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TITLE [Diagnostic-Prescriptive-Individualized (D.P.I.) Primary Reading Program].

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SPONS AGENCY Office of Education (DHEW), Washington, D.C. Right to Read Program.

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ABSTRACT

One of the programs included in "Effective Reading Programs...", this program serves over 3,100 first, second, and third grade, predominantly disadvantaged children. Approximately 2,000 junior high school students also participate in the program as cross-age tutors. Begun in 1972, the program focuses on reading and language development. Children work from educational prescriptions, prepared at the beginning of each of 10 three-week cycles. The content of prescriptions is determined by the child's ability level and specific strengths and weaknesses as identified by standardized and diagnostic tests, the child's most effective learning mode, and the child's interests. At the end of each three-week cycle, criterion-referenced items based on specific objectives are administered and prescriptions are adjusted accordingly. (TO/AIR)

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DPI HANDBOOK

A GUIDE TO DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED
READING IN THE PRIMARY GRADES

TITLE I ESEA PL 89-10 PROJECT 09

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Louisville Public Schools



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SUPERINTENDENT

NEWMAN WALKER

June 12, 1972

To Whom It May Concern:

Careful study by members of the Louisville Board of Education Central Office Instructional Staff and the Title I Advisory Council members revealed that the greatest need in our school system is reading. The Title I Diagnostic-Prescriptive-Individualized Primary Reading Program has been devised in order to reduce the reading deficiencies of pupils in the Louisville Public Schools.

I would like to express my total endorsement of the two-year Title I Diagnostic-Prescriptive-Individualized Primary Reading Program which is designed to assure the reading achievement of our primary pupils.

Sincerely yours,

A handwritten signature in cursive script that reads "Newman Walker".

Newman Walker
Superintendent

June 7, 1972

An open letter to parents and concerned citizens:

The Title I Advisory Council, the majority of which are parents of children participating in/or living in an eligible school attendance area, was formed to meet the required Federal law and regulation policy that each Local Education Agency (LEA) must have in order to receive Federal funds.

It is the responsibility of the LEA to inform and involve the Advisory Council in Title I projects. This includes giving the Council an opportunity for input on Title I projects and to express their views on projects prior to submission to the Title I State Education Agency (SEA) for approval.

Whenever a directive from the SEA office of Director of Title I is sent to the Local Director of Title I projects, the Advisory Council is called upon to help in a decision making process as required under Federal regulations.

During a recent evaluation conducted by the members of the Advisory Council, reading was established as needs priority, and in order to stay within the framework of the Title I guidelines, the Advisory Council went on record stating that a renovated reading program would be needed.

The Advisory Council, along with a portion of the Louisville Board of Education Staff realized that some of the existing Title I programs would have to be curtailed or eliminated.

With this in mind the Advisory Council proceeded cautiously and carefully to see that this new plan would fall within the proper Title I assessment of needs guides and that it would provide a lasting and significant change in children. Therefore, the Advisory Council cannot accept all the credit for the action taken to meet the reading needs of children.

The Advisory Council and Central Office staff further realized that a concentration on a new reading program would call for a means of testing to determine each pupil's level of performance; then prescribing a plan that would take each pupil as far as he could go at his own rate of speed; then a means of implementing the prescribed data and last but by far the least is evaluating the pupil's progress. This method of teaching reading skills is called D. P. I. - Diagnostic, Prescriptive, Individualized.

Anna L. Birch, Chairman

Ella Roberts, Chairman of
Evaluation Committee

FOREWORD

The Title I Planning Committee for Project 08 consisted of the Parent Advisory Council Executive Committee and Central Office Personnel directly involved with the Title I program. The Committee's task was to review the present Title I program, examining its effectiveness with regard to the priority needs of the Louisville School System. Based on varying data, the committee decided that reading was Louisville's top priority and that the intensity of the reading problem was such that the major commitment of Title I funds for Project 08 should be in the area of reading with a concentration of all available sources on kindergarten through grade three pupils.

This recommendation by the Planning Committee was discussed and approved by the Title I Parent Advisory Council on March 23, 1972.

The Title I Diagnostic-Prescriptive-Individualized Primary Reading Program was projected for a two year period. It is to be proposed for Title I Project 09 and is to be extended through the 1973-1974 school year.

D. P. I. HANDBOOK

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STRATEGY AND DESIGN

The Department of Instructional Programs devised the Diagnostic-Prescriptive-Individualized Reading Program as a result of the Title I Advisory Council's commitment to reading. The structure of the D. P. I. Reading Program involves the following objective, strategy, and class schedule models.

Objective

Given a concentrated emphasis on developmental reading in the primary grades, children will acquire the basic reading skills necessary to function effectively as learners in upper elementary and secondary schools. The criterion will be a reduction of one-half of the deficiency between 1971 post-test scores on the Total Reading score of the CTBS and Grade Expectancy. This will be achieved by spring, 1974, as measured by the Total Reading Score CTBS.

Strategy

The strategy of the DPI Program involves six major elements:

1. The concentration of resources will be on the primary grades and kindergarten. In these grades, the program requires total commitment to a developmental rather than a remedial reading program and will involve approximately 120 classrooms.
2. For the reading instruction and language development time block, from 8:30 to 11:30 a.m. daily, there must be a pupil-adult ratio of 8-1. This ratio will be achieved through the use of supportive personnel in each classroom. The supportive personnel includes para-professional reading aides and secondary cross-age tutors (SCAT).
3. Introduction of diagnosis and prescription of individual students in reading is an instructional process. There will be three week instructional cycles which include diagnosis, prescription, individualized instruction, monitoring and feedback.
4. The development of multi-approach program streams in each primary classroom will develop the capability for individualized instruction. The specific techniques, materials, and methodology of the reading instruction will be determined by the individual school.

5. There will be an increase in the amount and type of instructional and technical expertise available directly to classroom teachers and principals in the area of reading. Specifically, a Reading Specialist and Monitoring Technician will be assigned to each ten DPI classroom teachers for continuous assistance. The Central Office Reading Curriculum Specialists will be available continuously. Criterion-referenced instructional objectives for reading skills on various levels will provide the basis for program streams and the three-week instructional cycles.
6. Quality in-service programs geared to the needs of teachers and principals will be developed.

Time Schedule Models

The DPI Reading Program is designed to use a three-hour block of time for reading and language development. This leaves two hours in the first grade day for teaching the other subjects and for lunch. If social studies, science, safety, and health are integrated with language development, all of the subjects required by the Kentucky Department of Education can be taught.

In order for each child in the DPI Reading Program to receive a full three-hour block of time for language development, it is imperative that other special instruction and activities be scheduled in the afternoon. This should include special instruction with itinerant teachers, fire drills, disaster drills, assemblies, sale of tickets, field trips, and announcements over the intercom system that are not of immediate urgency.

Using team or cooperative teaching, teachers should be able to schedule a total of ninety minutes a week for conferences with the Reading Specialist. Following are models of schedules which may be adjusted for differences in the time for lunch, physical education, and/or other reasons. These are based upon the assumption that there will be four teachers in the program at each grade level. The teachers will be indicated by A, B, C, and D on the schedules.

Time	Subjects	Teachers(4)							Minutes
		M	T	W	Th	F		F	

8:30 - 8:40	Planning for Day								10	
8:40 -12:10	Language Development								115	
	8:40 - 10:35 Reading)									
	10:35 - 10:40 Restroom)									
	10:40 - 11:05 Lunch)									
	11:05 - 12:10 *Language -)								5	
	Handwriting)								25	
12:10-12:35	Physical Education	AB	CD	AB	CD	AB	CD	AB	CD	25
12:35- 1:00	Mathematics									25
1:00- 1:10	Milk Break									10
1:10- 2:25	Social Studies)								75	
	Science)									
	Safety)									
	Health)									
	Music)									
	Art)									
	Library)									
2:25- 2:30	Evaluation-Dismissal									5

*Health, safety, social studies, and science may be integrated with language and/or reading, stressing the objectives of the DPI Reading Program.

GRADES 2 and 3 - 8:30-2:30

Time	Subjects	Teachers (4)	Minutes	Reading Specialist Teacher Conferences
8:30 - 8:40	Planning for Day	M T W TH F	10	M T W TH F
8:40 - 11:40	Language Development (May integrate the following) 8:40 - 10:40 Reading 10:40 - 11:40 Language Spelling Handwriting		120 60	
11:40 - 12:10	Lunch		30	
12:10 - 12:40	Mathematics		30	
12:40 - 1:10	Physical Education	CD AB CD AB CD	30	AB CD AB CD AB
1:10 - 2:25	Social Studies) Science) May Safety) Alternate Health) and Music) Integrate* Art) Library)	AB CD AB CD AB	75	CD AB CD AB CD
2:25 - 2:30	Evaluation - Dismissal		5	

* Health, safety, social studies, and science may be integrated with language and/or reading, stressing the objectives of the DPI Reading Program

A conference between the reading specialist and the teacher should always be 30 minutes or longer in order to allow enough time for discussion of each child's progress.

Possibilities for conferences may be as follows:

A - 30 minute conference, 3 times a week

B - 45 minute conference, 2 times a week

C - 90 minute conference, 1 time a week

On the next page is a schedule, worked out by a principal, to be used with a faculty of twenty teachers, eight of whom are in the DPI program. This includes only times for lunch, conference physical education and library. It will be necessary for the teachers to plan the rest of the day to include subjects other than language arts.

As indicated in the model schedule on pages and of the DPI Handbook, during the language arts period safety, health, science, and social studies may be included in the discussion. Early in the year safety to and from school, safety on the playground, in the building, etc., should be a topic for several discussion sessions. Living together as classmates with positive approaches toward acceptance of others should be included in the language period.

Evidences of autumn found by children on the way to school should give opportunity for including science in the language period.

These are just a few suggestions which may be used to integrate other areas of instruction with language arts.

Teacher	Grade	Lunch	Conference Day	Conference Time	Physical Education Day	Physical Education Time	Day	Library Time
1.	H.S.	11:25-11:45				10:00-10:30	W	9:45-10:45
2.	K	11:10-11:30				10:30-11:00	W	12:30-1:00
3.	1	10:30-10:50	T,Th	12:15-1:00		12:15-12:45	Th	12:15-1:00
4.	1	10:35-10:55	T,Th	1:00-1:45		12:15-12:45	Th	1:00-1:45
5.	1	10:40-11:00	T,Th	1:45-2:30		12:45-1:15	Th	1:45-2:30
6.	2-3	11:15-11:35	M,W,F	12:15-12:45		12:15-12:45	F	12:15-12:45
7.	2	11:20-11:40 (in room)	M,W,F	12:45-1:15		12:45-1:15	F	12:45-1:15
8.	2	11:25-11:45	M,W,F	1:15-1:45		12:30-1:00	F	1:15-1:45
9.	3-4	11:45-12:05	M,W,F	1:15-1:45		12:30-1:00	W	1:15-1:45
10.	3	11:50-12:10	M,W,F	1:45-2:15		12:45-1:15	F	1:45-2:15
11.	4	12:05-12:25				10:00-10:30	F	8:45-9:45
12.	4-5	12:10-12:30				10:30-11:00	Th	8:45-9:45
13.	5	12:20-12:40				11:00-11:30	T	8:45-9:45
14.	5-6	12:25-12:45				11:00-11:30	M	8:45-9:45
15.	6	12:30-12:50				11:00-11:30	W	8:45-9:45
15.	EMH	11:40-12:00				1:00-1:30	M	9:45-10:45
17.	VH	11:25-11:45				1:00-1:30	M	1:45-2:30
18.	D	12:00-12:20				10:00-10:30	T	1:00-1:45
19.	D	11:35-11:55				10:30-11:00	M	1:00-1:45
20.	D	11:10-11:30				10:30-11:00	M	1:00-1:45
Read. Sp. Non. Tech.		11:45-12:05						

*When a class is scheduled for Physical Education, only 4 times a week, the teacher will find time during the fifth day for physical education.

ORGANIZATION

Participating Schools

The following Louisville elementary schools have been chosen to participate in the D. P. I. Primary Reading Program:

Brandeis	Carter
Breckinridge	Foster
Cochran	Franklin
Cotter	Johnston
Engelhard	Lowell
Kennedy	McFerran
Parkland	Shawnee
Perry	Tingley
Shawnee Elem.	
Southwick	
Strother	
Washington	
Young	

Teacher Corps D. P. I. Schools

Carmichael	Jones
Coleridge-Taylor	Roosevelt
Lincoln	
Wheatley	

Staffing Models

Central Office -

Central office D. P. I. personnel will include:

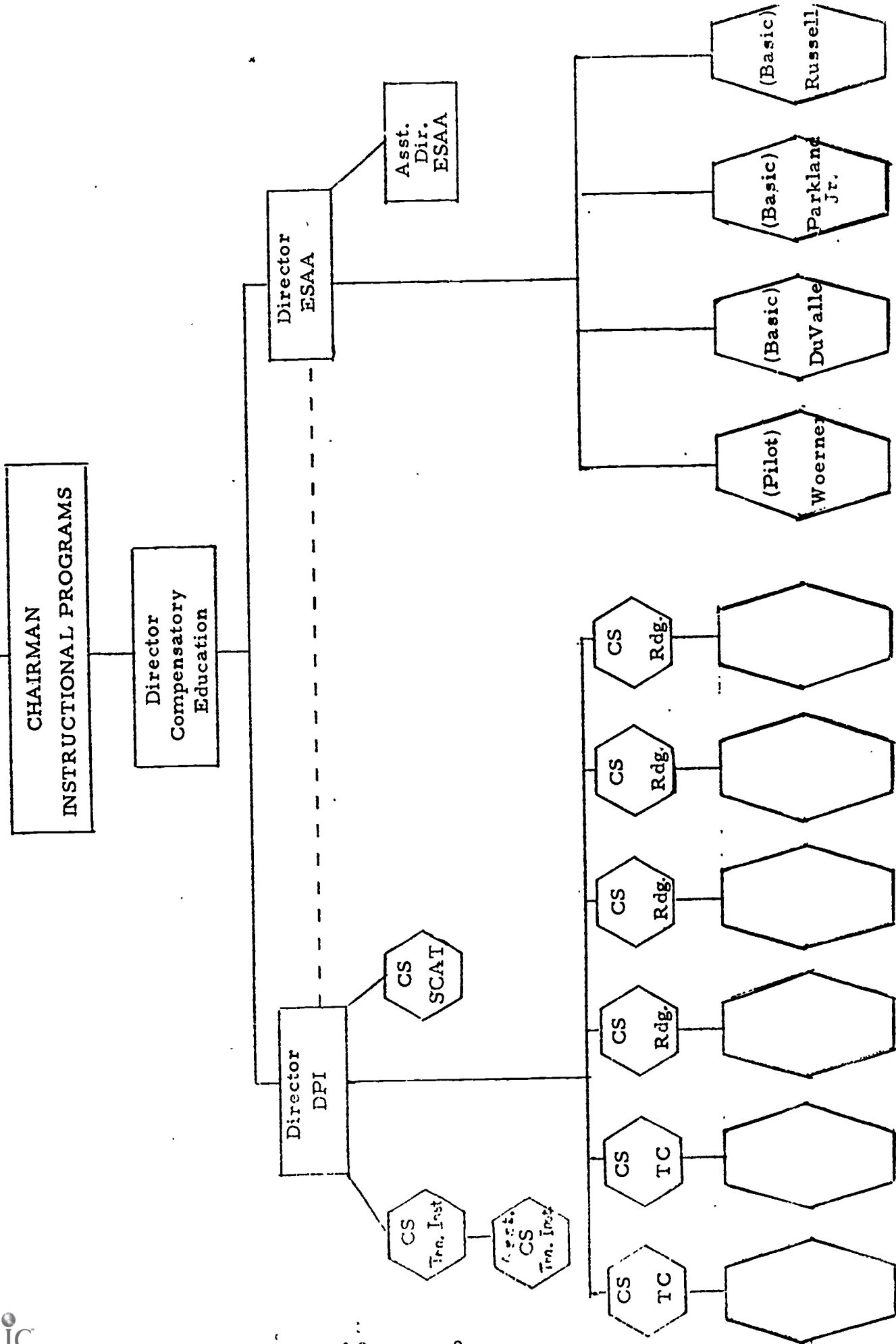
Chairman of Instructional Programs
Director of Compensatory Education
Director of D. P. I.
Curriculum Specialist in Reading (D. P. I.)
Curriculum Specialist - D. P. I. Training Institute
Curriculum Specialist - Secondary Cross/Age Tutors

Local School -

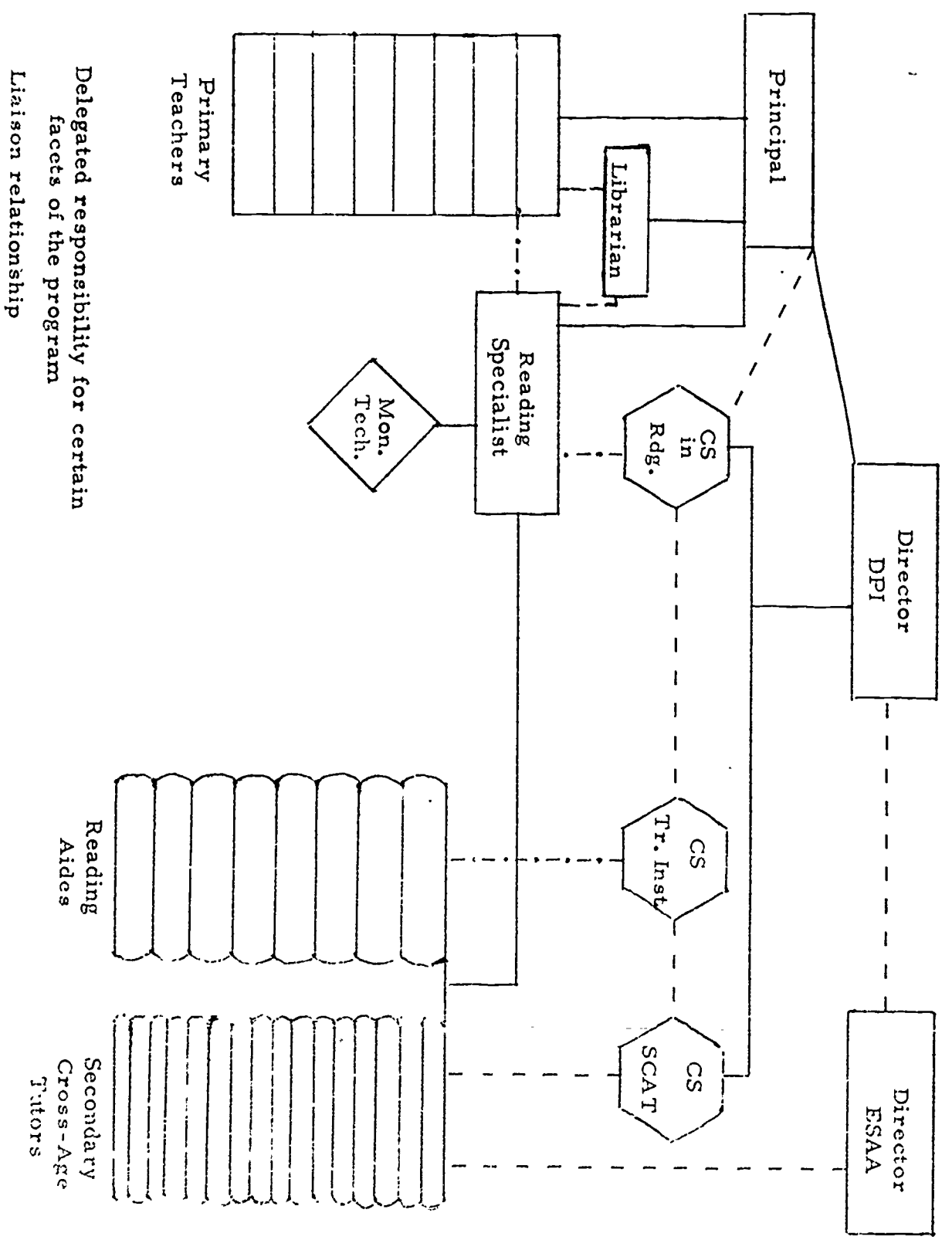
The D. P. I. Primary Reading Program will be organized at each participating school according to the following staffing:

Principal
Teachers
Librarian
Reading Specialist (s)
Monitoring Technician (s)
Reading Aides
Cross-Age Tutors

CENTRAL OFFICE STAFFING MODEL



LOCAL SCHOOL STAFFING MODEL



Delegated responsibility for certain facets of the program

Liaison relationship

Roles and Responsibilities

Central Office Management Team -

The Central Office Management Team is composed of a director and four curriculum specialists in reading/language arts. The team works under the direction and supervision of the Chairman of Instructional Programs and the Director of Compensatory Education.

The Central Office Management Team has cumulative expertise in the following areas:

Child Development
Learning Theories
Language Development
The Reading Process
Reading Instruction Techniques and Strategies
Program Selection Based on Diagnosis
Diagnostic and Prescriptive Procedures
Group Dynamics

The team will work cooperatively with each local school staff in --

- (1) Sharing knowledge concerning problems related to the various instructional programs.
- (2) Examining various approaches based on the needs and learning style of the child.
- (3) Establishing an interactive-integrative philosophy of supervision which tends to reduce teacher anxiety while increasing teacher effectiveness.
- (4) Providing continuous in-service growth opportunities for principals, teachers, and all personnel involved in the D. P. I. Program.

Principal -

The building principal's main responsibility is to provide leadership in curriculum development and instruction. Therefore it is imperative that he --

- (1) Understand the professional strength and limitations of his staff and stimulate their professional growth.
- (2) Given first priority to the development of the staff and program.

- (3) Understand the role and function of each staff member.
- (4) Organize the daily instructional schedule to provide for a complete three hour (8:30-11:30a.m.) reading/language arts time.
- (5) Organize the daily instructional schedule to allow as few interruptions as possible during the 8:30-11:30 a.m. reading/language arts time.
- (6) Emphasize the need to individualize instruction and to develop each individual to his full potential for physical, social, intellectual and civic accomplishment.
- (7) Emphasize the need to provide both differentiated rates of pupil progress and variations in the kinds of programs offered.
- (8) Know the rationale of all programs used by the staff.
- (9) Manage the supportive personnel's assignments to groups of pupils according to pupil instructional needs.
- (10) Confer with the reading specialist regarding... transfer of pupils according to their instruction needs, schedule of reading specialist conferences with professionals/para-professionals/cross-age tutors, daily work schedule with teachers/pupils.
- (11) Coordinate the work of the DPI staff within the school to promote harmonious and effective reading instruction in which each staff member fulfills his responsibility.
- (12) Exercise the degree of leadership which supports community involvement in the instructional program of the school.

Curriculum Specialist in Reading -

Serves as liaison between Central Office D. P. I. Reading Staff and D. P. I. Personnel in the schools.

Assists the Central Office Staff in providing in-service training for D. P. I. Personnel.

Assists in the development and implementation of the D. P. I. Program in each school.

Shares in the planning and preparation of further stages of development of the D. P. I. Primary Reading Program.

Assists the Curriculum Specialist of Secondary Cross-Age Tutors with training and program development of SCAT in the elementary schools.

Works cooperatively with the Director of D. P. I. Primary Reading Program and other Central Office Personnel.

Certified Teacher -

Introduces concepts and provides learning experiences that further develops and establishes concepts.

Conducts periodic tests of students' concept development.

Conducts periodic individual student-teacher conferences concerning student interests, progress, and concerns.

Confers with the Reading Specialist concerning student needs, interests, progress and changed behaviors techniques or approaches for specific difficulties innovative techniques new or different concepts to develop.

Provides enriching experiences which require students to utilize the language arts.

Works with the Reading Specialist in prescribing and implementing individual programs of instruction and in altering them when the need arises.

Communicates with parents concerning pupil progress, needs and the role of the parent in the learning-teaching situation.

TEACHERS

Objectives and Competencies

Objectives for Students

Each student should be able to:

1. Work at his instructional level using his preferred modality so that successful learning will occur.

Teacher Competencies

Each teacher should:

1. a. Understand the relationship and difference between the three levels of diagnosis.
- b. Analyze each student's reading ability and needs through administering certain informal and formal reading tests.

1. c. Determine precise performance objectives for each student to achieve based upon his diagnostic profile.
- d. Prescribe classroom treatment for common learning needs based upon diagnostic data.
- e. Choose instructional approaches that will meet the learner's needs and modality preferences.
- f. Utilize a specific criteria to determine the appropriateness of materials, i. e.
 1. Will the materials fit the instructional objectives to be accomplished?
 2. Do the materials lend themselves to the students' preferred learning mode?
 3. Is the content of interest to the students?
 4. Are the skills and concepts presented in a logical, developmental sequence?
 5. Will the core materials need to be implemented with supplementary aids? If so, what kinds of aids?
 6. Will this material allow for flexible instructional assignments
- g. Analyze data to group effectively for instruction.
- h. Provide for the utilization of the four primary modes of learning-visual, auditory, kinesthetic, and multi-sensory-within the classroom instructional program.
- i. Make and use informal diagnostic skills tests when need indicates.
- j. Administer and analyze the results of the tests accompanying the core programs.

