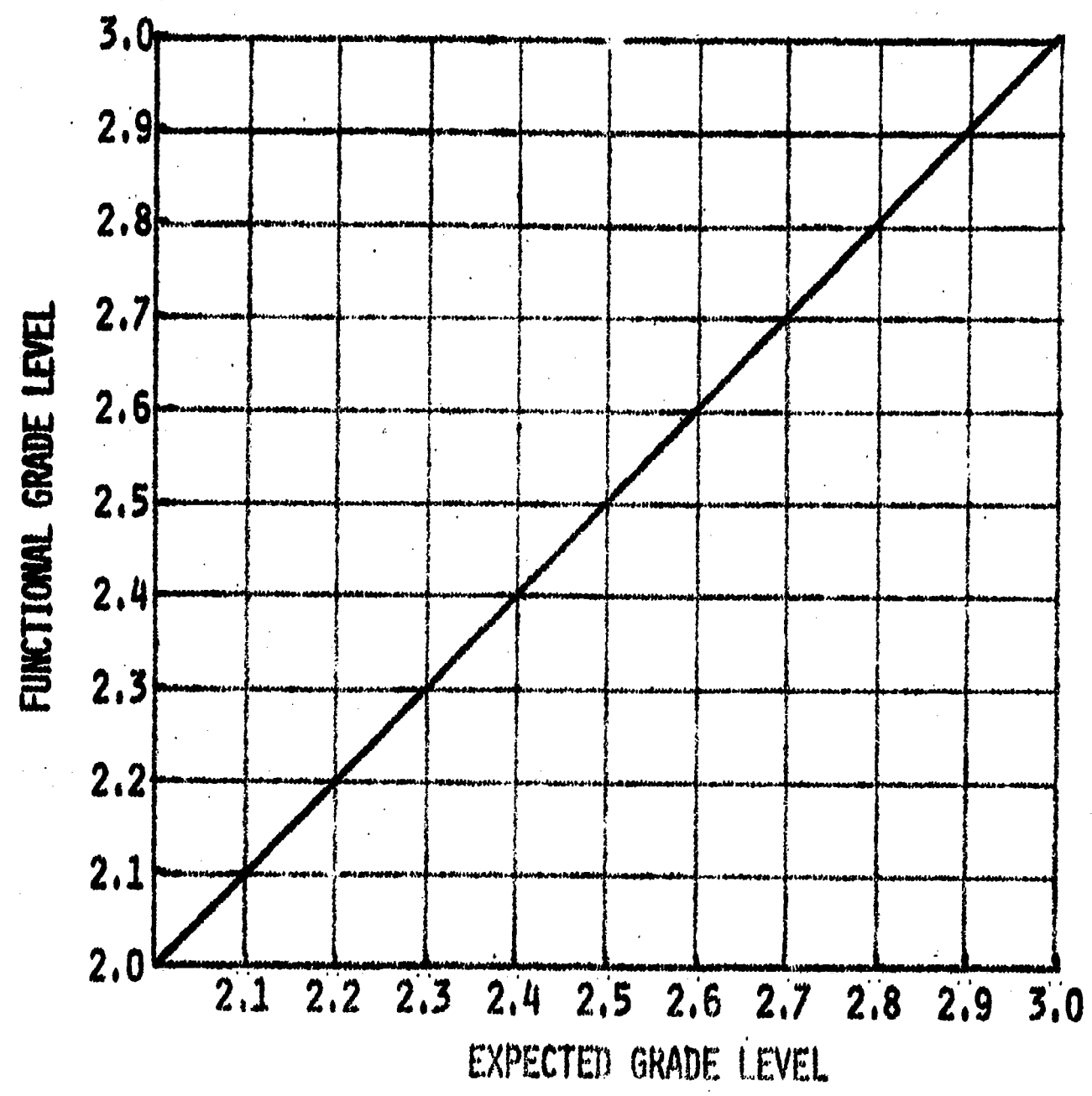
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2.8 * OBJECTIVES - DATE CRITERIA MET * 3.0

11b 11c 11d 12a 12b 12c 12d 13a 13b 13c 13d

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READING MINIMUM OBJECTIVES - 2ND GRADE



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REVISED READING MINIMUM OBJECTIVES - 3RD GRADE

Michael Bonavita

Betty Holloway

Arlene Moore

Adler Muller

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Hinsburg Elementary School
Reading Minimum Objectives
Third Grade

CONDITIONS	BEHAVIORS	CRITERIA
<u>Given:</u>	<u>the student will:</u>	
1. the list of 3.1 sight words,	say each word	with 100% accuracy.
2a. the list of words illustrating the sounds of the initial consonants and consonant blends and the vowel rules for short and long vowel sounds,	say each word	with at least 90% accuracy.
b. the list of words using soft and hard C and soft and hard G,	say each word	with at least 90% accuracy.
c. the list of words using silent letters in the KH, WR, and GN category,	say each word	with at least 90% accuracy.
3. the word list appropriate to the story to be read,	say each word	with 100% accuracy.
4. a 50-word passage from the first section of a 3.1 reading book,	read the selection orally with adequate volume	to the satisfaction of the teacher.
5. a story to read from the first section of a 3.1 reading book, silently, and 5 factual comprehension questions,	write the answers	with at least 80% accuracy.
6. the list of 3:2 sight words,	say each word	(3.1) with 100% accuracy.

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CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

- | | | |
|--|--|-------------------------------------|
| 7a. the list of non-1-1-1 rule words and the list of suffixes, | write the words combining the roots and appropriate endings | with at least 90% accuracy. |
| 7b. the list of root words ending in Y, some preceded by a vowel and some preceded by a consonant, and the word endings S and ES, | write the words combining the roots and appropriate endings | with at least 90% accuracy. |
| 8. the word list appropriate to the story to be read, | say each word | with 100% accuracy. |
| 9. a 50-word passage from the 2nd section of a 3.1 reading book, | read the selection orally with the proper volume and pronunciation | to the satisfaction of the teacher. |
| 10. a story to read silently from the 2nd section of a 3.1 reading book, and 5 comprehension questions (2 factual, 3 comparative), | write the answers | with at least 80% accuracy. |
-
- | | | |
|--|---|-----------------------------|
| 1. the list of 3.3 sight words, | say each word | with 100% accuracy. |
| 2. the list of 1-1-1 rule words and the suffixes which begin with a vowel, | write the words combining the roots and appropriate endings | with at least 90% accuracy. |
| 3. the word list appropriate to the story to be read, | say each word | with 100% accuracy. |
| 4. a 50-word passage from the 3rd section of a 3.1 reading book, | read the selection orally with the proper pronunciation and clarity of expression | with no more than 5 errors. |

(3.2)

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CONDITIONS

BEHAVIORS

CRITERIA

Given:

the student will:

- | | | |
|--|---|-----------------------------|
| 15. a story to read silently from the 3rd section of a 3.1 reading book, and 5 comprehension questions (1 factual, 1 comparative, 3 cause-and-effect), | write the answers | with at least 80% accuracy. |
| (3.3) | | |
| 16. the list of 3.4 sight words, | say each word | with 100% accuracy. |
| 17a. the list of 1-1-1 rule words and the list of suffixes which begin with a consonant, | write the words combining the roots and appropriate endings | with at least 90% accuracy. |
| 17b. the list of words which form irregular plurals, | write the plural forms of the words | with 90% accuracy. |
| 18. the word list appropriate to the story to be read, | say each word | with 100% accuracy. |
| 19. a 50-word passage from the 4th section of a 3.1 reading book, | read the selection orally with the proper pronunciation and clarity of expression | with no more than 5 errors. |
| 20. a story to read silently from the 4th section of a 3.1 reading book, and 5 comprehension questions (2 cause-and-effect, 3 inferential), | write the answers | with at least 80% accuracy. |
| (3.4) | | |
| 21. the list of 3.5 sight words, | say each word | with 100% accuracy. |
| 22. a list of 10 words containing plural nouns and singular possessives, | circle the singular possessives in the list | with 90% accuracy. |
| 23. the word list appropriate to the story to be read, | say each word | with 100% accuracy. |

CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

a 50-word passage from the 5th section of a 3.1 reading book,

with no more than 5 errors.

a story to read silently from the 5th section of a 3.1 reading book, and 5 comprehension questions (1 cause-and-effect, 1 inferential, 3 evaluation),

write the answers

with at least 80% accuracy.

(3.5)

the list of 3.6 sight words,

say each word

with 100% accuracy.

a list of words that can be put together to form compound words and a list of compound words,

form compound words and separate compound words in writing

with 90% accuracy.

a list of common words used with NOT, ARE, IS, AM, HAVE, HAS, HAD, WILL, US, to form contractions and a list of contractions,

form contractions and separate contracted words in written context

with 90% accuracy.

the word list appropriate to the story to be read,

say each word

with 100% accuracy.

a 50-word passage from the 1st section of a 3.2 reading book,

read the selection orally with the proper pronunciation and clarity of expression

with no more than 5 errors.

a story to read silently from the 1st section of a 3.2 reading book, and 5 comprehension questions (1 of each: Factual, comparative, cause-and-effect, inference, evaluation),

write the answers

with at least 80% accuracy.

(3.6)

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CRITERIA

BEHAVIORS

CONDITIONS

the student will:Given:

- | | | | |
|---|---|---|---|
| 31. | the list of 3.7 sight words,
10 printed sentences and a
list of synonyms for the under-
lined words, | say each word
rewrite the sentence replacing
the underlined words with the
appropriate synonym | with 100% accuracy.
with 90% accuracy. |
| 32a. | 10 printed sentences and a
list of antonyms for the under-
lined words, | rewrite the sentence replacing
the underlined words with the
appropriate antonym | with 90% accuracy. |
| 33. | the word list appropriate to
the story to be read, | say each word | with 100% accuracy. |
| 34. | a 50-word passage from the 2nd
section of a 3.2 reading book, | read the selection orally
with the proper pronunciation
and clarity of expression | with no more than 5 errors. |
| 35. | a story to read silently from
the 2nd section of a 3.2 read-
ing book, and 5 comprehension
questions (1 of each: Factual,
comparative, cause-and-effect,
inference, evaluation), | write the answers | with at least 80% accuracy. |
| <hr style="border: 1px solid black; margin: 5px 0;"/> (3.7) <hr style="border: 1px solid black; margin: 5px 0;"/> | | | |
| 36. | the list of 3.8 sight words, | say each word | with 100% accuracy. |
| 37a. | 10 printed sentences, each
with a word deleted, and
matched with a pair of hom-
onyms, | select the correct homonym
and write it in the appro-
priate space | with 90% accuracy. |
| 37b. | the prefixes A, UN, EX, BE,
DIS, IN, and a list of root
words, | combine them to form 10 dif-
ferent words in writing | with 90% accuracy. |

CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

- | | | | |
|-----|--|---|-----------------------------|
| 38. | the word list appropriate to the story to be read, | say each word | with 100% accuracy. |
| 39. | a 50-word passage from the 3rd section of a 3.2 reading book, | read the selection orally with the proper pronunciation and clarity of expression | with no more than 5 errors. |
| 40. | a story to read silently from the 3rd section of a 3.2 reading book, and 5 comprehension questions (1 of each: Factual, comparative, cause-and-effect, inference, evaluation), | write the answers | with at least 80% accuracy. |
-
- | | | | |
|-----|--|---|-----------------------------|
| 41. | the list of 3.9 sight words, | say each word | with 100% accuracy. |
| 42. | a list of 20 2-syllable words in which the syllable break is between two consonants that are the same, | say each word in syllables and draw a slash between the syllables | with 90% accuracy. |
| 43. | the word list appropriate to the story to be read, | say each word | with 100% accuracy. |
| 44. | a 50-word passage from the 4th section of a 3.2 reading book, | read the selection orally with the proper pronunciation and clarity of expression | with no more than 5 errors. |
| 45. | a story to read silently from the 4th section of a 3.2 reading book, and 5 comprehension questions (1 of each: Factual, comparative, cause-and-effect, inference, evaluation), | write the answers | with at least 80% accuracy. |

(3.8)

BEHAVIORS

CRITERIA

CONDITIONS

Given: the student will:

- | | | | |
|-----|---|---|-----------------------------|
| 46. | the list of 4.0 sight words, | say each word | with 100% accuracy. |
| 47. | a list of 20 words in which
the 1st syllable has a long
vowel, e.g. MU - SIC, | say each word in syllables
and draw a slash between
the syllables | with 90% accuracy. |
| 48. | the word list appropriate to
the story to be read, | say each word | with 100% accuracy. |
| 49. | a 50-word passage from the 5th
section of a 3.2 reading book, | read the selection orally
with the proper pronunciation
and clarity of expression | with no more than 5 errors. |
| 50. | a story to read silently from
the 5th section of a 3.2 read-
ing book, and 5 comprehension
questions (1 of each: Factual,
comparative, cause-and-effect,
inference, evaluation), | write the answers | with at least 80% accuracy. |