- k. Capitalize on the learning strengths of the students when planning instruction.
 - l. Adjust curriculum and instructional strategies accordingly when students performance does not measure up to expectancy.
 - m. Recognize the major symptoms indicating learning difficulties.
 - n. Work cooperatively with the reading specialist and other personnel to individualize each student's program.
2. Develop those skills and concepts necessary to become an effective reader.
- 2. a. Become familiar with various instructional techniques and instruments that can assist students in learning effectively.
 - b. Understand the developmental sequence of reading skills a student needs.
 - c. Become familiar with several approaches to teaching reading including:
 - controlled vocabulary
 - programmed
 - language experience
 - individualized
 - eclectic
 - d. Understand the rationale behind each approach and the strengths and weaknesses of each.
 - e. Adapt instruction to each of the four basic modalities.
 - f. Provide for a comprehensive program stream that includes systematic instruction in each of the basic reading skills areas---- perception, word attack, comprehension and study skills.
 - g. Differentiate between core and supplementary materials.

2. h. Plan daily instruction to include large group, small group, and individualized experiences in supervised, semi-supervised and independent activities.
3. Adjust to flexible instructional groupings within the framework of a stimulating classroom climate.
 3. a. Provide a variety of group experiences based on the students' needs.
 - b. Recognize differences among children within each group.
 - c. Individualize small group assignments.
 - d. Re-group for instruction whenever diagnosis indicates the need.
 - e. Consistently analyze the monitoring data gathered so that instruction can be modified.
 - f. Provide innovative, challenging assignments as well as practice and review experiences.
 - g. Pace instructional expectations to the students rate of learning.
 - h. Provide realistic goals and purpose for each group assignment.
 - i. Adjust formal instructional time according to group needs.
4. Become self-sufficient in working independently.
 4. a. Construct teacher-made materials to assist the student in mastering skills.
 - b. Provide a climate conducive to encouraging the development of independent work habits.
 - c. Familiarize students with procedures for doing independent assignments.
 - d. Provide opportunities for students to follow both oral and written directions as they work independently.
 - e. Assist students in developing sound criteria for judging their own standards of work.

- 4. f. Reward behavior consistent with the development of independent work habits.
- g. Provide alternate materials and techniques for practicing skills if the initial assignment is ineffective.
- 5. a. Develop packets of materials containing a variety of ways to teach specific skills and concepts including:
 - manipulative devices
 - puzzles and posters
 - games
 - pictures and charts
 - audio-visual aids
 - paper and pencil exercises
 - construction activities
 - dramatic, oral discussions, etc.
 - motor activities
- b. Determine the appropriateness of materials based on time, space, and number of participants.
- c. Assist students in choosing among several materials the one most suitable for them.
- 6. a. Provide interest centers to stimulate thinking, creativity, and wide-reading.
- b. Develop resourcefulness in obtaining literature of interest to students ---- including library books, magazines and newspapers.
- c. Provide opportunities for students to ask questions and share reading experiences.
- d. Provide time for recreational reading and pleasurable listening activities.
- 5. Engage willingly in the use of a variety of instructional materials.
- 6. Develop a desire to read for pleasure and self-fulfillment.

Reading Specialist -

Is directly responsible to the principal; works closely with the principal.

Cooperates with the Central Office Reading Personnel regarding implementation of the D. P. I. Primary Reading Program.

Manages the administration of all standardized reading/language arts tests for primary grades.

Works closely with the classroom teacher to determine which students need intensive diagnosis of their reading performance.

Diagnoses by administering and interpreting individual and small group tests.

Administers evaluative instruments for intensive diagnosis relative to student reading performance.

Prescribes an appropriate program of supplemental reading instruction for students based upon diagnosis and observation.

Devises supplemental reading instruction which is compatible with the school's selected program stream (the composite of all approaches, modalities and materials used in developmental reading).

Schedules, assigns, and prescribes supplemental reading instruction to be provided by supportive personnel (reading aides, cross-age tutors).

Schedules regular and intermittent conferences with professional and paraprofessional personnel regarding pupil progress and implementation of the D. P. I. Primary Reading Program.

Supervises use of materials and equipment in supplemental reading instruction.

Directs the work of the monitoring aide in data gathering and recording.

READING SPECIALISTS

Objectives and Competencies

Objectives for Students

Each student will:

1. Have a desire to read for fun, for information and self-fulfillment.

Competencies for Reading Specialists

The Reading Specialist will:

1. a. Communicate a feeling of regard for the student that indicates acceptance and interest in him as a person.

1. b. Display a genuine interest in a need for reading.
- c. Suggest and/or make accessible reading materials that will interest students.
- d. Provide time for students to share reading interest with supportive instructional personnel.
- e. Select instructional materials that will appeal to students.
2. Work at his instructional level using his preferred modality so that successful learning will occur.
2. a. Select formal and informal diagnostic tools that are appropriate for determining the student's reading level and his modality of learning.
- b. Know the levels of reading performance and how to determine them.
- c. Be familiar with a wide variety of commercial diagnostic tests and what purpose they serve.
- d. Have skill in administering tests.
- e. Be proficient in interpreting test data.
- f. Understand the symptoms and characteristics to be aware of in observing the student in general and his reading performance in particular.
- g. Have skill in preparing or directing the preparation of informal diagnostic and instructional aides appropriate for a student's level and skill needs.
3. Become proficient in those skills and concepts necessary to be an effective reader.
3. a. Know factors involved in the reading process.
- b. Know the skills necessary to be a proficient reader.
- c. Understand the sequence of reading skill instruction and the integration of skill development for continuous growth in reading ability.

- d. Select objective(s) for students to achieve in keeping with diagnostic data.
 - e. Prescribe instruction for supportive personnel to use with the student.
 - f. Direct feedback and monitoring process of the DPI program.
4. Adjust to working with a number of adults and peers in various settings.
4. a. Organize work of supportive personnel by selection of time, place and tasks for them.
- b. Match supportive personnel and students wisely.
- c. Determine appropriate length of instructional sessions.
- d. Provide variety in techniques and strategies used in the prescription for students.
5. Be self-sufficient in working independently.
5. a. Allow the student to work on his own to encourage independence.
- b. Prepare prescriptions so they can be interpreted by the supportive personnel and so they will contribute to independent work by the student.
- c. Contribute to the student's self-reliance by providing frequent positive feedback.
- d. Provide tasks that entail independent work.
6. Be willing to use a variety of instructional materials.
6. a. Explain different approaches and mechanics of prescriptions in a clear cut manner so that the student feels capable of doing the task.
- b. Allow choices of items to use when it is appropriate.

6. c. Vary presentation of materials and tasks by including:
 - tapes
 - films
 - booklets
 - kits
 - games
 - puzzles
 - manipulative items
 - workbooks
 - etc.
- d. Prepare creative, innovative items that will be constructive and appealing.

Monitoring Technician -

Works under the direction of the reading specialist.

Administers and grades all criterion-referenced test results.

Maintains students' cumulative criterion-referenced test results.

Provides current data regarding individual students at the termination of each three-week cycle to the reading specialist.

Works cooperatively with the building principal and instructional staff in carrying out the objectives of the D. P. I. Reading Program.

MONITORING TECHNICIAN

Objectives and Competencies

Level I: Technician in Relation to Function

The technician will:

1. Work cooperatively with the reading specialist and classroom teachers in administering and grading all criterion-referenced tests.
2. Maintain accurate legible and neat records on students in the DPI Reading Program.
3. Provide current data regarding individual students at the termination of each three-week cycle to the reading specialist and classroom teacher.
4. Organize and plan for effective, efficient use of time.

5. Be regular in attendance and punctual in satisfying the requirements of the monitoring role.
6. Willingly accept and utilize the guidelines for monitoring technicians.
7. Maintain professional integrity.

Level II: Technician in Relation to Specialist

The technician will:

1. Work cooperatively with the reading specialist in achieving the goals and satisfying the objectives of the DPI Reading Program.
2. Prevent major crises by seeking the assistance of the specialist when such need is indicated.

The specialist will:

1.
 - a. Provide direction for the technician.
 - b. Create an atmosphere of acceptance and faith in the competence of the technician.
 - c. Maintain open lines of communication.
2.
 - a. Be responsive to the needs of the technician.
 - b. Work harmoniously with the technician to solve problems of mutual concern.

Level III: Technician in Relation to Classroom Teacher

The technician will:

1. Follow the monitoring schedule as planned.
2. Work cooperatively with the teacher in helping students achieve their reading potential in satisfying the goals and objectives of the DPI Reading Project.

The teacher will:

1.
 - a. Work with the specialist and technician in scheduling monitoring activities.
 - b. Alter the monitoring schedule only after prearranging such changes with the technician and specialist.
2.
 - a. Generate an enthusiasm for monitoring activities.
 - b. Help students realize the necessity for monitoring activities.
 - c. Teach students the mechanics of testing.
 - d. Help students develop healthy and favorable attitudes toward tests.

- e. Teach students the importance of always doing their best.

Level IV: Technician in Relation to Student

The student will:

1. Given an accurate picture of his mastery of skills and concepts by performing criterion referenced items successfully.
2. Become comfortable and self-confident in a testing situation.
3. Become self-sufficient and develop independent work habits.
4. Develop attitudes of cooperation and respect.
5. Adjust to a variety of testing situations--flexible groups, changing mechanics, variety of forms.

The technician will:

1.
 - a. Create a climate of warmth, conducive to a successful testing situation.
 - b. Relieve or alleviate the pressures and tensions that often accompany a testing situation.
 - c. Thoroughly understand test directions and administer the instrument accordingly.
2.
 - a. Provide encouragement and help students develop self-confidence.
 - b. Verbally reward quality performance and help student establish realistic expectancy goals.
3.
 - a. Help the student understand the directions and mechanics of the test instrument without invalidating the results.
4.
 - a. Organize effectively to assure a controlled testing situation.
 - b. Maintain an efficiency that commands the cooperation and respect of the student.
 - c. Record accurately and maintain up-to-date records.
5.
 - a. Make a smooth transition from one test situation to the next.

Reading Aide -

Works exclusively from 8:30 a.m. to 11:30 a.m. in the DPI Reading Program.

Is regular in attendance and punctual each day.

Is responsible to the principal.

Works under the direction of the Reading Specialist in giving supplemental reading instruction individually or in small groups to improve reading skills.

Utilizes a variety of techniques and materials to enable the student to practice skills introduced by the teacher and to utilize concepts developed by the teacher (sight vocabulary, auditory perception of consonants, identifying main idea, etc.).

Works with individual students in oral reading, oral comprehension checks, vocabulary development, and in practice of other reading skills.

Maintains a daily check list and progress chart for each student.

Provides drill type exercises for individual students.

Participates in a continuous on-the-job training program by attending the D. P. I. Training Institute at regular intervals as scheduled.

Is responsible for feedback regarding pupil progress.

Reads well and follows accurately both the oral and written directions.

Establishes good relationship with students.

Organizes materials to be used with students.

Works cooperatively with the building principal and instructional staff in carrying out the objectives of the D. P. I. Reading Program.

D. P. I. TRAINING INSTITUTE

Curriculum Specialist of D. P. I. Training Institute -

Designs and implements the D. P. I. Institute.

Manages and supervises the various workshops in the D. P. I. Training Institute.

Oversees the production of materials for the various workshops in the D. P. I. Training Institute.

Curriculum Specialist (assistant) of the D. P. I. Training Institute -

Assists the Curriculum Specialist of D. P. I. Training Institute in his responsibilities.

Participates in the instruction of the training programs of the institute.

Training Institute Aides -

Works consistently in the D. P. I. Training Institute full time.

Works under the direction of the Curriculum Specialists of the D. P. I. Training Institute.

Participates in a continuous on-the-job training program.

Works with individual Reading Aides in reading skill development.

Provides individual and small group assistance in the training program for participants in the D. P. I. Training Institute.

Uses a variety of techniques and materials to enable Reading Aides to apply and use concepts developed in the D. P. I. Reading Program (rhyme, structural analysis, following directions, etc.).

Is responsible for feedback regarding Reading Aides progress.

Maintains daily check lists and progress charts for each Reading Aide.

Reads well and follows both oral and written directions accurately.

Organizes materials to be used with children.

Works cooperatively with the Curriculum Specialists of D. P. I. Training Institute and the Reading Aides in carrying out the objectives of the D. P. I. Reading Program.

Secondary Cross-Age Tutor -

Participates in the SCAT Program at his school.

Attains competency according to the SCAT Program criteria in specific skills that he is to use in tutoring students in the D. P. I Primary Reading Program on a 1 to 1 or 1 to 2 ratio.

Is scheduled to tutor D. P. I. students at an elementary school where he:

- Is responsible to the principal of the elementary school in which he works.
- Works under the direction of the elementary school reading specialist.
- Is prompt and regular in meeting his schedule for tutoring.
- Establishes a productive working relationship with the students he tutors.
- Is cooperative with personnel in the SCAT program and the D. P. I. program.

* The Secondary Cross-Age Tutors (SCAT) Program is a federally funded program. It involves approximately 1100 students at four junior high schools who will be trained in their English/Reading classes in skills that will enable them to tutor D. P. I. Primary Reading students.

The Curriculum Specialist in SCAT will be a liaison person between the SCAT program in the junior high schools and the D. P. I. program in the elementary schools.

TEACHING PROCEDURE

Volunteer-

Works with students on a one-to-one or small group basis in an attempt to:

- strengthen certain basic reading skills
- increase motivation for learning
- develop positive attitudes toward school
- provide for the enhancement of a positive self-concept

Assists in the area of language arts/reading enrichment by implementing the student's prescription for:

- dramatizations
- reading plays
- wide reading
- appreciative listening
- written/creative expression
- enjoyment of poetry
- etc.

Works with small groups of students in making reading come alive realistically by correlating fine arts with language arts; household arts with language arts; physical education skills with language arts; etc.

Assesses needs (through use of a checklist) for further experiences in a particular area of enrichment.

Functions as classroom monitor during classroom teacher/reading specialist conferences.

Works under the direction of the reading specialist at the local school level.

Librarian -

The following is quoted from the E. S. E. A. Title I Proposal:

"Educational supportive personnel includes a librarian per school giving 3/10 to 5/10 of her time, depending upon the other Title I components in the school, to these component pupils. Librarians will help pupils locate materials of high interest level and appropriate vocabulary level and practice skills necessary for reading for information and pleasure. Through displays, bulletin boards, films, dramatics, story telling and personal contact, the librarian will motivate the pupils to read voluntarily, widely, and independently."

Is an important member of the D. P. I. staff and functions as an integral part of the D. P. I. staff.

Is responsible to the principal.

Has periodic conferences with the reading specialist concerning students needs and prescriptions which include skills appropriate for the librarian to assist in developing.

Works cooperatively with the reading specialist and classroom teachers in fulfilling the students' prescriptions.

Implements individualized prescriptions for a D. P. I. student or small groups of D. P. I. students.

May work with a cluster of D. P. I. students during the three-hour language arts time bloc instead of the entire class for the purpose of small group instruction to develop prescribed skills.

Has available an up-to-date list of resources available in the media center for use in the D. P. I. Primary Reading Program.

Keeps records of the materials borrowed by a teacher for a specific period of time.

Identifies materials appropriate to the needs of specific students.

Keeps a daily record of:

- number of D. P. I. students serviced
- nature of service to D. P. I. students
- materials used with D. P. I. students.

Shares information recorded on D. P. I. students with the local staff.

TEACHING PROCEDURE

Introduction

The D. P. I. Reading Program is based upon the assumption that a child will learn most easily and effectively if his learning strengths and weaknesses provide the basis for his instruction. In order to do this, the first step must be the clear definition of the student's learning strengths and weakness or "diagnosis." In the D. P. I. Program diagnosis will occur every three weeks. Then instruction must be "prescribed" for the pupil based upon the findings and data gained from diagnosis. The next step, which is integral to both diagnosis and prescription, is the individualization of the student's instruction. Individualization requires careful attention to each student's interests and his ability and achievement level which insures progressively effective learning.

All D. P. I. Primary Reading Program staff are vitally involved in the successful implementation of this new reading approach. Each person's function is planned to form an integral part of the total strategy designed to enable children to read successfully.

TEACHING PROCEDURE

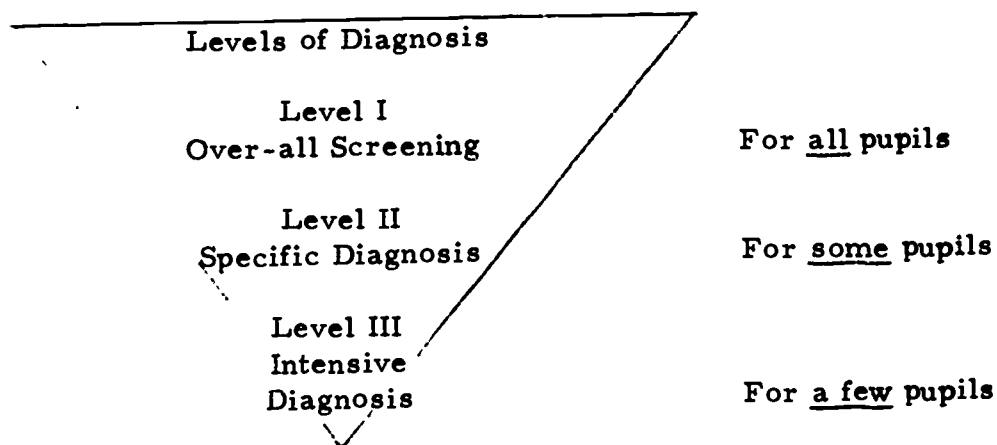
Diagnosis

The purpose of educational diagnosis is to evaluate and prescribe instructional programs geared to meeting the needs of the student.

The reading specialist will manage or direct the administration and analysis of all test given both in and out of the classroom. She will assist the teacher in setting up the appropriate classroom climate for testing and will help her record and utilize the diagnostic findings in a meaningful way.

The classroom teacher, utilizing the diagnostic data gathered, will individualize and implement each student's core program so as to meet his needs within the classroom. Close cooperation and communication must be maintained between the classroom teacher, the reading specialist, the librarian, and supplementary personnel.

A suggested procedure and schedule follows based on the three levels of diagnosis: over-all screening, specific diagnosis, and intensive diagnosis.



Level I - Over-all Screening: Screening tests will be given to all children in the D. P. I. Primary Reading Program to determine each student's general level of performance as compared with other students of his age or grade level. While these test results indicate a general level of skill development and may be used for tentative grouping, they do not pinpoint each student's strengths, weaknesses, and instructional needs. These tests will be administered by the classroom teacher in a group setting under the direction of the reading specialist.

Level II - Specific Diagnosis: While screening tests indicate the student's approximate instructional level, they do not establish his preferred learning modality or indicate his strengths and weaknesses.

Additional information will be needed to answer questions such as:

1. What is the extent of the pupil's sight vocabulary?
2. Can he attack unfamiliar words independently?
3. Does he use context clues?
4. Does he understand what he reads?
5. Is he able to distinguish between similar sounds?
6. Can he discriminate between words similar in form?

Most core programs provide diagnostic tests to be administered periodically. These tests, based on the specific vocabulary, concepts, and skills taught within the program, can be used to determine how well each pupil is learning. Whenever such evaluations are included within the core program selected, the tests should be used.

Other means of diagnosis will be available for classroom teachers to use with groups of children.

At the end of a three-week cycle, informal criterion-referenced items will be given to determine how well each student has learned what was taught. These items will be based upon the specific instructional objectives selected at the beginning of each cycle.

3-Week Instructional Cycle

Diagnose → Prescribe → Implement → Monitor

An individualized prescription will be formulated for each pupil using the information obtained from the screening and diagnostic data.

(Level III - Intensive Diagnosis:) A few students will not make expected progress despite the evaluation and instruction done previously. These students will be referred to the school's reading specialist for a more intensive study.

The reading specialist will have available a number of diagnostic instruments from which she can select those appropriate to administer individually to the student. These instruments will probe more deeply into the student's learning abilities to determine a more precise prescription for meeting his needs.

From Diagnosis to Prescription -

I. Steps in Diagnostic Procedures

A. Over-all Screening: Who? What? When?

All students in the D. P. I. Primary Reading Program will participate in the initial screening procedures. Students entering grade one will be given the Metropolitan Readiness Test. Students in grades two and three will have had the California Achievement Test or the California Test of Basic Skills in April of the preceding school year. The test data available from the Metropolitan Readiness Test for grade one and from CAT/CTBS for grade two and three will be used to identify and select D. P. I. students.

B. Specific Diagnosis: Who? What? When?

Students in grade one who make at least a letter rating of D or E on the Metropolitan Readiness Test will be given further diagnostic tests administered by the classroom teacher. Those making a letter rating of C and scoring low on certain categories of the Metropolitan Readiness Test will also be given further diagnostic test. The classroom teacher will administer the D. P. I. Criterion-Referenced Pre-Reading Screening Test to these students to ascertain where to begin in an instructional program for each of them.

Students in grades two or three falling six months or more below grade norm on the CTBS will be given the D. P. I. Criterion-Referenced Reading Skills Screening Test by the classroom teacher. This screening test will help pin point the students strengths and weaknesses and give an indication of the level of instruction each student is ready for.

After assignment to a core program, students who do not make expected progress according to either the core program test or the criterion-referenced items should be given further classroom diagnosis. This should be done at any point throughout the year when lack of progress is indicated.

C. Intensive Diagnosis: Who? What? When?

After a prescription based on group diagnostic data has been implemented for at least six weeks and the student shows little or no improvement, he will be referred to the reading specialist. At this point, a number of procedures will be available: classroom observation, re-evaluation of the cumulative data, delineated prescription, and individual diagnostic testing.

The reading specialist will administer appropriate diagnostic tests to the student and prepare an alternate prescription. A number of alternatives are available:

1. Implementation of pupil's core program with supplementary materials and experiences based on his needs.
2. Regularly scheduled tutorial help in specific skill building.
3. Additional small group experiences in specific reading/language areas.
4. Re-assignment to another core program. (A note of caution: students should remain in their assigned core program so that continuous progress, at each student's unique rate, can be seen. Therefore, adjustments in emphasis through materials or tutorial help must be tried before students are transferred from one core program to another.)

Prescription

Introduction

"The word 'prescribe' means literally to write before hand and 'prescriptive' to set down the directions. Diagnosis determines the direction of teaching and prescription determines how we carry out the directions for learning situations.

We can draw an analogy between medicine and education in this respect. The physician diagnoses his patient's problem in a variety of ways Only after he has made a diagnosis does he prescribe . . . treatment."¹

"The effectiveness of diagnostic teaching is based upon the extent to which the teacher knows each pupil in his classroom. . . . The teacher must know the specifics of each child's reading development. It is to the child's growth in the specific skills and abilities in reading, above all else, that the instructional program must be geared. Diagnostic teaching is based upon an understanding of the reading strengths and weaknesses of each child. . . . Such teaching is based on continued diagnosis of the skill development of each child. It is also based on flexibility in programs of instruction so that the teacher can alter the general procedures or methods to meet the specific needs of the individual."²

The more accurate the diagnosis the better the prescription. However, the prescription per se will not alter the need. Only when the prescription is carried out to its fullest will positive results be seen.

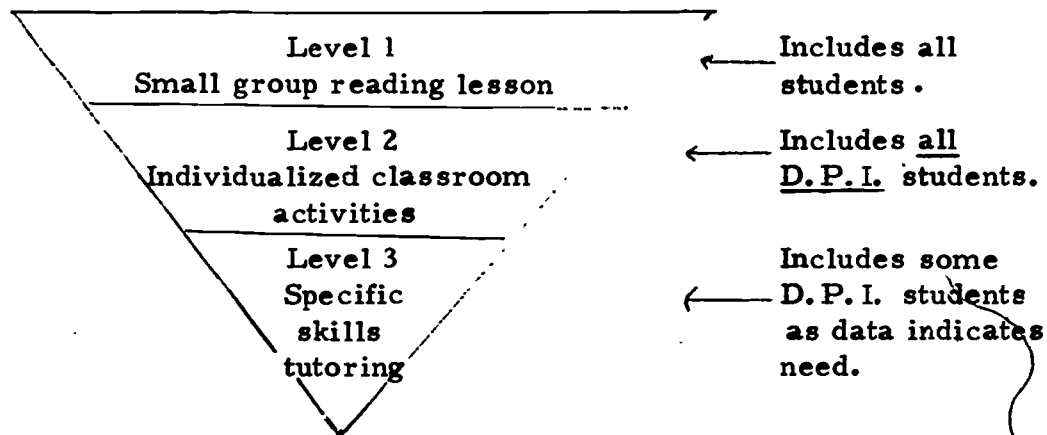
Writing Prescriptions

A prescription is formulated for each student after informal observations have been considered and after all diagnostic data has been compiled and analyzed. Then the teacher, in conjunction with her conference with the reading specialist, writes the student's individualized prescription.

¹Lawrence J. Peter. Prescriptive Teaching. St. Louis: McGraw-Hill Book Co. 1963.

²Guy L. Bond. "Diagnostic Teaching in the Classroom", Reading Diagnosis and Evaluation. Newark, Delaware: International Reading Association, Vol. 13 Part 4 pp. 130-131

Each of the three stages is essential to the student's progress.



The individualized prescriptions should take into consideration a student's strengths and weaknesses. While capitalizing upon his strengths in the classroom core program, his weaknesses can be lessened through supplementary instruction.

It is impossible to give a specific prescription, but the following general guidelines should be followed when forming them.

1. Select realistic objectives for each student.

Objectives chosen must be based upon the following data:

- the student's present instructional level
- his approximate rate of learning
- his strengths (classroom objectives)
- his weaknesses (supplementary instructional)
- his previous learning patterns as indicated by the compiled results of the monitoring cycle
- his interests and self-concept.

2. Select his optimal modality and a compatible approach.

- a. Students who have built a basic sight vocabulary and learn best when words are taught as wholes should use the visual modality and a whole-word or linguistic approach. Students learning by this approach should participate in the following experiences:

Noting the distinctive features and outstanding configurations of whole words.