3-1

GRADE 3

READING MINIMUM OBJECTIVES - DATE CRITERIA MET

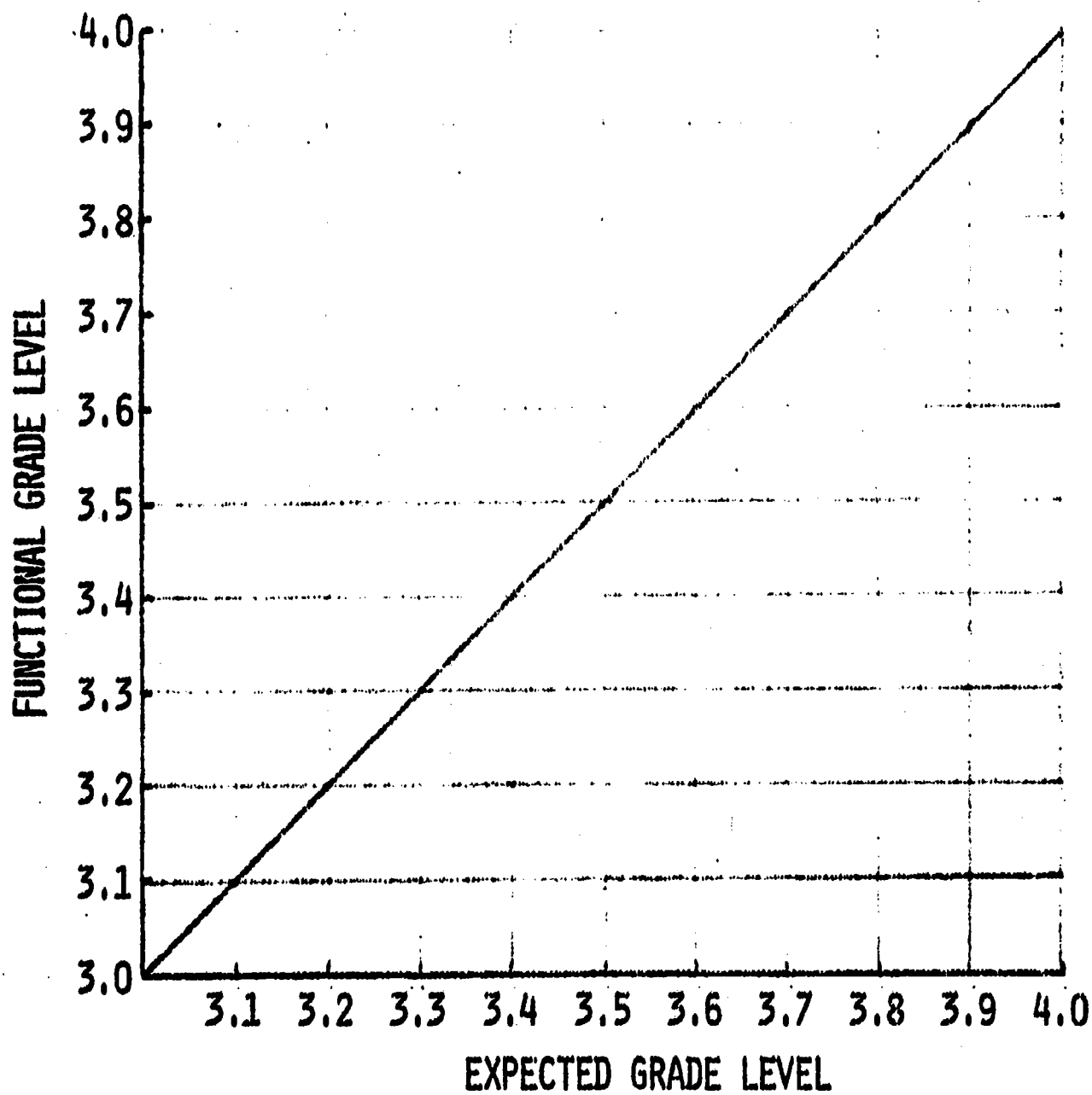
NAME

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1	2a	2b	2c	3	4	5*	6	7a	7b	8	9

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READING MINIMUM OBJECTIVES - 3RD GRADE



BEST COPY AVAILABLE

REVISED READING OBJECTIVES - 4TH GRADE

Patricia Coleman

Betty Holloway

Kathleen Kaszuba

Adler Muller

Hinesburg Elementary School
Reading Minimum Objectives
Fourth Grade

CONDITIONS

BEHAVIORS

CRITERIA

Given:

the student will:

1. the list of 4.1 sight words,
2. a phonetic Informal Reading Inventory,
3. new words in science, social studies, and reading,
4. an Informal Reading Inventory,
- 5a. an Informal Reading Inventory,
- 5b. a story to read silently from the 1st section of a 4th grade reading book and 5 factual comprehension questions,
1. the list of 4.2 sight words,
- 2a. 20 words,
- 2b. 20 words,
3. new words in science, social studies, and reading,

- with 100% accuracy.
- with 80% accuracy.
- with 80% accuracy.

say the words
complete the test
choose 5 unfamiliar words, find their definitions, and demonstrate to the teachers (either orally or in writing) his/her knowledge of the words' definition and usage

orally read and answer 5 questions with 80% accuracy.
silently read and orally answer 5 questions with 80% accuracy.

write the answers
with at least 80% accuracy.

(4.1) Sept.

say the words with 100% accuracy.
recognize and circle the plurals with 80% accuracy.
change the words from singular to plural in writing with 80% accuracy.
choose 5 unfamiliar words, find their definitions, and demonstrate to the teachers (either orally or in writing) his/her knowledge of the definitions and usage with 80% accuracy.

BEST COPY AVAILABLE

CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

4. a passage of 50 words,
5. a story to read silently from the 2nd section of a 4th grade reading book and 5 questions (4 factual, 1 main idea),
1. the list of 4.3 sight words,
- 2a. 10 sentences, each containing a homonym and a choice of its alternative forms,
- 2b. 10 sentences containing compound words,
3. new words in science, social studies, and reading,
4. a story to read silently from the 3rd section of a 4th grade reading book and 5 questions (1 factual, 4 main idea),
1. the list of 4.4 sight words,
- 2a. 10 sentences with a word underlined,
- 2b. 10 sentences with a word underlined,

orally read the passage with a pleasing voice quality

write the answers

say the words

1) mark a plus if it is, or 2) change the incorrect to the correct form

circle the compound words

choose 5 unfamiliar words, find their definitions, and demonstrate to the teachers (either orally or in writing) his/her knowledge of the words' definitions and usage

write the answers

say the words
provide an appropriate synonym for that word
provide an appropriate antonym for that word

to be judged by an independent observer.
with 80% accuracy.

(4.2) Oct.

with 100% accuracy.
with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

(4.3) Nov.

with 100% accuracy.
with 80% accuracy.

with 80% accuracy.

CONDITIONS

BEHAVIORS

CRITERIA 3

Given:the student will:

3. new words in science, social studies, and reading,

choose 5 unfamiliar words, find their definitions, and demonstrate to the teacher (either orally or in writing) his/her knowledge of the words' definitions and usage

with 80% accuracy.

4. (review): a passage of 50 words to read,

read the passage orally with adequate volume

to be judged by an independent observer. with 80% accuracy.

5. a story to read silently from the 4th section of a 4th grade reading book and 5 questions (3 main idea, 2 sequence),

write the answers

(4.4) Dec.

1. the list of 4.5 sight words,

say the words

with 100% accuracy.

2a. a list of 20 pairs of words that can be contracted,

write the contractions

with 80% accuracy.

2b. 10 sentences containing underlined singular and plural possessive nouns,

place a P over the plural possessives and an S over the singular possessives

with 80% accuracy.

3. new words in science, social studies, and reading,

choose 5 unfamiliar words, find their definitions, and demonstrate to the teacher (either orally or in writing) his/her knowledge of the words' definitions and usage

with 80% accuracy.

4. a story to read silently from the 5th section of a 4th grade reading book and 5 questions (1 main idea, 3 sequence, 1 comparative),

write the answers

with 80% accuracy.

(4.5) Jan.

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CONDITIONS

BEHAVIORS

Given:the student will:

1. the list of 4.6 sight words,
2. 20 words, some with prefixes and some without,

with 100% accuracy.
with 80% accuracy.

3. new words in science, social studies, and reading,

with 80% accuracy.

4. (review): a passage of 50 words to read,

read the passage orally with clean and distinct enunciation

to be judged by an independent observer.

5. a story to read silently from the 6th section of a 4th grade reading book and 5 questions (1 main idea, 2 sequence, 2 comparative),

write the answers

with 80% accuracy.

(4.6) Feb.

1. the list of 4.7 sight words,
2. 20 words, some with suffixes and some without,
3. new words in science, social studies, and reading,

say the words

with 100% accuracy.
with 80% accuracy.

identify by circling the following suffixes: NESS, MENT, WARD, ABLE, ISH, ANCE, ENCE, ION

choose 5 unfamiliar words, find their definitions, and demonstrate to the teachers (either orally or in writing) his/her knowledge of the words' definitions and usage

with 80% accuracy.

CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

4. a story to read silently from the 7th section of a 4th grade reading book and 5 questions (1 main idea, 1 sequence, 2 comparative, 1 cause-and-effect),

write the answers

with 80% accuracy.

(4.7) March

1. the list of 4.8 sight words,

say the words

with 100% accuracy.

2. 10 words in which the 1st vowel precedes 2 consonants,

divide each word into syllables by drawing a slash in the appropriate place

with 80% accuracy.

3. new words in science, social studies, and reading,

choose 5 unfamiliar words, find their definitions, and demonstrate to the teachers (either orally or in writing) his/her knowledge of the words' definitions and usage

with 80% accuracy.

4. (review): a passage of 50 words to be read,

read the passage orally with accuracy in pronunciation

to be judged by an independent observer.

5. a story to read silently from the 8th section of a 4th grade reading book and 5 questions (1 main idea, 1 comparative, 2 cause-and-effect, 1 inference),

write the answers

with 80% accuracy.

(4.8) April

1. the list of 4.9 sight words,

say the words

with 100% accuracy.

2. 10 words containing the letters CK,

divide the word into syllables by drawing a slash in the appropriate place

with 80% accuracy.

3. new words in science, social studies, and reading,

choose 5 unfamiliar words, find their definitions, and demonstrate to the teachers (either orally or in writing) his/her knowledge of the words' definitions and usage

with 80% accuracy.

CONDITIONS

BEHAVIORS

CRITERIA

6.

Given:the student will:

4. a story to read silently from the 9th section of a 4th grade reading book and 5 questions (1 main idea, 1 comparative, 1 cause-and-effect, 2 inference),

write the answers

with 80% accuracy.

(4.9) May

1. the list of 5.0 sight words,
2. 10 words containing the letters LE,

say each word

with 100% accuracy.

3. new words in science, social studies, and reading,

divide each word into syllables by drawing a slash in the appropriate place

with 80% accuracy.

4. (review): a passage of 50 words to read,

choose 5 unfamiliar words, find their definitions, and demonstrate to the teachers (either orally or in writing) his/her knowledge of the definitions and usage

with 80% accuracy.

5. a story to read silently from the 10th section of a 4th grade reading book and 5 questions (1 main idea, 1 cause-and-effect, 3 inference),

read the passage orally conveying the meaning to the listeners

to be judged by an independent observer.

write the answers

with 80% accuracy.

(5.0) June

4.1

4.2

GRADE 4

READING MINIMUM OBJECTIVES - DATE CRITERIA MET

1 2 3 4 5*

5a 5b*

2a 2b

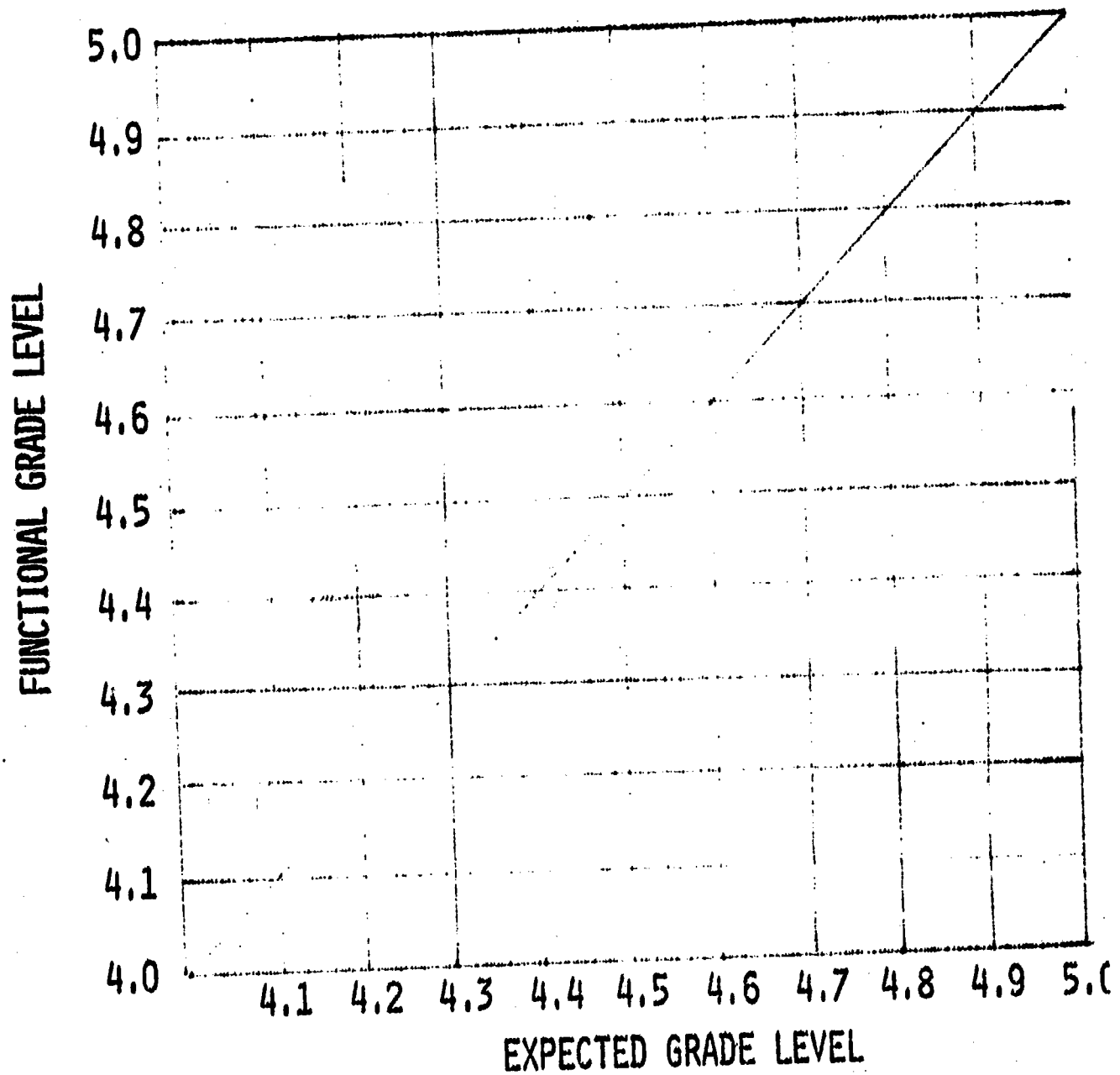
3 4 5*

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NAME

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READING MINIMUM OBJECTIVES - 4TH GRADE