Matching words to phrases and joining phrases to make sentences.

Learning new words presented as wholes in a sentence or phrase context.

Determining various meanings of words.

Reading and responding to paragraphs containing the new words being learned.

- b. Some students learn best by the auditory mode utilizing a phonetic approach. Students preferring this mode should participate in the following language experiences:

Sharpening auditory acuity so as to discriminate between similar sounds.

Creating, listening to and reciting rhymes, jingles, and poems.

Matching sounds and symbols — consonants, vowels, digraphs, blends, diphthongs, and common syllables.

Blending known sound-symbols together to form unfamiliar words.

Learning phonics generalizations.

- c. A few students will need to utilize the tactile-kinesthetic mode, perhaps in combination with either the auditory or visual modalities in order to learn to read and write effectively. They need to experience activities including the following:

Tracing over letters, syllables, or words until they can reproduce them both auditorily and visually.

Outlining words having distinctive characteristics until they can retain the images of these words.

Participating in visual and written activities that build up left-to-right orientation and memory of sequence.

Associating words with their meaning and use in sentences.

- d. Most students will learn to read through an eclectic approach utilizing multi-sensory modalities.

3. Select materials appropriate to the student's age and instructional and interest levels.

In some cases, programmed materials may be used appropriately while other students may be better motivated by using manipulative or high-interest level materials. It is important that the prescription writer know the student for whom the prescription is being written.

Prescription Form and Content-

Cycle/ Diagnosis	Prescription: Grouping, materials, modes, tutor- ing, activities, etc.	Rdg. Aide CAT	Quad Objectives Skill Area, etc.
List strengths and weaknesses here. These pin point the prescriptive needs.	<ol style="list-style-type: none"> 1. List the activities to be taught in conjunction with the core program. Include new skills to be introduced. 2. List skills to be reviewed or emphasized through individualized classroom activities. 3. List skills to be drilled on by supplemental personnel. 	x	WR5233 WR5334 Comp. 3264 Comp. 3265

For students in a group receiving the same core program instruction item 1 under the prescription section may be written on one student's form. On the form for the other students in the same group and the same core program a reference may be made to the student's form which has this part of the prescription for that group. This will eliminate writing the same thing a number of times.

Items 2 and 3 in the prescription section will vary for each student according to his needs and interests.

The classroom teacher and reading specialist will confer about each group of children and the individuals within each group.

Items 1 and 2 are to be written by the classroom teacher. Item 3 is to be completed by the reading specialist.

Prescription Implementation

Introduction

After a diagnostic evaluation has been made and a prescription written, the instructional procedures are implemented. The design of the instructional procedures involves:

1. Selection of available instructional materials
2. Preparation of new instructional materials
3. Developing a sequential plan geared to meeting the stated objectives.

The teacher is responsible for implementing the program within the classroom. She fulfills the specifications of the first two parts of the prescription - - directed instruction and individualized activities. Concurrently, the reading specialist writes the prescription to be used by supplemental personnel and sees that the third part of the prescription is successfully carried out.

Classroom Strategies

In planning instructional procedures, the following factors should be considered:

1. Pre-learning preparation - linking old learnings with new concepts.
2. Motivation - knowing what the goal is; succeeding generates success .
3. Provision of model of terminal performance - knowing what skill they will be expected to perform .
4. Participation - responding and participating actively in the learning activity.
5. Guidance - providing direction and support in the learning activity until the learner can function independently.
6. Practice - having opportunity to perform the skill in meaningful situations.
7. Knowledge of results - finding success rewarding by immediate reinforcement.
8. Sequential development of skills - organizing instruction from the simple to the complex and from the familiar to the unfamiliar.

9. Individual differences - gearing instruction to the varying rates, capacities and styles of learning.
10. Classroom teaching performance - developing skills and techniques that generate effective learning.

Stages of Prescription Implementation

Just as there are three levels of diagnosis and prescription formulation, prescription implementation can be classified in three levels. The chart below illustrates the strategies involved, the personnel responsible, and the materials to be used.

Prescriptive Teaching

	WHAT	WHO	HOW
L E V E L I	Identifying skills for group instruction based on the following: <ol style="list-style-type: none"> A. Demands of core program. B. Analysis of "Hard Date" <ol style="list-style-type: none"> 1. Learning Rate 2. Amount of Reinforcement Needed 	TEACHER AND READING SPECIALIST	Core Program Materials
L E V E L II	Individualized implementation of in-class program based on the following: <ol style="list-style-type: none"> A. Pupil response. B. Teacher observation of pupils in group. C. Reading Specialist Observation of pupils in group. D. Analysis of appropriate instructional sequence based on pass-fail data. 	Classroom teacher individualizes according to pupils needs within classroom. Consultation with the reading specialist may be necessary.	Selected supplementary materials according to mode and need of pupil. Techniques: Utilize a variety of materials manipulative, paper-pencil, observational, combination. (Group work at board, peer partner activities.)
L E V E L III	Specific prescription using supplemental services based on the following: <ol style="list-style-type: none"> A. Pass-fail test data B. Classroom response C. Pre-requisite skills 	READING SPECIALIST	Implementation of specific prescription by reading aide using selected materials chosen by Reading Specialist.

Grouping facilitates the implementation of the prescription. The individual children in a group must be given differential treatment if specific needs of pupils are to be met. Steps toward differential treatment are as follow:

1. Recognition of differences within the group.
2. Differentiating instruction according to the needs identified.
3. Individualizing instruction according to the needs in the prescriptive form.
4. Implementation of the prescription through the modification of variable factors such as teacher's attitude, teaching methods, specific objectives for the child, special services and instructional materials and equipment. ¹

¹Harris and Smith. Reading Instruction Through Diagnostic Teaching. Chicago: Holt, Rinehart and Winston, Inc. 1972.

Factors in Grouping for Reading Instruction

Cushenberry lists a number of important factors to be kept in mind when grouping for reading instruction:

1. Since children grow at vastly different rates, one must be conversant with the teaching techniques which may be used at a number of grade levels.
2. Maximum reading growth can only be attained when instruction is based on the exact need of individual pupils. Evaluation must be both periodic and continuous with lesson plans centered especially on the areas which show limitations.
3. The membership of the groups must be kept flexible. Children's learning rates must be paced at all times.
4. Each child must be made to understand his strengths and limitations. Discuss with each child the nature of his errors and why certain practices will serve to improve his skills.
5. The physical arrangement of the room must be studied as a part of the grouping procedures.
6. On some occasions, the necessity may arise for forming small groups in the basis of needs or interest. A special helps group should be established and maintained on an "ad hoc" basis until a sufficient level of proficiency has been realized.
7. A large number of interesting reading materials must be available for all reading groups. It is urgent that we place the proper materials in the hands of individual pupils.
8. The grouping of all pupils requires a careful analyses of the reading level of each pupil. ²

²Donald C. Cushenberry, Reading Improvement in the Elementary School. West Nyack N. Y. Parker Publishing Co., 1969. pp. 32-34.

Alternatives for Individualizing Instruction -

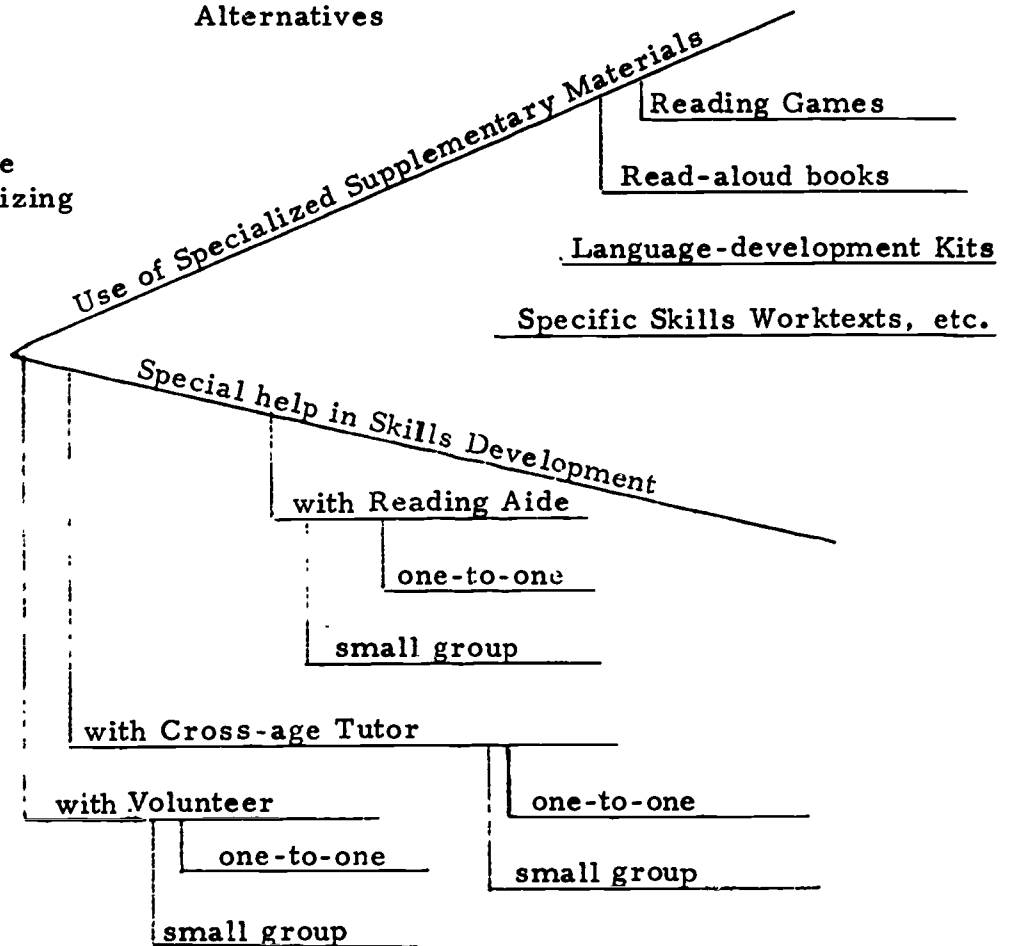
There are several alternatives available for individualizing each student's program.

1. The reading specialist and classroom teacher can plan for flexible grouping within the core class so that specific skills and techniques can be taught more effectively.
2. Supplementary materials representing various modalities can be used with individual pupils or in small group situations in order to reinforce and strengthen each student's skills or concepts.
3. After intensive diagnosis, the reading specialist can refer the student for supplemental services in a one-to-one or one-to-four situation for a definite period of time. This tutoring may be done by a reading aide, cross-age tutor or volunteer depending upon the student's need.
4. If the intensive educational diagnosis indicates a need for such assistance, facilities will be available for referring the students for further health or psychological testing.

Alternatives

The student is included in a Core Program emphasizing his best learning modality.

This program is modified through individualization



Flexible Scheduling -

If each student is to progress according to his ability and unique rate of learning, his instructional schedule will differ from those of his classmates, although group instruction is essential. Therefore, the student must spend some time each day in three kinds of language-development instructional grouping: large group instruction, small group interaction, and individual study.

The following schedules are presented as samples from which each teacher can plan her own three-hour of language-development instruction. Lunch, rest breaks, or physical education activities can be interwoven into each schedule as the over-all school schedule dictates.

Language-Development Schedule

Two Major Instructional Groups
(Based on Class of 30)

	Group A	Group B
40 min.	Teacher-directed Instruction	Small Group Activities or Individual Tutoring
40 min.	Follow-up Activities or Independent Study	Teacher-directed Instruction
40 min.	Small Group Activities or	Follow-up Activities or
	Teacher-directed Instruction	Individual Tutoring
60 min.	Summarization and Large-Group Activities	

By following this schedule, it is possible to utilize two different major core programs or teach one core program at two different levels. Group A is composed of students meeting their objectives and therefore capable of working independently or in small group projects. Group B is composed of these students having difficulty meeting their objectives, most of whom will receive instruction from supplemental personnel.

Each group will receive at least forty minutes of small group instruction by the teacher and participate in various large group activities including pre-viewing, studying, and reacting to an instructional film; participating in dramatics, choral reading, or listening experiences; sharing language or literature materials and experiences.

While Group B receives supplemental instruction or engages in programmed learning, students in Group A will work independently on challenging materials of interest to them.

Three Major Instructional Groups
(Class of 30)

	Group A	Group B	Group C
40 min.	Small Group Activities or Independent	Individual Tutoring or Small Group Activities	Teacher Directed Instruction
40 min.	Continuation of Small Group Activities or Independent Projects	Teacher Directed Instruction	Follow-up Activities or Individual Tutoring
40 min.	Teacher Directed Instruction	Follow-up Activities or Independent Study	Individual Tutoring or Follow-up Activities
60 min.	Follow-up Activities Teacher Directed Instruction	Teacher Director Instruction Small Group Instruction	
	Large Group Language Development Activities (Drama, Choral Reading, Oral Language, Creative Writing, etc.)		

This schedule makes possible the utilization of three reading groups with provision for small group instruction, individual projects, and various kinds of supplementary instructional sessions. The teacher will be formally instructing each small group between 40 and 60 minutes each day and will have an additional thirty minutes to an hour for large-group activities.

Members of Groups B and C will also receive supplementary instruction if their prescription indicates such a need.

Four Major Instruction Groups

		30 min.	30 min.	30 min.	30 min.	30 min.	30 min.
Group D C B A	Overview Initial Instruction	Follow-up Activities	Small Group Activity	Small Group Activity or Independent Study	Creative-Writing-Literature	Teacher Instruction	Follow-up Activities
		Small Group Activity	Creative-Writing Literature Activity	Teacher Instruction	Follow-up Activities	Independent Study	Large Group
		Supplemental Instruction or Independent Study	Teacher Instruction	Follow-up Activities	Programmed Spelling/ Language Activity		Large Group
		Teacher Instruction	Follow-up Activities	Supplemental Instruction and Programmed Spelling/ Language Activity			

This schedule may be used with an individual class or in a family situation. The group is divided into four instructional groups based on instructional reading levels and modality preferences.

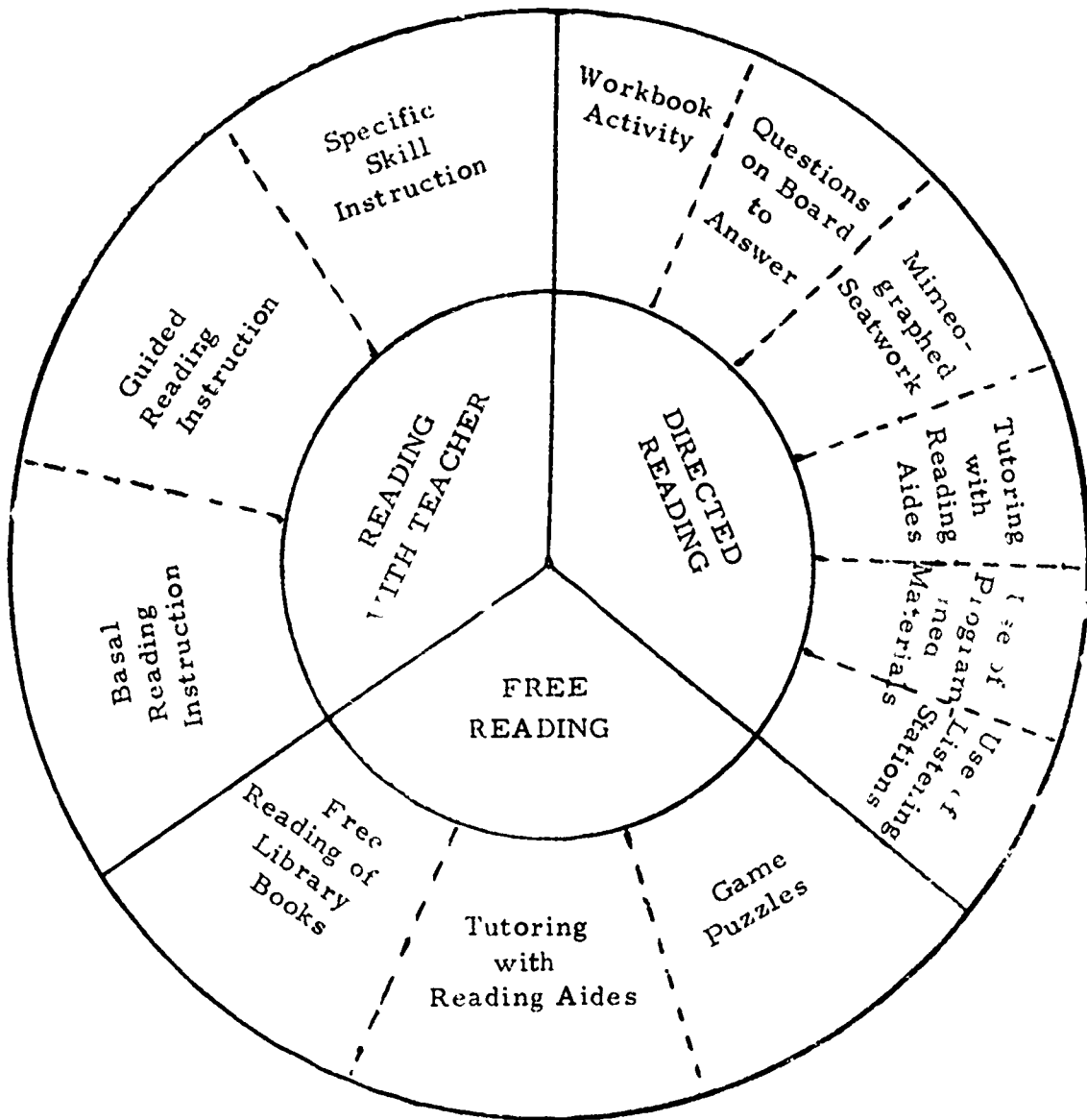
Group A and B are performing at or near grade level but learn best through different modalities. Groups C and D are performing below grade expectancy.

Each group works alone with the teacher for reading but may be re-grouped for spelling, writing, and language activities. Time is allotted for students in Groups C and D to receive supplementary instruction while students in Group A and B participate in additional small group and independent language activities based on interest as well as need.

* * * * *

The teacher and the reading specialist will work together to provide a solid challenging reading program for each student that will meet his needs and enable him to succeed.

SCHEDULING AND GROUPING



TIME	Marie's Group	Robin's Group	Daniel's Group
8:30 - 8:45	PLANNING TIME ACTIVITIES		
8:45 - 9:30	DIRECTED READING	FREE READING	READING with TEACHER
9:30 - 10:15	FREE READING	READING with TEACHER	DIRECTED READING
10:15 - 11:00	READING with TEACHER	DIRECTED READING	FREE READING
11:00 - 11:30	CHECK UP AND EVALUATION		

Individualization

Program Stream -

The program stream for a school or individual class is the composite of all approaches, modalities, and materials used in developmental reading. It implies unique systematic and continuous progress. It provides opportunity for creativity on the part of both teachers and students. It is a means of each student receiving instruction which best advances his individual learning needs.

Each faculty will be responsible for selecting the core program(s) that seems to best meet the needs of its students. In addition to core materials, supplementary equipment and aids should be available for use with individual pupils. However, using appropriate materials with students does not necessarily guarantee success and continuous progress. The teacher must consistently implement the program to insure sequential, developmental learning for each student. Each student should move through his core program successfully at his own unique pace if modifications are made to fulfill his specific instructional needs.

Since constant evaluation is built in the program stream, each student is expected to make continuous progress; therefore, continuity will be assured since forward movement indicates that the program is successful. For those few students who do not experience success, in-depth evaluation will be available. The results of such an evaluation may lead to minor adjustments or to altering the prescription in such a way that the student moves from one core program to another, but this should be done only after a thorough diagnosis indicates that such action is necessary.

Program Selections

Core Programs - A core program consists of a variety of materials and methods presented in a sequence designed to develop certain skills and concepts in a systematic way. Most core programs are complete within themselves based upon an "average" or "normal" group of pupils; however, implementation and modification become essential if individual needs are to be met and optimal learning occur.

There are five basic approaches used in core programs :

- Eclectic
- Controlled vocabulary
- Programmed
- Language experience
- Individualized

Each faculty must determine which approach(es) best meet the instructional needs of its students and which materials representing each approach are most suitable. In making this decision, the teaching styles and preferences of the teachers must also be considered.

Supplemental Materials - In order to individualize the program and fulfill each student's prescription, supplemental materials for various modalities must be available. This includes audio-visual aids, manipulative objects, games, activities and reading matter utilizing various modalities: tactile-kinesthetic, auditory, visual or multi-sensory.

1. Tactile-kinesthetic mode stresses the use of touch and muscle movement to reinforce learning which ordinarily takes place through visual or auditory experiences.
2. Auditory mode stresses learning by hearing differences and similarities between stimuli.
3. Visual mode emphasizes learning by seeing similarities and differences between stimuli.
4. Multisensory mode stresses learning through the involvement of all sensory channels.

Through various diagnostic instruments the teacher can ascertain the mode of learning which results in the most effective acquisition and retention of the stimulus materials. The appropriate approach is then adjusted accordingly. No approach to teaching reading depends on a single mode of learning. Each approach emphasizes primarily the strengths of the students involved. Supplementary materials aid in providing help in the weak areas of the group so as to balance the modality needs of the pupils.

The proposed primary reading program is committed to an individualized continuous progress concept. Growth in and mastery of reading skills implies an on-going sequential development of abilities in the interpretation of written language. A core program that stimulates an eagerness to read and that encompasses the major reading skills should be the backbone of a primary reading program in a school. A variety of supplementary materials should be provided to individualize instruction so that various modes, styles, rates, and levels of learning can be met.

Programs are listed in the Appendix upon which to base core program selections and supplementary materials.

Some of the basal core programs are now used in the schools. Perhaps you will need to purchase only those materials necessary for maximum implementation of the program. The materials list will serve only as a guide in helping to match programs to pupils needs as diagnosed.

SAMPLES OF MODALITIES AND APPROACHES

Approach	Modality Emphasis	Sample Core Program	Supplementary Materials Modality	Some Suggested Materials
Controlled Vocabulary	Visual	Basal Readers Linguistic Readers	Auditory-kinesthetic Visual-kinesthetic	Synchronized Auditory - visual sets, kits, programs
Eclectic	Multi-sensory (all sensory channels)	Scott Foresman Systems L. L. L.		Listening and Literature Materials
Programmed Reading	Visual-kinesthetic	BRL Sullivan	Auditory - kinesthetic materials	Tape Recorders Listening Stations
Language Experiences	Multi-sensory	I/T/A Early to Read Language Experience in Reading — Encyclopedia Britanica	Kinesthetic materials	Frostig materials
Individualized Instruction	Multi-sensory	Scholastic Kits	Materials to match needs of group as determined by diagnosis	Book collections Skills Kits, books Paperbacks

Comprehensive Skill Sequenced Objectives

The D. P. I. Reading Program will individualize each student's learning process by defining his learning and instructional needs according to specific objectives. The comprehensive skill sequenced objectives are presented in a separate manual for use in the actual teaching situation. Skill areas and their general objectives follow.

I 1000 PRE-READING SKILLS

PR-1100 Basic Concept Development

Given concentrated instruction in basic concept development, by the end of the first level, each student will demonstrate an understanding of color, size, shape, form, and of terms that show placement, relationship or position, motion, and facial expression, by completing each criterion referenced test item in these areas within a range of 80% to 100% accuracy.

PR-1200 Visual Concept Development

Given concentrated instruction in visual concept development by the end of the first level, each student will demonstrate and understanding of figure-ground relationships, comparisons of likenesses and differences, matching, naming, recognizing and identifying letter forms by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

PR-1300 Language Development

Given concentrated instruction in language development by the end of the first level, each student will demonstrate his ability to follow verbal directions, perceive sequential order, classify, recognize symbol-sign concepts, and name simple antonyms completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

II 2000 PERCEPTION SKILLS

PS-2100 Perceptual Skill Development

Given concentrated instruction in perceptual skill development, by the end of the second grade each student will auditorily and visually differentiate between directions and among colors, sizes, shapes, and sounds by completing each criterion-referenced item in each area with at least 80% accuracy.

PS-2200 Perception of Relationships

Given concentrated instruction in the development of the perception of sequence and of part-whole and sound-symbol relationships, by the end of the third year each student will demonstrate his understanding of such relationships by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

III 3000 - COMPREHENSION SKILLS

4000

CS-3100 Word Meaning - Vocabulary Development

Given consistent, intensive instruction in word meaning and vocabulary development, the student will demonstrate his understanding of words as symbols or concepts singly and in phrases and sentences by completing the criterion-referenced items with a minimum of 80% accuracy.

CS-3600 Literal Comprehension

Given consistent, intensive instruction in literal comprehension emphasizing details; classification; relationships (time, sequence; part-whole, cause and effect); main ideas and summarizing, the student will indicate his mastery of basic literal comprehension skills by completing the criterion-referenced items with at least 80% accuracy.

CS-4000 Inferential Comprehension

Given continuous systematic instruction in inferential comprehension emphasizing making comparisons and contrasts, cause and effect reasoning, forming judgements, predicting outcomes, drawing conclusions, distinguishing fact from opinion, sensing motives and forming generalizations, the student will demonstrate his ability in these areas by completing the criterion-referenced items with at least 80% accuracy.

CS-4600 Oral and Written Expression

Given continuous instruction in creative oral and written expression through experiences in listening, viewing, and reading, by the end of the third grade the student will demonstrate his proficiency in oral and written communication by performing criterion-referenced items with a minimum of 80% accuracy.

IV 5000 WORD RECOGNITION SKILLS

WR-5100 Configuration Clues

Given systematic instruction in word attack skills using configuration clues, by the end of the second grade, the student will identify basic sight words in isolation, in phrases, and in sentences with 80%-100% accuracy as measured by the criterion-referenced items.

WR-5200 Phonics Skills: Consonants, Blends, Vowels and Diphthongs

Given systematic instruction in the development of phonics skills, including auditory and visual recognition of beginning, medial and ending consonants, consonant digraphs and blends, vowels, vowel combinations, digraphs and diphthongs, each student by the end of the third grade will demonstrate his ability to decode words composed of these elements by completing all criterion-referenced items within a range of 80%-100% accuracy.

WR-5265 Consonant and Vowel Irregularities

Given systematic instruction in the recognition of sound combinations containing silent letters and common constant and vowel irregularities, each student by the end of the third grade will decode such words by completing all criterion-referenced items with a range of 80%-100% accuracy.

WR-5300 Structural Analysis: Inflectional Endings

Given concentrated study in inflectional endings ing, s, ed, and the apostrophe s, by the end of grade three, each student will aurally, orally, visually and graphically recognize, identify and apply these endings to appropriate root words, making any needed change to the root form within a range of 80%-100% accuracy.

WR-5320 Structural Analysis: Affixes

Given concentrated instruction in affixes in relation to root words by the end of the third grade, each student will select appropriate affixes for given root words and comprehend sentences containing these words in verbal and written exercises within an accuracy range of 80%-100%.

WR-5340 Contractions

Given concentrated instruction in the purpose and use of contractions, each student by the end of the third grade will complete oral and written criterion-referenced items regarding contractions with 80%-100% accuracy.

WR-5350 Compound Words

Given concentrated instruction in compound words, by the end of the second grade each student will understand the concept of compound words and will identify, read, form and use compounds made of words with an accuracy level range of 80% - 100%.

WR-5360 Plurals

Given intensive instruction regarding plural forms, each student will by the end of the third grade demonstrate his knowledge of the plural forms of words including: adding s or es to the singular, variant plural forms, and words having the same form for singular and plural. Criterion-referenced items must be completed within a 80%-100% accuracy range.

WR-5370 Syllabication

Given intensive instruction in syllabication each student will demonstrate by the end of the third grade his knowledge of syllabication by determining the number of syllables heard in a word and by dividing two and three syllable words correctly within an 80%-100% accuracy range.

V 7000 STUDY SKILLS

SS-7100 Alphabetization and Numeration

Given concentrated instruction in alphabetization and numeration, by the end of the third grade each student will demonstrate his understanding of these concepts by completing criterion-referenced items with a minimum accuracy level of 80%.

SS-7200 Title Page, Table of Contents, Glossary and Dictionary

Given concentrated instruction in locating specific items of information from a title page table of contents, glossary and dictionary by the end of grade three each student will complete the criterion-referenced items with 80% accuracy.

SS-7300 Following Directions

Given systematic instruction in and opportunities for following directions, the student will implement directions in criterion-referenced items within a range of 80%-100% accuracy.

SS-7400 Maps, Charts, Graphs, Tables and Indices

Given systematic instruction in reading and interpreting maps, charts, graphs, tables and indices, the student will demonstrate his understanding of the related skills by completing criterion-referenced items with a minimum accuracy level of 80%.

SS-7500 Card Catalog, Encyclopedia, Atlas, Telephone Directory

Given systematic instruction in the use of the library card catalog, the atlas, dictionary, encyclopedia and telephone directory, the student will select the appropriate source for the information requested in the criterion-referenced items with a minimum of 80% accuracy.

SS-7600 Common Abbreviations in Reference Materials

Given systematic instruction in reading, writing and using common abbreviations found in reference materials, the student will demonstrate his understanding of abbreviations and the words they represent by completing the criterion-referenced items with a minimum accuracy level of 80%.

SS-7700 Note-taking

Given systematic instruction in taking notes on auditory and written material, the student will demonstrate his understanding of and skill in taking notes by completing the criterion-referenced items with 100% accuracy.

SKILL LEVELS

The skills found in this Quad Manual range from the pre-reading level to low fourth grade reading level. Yet, except for the pre-reading section, items are not designated by level. This was omitted purposely for several reasons:

1. Skills should be selected that are appropriate for the student regardless of his designated grade level. Some first graders can handle the referenced material skills while some third graders will still be unable to handle all comprehension items.
2. Each core program presents skills in a somewhat different sequence. Students progress through the core program at varying rates. Therefore, no suggested sequence will correlate with all core programs being used.
3. Just as every student has his unique preferred learning style every teacher has her unique style of instruction. As she analyzes the progress made by each student she is free to choose those skills that best meet the student's needs within the context and format of all material to be presented.
4. Supplementary personnel make it possible for the students to achieve mastery in many skills at a higher level due to the expertise they bring into the tutoring situation as a result of in-depth training.

Tests of most of the Quad Manual Skills will be available on several levels so that pupils in all three grades may be given the test on their reading level.

In most cases only two tests - an initial one and an alternate - will be available for those requiring only oral responses.

Tests requiring the reading of paragraphs will be written on two or three levels depending upon the complexity of the skill.

USE OF THE PRE-READING SECTION

This section was added to the present Quad Manual at the request of the First Grade teachers who found some of their pupils unready for formal reading instruction. While second and third graders will not be eliminated from taking tests in this section if they are reading at or below primer level, the items have been written explicitly for the first graders who are not capable of handling the initial reading skills.

The term "pre-reading" rather than "reading readiness" has been chosen since "readiness" is an important element at all stages of reading growth, from the early primary years through adulthood. Cushenberry reminds us that:

"The children in every classroom are always moving toward another 'rung' in the reading 'ladder' of skills. To gain proficiency in reading, each pupil must have adequate readiness for each successful level of understanding."¹

Children beginning in this section should be "graduated" into the other sections as soon as possible. While premature entry into formal reading instruction can be damaging in that the child builds up a "failure" expectation, retaining him in pre-reading skills unnecessarily can be equally bad. The reading specialist and teacher, after an analysis of the pupil's progress based upon cycle data and classroom observation, should decide when each child can be moved into the formal reading stream. In making this decision, the very important factors of social development, mental capacity, background of experience, auditory and visual discrimination and general language development must be considered. The pupil may be deemed "ready" for formal reading instruction when he is able to perform the required tasks without noticeable physical or emotional discomfort.

The pre-reading section is divided and placed immediately in front of the sections containing related skills. This should enable the teacher to better judge when the pupil has mastered the skills pre-requisite to those presented in the formal skills section. Thus, items listed under perception skills may be prescribed for the pupil even though he is still working on the pre-reading word-recognition skills.

¹ Donald C. Cushenberry. Reading Improvement in the Elementary School. West Nyack, N. Y. Parker Publishing Co. Inc.

INDEX

Guide to Skill Selection

I SKILL CLUSTERS

This section has been prepared to enable the user to locate skills that are similar and may be taught and tested concurrently. However, since the skills differ in level of complexity and vocabulary used, check each item before including it in a pupil's prescription.

Abbreviations	S. S. 7602-7606
Affixes	W. R. 5334-5336; W. R. 5376
Comparatives (er, est)	W. R. 5333
Inflectional endings	W. R. 5301-5304; C. S. 3132-3134
Rules governing	W. R. 5306-5310; W. R. 5376
Prefixes	W. R. 5321-5326; C. S. 3135-3137
Suffixes	W. R. 5327-5332; C. S. 3139
Alphabet	
Recognition	P. R. 1209-1221; P. S. 2108-2112
Sequence	S. S. 7105-7112
Use in Dictionary	S. S. 7111
Antonyms	P. R. 1413; C. S. 3129-3131
Classification Skills	
Objects and pictures	P. R. 1408-1410; C. S. 3607
Phrases	C. S. 3610
Words (names)	C. S. 3608-3611
Colors, basic	P. R. 1101-1107; P. S. 2104-2105
Compound Words	W. R. 5351-5355; C. S. 3140-3141
Comprehension Skills	
Cause and effect relationships	C. S. 3622-3627; C. S. 4005-4007
Classifying	C. S. 3607-3611
Comparing and contrasting	C. S. 4001-4004
Distinguishing between fact & opinion	C. S. 4013-4014

Comprehension Skills (Cont.)

Drawing conclusions	C. S. 4011-4012
Inferential	C. S. 4000-4016
Literal	C. S. 3600-3634
Main ideas	C. S. 3628-3630
Making generalizations	C. S. 4016
Making judgment	C. S. 4008
Motives, purpose of selection	C. S. 4015
Noting details	C. S. 3601-3606
Predicting outcomes	C. S. 4009-4010
Sequencing ideas	C. S. 3612-3618
Summarizing ideas	C. S. 3632-3634

Configuration Clues

Basic shapes of objects	P. R. 1222-1225; P. S. 2101-2103
Basic shapes of letters	P. S. 2111; P. S. 2212
Basic shapes of words	W. R. 5101-5105

Consonants

Beginning (initial)	P. S. 2211-2212; W. R. 5201-5206
Blends (clusters)	W. R. 5225-5231
Digraphs	W. R. 5232-5236
Final	W. R. 5207-5224
Silent	W. R. 5271-5272
Sounds of	P. S. 2213-2215; W. R. 5266-5270
Substitution	W. R. 5259-5262

Context Clues

Forming compounds from	C. S. 3141
Meaning of words	C. S. 3122; C. S. 3139
Summarizing	C. S. 3632-3634

Contractions

W. R. 5341-5346

Directionality

Concepts	P. R. 1112
Following directions	P. R. 1401-1403; S. S. 7301-7305
Left-right discrimination	P. S. 2116-2117
Words similar in form	P. S. 2114; P. S. 2210

Figure-ground Relationships

P. S. 2201; P. R. 1201

Homonyms

C. S. 3123-3125

Inferences (See Comprehension)

Note Taking S. S. 7701-7702

Oral descriptions of

Phrases C. S. 4605
Pictures C. S. 4601-4602
Words C. S. 4603-4604; 4606

Paragraphs

Details, recall of C. S. 3604-3605; C. S. 3632-3634
Main ideas C. S. 3628-3630
Title C. S. 3631

Phrases

Basic sight W. R. 5106; W. R. 5115-5116
Classifying C. S. 3610
Deriving meaning from C. S. 3110-3112; 3114
Descriptive C. S. 4604; 4607
Relationship to sentences P. S. 2209
Sensory imagery C. S. 3118
Visual recall of P. S. 2207

Plurals W. R. 5361-5364

Possessives W. R. 5305

Recall

Days of the week P. R. 1407; W. R. 5117; S. S. 7601
Details in context C. S. 3601-3606
Main ideas P. R. 1406
Months of the year W. R. 5118; S. S. 7403; S. S. 7602
Numbers W. R. 5119-5121
Rhymes (poems) P. R. 1405

Reference Materials

Calendar S. S. 7501; S. S. 7504
S. S. 7401-7403
Dictionary, encyclopedia &
glossary S. S. 7205-7211
Library catalog card S. S. 7502-7503
Maps, charts, graphs, tables S. S. 7404-7410
Parts of a book S. S. 7411-7412; S. S. 7201-7205

Relationships	
Cause and effect	C. S. 3622-3627; C. S. 4005-4007
Figure-ground	P. R. 1201; P. S. 2201
Part-whole	P. S. 2202-2204; C. S. 3619-3621
Rhyming Words	P. S. 2214-2215; W. R. 5214-5222
Root Words, with	
Doubled consonants	W. R. 5308
Inflectional endings	W. R. 5301-5310; C. S. 3132-3134
Plural forms	W. R. 5360-5367
Prefixes	W. R. 5321-5326; C. S. 3135-3137
Rules	W. R. 5306-5310; W. R. 5376
Suffixes	W. R. 5327-5331; C. S. 3139
Sentences	
Deriving meaning of	W. R. 5326; W. R. 5331; W. R. 5336; W. R. 5346; C. S. 3109-3110
Developing	C. S. 4608-4612; W. R. 5302; W. R. 5355; P. S. 2207-2209
Sequentialization	
Letters to words	P. S. 2206
Numbers	P. R. 1404; S. S. 7101-7104
Phrases to sentences	P. S. 2207-2209
Picture	P. S. 2205; C. S. 3612
Story events	P. R. 1406; C. S. 3613-3618
Sizes, descriptive words	P. R. 1119-1120; P. S. 2106-2107
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Combinations	W. R. 5248-5253
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Long	W. R. 5245-5252
Position, rules	W. R. 5254; W. R. 5264; W. R. 5247; W. R. 5271
R-controlled	W. R. 5274
Short	W. R. 5237-5244
Substitution	W. R. 5263-5264
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Words

Basic sight	W. R. 5107-5114; C. S. 3101-3108
Compound	C. S. 3140-3141
Configuration of	W. R. 5101-5105
Contractions	W. R. 5341-5346
Descriptive	C. S. 4601-4606
Meanings	C. S. 3119-3122; S. S. 7211
Nouns-pronouns	C. S. 3142-3147
Picture clues for	C. S. 3101-3105
Place; sensory	C. S. 3113-3117
Plurals	W. R. 5361-5364
Relationship in sentences	P. S. 2208
Similar in sound/form	P. S. 2210; 2213
Verbs (action words)	C. S. 3105-3106

CALENDAR OF EVENTS

D. P. I. PRIMARY READING

Calendar for Cycles: 1973-1974

	A = third grade	B = second grade	C = first grade
<u>1st Cycle Begins</u>			
A.	9/10/73	14 days	(9/14/73 Ins)
B.	9/17/73	14 days	(10/1/73 Ins)
C.	9/24/73	14 days	(10/1/73 Ins)
<u>2nd Cycle Begins</u>			
A.	10/ 2/73	13 days	(10/19/73 H)
B.	10/ 8/73	14 days	(10/19/73 H)
C.	10/15/73	15 days	
<u>3rd Cycle Begins</u>			
A.	10/22/73	15 days	
B.	10/29/73	15 days	
C.	11/ 5/73	18 days	(Split Cycle: Thanksgiving Week)
<u>4th Cycle Begins</u>			
A.	11/12/73	18 days	(Split Cycle: Thanksgiving Week)
B.	11/26/73	15 days	
C.	12/ 3/73	15 days	
<u>5th Cycle Begins</u>			
A.	12/10/73	15 days	(Split Cycle: Christmas)
B.	12/17/73	15 days	(Split Cycle: Christmas)
C.	1/ 7/74	15 days	Christmas Vacation: 12/24/73 - 1/4/74
<u>6th Cycle Begins</u>			
A.	1/14/74	14 days	
B.	1/21/74	14 days	(1/28/74 Ins)
C.	1/29/74	14 days	
<u>7th Cycle Begins</u>			
A.	2/ 4/74	14 days	
B.	2/11/74	14 days	(2/18/74 H)
C.	2/19/74	13 days	
<u>8th Cycle Begins</u>			
A.	2/25/74	14 days	
B.	3/ 4/74	14 days	(3/8/74 Ins)
C.	3/11/74	15 days	
<u>9th Cycle Begins</u>			
A.	3/18/74	15 days	
B.	3/25/74	15 days	
C.	4/ 1/74	15 days	

*10th Cycle Begins

- A. 2/ 8/74
- B. 4/22/74
- C. 5/ 6/74

18 days
18 days
15 days

(Split Cycle: Test Week?)
(Split Cycle: Spring Vacation
Week of April 15.)

*Some leadway here due to city-wide testing.

GETTING STARTED

Task Analysis of the First Month of School

I. First Grade Teachers

During September, all first grade teachers participating in the D. P. I. Primary Reading Program will complete the following tasks:

- A. Administer the Metropolitan Readiness Test to all first graders between September 10 and 13, 1973 and record data according to instructions.
- B. Identify and list alphabetically, by last names, all DPI students. A student is automatically eligible for DPI if:
 1. he scores D or F on the Metropolitan Readiness Test
 2. his overall score is the "C" range but falls below the raw score of 10 on and two of these three sub-tests: Matching, Numbering, Copying.
- C. Between September 17 and September 19 the D. P. I. Criterion-Referenced Pre-Reading Screening Test is to be administered to all DPI students in grade one. Score tests and record data according to directions.
- D. All of the data must be completed and in the hands of the Reading Specialist no later than Wednesday, September 19. The coordinator's copy should be in her hands by Wednesday, September 26.
- E. During the week of September 17, in conjunction with the teacher-reading specialist conference, prescriptions should be written for each DPI student.
- F. The Cycle 1 instructional period begins Monday, September 24. Specific reading objectives for Cycle 1 must be selected for each student by that time so that the instructional period can begin as of September 24.

Complete the D. P. I. Primary Reading Form 1 for each DPI child by September 21, 1973.

II. Second and Third Grade Teachers

During September, the second and third grade teachers will complete the following tasks:

- A. List alphabetically by last name all students eligible for the D. P. I. Primary Reading Program.
 1. All students previously in DPI are to be in the program 1973-1974 regardless of their score on the CAT /CTBS given in April 1973.
 2. All second and third graders not previously in DPI who score six months or more below grade norm on the CAT/CTBS given in April 1973 are eligible for the program.
 - a. DPI Second Graders: All students making a grade placement score between .0 - 1.2 are considered DPI students.
 - b. DPI Third Graders: All students making a grade placement score between .0-2.2 are considered DPI students.
 3. Add tentatively to your list all students for whom scores on the CAT/CTBS for April 1973 are unavailable.
- B. During the week of September 4-7 all DPI third graders and those third grade students listed tentatively for DPI because no test scores are available for them (April 1973), are to be given the D. P. I. Criterion-Referenced Reading Skills Screening Test. Score tests and record data according to directions.
- C. No later than the week of September 10-13, the DPI second graders and those second grade students listed tentatively for DPI because no test scores are available for them (April 1973), are to be given the D. P. I. Criterion-Referenced Reading Skills Screening Test. Score test and record data according to the directions.
- D. Complete all records on D. P. I. pupils.
 1. All third grade data should be completed and recorded by September 7, 1973.
 2. All second grade data should be completed and recorded by September 14, 1973.
 3. The Learning Modalities Inventory should be given to all D. P. I. pupils whose preferred modality is unknown.

MONITORING, FEEDBACK, AND RECORDKEEPING

DPI-PRI #1
INDIVIDUALIZED DIAGNOSTIC FORM

(To be completed by teachers for all students. Keep until first conference with reading specialist. Then store in reading specialist's class binder.)

Student's Name _____ ID# _____ Birth date _____
last name first name

1972-73: _____

Grade _____ Teacher _____ School _____

1973-74: _____

Grade _____ Teacher _____ School _____

1974-75: _____

Grade _____ Teacher _____ School _____

Reading Instructional Level Date How Determined

1. _____

2. _____

3. _____

4. _____

5. _____

Predominant Learning Modality (give dates of testing):

Predominant Approach (give dates):

Core Program (give dates):

DPI-FRI #1
Testing Results

<u>Name of Test</u>	<u>Form</u>	<u>Date Admin.</u>	<u>Diagnostic Results</u>
<u>First Grade:</u>			<u>number</u>
1. Metropolitan Readiness Test			A. Word Meaning _____ B. Listening _____ C. Matching _____ D. Alphabet _____ E. Numbers _____ F. Copying _____ Total: (letter) _____
2. American Guidance Service Test (First Grade Screening Test)			Total: _____ Prognosis: _____ _____
3. California Test of Basic Skills			Reading: a. _____ b. _____ Total battery: _____ Arithmetic: a. _____ b. _____ Total battery: _____

Second Grade

<u>Name of Test</u>	<u>Form</u>	<u>Date Admin.</u>	<u>Diagnostic Results</u>
			<u>(grade score)</u>
1. Gates-MacGinitie			Vocabulary: _____ Comprehension: _____ Total: _____
2. Learning Modalities Inventory			Instructional Level: _____ Preferred Modality: _____ _____
3. California Test of Basic Skills			Reading: a. _____ b. _____ Total battery: _____ Arithmetic: a. _____ b. _____ Total battery: _____
4. California Test of Basic Skills (if given twice during the school year)			Reading: a. _____ b. _____ Total battery: _____ Arithmetic: a. _____ b. _____ Total battery: _____

DPI-PRI #1
Testing Results (cont.)

<u>Name of Test</u>	<u>Form</u>	<u>Date Admin.</u>	<u>Diagnostic Results</u>
<u>Third Grade:</u>			(grade score)
1. Gates-MacGinitie			Vocabulary: _____ Comprehension: _____ Total: _____
2. Learning Modalities Inventory			Instructional Level: _____ Preferred Modality: _____ _____
3. California Test of Basic Skills			Reading: a. _____ b. _____ Total battery: _____
			Arithmetic: a. _____ b. _____ Total battery: _____
4. California Test of Basic Skills (if given twice during the school year)			Reading: a. _____ b. _____ Total battery: _____
			Arithmetic: a. _____ b. _____ Total battery: _____

Special tests as required by individual needs:
 (indicate grade of child and date administered)

DPI-FRI #1B - Class List of D.P.I. Children

Teacher _____ Room _____ Grade _____ School _____

Directions for the teacher: List below all children in your class selected to have DPI in September, 197_. If a child leaves your school, is transferred to another teacher during the year, or is taken out of DPI during the year, print DROP and the date (example: Smith, Alice DROP 10/12/72).

If a new child is added after this initial selection, print his name at the end of the list, the word ADD, and the date (example: Jones, John ADD 12/7/72). This list **MUST** be kept accurate in order for the monitoring technician to keep correct records. If additional space is needed, add a blank sheet and continue with the children's names.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____

Please count the children in DPI on the last Monday of each cycle listed below, i.e., the Monday of a "testing week", and record the number in the box provided:

cycle 2/12/22

cycle 4/14/24

cycle 6/16/26

cycle 8/18/28

cycle 10/20/30

list children alphabetically, last name first

DPI-PRI #1C - In-Class Grouping for Reading, 197_

Teacher _____ Room _____ Grade _____ School _____

Directions to teacher: Please indicate below your in-class grouping for reading (and related instruction if pertinent). When a child changes groups, write CHANGE next to his name and the date. Add him or a new arrival to another group and write ADD next to his name. If a child leaves your class, write TRANSFERRED or DROPPED after his name, followed by the date.

Write the core program being used at the top of each group. Use the back of this paper or add new sheets when necessary.

Check this list for accuracy at the end of each 2 cycles.

Keep this form in the front of the DPI class binder.

Group/Core Program	Students' Names (last name first)	ID Number	Change of Status	Effective Date

1. Conference - reading specialist and teacher
 - a. Complete the top of the sheet
 - b. Fill in the first five columns (up to the double line). This will be the individual prescription for the next cycle. If supplementary personnel are assigned, the reading specialist indicates this in the appropriate column and fills out DPI-PRI #100, Supplementary Personnel - Assignment & Work Completed.
2. Teacher keeps one copy to use for planning and reference during the next three weeks.
3. Reading specialist gives the second copy to monitor technician. The monitor will use this to set up her testing schedule and record test results.
4. Using this form the monitor technician will put on her testing calendar:
 - a. Child's name
 - b. Room number
 - c. Criterion reference test numbers ordered
5. Monitor technician files this paper in its proper class binder alphabetically by last name of child.
6. The day before the child is scheduled for testing, the monitor technician will get this form #2 and then get the tests which are ordered from the test file. The tests can be clipped to this sheet. Do this for all children scheduled to be tested the following day so that testing can begin promptly at 8:45 AM the next morning. Put them in the order that the children will be tested. Consider grouping and room locations.
7. Testing: after giving the test, the monitor technician immediately records the results on this form in the last two columns. If the child has passed the test according to the criterion indicated on the test copy, put a P in the last column. If the child did not pass, put a slanted line across the box.
8. Record the results of the testing as soon as possible on DPI-PRI Form #3, Individual Student Record. Look at the key to see how Pass or Fail is recorded.
9. File this sheet back in the class binder alphabetically by the last name of the child.
10. The reading specialist and the teacher will refer to this form, DPI-PRI #2, in their next conference.

DPI-PRI Form #2

QUAD OBJECTIVE: TWO CYCLES

Diagnosis, Description, Results
197_ - 197_

Quad Manual Section Abbreviations To Be Used Below:

PS = Perceptual Skills
CS = Comprehension
WR = Word Recognition
SS = Study Skills

Name		ID#	Grade	Room #	Teacher	School	Mon. Tech. fills in:
last name		first name					% Right
Cycle	Diagnosis	Prescription: materials, modes, tutoring, grouping, etc.		R. Aide, Tutor,		Quad Objectives: Skill area (abbrev.), Roman numeral, number of ORI, page in Quad	Pass(P) Fail(//)

Comments:

Reading specialist fills out:		Directions to Aide: what skill by number and area, suggested method & materials	To be completed by aide, tutor, volunteer: material actually used, other comments	Successful	Needs more help
Cycle	Student's Name				

- Volunteer Tutor
- Cross-Age Tutor
- Reading Aide

SUPPLEMENTARY PERSONNEL - ASSIGNMENT & WORK COORDINATION

School _____ Reading Oper. _____

Reading Specialist fills out:		Directions to Aide: what skill by number and area, suggested method & materials		To be completed by aide, tutor, volunteer: material actually used, other comments		Ease child's work: See child's work: Success-Ful	
Cycle	Student's Name	Teacher & Room #					

(over)



A Class Tally of Items Passed in Each Section Taken from DPI-PRI #3B (Flap)

School _____ Teacher _____ Grade _____ Room No. _____

Cycles & _____ 197_

DPI Child	Per.	Comp.	Word, St, Ph	Study
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
TOTAL				

Cycles & _____

DPI Child	Per.	Comp.	Word, St, Ph	Study
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
TOTAL				

The monitor technician fills out this form at the end of every two cycles.

Directions:

Copy the totals from each DPI child's "flap," Form #3B, so that each child's totals are on one line.