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REVISED READING OBJECTIVES - 5TH GRADE

Ann Baker

Betty Holloway

Adler Muller

Gilbert Pierce

Hinesburg Elementary School
Reading Minimum Objectives
Fifth Grade

CONDITIONS

BEHAVIORS

CRITERIA

Given:

the student will:

- 1. the list of 5.1 sight words,
- 2. a list of 30 words, 10 of which have the same first 3 letters,
- 2. the key to pronunciation in a standard 5th grade dictionary,
- 2. a list of 5 words to find in the dictionary
- 3. approximately 40 vocabulary words appropriate to stories in a 5.1 reading book,
- 3. at least 10 vocabulary words per week read by the teacher,
- 4. a 50-word selection in a 5.1 reading book,
- 5. a story to read silently from a 5.1 reading book and 10 comprehension questions (recognition or recall of fact, definition, generalization, and author's values),

- say each word
- write the words in alphabetical order
- pronounce each word
- write the guide words and the page number on which each word is printed in the dictionary
- find the words in a dictionary and write the meanings in his/her own words
- write the word meanings
- read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation
- write the answers

- with 100% accuracy.
- with 100% accuracy.
- with 100% accuracy.
- with 100% accuracy.
- with 100% accuracy.
- with at least 80% accuracy.
- with no more than 5 errors, in the judgment of the teacher.
- with at least 80% accuracy.

(5.1)

CONDITIONS

BEHAVIORS

CRITERIA

Given:

1. the list of 5.2 sight words,
- 2a. a dictionary and a list of 10 words,
- 2b. a list of 10 vocabulary words,
- 2c. a list of 10 vocabulary words phonetically spelled and diacritically marked,
- 3a. approximately 40 vocabulary words appropriate to stories in a 5.2 reading book,
- 3b. at least 10 vocabulary words per week read by the teacher,
4. a 50-word selection in a 5.2 reading book,
5. a story to read silently from a 5.2 reading book and 10 comprehension questions (recognition or recall of fact, definition, generalization, and author's values),

the student will:

- say each word
- pronounce each word using the preferred pronunciation and correct accent
- pronounce the words according to the diacritical markings and phonetic re-spelling in the dictionary
- pronounce each word
- find the words in a dictionary and write the meanings in his/her own words
- write the word meanings
- read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation
- write the answers

with 100% accuracy.
with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

with 100% accuracy.

with at least 80% accuracy.

with no more than 5 errors, in the judgment of the teacher.

with at least 80% accuracy.

(5.2)

with 100% accuracy.

say each word

1. the list of 5.3 sight words,

CONDITIONS

BEHAVIORS

CRITERIA

3.

Given:the student will:

- 2a. a list of 10 multi-syllable words containing at least one single-vowel syllable,
- 2b. a list of 10 multi-syllable words in which the root can be distinguished from prefixes or suffixes,
- 2c. a list of 10 multi-syllable words, each containing a blend that is not at the beginning or the end of the word,
- 3a. approximately 40 vocabulary words appropriate to stories in a 5.3 reading book,
- 3b. at least 10 vocabulary words per week read by the teacher,
4. a 50-word selection in a 5.3 reading book,
5. a story to read silently from a 5.3 reading book and 10 comprehension questions (7 recognition or recall, 3 translation--restatement in different language),

draw a slash between the syllables

draw a slash between the syllables

draw a slash between the syllables

find the words in a dictionary and write the meanings in his/her own words

write the word meanings

read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation

write the answers

(5.3)

with at least 80% accuracy.

with at least 80% accuracy.

with at least 80% accuracy.

with 100% accuracy.

with at least 80% accuracy.

with no more than 4 errors, in the judgment of the teacher.

with at least 80% accuracy.

1. the list of 5.4 sight words,

with 100% accuracy.

CONDITIONS

BEHAVIORS

CRITERIA

4.

Given:

- 2a. a list of 10 multi-syllable words in which a vowel is followed by 2 consonants and another syllable,
- 2b. a list of 10 multi-syllable words in which a vowel is followed by 1 consonant and another syllable,
- 2c. a list of 10 multi-syllable words ending in LE,
- 3a. approximately 40 vocabulary words appropriate to stories in a 5.4 reading book,
- 3b. at least 10 vocabulary words per week read by the teacher,
4. a 50-word selection in a 5.4 reading book,
5. a story to read silently from a 5.4 reading book and 10 comprehension questions (5 recognition or recall, 5 translation),

the student will:

- draw a slash between the syllables
- draw a slash between the syllables
- draw a slash between the syllables
- find the words in a dictionary and write the meanings in his/her own words
- write the word meanings
- read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation
- write the answers

(5.4)

1. the list of 5.5 sight words, with 100% accuracy.
- 2a. a list of 10 multi-syllable words with an R following any vowel, with at least 80% accuracy.
- 2b. a list of 10 multi-syllable words in which at least 1 syllable contains a single vowel, with at least 80% accuracy.

CONDITIONS

Given:

- 2c. a list of 10 words in which there are 2 vowels in the word or syllable,
- 3a. approximately 40 vocabulary words appropriate to stories in a 5.5 reading book,
- b. at least 10 vocabulary words per week read by the teacher,
4. a 50-word selection in a 5.5 reading book,
5. a story to read silently from a 5.5 reading book and 10 interpretive comprehension questions (3 comparative, 3 implication, 1 qualitative, 3 cause-and-effect),
1. the list of 5.6 sight words,
2. a short story on a worksheet and an incomplete outline of the story,
- 3a. approximately 40 vocabulary words appropriate to stories in a 5.6 reading book,
- 3b. at least 10 vocabulary words per week read by the teacher,

BEHAVIORS

the student will:

- circle the long vowel and cross out the silent vowel
- find the words in a dictionary and write the meanings in his/her own words
- write the word meanings
- read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation, and will read in a pleasant, well-modulated voice
- write the answers

(5.5)

- say each word
- complete the outline
- find the words in a dictionary and write the meanings in his/her own words
- write the word meanings
- with at least 80% accuracy.
- with 100% accuracy.
- with 100% accuracy.
- with 100% accuracy.
- with at least 80% accuracy.

CRITERIA

CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

5. a story to read silently from a 5.7 reading book and 10 interpretive comprehension questions (2 comparative, 2 implication, 1 quantitative, 2 cause and effect, 3 inductive thinking),

with at least 80% accuracy.