(The numbers are only to help the monitor technician and reading specialist count the number of children in each class who have been recorded.)

When all DPI children from the class have been recorded, add up each column.

When the form has been completed, the monitor technician gives it to the reading specialist who transfers totals to DPI-PRI School Summary Form #6.

The reading specialist then returns this tally to the monitor technician.

(If necessary, both columns may be used for recording one two-cycle period.)

File in front of classroom binder.



DPI-PRI Form #6, School Summary, 197_ - 197_

School _____ Reading Spec. _____ CYCLES & _____

PERCEPTUAL SKILLS

Room #	1st Grades				Totl	2nd Grades				Totl	3rd Grades				Totl	School Total
Totl.#																
CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

COMPREHENSION

Totl.#	1st Grades				Totl	2nd Grades				Totl	3rd Grades				Totl	School Total
CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

WORD ATTACK, STRUCTURAL ANALYSIS, PHONICS

Totl.#	1st Grades				Totl	2nd Grades				Totl	3rd Grades				Totl	School Total
CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

STUDY SKILLS

Totl.#	1st Grades				Totl	2nd Grades				Totl	3rd Grades				Totl	School Total
CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

The reading specialist fills out this form at the end of every two cycles. Information recorded here comes from DPI-PRI Form #5 (class tally) and when completed is transferred to DPI-PRI Form #7, One-Year School System Summary.

Directions for Form #6, School Summary:

Fill in the room numbers of each classroom on the first line. Totals for each classroom will be recorded vertically (down) each column.

Totals to be filled in are taken from DPI-PRI Form #5. "Totl # CRI Passed" in each skill area is found in the "Total" boxes at the bottom of Form #5. "# DPI Child." is found by counting how many DPI children have been recorded for that class for those two cycles on Form #5.

The reading specialist then divides the number of children into the number of skills passed to get the "Avg. # CRI Pass per Child."

After recording the information for each classroom, add the first two rows across ("Totl. # CRI Passed" and "# DPI Child.") to find grade totals ("Total" column). To find the average number of skills passed per child for the grade, divide the # DPI Child. into the Totl. # CRI Passed. Enter this into the remaining box (darkened outline).

To get the School Total (last column), add the grade total boxes across for "Totl. # CRI Passed" and "# DPI Child." Then divide to get the average number of skills passed per DPI child for the school in each of the skill areas.

When this form is completed, the totals in the dark-outlined boxes should be transferred to the One-Year School System Summary, DPI-PRI Form #7.

DPI-PRI #7A*

ONE-YEAR SCHOOL SYSTEM SUMMARY, 197 - 197

Numbers shown indicate mean number of skills passed by each DPI child, # skills passed in each grade per cycle
 To be filled out by Central Office from DPI-PRI #6.

PERCEPTION SKILLS

	11&12		21&22		3&4		13&14		23&24		5&6		15&16		25&26		7&8		17&18		27&28		Avg. 9&10		19&20		29&30		Avg. Pass		
	Grade	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass		
Brandeis																															
Breck'rdg																															
Carmichl																															
Carter																															
Cochran																															
Coleridge-																															
Taylor																															
Cotter																															
Engelhard																															
Foster																															
Franklin																															
Garston																															
Jones																															
Kennedy																															
Lincoln																															
Lowell																															
McFerran																															
Prkln.																															
Perry																															
Roosevlt,																															
Shawnee																															
Southwick																															
Strother																															
Tingley																															
Washntn.																															
Wheatley																															
Young																															

*three additional forms, one for each of the remaining skills areas, will be completed by Central Office. Forms are numbered 7B, 7C, and 7D.

Directions for DPI-PRI Form #7

1. Transfer total mean for each grade level (bottom right corner square) and school mean from DPI-PRI #6.
2. Check to see that you have:
 - a. the correct school
 - b. the correct two cycles
 - c. the correct grade
 - d. the correct skills area (examples: Perceptual Skills, top line on #6 to 7A Perceptual Skills, School System Summary; example: Study Skills, last line on DPI-PRI #6 to 7D Study Skills, School System Summary)
3. There are four school system summaries per year, one for each of the four skill areas.

Interpretation:

1. Each square represents about 6 weeks of work (2 cycles).
2. Each square represents a grade level which is made up of 2 to 4 classrooms.
3. The numbers under each grade level box are taken from DPI-PRI #6, School Summary, the bottom right corner box. The number is the total number of Criterion Referenced Items Passed in Two Cycles divided by the total number of DPI Children. The result is the average number of tests passed in each skill area per child.
4. "Avg. Pass" is the school average of numbers of skill items passed in each area per DPI child.
5. This form is completed by Central Office staff. The information is supplied by the coordinators.

TRAINING INSTITUTE FOR READING AIDES

Purpose

The purpose of the D. P. I. Training Institute for reading aides is to give necessary reading skills to paraprofessionals so that they can effectively offer supplemental services to students on a one-to-one or small group basis.

The reading aides will be expected to know reading skills and corresponding instructional techniques for their role in the D. P. I. Primary Reading Program.

Organization

There will be approximately 130 reading aides participating in the institute. The training staff will consist of two professional and two paraprofessional positions.

Duration

The training will operate in two phases. The first phase will be held during the first two weeks of the school year. During this period, the reading aides will report to the training institute daily for intensive preparatory experiences. The second phase of the training institute will begin following the initial two week period and continue throughout the school year. Small groups of reading aides will be cycled through this phase periodically for continuous training.

Provision in this on-going training institute will be made for aides that are new to the program as replacements.

Design of the Training Institute

There are five major reading skill components. They are organized into the following units of skill development for which modules have been prepared:

- Pre-Reading Skills
- Perception Skills
- Comprehension Skills
- Word Recognition Skills
- Study Skills

These components are made up of module clusters of varying lengths. Reading aides are to progress through the modules at their own rate of speed.

EVALUATION

The D. P. I. Primary Reading Program is being evaluated by the Department of Research and Evaluation of the Louisville Board of Education.

The evaluation has consisted of an interim evaluation in January, 1973, which predicted the reading gains made by D. P. I. participating students since their enrollment in the program in the fall, 1972.

Evaluation also included reading achievement testing in April, 1973 which showed the reading gains made by D. P. I. participating students over the first year of the program. The data from this testing session will be compared to the April, 1971 test results of the students in order to establish the reading gain the students achieved.

Test data from the April, 1974 testing program will be used for evaluation of the D. P. I. Primary Reading Program in its second year.

The achievement test used in all evaluation will be the California Achievement Test (CAT) and the California Test of Basic Skills (CTBS).

APPENDIX

CORE MATERIALS

The following materials are recommended for developing various program streams.

Controlled Vocabulary

Basal Readers

1. Allyn and Bacon, Inc.
Grades 1-3
 - a. Preparatory Books I, II
 - b. Big Book
 - c. Pre-Primers 1, 2, 3
 - d. Independent Activities (masters)
 - e. Activity Book
 - f. Word Cards
 - g. Picture Cards
 - h. Test:
 - Readiness Test I, II
 - Pre-Primer Test I, II
 - Primer Test I, II
 - Grade 2 Test, 4 Forms
 - Grade 3 Test, 4 Forms

2. The Bank Street Readers
Readiness - Transition Readers 3²
 - a. Readiness Exercises and Practice Books
 - b. Learning Aids
 - Photographs
 - Games and Cards
 - c. Reading Charts
 - d. Skill Practice Books
 - e. Spirit Duplicating Masters
 - f. Unit Readers
 - g. Transition Readers
 - h. Tests:
 - Placement, Grades 1-3
 - Achievement, All Levels (12)

**3. Harper and Row Basic Reading Series
Kindergarten - Grade 3**

- a. Picture Cards
- b. Workbooks
- c. Phrase and Sentence Cards
- d. Phonics Workbooks
- e. Individual Pupil Reading Record
- f. Tests:
 H and R. Achievement Tests

**4. Macmillan Reading Program
Grades 1-3, Levels I, II**

- a. Workbooks and Discovery Books
- b. Readingtime Books
- c. Spirit Duplicating Masters
- d. My Self-Help Dictionary
- e. Introductory Story Cards
- f. Alphabet Stencils
- g. Word and Sentence Building Cards
- h. Vocabulary Cards
- i. Tests:
 Reading Readiness
 Reading Placement (oral)
 Mastery Test

Linguistic Readers

1. Ginn 360

Grades 1, 3, Level 1-10

- a. Book for Each Level
- b. Teachers' Guide
- c. Practice Books
- d. Basic Card Sets I, II
- e. Picture Maps
- f. Spirit Duplication Masters for Self-Help Activities
- g. Reading Progress Chart
- h. Tests:
 Tests 1-10 to accompany each level

2. Miami Linguistic Readers
 - D. C. Heath and Company
 - Grades 1 and 2, Levels 1-15
 - a. Placement Tests (16 Tests on duplicating masters)
 - b. Pupil's Paperback Text
 - c. Seatwork Book for each level
 - d. Teacher's Manual for each level
 - e. Big Book I. Oral Language Activities to accompany
Levels One-A and One-B. 70 Charts
 - f. Big Book II. Levels 2-6. 90 Charts
 - g. Classroom Kit: Word and Phrase Cards, Sentence
Strips, Hand Puppets

Eclectic Approach

Systems Programs

1. E. D. L. / McGraw-Hill
 - Listen, Look, and Learn
 - a. Materials included for teacher
 - b. All materials included for pupil

2. Scott Foresman Reading Systems
 - a. Pupils' Books
 - b. Study Books
 - c. Practice Pads or Masters
 - d. Teacher's Read Aloud Library
 - e. Take Home Books
 - f. Multisensory Components
 - Overhead Visuals
 - Alphabet Cards
 - Linguistic Blocks
 - ABC - Word Puzzles
 - The Talking Alphabet
 - g. Language Activities Kit
 - Sounds I Hear
 - Talkstarters
 - h. Pupil's Cululative Record Card
 - i. Class Record Card
 - j. Tests:
 - Informal Reading Inventory
 - Evaluation/Assessment Levels Tests

Programmed Approach

Programmed Reading

1. BRL Sullivan
 - Grades Kindergarten-3, Levels A, B, C, D, 1-25
 - a. Readiness in Language Arts
 - b. Enrichment Kit
 - Set of Enrichment Cards
 - Alphabet Cards
 - Word Flash Cards
 - Three Coloring Books
 - Teacher's Manual
 - c. I Can Read Books
 - d. Placement Examination Booklet
 - e. Reading Readiness Series
 - f. Reading Series
 - g. Progress Test Booklets
 - h. Correlated Readers
 - i. Comprehension Readers
 - j. Decoding Kit
 - k. Teacher's Enrichment Activities Guide (manual)
 - l. Word and Paragraph Comprehension Exercise Booklets
 - m. Class Record Booklet

Language Experience Approach

1. I/T/A Early to Read Program
 - a. Easy to Read Sequence Readers (20)
 - b. Spirit Masters (150)
 - c. Phase I
 - Five Books
 - Four Workbooks
 - d. Phase II
 - Two Readers
 - Two Workbooks
 - e. Phase III
 - Two Readers
 - Two Workbooks
 - f. Five Library Sets
 - g. Growing with Language (i/t/a/ graduates)
 - Ten Readers
 - Ten Laboratory Manuals
 - Five Language Workbooks

- h. Tests:
 - Lee-Clark (Transliterated Edition)
 - Primer Level
 - Grade 1 Level

2. Language Experiences in Reading
Encyclopedia Britannica Educational Corporation
Grades 1-3, Levels I, II, III

- a. Teacher's Resource Book
- b. Pupil Book Units 1-2
- c. Pupil Book Units 3-4
- d. Pupil Book Units 5-6
Level II
- e. Pupil Book Units 1-3
- f. Pupil Book Units 4-6
Level III
- g. Pupil Book Units 1-5

Individualized Approach

1. Scholastic Individualized Reading Program
Grades 1-3

- a. One hundred Paperbacks in two cases
- b. Reaching Out
Level span from 1-4
- c. Reaching Up
Level span from no-text to Grade 4
- d. Teacher's Guide
- e. Conference Card Box
- f. Master Work Sheet Book (52 pages)
- g. Activity Cards
- h. Large Colorful Charts
- i. Ready Made Skill Games
- j. Book and Record Combinations
- k. The Skill Supplement Booklet Containing
 - Informal Reading Inventory
 - Word Lists for Teaching Word Recognition Skills
 - Suggestions for Task Grouping
 - Suggested Skill Sequences
 - Auditory Perception Test
- l. Reading Logs for each Student

2. Reading Laboratory 1A - S. R. A.

Listening Skill Builders

SUPPLEMENTARY MATERIALS

The following materials are suggestions as materials to be used for instruction and/or practice in specific reading skill areas.

Perceptual Development

Frostig Materials - Follett Company

Kane's - A Visual-Motor-Tactile Skill Program
Webster-McGraw-Hill Book Company

Other Selected Programs

Language Development

Peabody Language Kit - American Guidance Service

Distar Language Program - S. R. A.

Auditory - Visual Perception of Sound/Symbol Relationship (Phonics)

The Ginn Word Enrichment Program
Level One - Look and Listen
Level Two - Sounds and Symbols
Level Three - Vowels and Variants
Level Four - More Vowels and Variants

First Talking Alphabet - Scott, Foresman

Sound Talking Alphabet - Scott, Foresman

Phonics We Use Workbooks

Language Master Phonics - Bell and Howell

My First Dictionary - Scott, Foresman

Beginning Thesaurus - Scott, Foresman
(Other selected primary dictionaries)

Sights and Sounds - Random House

Word Wheels - Webster-McGraw-Hill Book Company

Reading Laboratory Word Games - S. R. A.

Oral Reading

- Plays for Echo Reading - Harcourt, Brace
- Oral Reading and Linguistics - Benefic Press
- Golden Goose and Other Plays - Houghton Mifflin

Reading/Comprehension Skills

- Specific Skills Series - Barnell-Loft
- The Venture Reading Program - Gerrard Co.
- The Newspaper
- Reading/Thinking - Continental Press

Early Reading Program - Addison-Wesley

- Preprimer - Big Boy
- First Primer - Friends for Big Boy
- Second Primer - Meet Some New Friends
- Book One - Do Some New Things
- Teacher's Manual

Reading for Fun/Pleasure

- Scholastic Book Club - Scholastic Book Services
(Other recommended collections of individual paperbacks)
- Carousel Libraries - Random House/Singer
- Talking Story Books - Scott, Foresman

Periodicals

- My Weekly Reader
- Highlights for Children

Enrichment Materials

- Learning Units - Educational Services
- Story-Go-Round, Library I, K-1
- Story-Go-Round, Library II, K-2
- The Talking Bookshelf, K-1

The Sesame Talking Bookshelf, K-3
Story-Go-Round III, K-2
The Junior Listening Library, K-3

The S. R. A. Reading Program - S. R. A.
Basic Reading Series

CORE READING PROGRAMS / SUPPLEMENTARY MATERIALS

SAMPLES

The proposed primary reading program is committed to an individualized, continuous progress concept. Growth in and mastery of reading skills implies an on-going sequential development of abilities in the interpretation of written language. To assure vertical and horizontal development in the desire to read and in the skills of reading a core of materials that stimulate an eagerness to read and that encompass the major reading skills should be the backbone of a primary reading program in a school. A variety of supplementary materials should be provided to individualize instruction so that various modes, styles, rates and levels of learning can be met.

Therefore, the following core programs and supplementary materials are presented as sample selections for a coordinated developmental reading program. Three sample core programs are listed. Supplementary materials that can be used with any core program are listed under specific reading skill areas in the right hand column.

Program A

Core Materials

THE BANK STREET READERS
(A basal reading series)

Readiness, Pre-primer - 3-2
Readers
Including - -

(1) Readiness Exercises and
Practice Books

(2) Tests:
Placement, Grades 1-3
Achievement all levels (12)

(3) Learning Aids
Photographs
Games and Cards

(4) Reading Charts

(5) Skill Practice Books

(6) Spirit Duplicating Masters

(7) Unit Readers

Supplementary Materials

Perceptual Development

Frostig Materials

Kane's - A Visual - Motor -
Tactile Skills Programs

Other selected programs

Language Development

Peabody Language Kit

Language Experience -
Encyclopedia Britannica

Distar Language Program

Program B

Core Materials

LLL (for schools using it)

SCOTT FORESMAN READING SYSTEMS
(Reading Systems)

Including - -

Pupils books
Study books
Practice Pads or Masters
Magnepieces / Magneboard
Teacher's Read Aloud Library
Teacher's Read Aloud Anthology
Take Home Books
Evaluation / Assessment Levels Tests
Informal Reading Inventory
Class record book
Pupil's Cumulative Record Card
Teacher's Professional Library
Multisensory components
Special practice kits
Overhead Visuals
Alphabet Cards
Linguistic Blocks
ABS - Word Puzzles
Match and Check
The Talking Alphabet
Read Along - Read Along
Bright Horizons
Invitations to Reading
Language Activities Kit
Sounds I Hear
Talkstarters

Auditory - Visual Perception of Sound/Symbol Relationship (Phonics)

First Talking Alphabet

Sound Talking Alphabet

Phonics We Use (workbooks)

Phonics We Use (games)

Speech to Print

Listen and Say (tapes)

SRA Word Games (kit)

Dolch Games

Linguistic Blocks

Language Master Phonics
Program

My First Dictionary
Beginning Thesaurus
(other selected primary
dictionaries)

Merrill Linguistic Readers
Sights and Sounds
Alphabet Animals
Word Wheels

Oral Reading

Plays for Echo Reading
Oral Reading and Linguistics
Golden Goose and Other Plays

Program C

Core Materials

CRITERION READING

(Individualized, performance based program)

Levels 1-4

An assessment system and a learning management system to individualize reading instruction

Related Materials - -

Scholastic Individualized Reading Kits (Gr. 1-3)

The Random Horse Reading Program

SRA Reading Laboratories

Distar Reading Kits

(Any of the 14 or more reading programs correlated with Criterion Reading)

Reading/Comprehension Skills

Specific Skills Series

Readers Digest -
Reading Audio Program

The Venture Reading Program

New Practice Readers (revised)

Jim Forest Readers (revised)

The NEWSPAPER

Listen and Think

Reading / Thinking - Continental

Reading for Fun / Pleasure

Read Aloud Books

Scholastic Book Club
(other recommended collections of individual paperbacks)

Carousel Libraries

Weston Words Sound
Filmstrip Series

Talking Story Books

Highlights for Children

Periodicals -

My Weekly Reader
Scholastic periodicals

DEFINITIONS OF PLACEMENT LEVELS

Reading Capacity Level

The student understands the material read to him to the extent that he can accurately answer questions regarding the passage read. While answering the questions, he pronounces words accurately and uses them precisely in describing facts.

Independent Reading Level

The student needs no help in reading the material. He understands well the ideas presented. He pronounces accurately 99% of the words in the passage. There are no overt signs of poor reading habits or tensions. He is free to enjoy the story content or to reflect or evaluate as his purpose dictates.

Instructional Reading Level

The student is challenged by the material presented but, with some assistance, can meet the challenge. He understands at least 75% of the material presented as measured by factual and inferential questions. He mispronounces no more than one word in twenty running words. He shows no signs of interfering tensions or poor reading habits.

Frustration Level in Reading

The student has difficulty reading the material. His understanding of the ideas presented is limited. He mispronounces at least 10% of the words. Rate of reading is slow and labored. Signs of tension and faulty reading habits are present.

WORD LISTS

Following are several lists of words most frequently used in primary reading materials. The children in your class should learn to identify many of these words by sight as they progress through the D. P. I. program.

These words will also be included in the criterion-referenced items. You may wish to use them when examples are needed for skills introduction.

THE 220 MOST FREQUENT WORDS IN THE KUCERA-FRANCIS STUDY

the	no	your	go	public
of	if	may	came	put
and	out	well	right	thing
to	so	down	used	almost
a	said	should	take	hand
in	what	because	three	enough
that	up	each	states	far
is	its	just	himself	took
was	about	those	few	head
he	into	people	house	yet
for	than	Mr.	use	government
it	them	how	during	system
with	can	too	without	better
as	only	little	again	set
his	other	state	place	told
on	new	good	American	nothing
be	some	very	around	night
at	could	make	however	end
by	time	would	home	why
I	these	still	small	called
this	two	own	found	didn't
had	may	see	Mrs.	eyes
not	then	men	thought	find
are	do	work	went	going
but	first	long	say	look
from	any	get	part	asked
or	my	here	once	later
have	now	between	general	knew
an	such	both	high	
they	like	life	upon	
which	our	being	school	
one	over	under	every	
you	man	never	don't	
were	me	day	does	
here	even	same	got	
all	most	another	united	
she	made	know	left	
there	after	while	number	
would	also	last	course	
their	did	might	war	
we	many	us	until	
him	before	great	always	
been	must	old	away	
has	through	year	something	
when	back	off	fact	
who	years	come	though	
will	where	since	water	
more	much	against	less	

DOLCH BASIC SIGHT VOCABULARY OF 220 WORDS

Since these two hundred and twenty words make up from 50 to 75 per cent of all ordinary reading matter, they should be recognized instantly by sight by all school children.

a	did	her	never	sit
about	do	here	new	six
after	does	him	no	sleep
again	done	his	not	small
all	don't	hold	now	so
always	down	hot		some
am	draw	how	of	soon
an	drink	hurt	old	start
and			on	stop
any	eat	I	once	
are	eight	if	one	take
around	every	in	only	tell
as		into	open	ten
ask	fall	is	or	thank
at	far	its	our	that
ate	fast	its	out	the
away	find		over	their
	first	jump	own	them
be	five	just		then
because	fly		pick	these
been	for	keep	play	there
before	found	kind	please	they
best	four	know	pretty	think
better	from		pull	this
big	full	laugh	put	those
black	funny	let		three
blue		light	ran	to
both	gave	like	read	today
bring	get	little	red	together
brown	give	live	ride	too
but	go	long	right	try
buy	goes	look	round	two
by	going		run	
	good	made		under
call	got	make	said	up
came	green	many	saw	upon
can	grown	may	say	us
carry		me	see	use
clean	had	much	seven	
cold	has	must	shall	very
come	have	my	she	
could	he	myself	show	walk
cut	help		sing	want

warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
work
would
write

yellow
yes
you
your

DR. EDWARD FRY'S INSTANT WORDS

First Hundred Words

Group 1

the	and	for	can	your
a	we	at	will	as
is	that	with	are	but
you	in	it	of	be
to	not	on	this	have

Group 2

he	me	up	my	been
I	about	her	very	out
they	bad	do	all	there
one	if	when	would	from
good	some	so	any	day

Group 3

go	him	or	them	know
see	by	two	here	make
then	was	man	like	which
us	come	little	our	much
no	get	has	what	his

Group 4

who	said	work	long	cat
an	did	put	here	again
their	boy	were	other	give
she	three	before	old	think
box	down	just	take	many

Second Hundred Words

Group 5

saw	upon	find	look	night
home	first	because	mother	into
soon	came	made	run	say
stand	girl	could	school	think
box	house	book	people	back

Group 6

big	live	red	year	left
where	four	put	white	men
am	last	pretty	got	bring
ball	color	eat	play	wish
morning	away	want	found	black

Group 7

may	present	hand	while	another
lot	tall	more	should	from
use	next	why	never	three
these	please	better	each	name
right	leave	under	best	dear

Group 8

ran	way	sure	open	both
five	too	thing	kind	and
read	shall	only	must	also
over	own	near	high	until
such	most	than	jar	call

Third Hundred Words

Group 9

ask	clean	jump	cold	every
small	buy	self	today	brown
yellow	thank	fly	does	coat
show	sleep	don't	face	six
goes	letter	fast	green	gave

Group 10

bad	longer	eight	ride	woman
ear	those	sing	hot	funny
write	hold	warm	grow	yes
try	full	sit	out	ate
myself	carry	dog	seven	stop

Group 11

off	set	start	walk	along
sister	round	always	money	bed
happy	dress	anything	turn	fine
once	fail	around	might	sat
didn't	wash	close	hard	hop

Group 12

fire	fat	yesterday	o'clock	pain
ten	third	eyes	second	new
order	same	door	water	keep
part	love	clothes	town	head
only	hear	though	took	food

PHRASES NEEDED FOR MASTERY

did not go

can run

could eat

the little children

then he came

to the school

your sister

in the garden

for the baby

to go

about it

the white sheep

all day

we were

must be

the funny rabbit

I may go

the little pig

the red apple

her father

would like

they were

I was

with us

the new doll

the yellow ball

at once

so long

the small boy

on the floor

the black bird

the small boat

when you come

when you know

down the hill

in the water

the yellow cat

when I can

the old man

the little chicken

a big house

as he said

to the farm

the little dog

to the nest
the funny man
the red cow
in the box
with mother
as he did
if I must
you will like
did not fall
for the girl
then he said
down there
he is
for him
must go
what I say
his brother
to stop
as I said
for them
as I do
we are
he was
about him
at school
you are

from the farm
to little
her mother
too soon
I will go
from home
a new hat
the new coat
in the grass
you were
if you can
it is
all night
I may get
will think
can play
I will come
your mother
my father
will look
at three
it was
will read
at home
will walk
up there

GENERAL VOCABULARY - CORE LIST¹

CORE
PREPRIMER
LIST

a
and
are
at
ball
big
blue
call
can
come
daddy
did
do
dog
down
for
fun
funny
get
go
green
have
he
help
here
I
in
is
it
little
look
make
me
mother
my
no
not
play
ran
red
ride

said
see
something
stop
that
the
this
to
up
want
we
what
who
will
with
work
you

CORE
PRIMER
LIST

about
all
around
ask
away
bike
birthday
boat
book
but
cake
car
eat
fast
father
fish
from
goat
good
has
him
his
home
house
into
jump
know
let
like
man
may
new
now
of
on
one
out
paint
pet
put
run

saw
say
she
show
sit
so
some
soon
take
thank
then
they
too
train
tree
two
us
went
word
yellow
yes
your

¹Harris and Jacobson. Basic Elementary Reading Vocabularies. New York:
The Macmillan Co., 1972

CORE
FIRST
READER
after
again
airplane
along
am
an
animal
another
any
as
baby
back
bag
balloon
bark
barn
bee
bear
bed
been
before
began
behind
better
bird
black
box
boy
bring
brown
build
bus
by
cage
came
can't
cat
children
coat
cold
color
could
cow
cry
cut
dark
day

didn't
does
don't
dress
drop
duck
fall
far
farm
fat
feet
fight
find
fire
first
five
fly
food
found
four
fox
friend
game
gave
girl
give
gone
good-by
got
grass
guess
had
hair
hand
happy
hard
hat
head
hear
hello
hen
her
hill
hold
hop
horse
how
hurry
I'll
ice

if
it's
just
kind
kitten
last
laugh
leg
letter
light
live
long
lost
made
many
maybe
men
met
miss
money
more
morning
must
name
never
next
night
nothing
off
oh
old
or
other
our
over
own
pan
party
peanut
penny
picnic
picture
pig
please
pocket
pony
prize
rabbit
race
rain

read
ready
right
road
rocket
sang
sat
school
seen
shoe
should
sing
sister
sleep
sound
stay
step
still
stopped
store
story
street
sun
surprise
talk
tell
than
their
them
there
these
thing
think
those
three
time
told
tomorrow
took
town
toy
truck
try
turtle
TV
under
very
wagon
walk
was

water
way
were
wet
when
where
which
white
why
window
wish
won't
would
zoo

CORE	bottom	cornfield	every	grandmother
SECOND	bought	couldn't	everyone	gray
READER	bounce	count	everything	great
able	bowl	country	excited	grew
above	branch	cover	eye	ground
across	brave	cowboy	face	grown
act	break	crawl	fair	gun
add	breakfast	cream	fairy	hall
afraid	bridge	cross	family	handle
ago	bright	crow	farmer	hang
ahead	brook	cup	feather	happen
air	brother	cupcake	feed	heavy
almost	brought	dad	feel	held
alone	bump	dance	fell	herself
also	bunny	dear	felt	hi
always	burn	deep	fence	hid
angry	busy	deer	few	hide
answer	butter	different	field	high
anyone	button	dig	fierce	himself
anything	buy	dinner	fill	hit
apartment	calf	dirty	fine	hold
apple	candle	dish	finger	honey
arm	cannot	doctor	finish	hope
ate	card	doll	fit	horn
aunt	care	dollar	fix	hot
bad	careful	done	flat	huge
bake	carry	door	flew	hung
bang	cart	dot	float	hungry
bank	caught	dragon	floor	hunt
bar	cellar	drank	flower	hurt
basket	chair	dream	follow	I'd
beautiful	chance	drink	foot	I'm
because	chase	dry	forest	I've
been	cherry	each	forgot	idea
begin	chicken	ear	fourth	inside
believe	choose	early	friendly	instead
bell	circus	earn	frighten	iron
belong	city	earth	front	isn't
beside	class	easy	fruit	jar
best	clean	egg	full	jay
between	clear	eight	garage	job
bit	clever	elephant	garden	joke
blew	climb	elevator	gate	joy
block	clock	else	giant	keep
blow	close	empty	glad	keeper
blueberry	clown	end	glass	kept
bone	cook	enough	glove	kill
boot	cookie	even	gold	king
both	corn	evening	goose	kitchen
bottle	corner	ever	grandfather	kite

knew	neck	puppy	shirt	stretch
knock	need	push	shook	string
ladder	neighbor	quack	shop	strong
lake	nest	queer	short	such
lamb	nice	quick	shout	sudden
land	noise	quiet	shovel	suit
large	none	raccoon	shut	summer
late	nose	rag	side	supper
lay	note	ranch	sidewalk	sure
lazy	number	reach	sight	swam
learn	oak	real	sign	sweet
leave	oil	remember	silk	swim
led	once	rest	silly	swish
left	only	return	silver	table
lemonade	open	riding	six	tail
library	outside	ring	skate	taken
lick	oven	river	sled	tall
life	owl	roar	slid	tape
line	pail	robin	slide	teach
lion	pair	rock	slow	teacher
listen	paper	rode	small	tear
lot	parade	roll	smell	teeth
loud	park	roof	smile	telephone
love	part	room	smoke	ten
low	pass	rope	snow	tent
luck	past	round	snowman	that's
lunch	pat	row	soft	third
magic	paw	rub	someone	thought
mail	pay	sad	sometime	threw
mark	peep	safe	son	through
matter	pen	same	song	throw
mean	people	sand	sorry	thumb
meet	pick	save	soup	tie
merry	pie	scare	splash	tiger
might	piece	scarecrow	spoke	tiny
mile	pile	sea	spot	tip
milk	pink	seat	spring	tire
mind	place	second	squirrel	today
mine	plan	seed	stamp	together
minute	plant	seem	stand	tonight
monkey	point	sell	star	top
most	policeman	send	stare	toward
mountain	pond	sent	start	tower
mouse	pool	set	station	track
mouth	poor	seven	stick	tractor
move	pop	shall	stone	traffic
much	pretty	shape	stood	trap
myself	proud	shed	straight	trick
near	pull	sheep	strange	trip
nearby	pup	ship	stream	trot

trouble
true
trunk
turn
twice
twin
ugly
uncle
unhappy
until
use
visit
voice
wag
wait
wall
warm
wash
watch
wave
we'll
wear
week
well
wheel
while
whisper
whistle
wide
wife
win
wind
wing
winter
wise
without
woke
wolf
woman
wonder
wonderful
wood
world
write
wrong
wrote
yard
year
yell
yet

you'll
young
yourself

CORE
THIRD
READER
aboard
accident
address
adventure
afternoon
against
age
agree
ah
aim
alarm
alive
allow
already
although
amaze
among
anxious
anyway
anywhere
apart
appear
apron
arithmetic
army
arrive
arrow
asleep
attack
attention
automobile
awake
awful
backward
balcony
banana
band
bare
barnyard
baseball
bath
batter
battery
beach
bead
beam
bean

beard
beat
beauty
became
become
bedroom
beg
beginning
begun
behave
behold
below
belt
bench
bend
beneath
bent
beyond
bicycle
bite
blanket
blink
blizzard
blossom
board
body
bonnet
born
borrow
bother
bow
bread
breath
brick
bride
broke
broken
broom
brush
bubble
buckskin
bud
buffalo
bug
built
bundle
burst
bush
business
butterfly

buzz
cabin
calm
camera
camp
candy
cap
cape
captain
carrot
case
castle
cattle
cause
cave
ceiling
cent
center
certain
change
check
cheek
cheer
cheerful
chest
chew
chief
child
chimney
chin
chip
chipmunk
chop
chosen
chuckle
church
circle
clap
cliff
clop
cloth
cloud
club
coach
coffee
coin
colt
comb
comfortable
common

company	difficult	example	fresh	herd
complain	dim	except	fright	hidden
complete	dime	excitement	frog	hind
cone	dine	exclaim	frown	hip
content	dip	exercise	fry	history
contest	direct	expect	fur	hitch
continue	direction	experiment	gas	ho
cool	dirt	explain	gasp	honk
copper	disappear	explore	gather	honor
coral	disappoint	extra	gay	hook
cost	discover	fact	gaze	hose
cottage	distance	familiar	geese	hospital
courage	dive	famous	gentle	hotel
course	divide	fancy	gift	hour
cousin	dock	farther	gingerbread	howl
crack	donkey	fasten	giraffe	hug
crash	doorbell	fault	given	hum
crazy	doorway	favorite	gobble	hundred
crept	downstairs	fearful	golden	hurrah
crisp	drag	feast	goodness	hurried
crop	draw	fed	grab	husband
crowd	drawer	fellow	grain	hut
crown	drew	fifth	granny	ill
cruel	drift	fifty	grant	imagine
curious	drill	figure	grateful	immediate
curl	driven	final	greedy	impatient
current	driver	fishermen	grin	important
curtain	drove	flag	groan	impossible
customer	drown	flame	grocery	inch
cute	drum	flash	group	indeed
danger	dug	flop	growl	inn
dangerous	during	flour	grown	insect
dare	dust	flutter	guard	insist
darkness	eager	fold	half	interest
dash	eagle	folk	halfway	interesting
daughter	east	fool	hammer	invent
daydream	edge	foolish	handful	invention
dead	either	football	handkerchief	inventor
deal	electric	force	handsome	invisible
decide	electricity	forget	happiness	invite
declare	eleven	forgotten	harbor	island
delicious	enemy	fork	harm	jacket
delight	engine	form	hatch	jail
deliver	engineer	forth	hate	jam
deserve	enjoy	fortune	hay	jerk
desk	enormous	forty	heart	jet
detective	enter	forward	heat	join
diamond	escape	fountain	heel	judge
die	everybody	frame	helicopter	jungle
difference	exact	free	helpless	kettle

key	match	often	porcupine	reply
kick	meal	orange	possible	report
kingdom	meant	order	pot	respect
kiss	measure	ought	potato	reward
kitty	meat	outdoor	pound	ribbon
knew	medicine	overhead	pour	rice
knife	melt	owner	power	rich
lad	mention	pack	practice	rid
lady	message	package	precious	ripe
laid	metal	page	prepare	roast
lamp	mice	paid	present	rob
language	middle	palace	press	robe
laughter	mill	pale	pretend	rooster
lead	million	parent	prince	root
leader	mirror	parrot	princess	rose
lean	mischievous	pasture	print	royal
leap	mistake	patch	probably	rubber
least	mix	path	problem	rug
leather	model	patient	professor	rule
length	moment	pedal	promise	rush
less	month	peddler	proper	sack
lesson	moon	peek	protect	saddle
lie	motor	peer	prove	safety
lift	mud	pencil	puff	fail
lightning	mule	perch	pump	failor
list	museum	perfect	pumpkin	sale
lively	music	perhaps	punish	salt
load	mutter	person	pure	sandwich
lock	mystery	piano	purple	scamper
log	nail	pillow	puzzle	scary
loose	nap	pilot	quarrel	scatter
lord	narrow	pin	quarter	science
lose	neat	pine	queen	scientist
lump	needle	pipe	question	scold
lying	neighborhood	pitch	radio	scratch
ma'am	neither	pitcher	rage	scream
machine	net	plain	rail	screen
mad	nibble	planet	raise	scrub
maid	nickel	plate	rang	search
main	nine	platform	rather	season
majesty	nod	pleasant	realize	secret
mama	noon	plenty	rear	seize
mamma	north	plow	reason	sense
manage	notice	plunge	recognize	serious
manner	nurse	poem	record	servant
march	o'clock	poke	refrigerator	serve
market	obey	pole	refuse	settle
marry	ocean	police	rein	several
marsh	offer	polite	rent	sew
master	office	poppy	repair	shade

shadow
shake
share
sharp
sheet
shelf
shell
shine
shiny
shone
shoot
shore
shot
shoulder
shove
shy
sick
sigh
signal
silence
silent
sill
since
single
sir
sixteen
size
skin
skunk
sky
skyscraper
slap
slept
slip
smart
smooth
snap
sneeze
sniff
snowstorm
sob
sold
soldier
solve
somebody
sort
south
space
spare
spark

sparkle
speak
spear
special
speech
spend
spent
spider
spill
spin
spirit
spoil
sprang
spread
spy
square
squawk
squeak
squeal
stair
stall
startle
state
statue
steady
steal
steam
steep
steer
stem
stew
stiff
stolen
stomach
stool
storm
stove
straighten
straw
strike
strip
struck
struggle
stuck
study
stuff
stupid
sugar
suppose
surface

surround
swallow
swan
sway
sweep
swept
swift
swing
swirl
switch
swung
syllable
tag
tale
tap
taste
taught
taxicab
tea
team
tease
telescope
television
tender
terrible
terry
test
thankful
themselves
they'll
thick
thief
thieves
thin
thirty
though
thousand
thread
thrown
thud
thump
thunder
tick
ticket
tight
till
tin
tiptoe
toe
tongue

tool
toot
torn
toss
touch
trade
trail
travel
treasure
treat
tremble
tribe
trouser
truly
truth
tube
tug
tune
tunnel
turkey
turnip
twelve
twenty
twig
understand
understood
united
unless
untie
unusual
upon
upside
upstairs
upward
useful
usual
vacation
valentine
valley
vegetable
view
village
visitor
wake
wander
war
warn
warrior
waste
weak

weather
weed
weigh
weight
welcome
west
whale
whether
whirl
whisker
whole
whose
wicked
wiggle
wild
willing
wink
wipe
wire
women
won
wore
workmen
worn
worry
worse
worth
wound
wrap
wrinkle
writing
written
yesterday
you're
you've

GLOSSARY

1. Approach

A strategy, technique, or point of departure from the instructional aspect of the teaching-learning process; used frequently in pinpointing the five (5) basic teaching methods, e. g., the Eclectic Approach, the Language Experience Approach, the Programmed Approach, the Controlled Vocabulary Approach, and the Individualized Approach.

2. Controlled Vocabulary

Characteristic of the Basal Reader Approach. Words are presented in a controlled pattern, a limited number at a time.

3. Core Program

A program that is complete in that it encompasses a comprehensive set of objectives and skills in a systematic developmental sequence and makes provision for the several modalities of learning.

4. DPI (Diagnostic, Prescriptive, Individualized)

A structured system for individualization of reading instruction via diagnostic-prescriptive channels.

5. Instructional Cycles

The three-week instructional period including diagnosis, prescription, implementation, and monitoring leading to the repeat of this cyclical pattern.

6. Modality (Mode)

A learner's sensory means of learning; generally refers to tactile-kinesthetic, auditory, or visual avenues to learning.

7. Monitor (Monitoring Technician)

One who administers criterion-referenced tests and has the major responsibility for gathering, evaluating, and compiling pupil data based on these instruments; a DPI Record Keeper.

8. Multi-Sensory

Referring to the combination of sensory modalities utilized, in the learning process, e. g., the tactile-kinesthetic; auditory and visual modalities in combination form the multi-sensory means of learning.

9. Optimal Modality (Preferred Modality)

That sensory modality (mode) by which an individual learns best.

10. Program Stream

The forward movement of the instructional program in a well-ordered, systematic, sequential, continuous flow from one grade level to the next within a school. This is based on the compatibility and continuity of core programs selected by the faculty of a particular school; the composite of all approaches, modalities, and materials used in developmental reading.

11. Supplementary Materials

Those materials designed to strengthen or reinforce specific skills as opposed to core programs which embrace all the skills according to a clearly delineated and highly systematized scope and sequence pattern.

12. Supplemental Personnel

Reading aides, cross-age tutors, and volunteers employed to give practice in the specific skills areas delineated in the D. P. I. Quad Manual.

DPI HANDBOOK

ADDENDUM

A GUIDE TO DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED
READING IN THE ELEMENTARY GRADES

TITLE 1 ESEA

PL 89-10

PROJECT 10

Louisville, Kentucky

Public Schools

1974 - 1975

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5001 824

Objectives

1. Given a concentrated emphasis on reading in the primary grades, students will acquire the basic reading skills necessary to function effectively as learners in the upper grades. For each month that pupils participate in the D. P. I. program, 80% of these pupils will make a mean growth gain of 1.5 as measured by the Reading Section of the California Achievement Tests (Grade 1 and 2) or the California Tests of Basic Skills (Grade 3).
2. Given intensive instruction in reading and related language-arts, intermediate students will demonstrate increased competency in reading as measured by the results of the Reading Section of the California Test of Basic Skills. 80% of these pupils will make a gain of 1.2 months for every month they are in the program.

Pupil Eligibility

1. All first graders in the eligible attendance Title I schools obtaining a rating of D or E on the Metropolitan Readiness Test given in September are eligible for D. P. I.
2. All second and third graders in the eligible attendance Title I schools scoring six months or more below grade norm expectancy as indicated by the C. A. T. / C. T. B. S. results of April 1974 are eligible for the program. Eligibility includes:

Second graders scoring 1.2 and below

Third graders scoring 2.2 and below

3. All fourth, fifth and sixth graders in the eligible attendance Title I schools scoring one year or more below grade norm expectancy as indicated by C. T. B. S. results of April 1974 are eligible for the program.

Fourth graders scoring 2.8 or below

Fifth graders scoring 3.8 or below

Sixth graders scoring 4.8 or below

4. All pupils enrolled in D. P. I. during the previous year, may remain in the program a second year regardless of achievement test scores so that the over-all objectives may be evaluated at the end of the 1974-75 school year. However, no more than 60% of the total school population may participate in the D. P. I. program. EMH pupils should be excluded.

Strategies

I. Nature of the Program

- A. While emphasis will remain at the primary level, the D. P. I. Program is extended into grades 4-6.

The primary reading program is developmental in nature thus enabling the pupils to attain mastery of those reading skills necessary to becoming competent readers.

The intermediate program will continue this emphasis while enabling the pupils to use and internalize the skills as they experience a variety of reading language situations.

- B. Continuous diagnosis leads to individualized prescriptions for each D.P. I. pupil. There will be ten three-week instructional cycles for each pupil through out the year. Each instructional cycle will begin with diagnosis and continue through out the year. Each instructional cycle will begin with diagnosis and continue through prescription formulation and implementation, criterion-referenced testing, monitoring and feedback.
- C. The development of multi-approach program streams in each classroom will develop the capability for individualized instruction.

Each D. P. I. pupil will participate in formal reading instruction daily under the direction of the classroom teacher. Interest centers and individualized assignments should further motivate the pupils to work at a comfortable rate using materials challenging to them.

Repetition and practice on skills in which the pupil is weak will be possible through tutoring techniques introduced by supportive personnel.

II. Resources

A. Time

Each primary pupil will spend three hours each morning at developmental reading tasks.

Each intermediate pupil will spend an average of two hours daily on reading and related language-arts tasks.

B. Personnel

Through the Title I allocation, the amount and type of instructional expertise available is increased. A reading specialist and monitoring technician will serve approximately 160 pupils.

Reading aides will work with individuals or small groups of pupils needing tutorial help. The number of pupils per aide per period will vary with the task.

Central office curriculum specialists will be available to give assistance to reading specialists and teachers in program implementation.

The roles and responsibilities of each of these people are clearly defined since coordination and cooperation among the D. P. I. personnel is essential to the success of the program.

C. Training

Quality inservice programs geared to the needs of all D. P. I. personnel will assist them in fulfilling their roles and responsibilities and effectively instruct the children.

D. Materials

Each local school has a variety of materials to use in order to meet the achievement level, interests, and modality needs of each of the pupils.

Local schools select the core program they wish to use and are free to purchase all facets of the program. In addition, each school will have available materials that may be used by the teachers to augment the basic materials as well as games, puzzles, manipulative devices, tapes, programmed lessons, supplementary skilltext and books that can be used for tutoring.

Time Schedule Models

D. P. I. Intermediate

Each D. P. I. intermediate pupil will spend an average of two hours daily on reading skill development and related language arts activities. However, in order for the pupils to have instruction in all subject areas, the time spent in D. P. I. will differ somewhat day-by-day.

On Monday, Tuesday and Wednesday, the students will spend 2 1/2 hours in D. P. I. On Thursday and Friday, they will spend 1 1/2 hours. Following are suggested models:

Model A: Schools Having two D. P. I. Classes At Each Grade Level (3 D. P. I. Teachers)

Monday, Tuesday, Wednesday	Thursday, Friday
<p>I. Classes 4A, 5A, 6A Language-Arts Instruction 8:45-11:00 (2 hrs. 15 min.)</p> <p>II. Classes 4B, 5B, 6B Language Arts Instruction 12:00-2:15 (2 hrs. 15 min.)</p>	<p>I. Classes 4A, 5A, 6A Language Arts Instruction 8:45 - 10:15 (1 hr. 30 min.)</p> <p>II. Classes 4B, 5B, 6B Language Arts Instruction 12:00 - 1:30 (1 hr. 30 min.)</p>

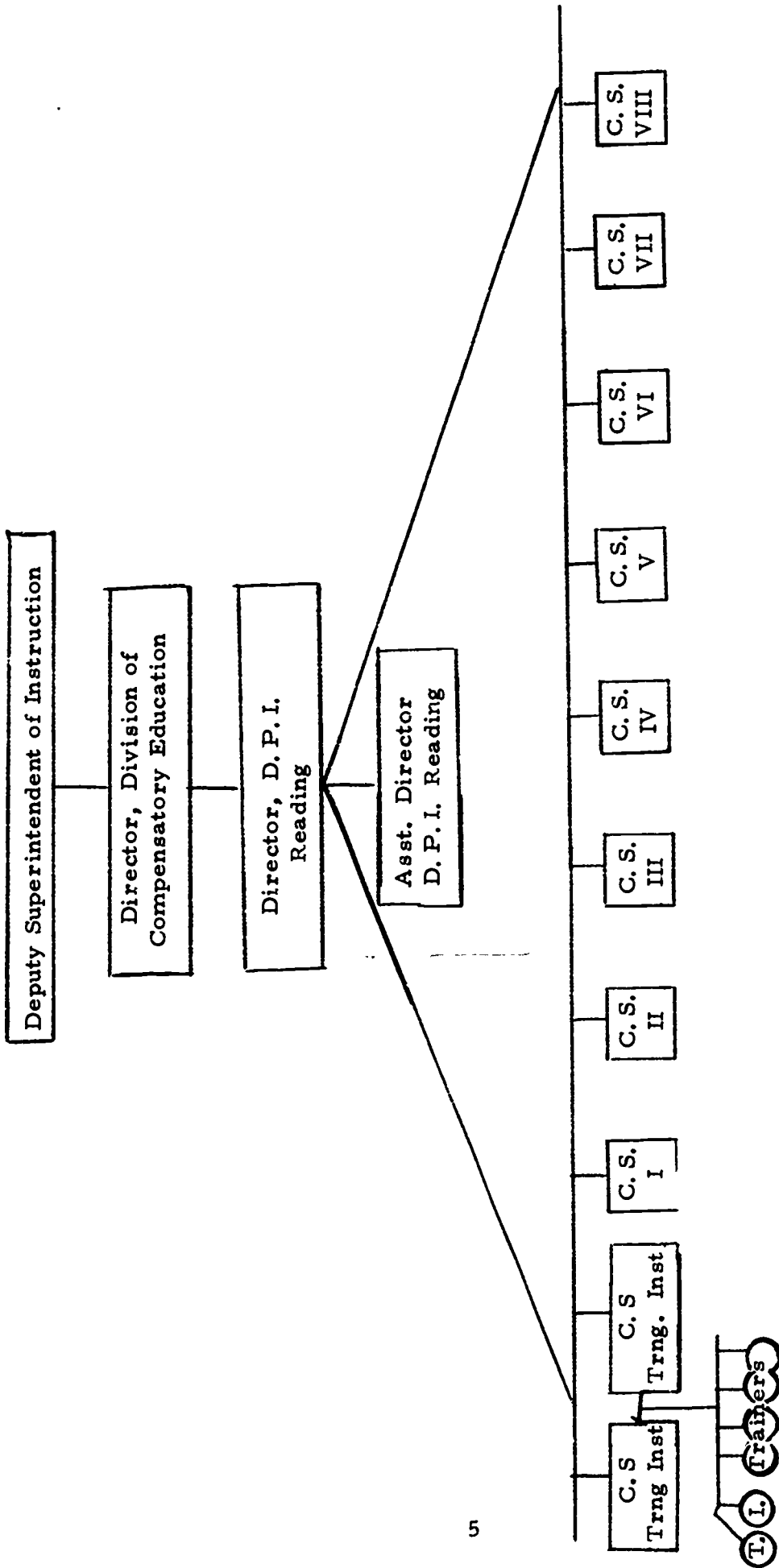
Suggested Activities		Suggested Activities	
1. Teacher directed reading lessons	30-45 min.	1. Teacher directed reading lessons	30 min.
*2. Indiv./independent Activities	30-45 min.	*2. Indiv./independent activities	30 min.
*3. Tutoring or skills application activities	30-45 min.	*3. Tutoring or skills application activities	30 min.
4. Teacher directed spelling language/writing lessons	30-45 min.		