(5.7)

1. the list of 5.8 sight words,
- 2a. the list of prefixes CON-, SUPER-, POST-, INTER-, PRO-, PER-, ANTI-, OB-, NON-, COM-, 2 word examples of each, and a dictionary,
- 2b. the list of suffixes -OUS, -IOUS, -IC, -ENT, -LING, -TY, 2 word examples of each, and a dictionary,
- 3a. approximately 40 vocabulary words appropriate to stories in a 5.8 reading book,
- 3b. at least 10 vocabulary words per week read by the teacher,
4. a 50-word selection in a 5.8 reading book,

say each word

with 100% accuracy.
with at least 80% accuracy.

write the definition of each word, showing the similarity in meaning for each pair of words

with at least 80% accuracy.

write the definition of each word, showing the similarity in meaning for each pair of words

with 100% accuracy.

find the words in a dictionary and write the meanings in his/her own words

with at least 80% accuracy.

write the word meanings

with no more than 3 errors, in the judgment of the teacher.

read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation, and will express emotion sincerely

BEHAVIORS

CRITERIA

8.

Given:

the student will:
write the answers

5. a story to read silently from a 5.8 reading book and 10 interpretive comprehension questions (2 comparative, 1 qualitative, 3 inductive thinking, 2 synthesis, 1 cause and effect, 1 implication),

with at least 80% accuracy.

(5.8)

the list of 5.9 sight words,

with 100% accuracy.

2. a list of 20 singular words which form regular and irregular plurals,

write the plural forms

with 80% accuracy.

2. a list of 10 sentences with deleted words, to be filled in with possessives (singular, plural, regular, and irregular),

write the possessive forms in the appropriate spaces

with 80% accuracy.

3a. approximately 40 vocabulary words appropriate to stories in a 5.9 reading book,

find the words in a dictionary and write the meanings in his/her own words

with 100% accuracy.

4. a 50-word selection in a 5.9 reading book,

read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation, and read with poise and self-confidence

with no more than 3 errors, in the judgment of the teacher.

5. a story to read silently from a 5.9 reading book and 10 interpretive comprehension questions (2 comparative, 3 inductive thinking, 2 synthesis, 1 implication, 2 characterization)

with at least 80% accuracy.

(5.9)

CONDITIONS

Given:

1. the list of 6.0 sight words,
- 2a. a list of 10 sentences with deleted words, to be filled in with possessive pronouns (singular and plural),
- 2b. the list of the parts of speech,
- 3a. approximately 40 vocabulary words appropriate to stories in a 6.0 reading book,
4. a 50-word selection in a 6.0 reading book,
- 5a. a story to read silently from a 6.0 reading book and 10 comprehension questions (1 synthesis, 1 inductive, 1 cause and effect, 1 implementation, 1 comparative),
- 5b. standards for making judgments about people (profession, accomplishments, character),

BEHAVIORS

the student will:

- say each word
- write the possessive pronouns in the appropriate spaces
- write the abbreviations of each
- find the words in a dictionary and write the meanings in his/her own words
- read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation, and read with poise and self-confidence
- write the answers

write a short story of approximately 50 words about his/her favorite person

(6.0)

CRITERIA

9.

with 100% accuracy.

with 80% accuracy.

with 100% accuracy.

with 100% accuracy.

with no more than 3 errors, in the judgment of the teacher.

with at least 80% accuracy.

meeting the standards in the teacher's judgment.

GRADE
5

READING MINIMUM OBJECTIVES - DATE CRITERIA MET

1

2a

2b

3a

3b

4

5*

2c

2d

2e

3c

3d

3e

4a

4b

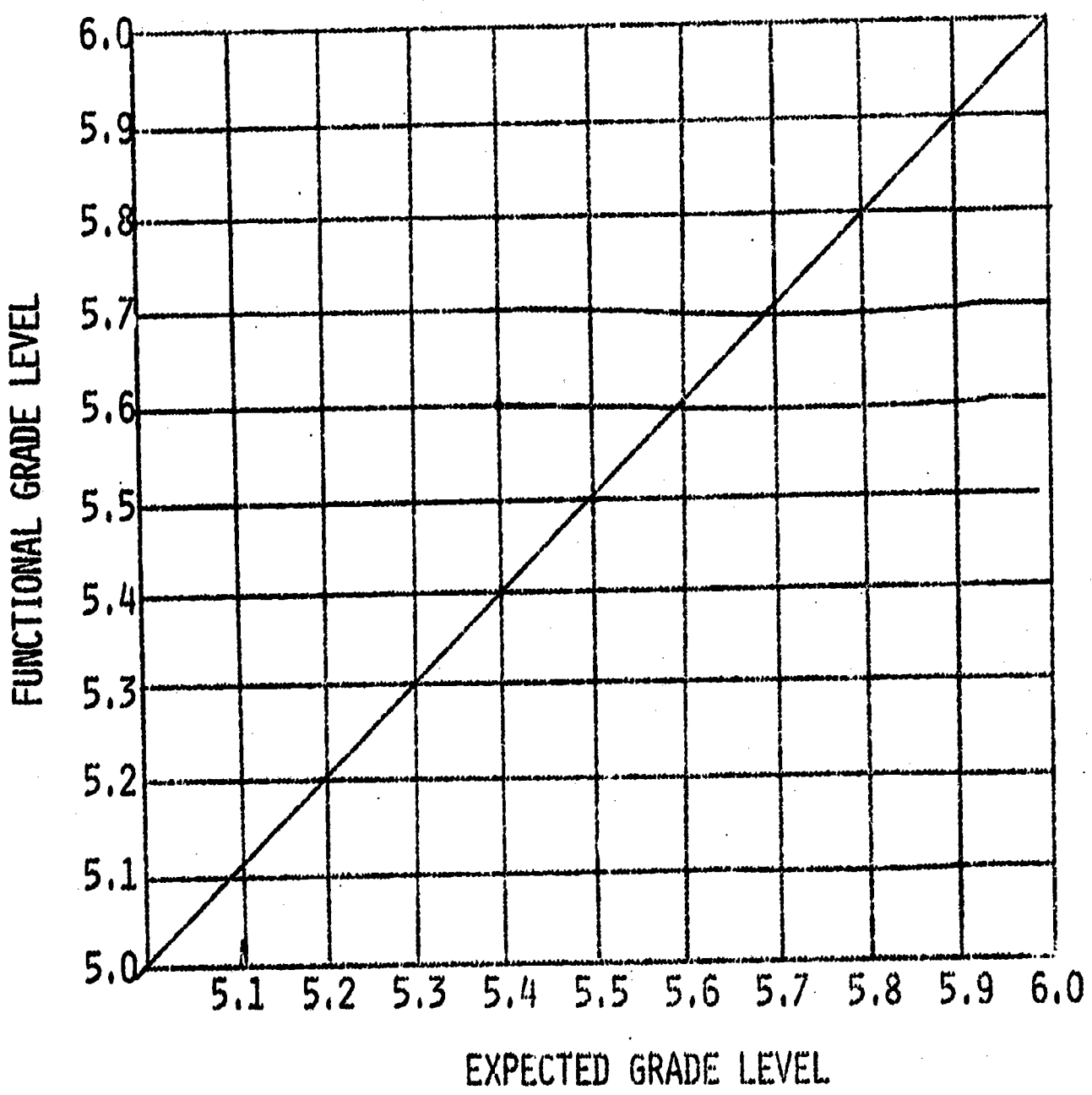
4c

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READING MINIMUM OBJECTIVES - 5TH GRADE



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REVISED LANGUAGE ARTS OBJECTIVES - 6TH GRADE

Helen Cloutier

Betty Holloway

Judith LaForge

Adler Muller

Marybeth Free

Hinesburg Elementary School
Reading Minimum Objectives
Sixth Grade

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CONDITIONS	BEHAVIORS	CRITERIA
<p><u>Given:</u></p> <ol style="list-style-type: none">1. a list of 10 multi-syllable words and a dictionary,2. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,3. a list of categories from which to choose a selection for oral reading,4. a selection to read silently and the literary comprehension questions appropriate for a 6.1 level (see Appendix B),5. a list of 10 multi-syllable words and a dictionary,6. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,7. a list of categories from which to choose a selection for oral reading,	<p><u>the student will:</u></p> <ol style="list-style-type: none">1. draw a slash between the syllables, accent the appropriate syllable, and pronounce each word2. write a definition of a word which illustrates each3. choose a selection, prepare and read it before an audience4. write the answers5. draw a slash between the syllables, accent the appropriate syllable, and pronounce each word6. write a definition of a word which illustrates each7. choose a selection, prepare and read it before an audience	<ol style="list-style-type: none">1. with at least 80% accuracy.2. with no more than 2 errors.3. so that it is an effective communication in the judgment of the teacher.4. with at least 80% accuracy.5. with at least 80% accuracy.6. with no more than 2 errors.7. so that it is an effective communication in the judgment of the teacher.

(6.1)

CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

8. a selection to read silently and the literary comprehension questions appropriate for a 6.2 level (see Appendix B),

write the answers

with at least 80% accuracy.

(6.2)

9. a list of 10 multi-syllable words and a dictionary,

draw a slash between the syllables, accent the appropriate syllable, and pronounce each word

with at least 80% accuracy.

10. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

write a definition of a word which illustrates each

with no more than 2 errors.

11. a list of categories from which to choose a selection for oral reading,

choose a selection, prepare and read it before an audience

so that it is an effective communication in the judgment of the teacher.

12. a selection to read silently and the literary comprehension questions appropriate for a 6.3 level (see Appendix B),

write the answers

with at least 80% accuracy.

(6.3)

13. a list of 10 multi-syllable words and a dictionary,

draw a slash between the syllables, accent the appropriate syllables, and pronounce each word

with at least 80% accuracy.

14. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

write a definition of a word which illustrates each

with no more than 2 errors.

15. a list of categories from which to choose a selection for oral reading,

choose a selection, prepare and read it before an audience

so that it is an effective communication in the judgment of the teacher.

CONDITIONS

BEHAVIORS

CRITERIA

3.

Given:

16. a selection to read silently and the literary comprehension questions appropriate for a 6.4 level (see Appendix B),

7. a list of 10 multi-syllable words and a dictionary,

8. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

9. a list of categories from which to choose a selection for oral reading,

0. a selection to read silently and the literary comprehension questions appropriate for a 6.5 level (see Appendix B),

1. a list of 10 multi-syllable words and a dictionary,

2. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

3. a list of categories from which to choose a selection for oral reading,

the student will:

write the answers

(6.4)

draw a slash between the syllables, accent the appropriate syllable, and pronounce each word

write a definition of a word which illustrates each

choose a selection, prepare and read it before an audience

write the answers

(6.5)

draw a slash between the syllables, accent the appropriate syllable, and pronounce each word

write a definition of a word which illustrates each

choose a selection, prepare and read it before an audience

with at least 80% accuracy.

with at least 80% accuracy.

with no more than 2 errors.

so that it is an effective communication in the judgment of the teacher.

with at least 80% accuracy.

with 100% accuracy.

with no more than 2 errors.

so that it is an effective communication in the judgment of the teacher.

BEHAVIORS

CRITERIA

4.

Given:the student will:

24. a selection to read silently and the literary comprehension questions appropriate for a 6.6 level (see Appendix B),

write the answers

with at least 80% accuracy.

(6.6)

25. a list of 10 multi-syllable words and a dictionary,

with 100% accuracy.

26. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

with no more than 2 errors.

27. a list of categories from which to choose a selection for oral reading,

choose a selection, prepare and read it before an audience

so that it is an effective communication in the judgment of the teacher.

28. a selection to read silently and the literary comprehension questions appropriate for a 6.7 level (see Appendix B),

write the answers

with at least 80% accuracy.

(6.7)

29. a list of 10 multi-syllable words and a dictionary,

with 100% accuracy.

30. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

with no more than 2 errors.

31. a list of categories from which to choose a selection for oral reading,

choose a selection, prepare and read it before an audience

so that it is an effective communication in the judgment of the teacher.

CONDITIONS

BEHAVIORS

CRITERIA

Given:the student will:

- | | | |
|---|---|---|
| <p>62. 1 novel or poetry unit from the required reading list, 1 novel from the teacher-approved list (see Appendix C), and a list of comprehension questions appropriate to these works (see Appendix D),</p> | <p>write the answers</p> | <p>with at least 80% accuracy.</p> |
| (6.8) | | |
| <p>63. a list of 10 multi-syllable words and a dictionary,</p> | <p>draw a slash between the syllables, accent the appropriate syllable, and pronounce each word</p> | <p>with 100% accuracy.</p> |
| <p>64. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A.</p> | <p>write a definition of a word which illustrates each</p> | <p>with no more than 2 errors.</p> |
| <p>65. a list of categories from which to choose a selection for oral reading,</p> | <p>choose a selection, prepare and read it before an audience</p> | <p>so that it is an effective communication in the judgment of the teacher.</p> |
| <p>66. 1 novel or poetry unit from the required reading list, 1 novel from the teacher-approved list (see Appendix C), and a list of comprehension questions appropriate to these works (see Appendix D),</p> | <p>write the answers</p> | <p>with at least 80% accuracy.</p> |
| <p>67. a list of 10 multi-syllable words and a dictionary,</p> | <p>draw a slash between the syllables, accent the appropriate syllable, and pronounce each word</p> | <p>with 100% accuracy.</p> |
| <p>68. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,</p> | <p>write a definition of a word which illustrates each</p> | <p>with no more than 3 errors.</p> |

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CONDITIONS

Given:

- 1. a list of categories from which to choose a selection for oral reading,
- 2. 1 novel or poetry unit from the required reading list, 1 novel from the teacher-approved list (see Appendix C), and a list of comprehension questions appropriate to these works. (see Appendix D),

BEHAVIORS

the student will:

- choose a selection, prepare and read it before an audience
- write the answers

CRITERIA

- so that it is an effective communication in the judgment of the teacher.
- with at least 80% accuracy.