* There may be some overlapping between activities 2 and 3

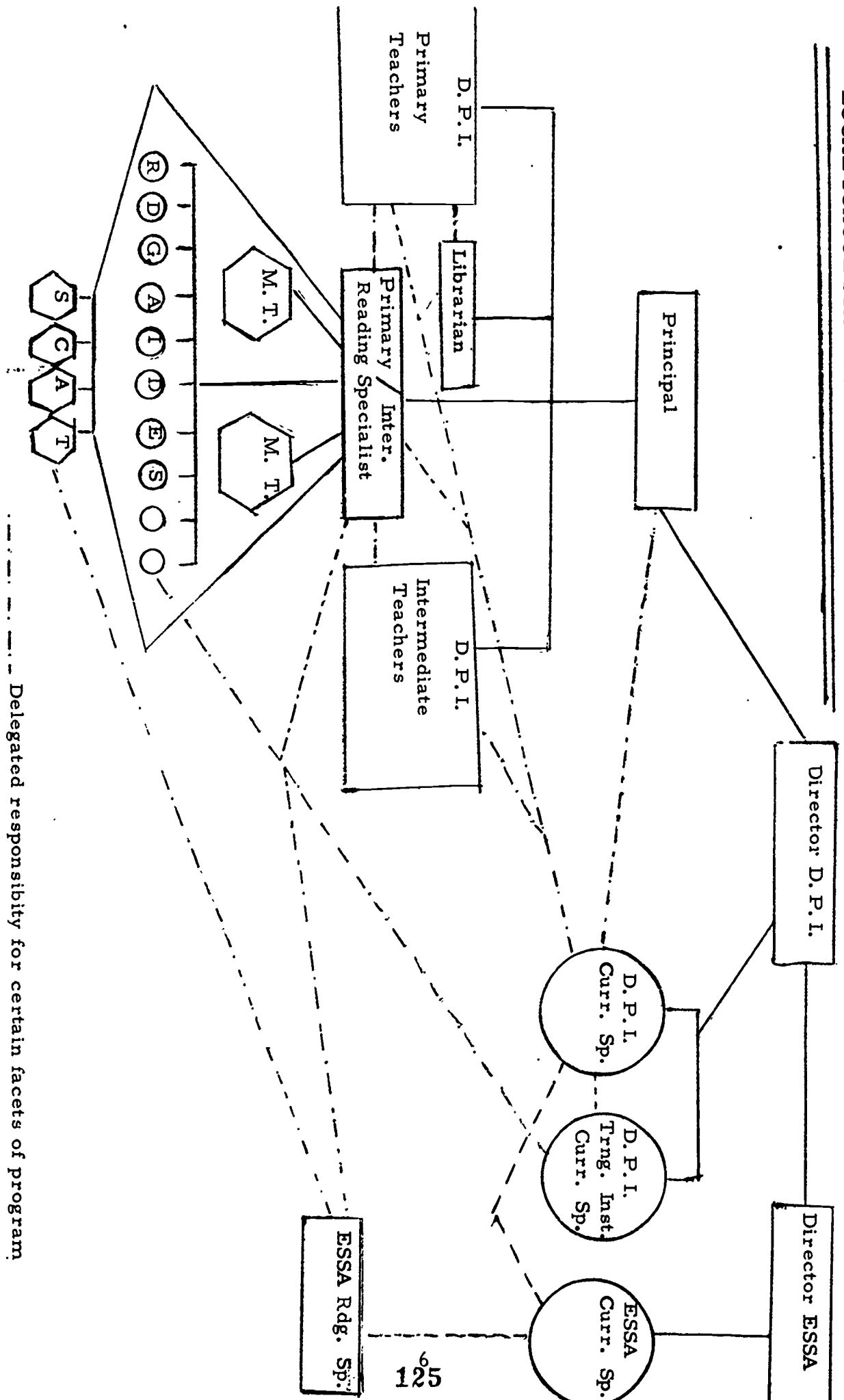
Model B: Non-graded Language Arts Classes

Monday, Tuesday, Wednesday	Thursday, Friday
<p>8:45-11:00 Class 1- Teacher A Class 2 - Teacher B</p> <p>9:30-11:45 Class 3 - Teacher C</p> <p>12:00-2:15 Class 4 - Teacher A Class 5 - Teacher B</p> <p>12:15-2:30 Class 6 - Teacher C</p>	<p>8:45-10:15 Class 1- Teacher A Class 2 - Teacher B</p> <p>9:30-10:45 Class 3 - Teacher C</p> <p>12:00-1:30 Class 4 - Teacher A Class 5 - Teacher B</p> <p>1:00-2:30 Class 6 - Teacher C</p>

Central Office Staffing Model



LOCAL SCHOOL STAFFING MODEL



----- Delegated responsibility for certain facets of program.
 Liaison relationship

Participating Schools

The following Louisville elementary schools have been chosen to participate in the D. P. I. Reading Program.

Brandeis	Kennedy
Breckinridge	King
Byck	Lincoln
Carmichael	Lowell
Carter	McFerran
Cochran	Parkland
Coleridge-Taylor	Perry
Engelhard	Shawnee
Foster	Southwick
Franklin	Strother
Hazelwood	Tingley
Heywood	Washington
Jacob	Wheatley
Jonhston	Young
Jones	

D. P. I. Reading

Calendar for Cycles : 1974-75

<u>1st Cycle Begins</u>	<u>Tentative # of Days in Cycle</u>	<u>1st Cycle Ends</u>
Grs. 3, 6 - 9/16/74	15	10/4/74
Grs. 2, 5 - 9/23/74	14	10/11/74
Grs. 1, 4 - 9/30/74	13	10/18/74
<u>2nd Cycle Begins</u>	<u># of Days in Cycle</u>	<u>2nd Cycle Ends</u>
Grs. 3, 6 - 10/8/74	13	10/25/74
Grs. 2, 5 - 10/14/74	14	11/1/74
Grs. 1, 4 - 10/21/74	15	11/8/74

First Report due in Central Office by November 13, 1974

<u>3rd Cycle Begins</u>	<u># of Days in Cycle</u>	<u>3rd Cycle Ends</u>
Grs. 3, 6 - 10/38/74	15	11/15/74
Grs. 2, 5 - 11/4/74	15	11/22/74
Grs. 1, 4 - 11/11/74	13	11/27/74
<u>4th Cycle Begins</u>	<u># of Days in Cycle</u>	<u>4th Cycle Ends</u>
Grs. 3, 6 - 11/18/74	13	12/6/74
Grs. 2, 5 - 11/25/74	13	12/13/74
*Grs. 1, 4 - 12/2/74	*20	1/10/75

Second Report Due in Central Office by January 15, 1975

* Allows for Christmas celebration, vacation and review

<u>5th Cycle Begins</u>	<u># of Days in Cycle</u>	<u>5th Cycle Ends</u>
Grs. 3, 6 - 12/9/74	**20	1/17/75
Grs. 2, 5 - 12/16/74	19	1/24/75
Grs. 1, 4 - 1/13/75	13	1/31/75
<u>6th Cycle Begins</u>	<u># of Days in Cycle</u>	<u>6th Cycle Ends</u>
Grs. 3, 6 - 1/20/75	13	2/7/75
Grs. 2, 5 - 1/27/75	14	2/14/75
Grs. 1, 6 - 2/3/75	14	2/21/75

Third Report Due into Central Office by February 26, 1975

** Split Cycle: K. E. A. - Spring Vacation

<u>7th Cycle Begins</u>	<u># of Days in Cycle</u>	<u>7th Cycle Ends</u>
Grs. 3, 6 - 2/10/75	14	2/28/75
Grs. 2, 5 - 2/18/75	13	3/7/75
Grs. 1, 6 - 2/24/75	14	3/14/74

<u>8th Cycle Begins</u>	<u># of Days in Cycle</u>	<u>8th Cycle Ends</u>
Grs. 3, 6 - 3/3/75	14	3/21/75
Grs. 2, 5 - 3/10/75	15	3/28/75
Grs. 1, 4 - 3/17/75	15	4/4/75

Fourth Report Due in Central Office by April 9, 1975

<u>9th Cycle Begins</u>	<u># of Days in Cycle</u>	<u>9th Cycle Ends</u>
Grs. 3, 6 - 3/24/75	15	4/11/75
Grs. 2, 5 - 3/31/75	15	4/25/75
Grs. 1, 4 - 4/7/75	***20	5/9/75

<u>10th Cycle Begins</u>	<u># of Days in Cycle</u>	<u>10th Cycle Ends</u>
Grs. 3, 6 - 4/21/75	*** 20	5/16/75
Grs. 2, 5 - 4/28/75	*** 20	5/23/75
Grs. 1, 4 - 5/12/75	14	5/30/75

Fifth Report Due in Central Office by June 4, 1975

*** Extra time included to provide time for achievement testing.

Holidays and Non-instructional Days:

Aug. 27, 29; Sept. 2, 13; Oct. 7, 18; Nov. 27, 28; Dec. 23 - Jan 3;

Jan. 15, 31; Feb. 17; March 7; April 14-18; May 26

GENERAL VOCABULARY - CORE LIST *
Intermediate Level

CORE FOURTH READER	ability	accept	according	account	accuse	ache	acorn	acre	action	actual	adjust	admiration	admire	admit	adult	advice	affair	afford	aha	aid	airport	alert	alike	alley	alongside	aloud	alphabet	amount	amuse	ancestor	anchor	ancient	anger	ankle	announce	ant	anteater	anybody	appeal	approach	arch	area	aren't	argue	arose	arrange	arrest	art	article	ash	ashame	ashore	aside	astonish	astonishment	astronaut	attend	audience	author	autumn	aw	await	awaken	aware	awhile	awkward	ax	aye	babe	background	bacon	bait	baker	balance	bald	bamboo	bandage	banker	banner	bargain	barge	barrel	base	baseman	basement	bat	bathe	battle	beak	beast	beaver	beef	beehive	being	bellow	beloved	bet	bid	billow	birch	bitter	blade	blame	blast	bleat	blend	blind	blood	bloom	blurt	boast	boil	bold	boom	booth	bore	boss	braid	brain	brake	brass	bravery	breathe	breathless	breeze	bridle	bruise	buck	bucket	buggy	building	bulb	bulldog	bunch	bunk	burrow	bury	bushel	busily	bustle	butcher	cab	canary	cane	cannon	canoe	canyon	capture	cardboard	careless	carnival	carpenter	carpet	carriage	carton	carve	cast	cautious	celebrate	cement	century	chain	championship	chant	character	charge	chart	chatter	cheese	chick	chill	chimpanzee	chirp	chocolate	choice	choke	chore	chose	chunk	churn	cider	cinder	cinnamon	claim	clank	clatter	claw	clay	click	clip	clipper	closet	clue	clump	clumsy	clung	clutch	coast	cockpit	cocoa	code	coil	collapse	collar	collect	collection	colony	column	comfort	command	committee	companion	compare	compound	concern	concert	concrete
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* Harris and Jacobson. Basic Elementary Reading Vocabularies. New York: The Macmillan Co., 1972.

condition	death	earnest	festival	furious
confess	deck	earthquake	fetch	furnace
confuse	decorate	ease	fifteen	furniture
consider	decoration	eaten	file	furry
constant	deed	echo	fin	further
contain	defend	effect	firefly	fuss
control	degree	effort	firemen	future
convenient	demand	eighty	firm	gaily
conversation	department	elegant	fist	gallon
convince	depend	enchant	flake	gallop
copy	describe	encyclopedia	flap	gang
cord	desert	entertain	flare	garbage
cork	design	entire	flashlight	gardener
correct	desire	entrance	flavor	gardenia
costume	despair	entry	flea	gathering
cot	desperate	envelope	fled	general
cottonwood	dessert	envy	flicker	gentlemen
council	destroy	equal	flier	gently
county	develop	equipment	flight	geography
couple	dictionary	especially	flip	gesture
court	dignity	eve	flock	ghost
cove	dinosaur	event	flood	giggle
coward	discovery	everyday	flow	glance
coyote	disease	everywhere	flown	glare
cozy	disgrace	examine	fluff	glide
crab	distant	excellent	flush	glider
crate	disturb	exchange	flute	glimpse
creak	dizzy	excuse	fog	glisten
creature	doesn't	expensive	fond	glitter
creek	dolphin	experience	foolishness	gloom
creep	don	expert	forehead	glow
crew	doubt	explorer	foreign	gnaw
cricket	doubtful	express	forever	dog
crocodile	dough	expression	former	goldfish
crook	doughnut	eyebrow	fort	gong
crouch	doze	factory	fortunate	good-bye
crunch	dozen	fade	fossil	government
crystal	drawing	fail	fought	gradual
cub	drawn	faint	framework	grand
cupboard	dreadful	fallen	frank	grandma
cure	drip	fame	frantically	grandpa
curve	droop	fan	freckle	grape
custom	drugstore	fashion	freedom	grasp
cycle	dull	faucet	freeze	graze
dangle	dumb	favor	freight	greet
dart	dump	fear	friendship	grind
date	disk	feature	frisk	grip
dawn	duty	feeling	frontier	grove
daylight	eagerness	fern	frozen	gruff

grumble	hollow	journey	loop	mosquito
grunt	holly	jug	loosen	moss
guest	honest	juggle	lope	motion
guide	honorable	juice	loss	mound
gulp	hood	juicy	lumber	mount
gurgle	hoof	justice	ma	mourn
gym	hoop	kangaroo	magazine	mouthful
ha	hoot	kennel	magnificent	movie
habit	hopeful	kid	mane	mug
hadn't	hound	kneel	map	mumble
ham	household	knelt	marble	murmur
hamburger	hover	knit	marvel	muscle
happening	however	knot	mass	mush
harden	huddle	known	mast	musician
harness	human	label	mate	mustache
harvest	humor	laboratory	material	mutt
hasn't	hump	lack	mattress	mutter
hastily	hunger	lame	mayor	mysterious
haul	hunter	lane	meadow	myth
haunt	hush	lantern	meantime	nation
haven't	hutch	lap	measurement	national
hawk	icy	larder	medal	native
he'd	imaginary	lash	medical	natural
he's	imagination	latch	meeek	nature
heading	imitate	law	member	navy
headquarters	improve	lawn	memory	necessary
heal	improvement	leaf	mend	nervous
health	increase	leak	merchant	newcomer
heap	information	leash	mere	newspaper
heave	ink	ledge	mesa	nightfall
heaven	inland	leg and	messenger	nobody
height	inning	level	mild	noisily
helmet	innocent	lever	minnow	noisy
helpful	instant	liberty	mist	nonsense
helter-skelter	instrument	librarian	mistaken	notch
here's	intend	lid	mister	nowadays
hero	interrupt	lighthouse	mistress	nowhere
hesitate	introduce	limit	mitten	nudge
hey	introduction	limp	mixture	nut
highway	itself	link	moan	nuzzle
hillside	jaw	lip	moccasin	oar
hinge	jealous	liquid	modern	object
hiss	jeep	lit	mold	observe
hoarse	jelly	litter	mom	odd
hobby	jewel	lizard	monarch	officer
hoe	jingle	locate	mood	official
holiday	jolly	lodge	mop	OK

okay	peculiar	property	research	scout
olive	peel	protest	reservation	scowl
onion	perform	provide	resolve	scramble
onto	period	prowl	responsibility	seal
operator	permission	publish	result	section
opinion	persuade	pudding	retreat	seek
opposite	phone	puddle	rhyme	seldom
orbit	picket	punch	rider	selfish
orchard	pinch	pupil	ridge	sentence
ordinary	pioneer	purpose	rifle	separate
organ	pirate	purse	rig	service
original	pity	putter	rim	setting
ornament	plane	quart	rip	settlement
ourselves	platter	quit	rise	settler
outer	player	quiver	roam	seventh
owe	pleasure	rack	rod	seventy
ox	plentiful	racket	rodeo	shaft
oxen	plod	raffle	rosy	shallow
oxygen	plot	railroad	rough	shark
pa	poet	rancher	route	shawl
pace	poison	ranger	rude	she'd
pacific	polish	rapid	ruin	she'll
packet	pooh	rare	ruler	she's
pad	porch	raspberry	runner	shelter
paddle	port	rat	rust	shepherd
pain	position	rattle	rustle	shift
painful	possession	raw	sadness	shiver
painter	possibly	reader	sake	shock
pal	post	receive	salad	shouldn't
palm	poster	recess	salute	shower
pancake	practical	recite	sample	shown
panther	prairie	recover	sank	shrill
panting	praise	reed	sash	shrimp
papa	prayer	reef	satellite	shrug
parachute	prefix	regular	satisfy	shuffle
paragraph	preparation	relate	sausage	simple
particular	president	relation	savage	simply
partner	price	relax	sawmill	sink
passenger	prick	relief	scale	siren
patience	pride	remain	scar	situation
pattern	prisoner	remark	scarce	sixty
pause	private	remarkable	scene	skeleton
peace	program	remind	scent	skid
peak	prompt	remove	schoolroom	skill
pear	pronounce	repeat	scientific	skim
pearl	pronunciation	replace	scoop	skip
pebble	prop	represent	score	skirt
peck	propeller	rescue	scornful	slab

slam	spray	sunlight	thus	upset
slant	sprinkle	sunny	thy	urge
sleeve	spun	sunrise	tickle	useless
slender	sputter	sunset	tide	vacant
slight	squat	sunshine	tilt	valuable
slim	squeeze	supply	timber	van
sling	squint	support	tinkle	vanish
slippery	squirm	suspect	tis	various
slope	stable	swagger	tomato	veil
slot	stack	swamp	torch	vein
slung	stage	swarm	tore	velvet
sly	stake	swell	tortilla	vicious
smack	stalk	swoop	total	villager
smear	stammer	sword	tough	vine
smoky	starve	symbol	tow	vinegar
snake	statement	tack	tramp	violin
snarl	steel	tailor	trash	visible
snatch	stern	tame	traveler	volcano
sneak	stillness	tan	tray	vowel
snort	sting	tangle	trial	waddle
snug	stir	tank	trim	wade
soap	stockade	task	troop	wail
soar	stole	taxi	tropical	waist
society	strain	telegraph	trout	wand
soda	stranger	temper	trudge	ward
soil	strap	temperature	trust	warmth
solemn	streak	tempt	tuck	wasn't
solid	strength	tend	tumble	watchful
someday	stride	terribly	tusk	wax
somehow	stripe	territory	twinkle	we'd
somewhere	stroke	terror	twirl	we're
sore	structure	thanksgiving	twist	wealth
southern	strut	thee	typewriter	weave
spanking	stubborn	there's	umbrella	web
sparrow	student	therefore	umpire	wedding
speck	stumble	they'd	underground	weekend
sped	stump	they're	undersea	weep
speechless	sturdy	they've	underwater	weren't
speed	style	thicket	uneasily	western
spell	subject	thirsty	unexpected	whack
spine	succeed	thirteen	uniform	what's
spite	successful	thoughtful	unit	whatever
splinter	suck	threaten	unknown	wheat
split	suffer	thrill	unlike	whenever
spoken	suggest	throat	unload	where's
spoon	suggestion	throughout	upper	wherever
sport		thrust	uproar	whimper

whine
whinny
whip
whoever
whom
widow
wilderness
windshield
wisdom
within
wizard
wobble
wolves
woodchuck
wooden
wool
worker
worm
wouldn't
wreck
yawn
yelp
you'd
youth
zebra

CORE
FIFTH
READER
abandon
abroad
abrupt
absolute
absorb
accent
accompany
accurate
achievement
active
activity
addition
admiral
adopt
advance
advantage
advertise
advise
affect
affection
affectionate
afterward
agent
ain't
aisle
alas
alligator
amazement
antelope
antler
anvil
apologize
apparent
apply
appreciate
apprentice
appropriate
apricot
aquarium
arc
arctic
argument

armor
artist
aspen
assign
assure
astound
astronomer
athletic
atmosphere
attach
attempt
attendant
attitude
attract
available
average
avoid
baffle
baggage
bakery
ballast
barbecue
barbershop
barrier
basic
bathtub
bay
beaten
beckon
beetle
beggar
behavior
betray
bewilder
biscuit
blacksmith
bleed
blessing
bluff
blunder
blur
bog
bolt
bond
border

capable
capital
capsule
captive
carbon
career
cargo
cash
cask
casual
catcher
caw
cease
celebration
celery
chalk
challenge
channel
characteristic
charcoal
charm
cheat
childhood
chorus
chug
chute
citizen
civil
clam
clamp
clang
clasp
climate
cloak
clover
cluck
cluster
coal
cock
cockroach
coconut
colonist
combination
comic
commander

commotion
communicate
community
compartment
compass
compliment
concentrate
conclusion
concord
conductor
confident
confusion
connect
conquer
consent
consist
constitution
construct
contact
continent
contribution
corral
corridor
cotton
cougar
crackle
cradle
craft
crag
crane
crease
credit
crest
crumb
crumble
crust
cuckoo
culture
curiosity
daisy
dale
dam
damp
dandy
daze

dazzle	dread	fake	gain	hank
deafening	drear	false	gale	hardship
decision	drone	fanciful	gap	harsh
deerskin	duchess	fantastic	gape	haze
defeat	due	fare	gasoline	helper
defense	duke	farewell	gear	heroic
defensive	dye	farthest	gee	hike
definition	dynamite	fascinate	generous	hint
delay	eastern	fate	genius	hire
delicate	educate	fawn	ginger	hogan
democracy	education	fee	glacier	hoist
demon	elbow	ferry	gleam	homestead
den	elder	fertile	glen	homeward
dense	elect	fertilizer	globe	horizon
deny	elm	fever	glorious	hornet
depth	embarrass	fiction	glory	horrible
descendant	embroider	fiddle	gloss	horrify
description	emergency	fig	gnat	horror
detail	emotion	filter	goal	howdy
determination	emperor	fir	goggles	huckleberry
determine	employ	fisherman	governor	hulk
dew	encourage	flagpole	grace	hull
diagram	endurance	flank	grade	hunch
dial	energy	flee	graduate	hurtle
diary	enforce	fleet	granite	husky
diet	enthusiasm	flesh	grapevine	hustle
dingo	errand	flick	gratitude	hydrogen
disappointment	error	fling	gravity	ideal
disaster	establish	flint	grav,	identify
discourage	etch	floe	grease	ignore
discuss	evaporate	flounder	griddle	image
disguise	eventual	flung	grief	importance
disgust	evil	foam	grim	impulse
dismay	exasperate	ford	grit	incident
dismiss	exhaust	foreman	grope	incline
display	exist	forge	grouch	include
dissolve	expedition	foster	grub	independence
distinguish	expense	foul	grumpy	index
distress	experimental	fourteen	guarantee	indicate
ditch	explanation	fragrant	guinea	individual
dodge	explode	frantic	gull	influence
doe	explosion	fray	gum	inform
doom	extend	frequent	guppy	inhabitant
double	extreme	fuel	gust	injure
dove	fable	fumble	gutter	inlet
draft	faith	furnish	hail	inspect
drain	faithful	fuzzy	halt	install

institution	llama	mock	outsmart	preserve
instruction	loaf	modest	outwit	pressure
insult	loan	monster	pageant	prevent
intelligence	local	monument	pajamas	prey
intelligent	locket	moo	panic	prickly
intent	loft	moor	parallel	principal
international	lookout	moose	pardon	proceed
interpret	loom	moral	parsley	process
interview	loudspeaker	motionless	passage	produce
invitation	loyal	mountainside	pastime	product
involve	lumberjack	movement	patrol	professional
issue	lung	mow	pea	profit
item	lunge	mumps	peaceful	project
ivory	lurch	munch	peach	propose
jab	lurk	muse	peasant	prospect
jade	machinery	mushroom	peg	protection
janitor	madam	musical	performance	province
jog	magician	narrator	perfume	provision
joyous	magnet	naughty	permanent	prune
junk	manager	navigation	permit	pry
keen	manufacture	neglect	perplex	public
keg	maple	neigh	petal	pulley
kerchief	mar	nightmare	phantom	puppet
kindle	mare	noble	physical	purchase
kindness	mask	noose	pickle	purr
kit	mason	nor	pierce	pursue
knight	mat	normal	pigeon	quality
knowledge	mathematics	northern	plaid	radiant
labor	meanwhile	nostril	plantation	raft
lance	mechanical	notion	planting	raid
landscape	melody	nuisance	plaster	raisin
lasso	menu	numeral	plastic	ram
lather	meow	oat	plea	ramp
launch	merchandise	obedient	plead	range
league	merit	obstacle	plight	rank
legal	mess	obvious	plug	rap
legislature	method	occasion	plum	rascal
lend	mid	occasional	plump	rare
leopard	midnight	occur	poise	raven
lessen	midst	operation	poisonous	ray
lettuce	migrate	organization	polar	recall
liar	military	organize	popular	recent
license	mineral	oriole	porridge	reckon
lily	minister	orphan	porter	reference
limb	miracle	otherwise	pouch	refuge
lime	miserable	otter	pounce	regard
linen	missile	ouch	pray	region
linger	mission	outfit	predict	regulation
literature	mitt	outlaw	prefer	reindeer

relative	saucer	slit	straddle	theater
relay	scalp	slosh	strand	theory
release	scarlet	smother	stray	there'll
relieve	schedule	snip	stricken	thermometer
religious	scholar	snout	strict	thrash
reptile	schooner	soak	strive	threat
reputation	scissors	social	strode	thrive
request	scooter	sock	stroll	throb
require	scorch	sod	strung	tidbit
resist	scow	soggy	stubby	tidy
resolution	scrap	sole	stun	timid
resource	scrape	solution	stung	tinker
respond	screech	somersault	stunt	title
restaurant	screw	sonny	stutter	toast
reveal	scuffle	soothing	submarine	tom-tom
reverse	scuttle	sorrowful	subtract	ton
revolution	secure	soul	subway	topic
revolutionary	select	sourdough	sullen	topple
rhythm	sensible	span	sum	torpedo
rib	sergeant	spaniel	summon	tourist
rickety	series	spatter	sunk	towel
riddle	serpent	spectacle	super	trace
ridiculous	severe	spindle	superintendent	tragedy
rigid	shack	spire	surf	trailer
rink	shatter	spit	survive	traitor
rinse	shear	splendid	suspense	treatment
ripple	sheriff	splendor	suspicious	tremendous
risk	shilling	splutter	sweat	triangle
robber	shimmer	sprawl	sweater	trickle
rotate	shred	sprout	swollen	triumph
rotor	shrewd	sprung	system	triumphant
roundup	shriek	spur	tackle	trumpet
rove	shrink	squash	talent	tub
rudder	shudder	stagger	tatter	twilight
ruffle	sickness	stain	tawny	twitch
rugged	similar	stallion	tax	type
rumble	sire	stampede	teammate	typical
rustler	ski	starboard	teem	unable
saint	skipper	steed	telegram	underneath
salary	slash	stirrup	tennis	unfriendly
salmon	slave	stitch	tense	unicorn
sandal	slay	stock	terrier	union
satin	sleek	stomp	terrific	universe
satisfactor.	sleet	stoop	terrify	utter
sauce	slice	storekeeper	thaw	vacuum