APPENDIX A
Vocabulary List: Sixth Grade

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<u>Prefix</u>	<u>Root</u>	<u>Suffix</u>
1. ab	port	able, ible
2. an	mit, miss	acy, ace, ancy, ance
3. ad	ject	an, ean, ian
4. ante	pone, pose	age
5. bi	pel, pulse	ant
6. circum	spect	er, ar
7. de	duce, duct	ary
8. dis	scribe, script	ante, en
9. dia	vert, verse	ence
10. ex	tract	ent
11. im	cede, ceed, cess	full, ful
12. il, un, in, ir	clud, clus	fy, ify
13. inter	dict	hood
14. in, en	cur	ic
15. intro	tain	ice
16. mis	fer	id
17. non	publ	ion
18. pan	carn	ize, isa
19. per	dem	ist, ite
20. peri	mal	ity, ty
21. post	val	ive
22. pre	fac, fec	less
23. pro	mobil	ly
24. re	crea	ment
25. se	bark	ness
26. semi	tene	or, ar, er, ory
27. sub	noct	ose, sus

APPENDIX B
Comprehension Skills

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1. skimming to locate facts (poetry).
2. compare encyclopedia article to poem.
3. separate fact from fiction (listing only the facts of a specified selection).
4. recognizing authors' techniques (scientific language, exaggeration, involving reader) and find an example.
5. determine the audience a specific ad appeals to.
6. finding an example of hyperbole.
7. distinguish between fact and theory.
8. distinguish between science and superstition.
9. locating topic sentences.
10. locating clues in a mystery story. (6.1)
11. determine an author's attitude and/or opinion.
12. determine an author's purpose and techniques.
13. list examples of symbolism found in a selection.
14. determine an author's point of view.
15. find examples of similes.
16. determine the setting of a selection.
17. differentiate between blind acceptance of opinions of others and personal judgment.
18. locating topic sentences.
19. locating the specific line where the mood of a poem changes.
20. skimming to determine organization of an article. (6.2)
21. outline the sequence of events in a selection.
22. analyze character development throughout a selection. (6.3)
23. determine the audience a specific ad appeals to.
24. locating examples of alliteration.
25. locating examples of symbolism.
26. skimming to locate specific facts.
27. analyze character development throughout a selection.
28. explaining an example of symbolism.
29. determine the purpose of an ad. (6.4)

APPENDIX B
(Cont'd)

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30. trace the relationship of two characters throughout a selection.
31. determine the main idea of a stanza in poetry.
32. analyze character development throughout a selection.
33. distinguish between theory, hypothesis, and fact in a selection. (6.5)

34. outline the sequence of main ideas in a selection.
35. determining the roles of characters.
36. recognizing the use of the following techniques: Humor, exaggeration, conversational tone.
37. use of footnotes.
38. using several different kinds of reference books to locate specific information. (6.6)

39. determine the main idea of a selection.
40. analyze a selection from different points of view.
41. outlining events in chronological order.
42. determining the roles of characters.
43. determining the intended meaning of a word with more than one meaning by using context clues. (6.7)

APPENDIX C

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II. Teacher-Approved Novels, cont'd.

Kidnapped, by Stevenson.

The Yearling, by Marjorie Rawlins.

Tom Sawyer, by Mark Twain.

Huckleberry Finn, by Twain.

Blue Willow, by Doris Gates.

Island of the Blue Dolphin, by Scott O'Dele

Caddie Woodlawn.

When Legends Die, by Hal Borland.

White Witch of Kynance, by Mary Calhoun.

Julie of the Wolves, by Jean George.

Witch of Blackbird Pond, by Elizabeth Speare.

Bronze Bow, by Speare.

Call it Courage, by Sperry.

The Cricket in Times Square, by Selden.

Mrs. Frisby and the Rats of Nimh, by O'Brien.

Rifles for Watie, by Keith.

Up a Road Slowly, by Hunt.

Dark Frigate, by Hawes.

The Changeling, by Raible.

APPENDIX C

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I. Required Novels:

The Mixed-Up Files of Mrs. Basil E. Frankweiler, by
Koningsburg

Poetry Unit

The Miracle Worker

II. Teacher-Approved Novels:

Jonathan Livingston Seagull, by Richard Bach

The Hobbit, by J.R.R. Tolkien

2001: A Space Odyssey, by Arthur C. Clarke

The Pearl, by John Steinbeck

Pigman, by Paul Zindel

The Invisible Man, by H.G. Wells

Captains Courageous, by Rudyard Kipling

Little Women, by Louisa May Alcott

The Secret Garden, by Burnett

Robinson Crusoe, by Daniel Defoe

Catch a Killer

Lord of the Flies, by William Golding

The Wind in the Willows, by Kenneth Grahame

Never Cry Wolf, by Farley Mowat

Johnny Trenaine, by Forbes

I, Robot, by Isaac Asimov

The Money Machine

Adam of the Road, by Gray

Souder, by William Armstrong

Stuart Little, by E.B. White

A Christmas Carol, by Charles Dickens

To Kill a Mockingbird, by Harper Lee

Deathman, Do Not Follow Me

Treasure Island, by Robert Louis Stevenson

Ken-Tiki, by Thor Heyerdahl

APPENDIX D

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I. Comprehension Skills--Required Selections.

Mixed-Up Files...

The child will complete questions dealing with:

1. description and evaluation of setting.
2. recognition of similes.
3. character description and analysis.
4. cause and effect.
5. comparison of 2 characters.
6. creative writing about the setting or from the point of one of the main characters.

Poetry Unit...

The child will answer questions noting:

1. specific detail.
2. the purpose of the poem.
3. symbolism used in the poem.
4. use of form, language, etc.
5. contrasting symbols.
6. style; use of literary devices.

The Miracle Worker...

The child will answer questions dealing with:

1. character descriptions and analysis.
2. conflicts between characters.
3. drawing conclusions using evidence in a heading passage.
4. comparing and evaluating author's source material with the actual play.
5. citing specific passages that denote a specific character trait.
6. locating the climax in a play.

II. Comprehension Skills--Teacher-Approved Novels.

For each approved novel of the student's choice, he/she will answer questions by giving:

1. character description
 - a) physical
 - b) psychological (personality traits, thought patterns)
--supported with events or actions in novel.

APPENDIX D

(cont'd)

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II. Comprehension skills--Teacher-Approved Novels, cont'd.

2. plot line (100 words)
3. climax and denouement
4. important details or effects of setting
5. point of view of author
6. noting style and mood created by author

Or the child will do one of the following activities:

1. make poster promoting reading of book with 100-word review
2. write 15 questions on book dealing with character development, plot, and setting
3. make a crossword puzzle with 20 items
4. plan a TV commercial or magazine ad advertising book
5. plan a different ending
6. write a letter to the author asking questions and sharing thoughts about the book
7. 3 50-word entries in diary, made by main character

GRADE 6

READING MINIMUM OBJECTIVES - DATE CRITERIA MET

DATE

1 2 3 4* 5 6 7 8* 9 10 11 12*

NOT FROM AVAILABLE

9

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READING MINIMUM OBJECTIVES - 6TH GRADE