variety
vast
vault
vehicle
vent
venture
verse
vessel
victory
vision
vivid
volume
volunteer
vote
vow
voyage
waken
warehouse
wasp
weapon
weary
wedge
weird
wept
wharf
wheeze
whisk
whittle
whoop
willow
wistful
wit
witch
witness
woodcutter
worship
worst
wow
wrestle
wretched
wiggle
wring
wrist
yank
yarn
ye
yearling

yonder
zero
zigzag

CORE
SIXTH
READER
abbot
abreast
absence
absent
absurd
abundant
academy
accomplish
accomplishment
accustom
achieve
acknowledge
acquaint
acquire
acreage
acrobat
actor
actress
adapt
adore
agony
ailment
aircraft
ally
almanac
alter
alternate
altitude
altogether
amateur
amber
ammunition
ample
analyze
ancestry
angle
announcement
announcer
annoy
annual
anxiety
anymore
ape
apology

apparatus
appearance
appetite
applaud
applause
appoint
appreciation
approval
approve
archaeologist
arena
arise
arrival
artificial
ascend
assemble
assembly
associate
association
assume
athlete
atom
atomic
auction
auditorium
authority
automatic
avalanche
avenue
award
awe
awesome
awl
awoke
axle
bade
badge
bail
bale
balsam
bandit
barb
barefoot
barren
bask
bass
batch

baton
bawl
bazaar
beacon
beech
beginner
behalf
belief
benefit
bestow
billion
bin
binoculars
bishop
blank
blare
bless
blister
blouse
blown
blubber
blunt
blush
bluster
boost
bravo
breast
brew
brighten
brink
bristle
bronco
bronze
broth
brow
bull
bun
bunt
burglar
butt
cabbage
calculate
calico
campaign
candlelight
canopy
canter

capacity	colonel	convenience	dagger	discard
caravan	combat	convey	daily	discontent
caravel	combine	cooperation	daintly	discussion
carcass	comment	couch	damage	disdain
caribou	commercial	cough	dame	disk
cartridge	commission	councilor	darling	dismal
catfish	commit	countdown	darn	dispose
cathedral	communication	counter	daunt	dintinct
catsup	comparative	counterclockwise	debt	distract
caution	comparison	countryside	decay	distribute
cedar	compete	courageous	deceive	district
cell	competition	cower	decline	disturbance
central	complaint	cram	decrease	division
cereal	complicate	cramp	dedicate	doc
ceremony	composition	crank	dee	dogsled
chafe	compute	crater	definite	dolt
chapter	comrade	create	deliberate	dome
chariot	conceit	crib	delicacy	dose
charity	conclude	crime	delta	downstream
chasm	condemn	criminal	demonstrate	downtown
chat	conduct	crimson	denounce	downward
cheap	conference	crinkle	depart	dramatic
chemist	confide	cripple	departure	drench
choir	confidence	crisis	dependent	drummer
choppy	confront	crisscross	derby	duckling
cicada	congratulate	critical	descend	dungeon
circuit	congratulation	criticize	descriptive	dwelling
circular	congress	croquet	desperation	dwelt
circumstance	conscience	crude	despise	dwindle
civic	consequence	cruelty	despite	ebb
civilization	conservation	cruise	destination	eerie
clamber	conserve	crumple	destruction	elaborate
classify	considerably	crush	device	element
cleft	console	cubic	devise	eliminate
clench	construction	cuddle	devote	elk
climax	consult	cue	devour	embankment
clink	consume	cultivate	dialect	embarrassment
clod	contestant	cunning	diameter	ember
clutter	context	curb	diesel	emblem
coarse	continual	curry	differ	embrace
coax	contract	curse	dignify	emerge
cobbler	contraption	curtsy	dingy	empire
cobblestone	contrary	cushion	diphtheria	employee
college	contrast	customary	disagree	empress
collide	contribute	cylinder	disbelief	enable

encircle	feebly	gannet	halter	immense
enclose	fiber	gantry	hammock	immigrant
encounter	fidget	garment	handicap	impact
encouragement	fiery	gash	hare	imply
endure	fifteenth	gauge	hark	import
engage	film	gaunt	harmony	impression
entertainment	filth	generation	hatred	income
entrust	fireplace	genuine	haunch	incredible
environment	flannel	geological	headlight	incredulous
epidemic	fleck	ghastly	headlong	indignant
erect	fleece	giddy	hearth	indignation
escort	flimsy	gigantic	heed	indigo
essential	flinch	glade	helm	industry
estate	flourish	gleeful	hemisphere	infant
estimate	fluid	glimmer	hemlock	infection
eternity	flurry	glint	herald	ingredient
evidence	focus	gloat	herb	initial
evident	footstep	glower	heroine	initiation
exaggerate	forbidden	glue	herring	injury
exaggeration	forecast	goad	hesitation	innkeeper
examination	foremost	goddess	highness	inquire
exceeding	forgive	gorge	hilltop	inquiring
exclamation	forlorn	gorgeous	hither	inscribe
exhaustion	formation	gorilla	hobble	insignificant
exhibit	formidable	gossip	holler	inspire
existence	foundation	gown	holy	instance
expand	founder	graceful	homer	instinct
expansive	fragile	gracious	homework	insulate
expectant	fragment	graduation	horizontal	insurance
exploration	frail	graph	hospitality	intense
explosive	frenzy	grate	host	intention
expose	friction	grave	hostile	interfere
extraordinary	fringe	gravel	hub	interior
eyelash	fro	greyhound	humble	interpretation
eyelid	fulfill	grieve	humorous	invade
fabric	fume	grizzly	hurdle	invasion
fabulous	fund	groom	hurl	investigate
failure	funnel	groove	iceburg	irregular
falter	furthermore	guilty	icicle	isle
famine	fury	guitar	identical	isolate
fanatical	fuse	gully	idle	italic
fang	gait	gunwale	igloo	jackal
fatigue	galleon	guy	ignorant	jag
feat	gallery	gypsy	illness	jeepers
federal	gamble	hack	illuminate	
feeble	gangplank	hallway	illustrate	

jeer	maroon	mooring	oppose	petticoat
jewelry	marriage	moth	oral	phase
joint	marvelous	motive	orbital	pheasant
jolt	massacre	mournful	orchestra	photograph
journal	massive	mower	ordeal	photographer
joyful	mathematical	muddy	ore	phrase
judgment	mathematician	muffle	origin	pickup
jumble	maze	multiply	ostrich	pier
junior	measles	musket	ounce	pike
keel	mechanic	mustard	outrage	piling
khaki	mechanism	mustn't	outstanding	pill
kimono	meddle	mutton	outward	pillar
kink	mellow	muzzle	overcome	pint
knob	melon	mystify	overlook	pinto
lace	memorial	naught	overnight	pistol
ladle	memorize	naval	panel	pit
lag	mental	navigator	pang	pitiful
lagoon	mercury	nay	panicky	pivot
landlord	mercy	necessity	papoose	plank
lanky	meter	nephew	papyrus	plateau
latter	microphone	nerve	paradise	playground
laundry	midday	nestle	paralyze	playmate
lava	midget	nick	parcel	pledge
lawyer	midstream	nickname	parch	plop
layer	midwest	niece	parlor	pluck
lens	mince	nip	particle	plumb
lent	mingle	noontime	passageway	plume
lest	miniature	notify	passion	plunk
liable	minor	nourish	paste	poetry
lichen	minus	novice	patriot	polio
lieutenant	miraculous	nugget	patter	political
lifeguard	miser	numb	pavement	politics
lioness	miserably	nylon	peal	ponder
location	misfortune	objection	pedestal	poodle
logical	misplace	objective	pelt	poplar
lure	missionary	observation	penetrate	population
luxury	mite	obtain	peppermint	porcelain
magical	mob	occupation	per	pork
maintain	moisture	occupy	perilous	porpoise
maize	molasses	octopus	periscope	portable
majestic	molten	odor	persist	portion
major	momentarily	offense	personal	portray
mammoth	monitor	ole	personlity	positive
manuel	monk	ooze	perspiration	possess
marine	monstrous	opportunity	pest	possibility

postpone	radar	review	senor	smudge
pottery	rake	revive	sensation	snail
pout	ramble	revolve	sentry	snare
poverty	rasp	ridicule	session	sneer
powder	ravine	rift	seventeen	snicker
prance	razor	rightful	shabby	snooze
precaution	react	riot	shaggy	snore
precipice	reasonable	rival	shame	snowball
precise	recipe	rivet	sheath	snowflake
premises	recommend	roost	sheer	snowplow
presence	redcoat	rot	shield	snuggle
prevail	reduce	rotten	shingle	sober
prevention	reel	routine	shipwreck	socket
previous	refer	rowboat	shoal	sofa
priest	reflect	ruby	shod	solar
prime	reflection	ruddy	shoemaker	somewhat
primitive	reform	rummage	shrivel	sonnet
privacy	register	rumor	shroud	sought
privilege	regret	rumple	shrub	sour
probe	rehearsal	rung	shrunk	source
procession	rehearse	runt	shuck	souvenir
proclaim	reinforce	runway	siege	spade
prod	rejoice	rut	silhouette	spat
production	relationship	sacred	singe	specialist
profession	relent	sacrifice	singer	specific
progress	reliable	sag	sip	specimen
prominent	religion	sap	site	spectacular
prone	reluctant	saucepan	sizzle	spectator
proof	rely	saunter	skater	speculate
prophecy	remedy	scan	sketch	spice
prophet	reminder	scheme	skillful	spike
proportion	remote	scholarship	slack	spiritual
protective	render	scoff	slain	sponge
prow	renew	scope	slang	sponsor
puma	representative	scorn	slat	spout
punctuation	resemblance	scrawny	slick	sprint
puny	resemble	script	slimy	spruce
pursuit	reserve	scuff	slipper	spurt
python	respectful	sculptor	slither	squad
quail	response	scurry	slouch	squid
quake	responsible	secrecy	slum	squirt
quantity	restore	secretary	slumber	stab
quarry	retire	sedan	slump	staff
quest	retort	seethe	slush	stag
quotation	revenge	senator	smolder	standard

stanza	tarpaulin	transfusion	vibration	zoom
starch	tassel	translate	vice-president	
staunch	taut	transparent	victim	
steak	tavern	transport	victorious	
stiffen	technical	transportation	vigorous	
stifle	technician	treacherous	villain	
stocking	temple	tread	violence	
storage	tension	treason	violent	
stout	term	trench	violet	
stoutness	terrace	tribune	virtue	
stow	testimony	tributary	vital	
stress	tether	tribute	vulture	
stub	thatch	trigger	wage	
studio	theme	trooper	wallop	
submerge	thine	trophy	walnut	
submit	thong	tuft	walrus	
substance	thorn	tunic	warden	
substitute	thorough	turban	ware	
suburb	thou	turf	wary	
sufficient	thrift	tutor	waver	
sulphur	throne	tyrant	wean	
sultan	throng	ugh	weariness	
sultry	throttle	unbelieving	weasel	
summit	thunderbolt	undergrowth	weld	
superb	tinderbox	undertake	welfare	
superior	tingle	unfair	width	
supermarket	tint	unfortunate	wig	
superstition	tobacco	unique	wigwan	
surge	toboggan	university	wilt	
surgeon	toil	unravel	wince	
surrender	token	urgent	wisp	
survey	tone	usable	wither	
suspend	toothpaste	vagabond	woe	
suspension	torment	vague	wondrous	
suspicion	tornado	vain	woolen	
swerve	torrent	value	wrath	
swimmer	tortoise	vapor	wrench	
sympathetic	tote	variation	wrung	
sympathize	tour	vary	wry	
sympathy	tournament	vase	yap	
tablet	tradition	vegetation	yearn	
tanner	tragic	verdict	yield	
tar	trait	version	yoke	
target	trample	vertical	youngster	
taro	transfer	veteran	zip	

TECHNICAL VOCABULARIES
(Social Studies, Science, Mathematics and English)

CONTENT	civilize	drought	hidalgo	pantheon
SERIES:	clearing	economic	homeland	peacetime
SOCIAL	co-operate	economy	homespun	picker
STUDIES	co-operation	election	homesteader	pipeline
abolish	coastal	emancipation	hopper	pitchblend
agricultural	coastland	employment	horseless	polder
agriculture	coke	enrich	horsemen	policy
allegiance	collective	equality	hothouse	pollution
amendment	coloniai	equator	impartial	pope
anthem	commandment	erosion	inauguration	postal
anthracite	commerce	establishment	incense	proclamation
aqueduct	commodore	export	incoming	progressive
archaeology	commonwealth	farmland	journeyman	promote
atlas	communism	fashionable	jute	prosper
axis	communist	federation	keelboat	protectorate
barbed-wire	confederacy	fertilize	lawmaking	raider
basin	confederate	feudal	legislative	ratify
battleground	conflict	feudalism	liberator	re-elect
bauxite	congressmen	fez	livelihood	reaper
birthplace	conqueror	fiord	livery	refinery
bison	conquest	firearm	lumbermen	refrigeration
bituminous	constitutional	fireproof	manor	refuel
bloodshed	convention	fishery	mint	regain
boll	convict	flagship	minutemen	reign
boomerang	copra	flatboat	moat	repeal
breadbasket	corps	flax	modernize	republican
bullfight	cottonseed	foe	monarchy	resign
bushmen	countrymen	foodstuffs	monsoon	resin
businessmen	cultivation	foothill	nationalist	revolt
buyer	cultural	fortification	navigable	savior
candidate	cuneiform	fortress	nobleman	scallop
capitol	dairy	freighter	noblemen	scriptures
cascade	debate	gage	nomadic	seafaring
caste	declaration	geographer	northland	seaway
cattlemen	delegate	geographic	opposition	secede
census	democratic	global	outbreak	secession
chairman	dictator	gulf	outpost	security
charter	dike	gusher	overran	serf
chicle	dispute	halibut	overseer	servicemen
chinaware	document	handicraft	overthrew	sewer
chrome	domestic	harrow	overthrow	sharecropper
chromium	dominion	headwaters	oystermen	sheik
citrus	drawbridge	herdsmen	panhandle	shipbuilding

shipload
shipment
sisal
slavery
socialist
sorghum
southerner
stagecoach
standstill
steamer
stockmen
stockyard
stronghold
tanker
tannery
tariff
teak
teakwood
temperate
tenant
testament
tidewater
tourism
transcontinental
travois
tribal
tribesmen
tropic
undeveloped
uneducated
unify
unite
unjust
unskilled
untouchability
upland
upriver
vacationer
virgin
wasteful
waterway
westernmost
wharves

CONTEN T
SERIES:
SCIENCE
acid
alcohol
algae
alpha
aluminum
ameba
amethyst
ammonia
ammonium
amphibian
anemone
antenna
antennae
antibiotic
artery
astronomy
atmospheric
auricle
bacilli
backbone
bacteria
ball-and-socket
barium
beneficial
beriberi
beryllium
biceps
biologist
biology
birth
blindness
bomb
bony
boron
botanist
bromine
burner
cadmium
calcium
cancer
capillary
carbohydrate
carbonate

carburetor
carnivorous
cartilage
caterpillar
cellulose
ceramic
cerebellum
cerebrum
chemical
chemistry
chinook
chlorinate
chlorine
chlorophyll
chrysalis
circulate
circulation
circulatory
cirrocumulus
cirrostratus
cirrus
classification
colbalt
cocoon
combustion
comet
compression
compressor
concentration
condensation
condense
constellation
contaminate
contraction
convex
corkscrew
crayfish
crystalline
cumulonimbus
cumulus
curie
curvature
cytoplasm
data
diaphragm
diffusion

digest
digestion
digestive
dilute
dioxide
discharge
disconnect
dominant
dominate
droplet
dropper
drowsy
drug
eardrum
earthworm
eclipse
eel
electromagnet
electron
electronic
electroscope
embryo
enzyme
erector
erosion
evaporation
excrete
exhale
experimentation
exposure
extinct
extinguisher
eyepiece
fahrenheit
feeler
feldspar
filament
fingernail
fingerprint
fishlike
fission
fissionable
foil
frost
fungi
fungus

fusion
galaxy
galvanometer
geiger
gelatin
gene
generate
generator
genetic
geologist
geology
germ
germinate
gill
gland
gneiss
gram
graphite
gravitation
gravitational
gush
hairlike
halo
hard-boiled
heater
helium
hemoglobin
heredity
hibernation
hornblende
horsetails
humus
hydrochloric
hypotheses
igneous
impurity
indication
inertia
infectious
inflate
infrared
inhale
installation
insulation
insulator
intake

intensity	neon	protozoa	spherical	wingspread
invert	neuron	protozoan	spinal	wiggler
invertebrate	neutron	psychology	spiny	yolk
iodine	nimbostratus	pumice	spirilla	
isotope	nitrate	pupa	spore	
• jellyfish	nitrogen	pupae	stamen	
kelp	nonliving	quartz	static	
• krypton	nozzle	radiation	sterilize	
• laser	nuclei	radioactive	stimulus	
• legume	nucleus	radium	stopper	
• ligament	nutrition	randrop	sulfate	
limewater	nymph	random	sulfide	
lithium	observatory	reactor	sulfuric	
liver	obsidian	reflector	survival	
lotion	odorless	repel	tadpole	
luminous	oersted	reproduce	telegrapher	
lunar	offspring	repulsion	tendon	
lungfish	organism	researcher	test-tube	
magma	ovary	resistance	texture	
magnesium	ovule	respiratory	thorium	
magnetic	oxide	retina	thunderhead	
magnetism	paramecia	ricketts	tidal	
manganese	paramecium	roundworms	transformer	
medulla	penicillin	sac	trilobite	
membrane	phenomena	saliva	tuberculosis	
mercuric	phosphorus	salivary	ultraviolet	
metabolism	photon	sandstone	unbreakable	
metamorphic	photosynthesis	scurvy	uncontrolled	
meteor	physicist	sediment	underdeveloped	
• meteorite	physics	sedimentary	underlying	
• meteorologist	pinwheel	sedimentation	undiscovered	
• mica	pistil	seismograph	uranium	
microbe	piston	selective	vaccination	
microorganism	planarian	sensory	vaccine	
microscope	plover	shale	vantage	
microscopic	pollen	silicon	velocity	
migration	pollinate	skeletal	ventricle	
molecular	pollination	skyrocket	vertebra	
molecule	porous	slime	vertebrae	
mollusk	potassium	sodium	virus	
• moonless	propulsion	spawn	volt	
• mucus	protein	species	wad	
• muggy	proton	spectrum	water shed	
muscular	protoplasm	sperm	windpipe	

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MATHEMATICS**

abacus
addend
approximate
associative
axis
binary
cardinal
centimeter
chord
circumference
closure
commutative
composite
congruent
decimal
decimeter
denominator
diagonal
digit
discount
distributive
dividend
divisibility
divisible
divisor
eighth
endpoint
equation
equilateral
equivalent
exponent
factor
formula
fraction
fractional
geometry
halves
hexagon
hundredth
inequality
infinite
intersect
kilogram
kilometer
lattice
linear
maximum
median
metric
mode
multiple
multiplication
notation
numeration
numerator
octagon
ordinal
parallelogram
pentagon
perpendicular
pi
polygon
protractor
pyramid
quadrilateral
quotient
radii
radius
ratio
reciprocal
rectangle
rectangular
remainder
segment
seller
simplify
sphere
subset
subtraction
tally
trapezoid
triangular
vertex
vertices

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ENGLISH**

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acceptable
adjective
adverb
affix
alphabetic
alphabetical
anagram
anthology
antonym
apostrophe
autobiography
autograph
ballad
biography
boldface
bulletin
capitalization
capitalize
caption
carol
classic
colon
comma
conjunction
consonant
contraction
copyright
correspond
critic
declarative
define
dialogue
diction
digest
edition
editor
emphasis
essay
euphemism
exclamatory
factual
fantasy
formal
function
grammar
handwriting
handwritten
hyphen
indefinite
indent
informal
interjection
interrogative
introductory
italicize
jot
juncture
limerick
lullaby
modifier
modify
nonessential
nonfiction
noun
novel
omit
overuse
overwork
plural
possessive
postcard
predicate
preposition
preview
primer
pronoun
proofread
psalm
publication
punctuate
quote
respectable
revise
rime
selection
sham

singular
solo
soloist
speaker
subhead
suffix
summarize
summary
superlative
synonym
telecast
transition
transitional
translation
unabridged
underline
verb
visualize
voiceless

D P I

PROGRAM QUAD MANUAL

A GUIDE TO DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED
READING IN THE PRIMARY GRADES

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JANUARY, 1974

DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED PRIMARY READING
QUAD MANUAL

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PREFACE

We have faith that all children can learn to read; and, through achieving competency, will find pleasure in reading. The D. P. I. Primary Reading Program was conceived and built upon this premise.

In order to attain mastery, certain skills must be developed. The Quad Manual presents the prerequisite skills essential to attaining competency in reading. It is the "nuts and bolts" of the D. P. I. program. But skill development in and of itself becomes dull and tedious unless presented by a creative teacher who can introduce skills in a purposeful context thus motivating children to reach out and learn. This Quad Manual includes the tools essential for reading development. This skill development cannot be by-passed if mastery is to be attained; but a desire to read must also be instilled within each child by the strategies presented within the classroom each day.

Although we have attempted to develop each skills area sequentially, from simple to complex it is up to the classroom teacher to determine the proper time and sequence in which the skills will be developed. There is no one "best way". Each teacher, using the diagnostic data available on each pupil, is free to determine where the pupil is; which skills he can master next; how the skills should be introduced and developed. Thus, the Quad Manual becomes a reference guide which insures commonality within the D. P. I. Program but also provides for individuality based upon pupil needs and teaching style.

J. L. Z.

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Use of the Pre-reading Section

This section was added to the present Quad Manual at the request of First Grade teachers who found some of their pupils unready for formal reading instruction. While second and third graders will not be eliminated from taken tests in this section if they are reading at or below primer level, the items have been written explicitly for the first graders who are not capable of handling the initial reading skills.

The term "pre-reading" rather than "reading readiness" has been chosen since "readiness" is an important element at all stages of reading growth, from the early primary years through adulthood. Children beginning in this section should be "graduated" into the other sections as soon as possible. While premature entry into formal reading instruction can be damaging in that the child builds up a "failure" expectation, retaining him in pre-reading skills unnecessarily can be equally bad. The reading specialist and teacher, after an analysis of the pupil's progress based upon cycle data and classroom observation, should decide when each child can be moved into the formal reading stream. In making this decision, the very important factors of social development, mental capacity, background of experience, auditory and visual discrimination and general language development must be considered. The pupil may be deemed "ready" for formal reading instruction when he is able to perform the required tasks without noticeable physical or emotional discomfort.

The pre-reading section is divided and placed immediately in front of the sections containing related skills. This should enable the teacher to better judge when the pupil has mastered the skills pre-requisite to those presented in the formal skills section. Thus, items listed under perception skills may be prescribed for the pupil even though he is still working on the pre-reading word-recognition skills.

PRE READING

General Objective

P-R1100 Basic Concept Development

Given concentrated instruction in basic concept development, by the end of the first level, each student will demonstrate an understanding of color, size, shape, form, and of terms that show placement, relationship or position, motion, and facial expression, by completing each criterion referenced test item in these areas within a range of 80% to 100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1101 Naming the three colors: red, blue, yellow	Given a series of red, blue, yellow objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with the colors red, blue to name each color



red apple

PRE READING

General Objective

P-R1100 Basic Concept Development

Given concentrated instruction in basic concept development, by the end of the first level, each student will demonstrate an understanding of color, size, shape, form, and of terms that show placement, relationship or position, motion, and facial expression, by completing each criterion referenced test item in these areas within a range of 80% to 100% accuracy.

Option

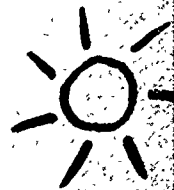
Three colors:
red
blue
yellow



Criterion
Referenced Items

Given a series of red, blue, yellow objects, the pupil is expected to orally name the color of each object with 100% accuracy.

Sample Test Items

Present the child with objects or pictures using the colors red, blue, and yellow. Ask the child to name each color of the object or picture 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

red appleblue boatyellow sun

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1102 Selecting given colors by choosing between red, blue, yellow	Given the colors red, blue and yellow, the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a red, y Ask him to: 1. "Pick up the yellow 2. "Show me the blue c 3. "Give me the red cr
1103 Naming the three colors: green, orange, brown	Given a series of green, orange and brown objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with the colors green, oran to name each color of  <u>green tree</u>  <u>orange</u>
1104 Selecting the correct colors by choosing between green, orange, brown	Given the colors green, orange and brown, the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a green Ask him to: 1. "Touch the green c 2. "Show me the brow 3. "Hand me the oran

ed).

on

colors by

n red,

ee colors:

brown

orrect colors

ween green,

Criterion
Referenced Items

Given the colors red, blue and yellow, the pupil is expected to select each color as requested with 100% accuracy.

Given a series of green, orange and brown objects, the pupil is expected to orally name the color of each object with 100% accuracy.

Given the colors green, orange and brown, the pupil is expected to select each color as requested with 100% accuracy.

Sample Test Items

Give the pupil a red, yellow and blue crayon
Ask him to:

1. "Pick up the yellow crayon."
2. "Show me the blue crayon."
3. "Give me the red crayon."

Present the child with objects or pictures using the colors green, orange, brown. Ask the child to name each color of the object or picture i. e.



green tree



orange cat






brown cap

Give the pupil a green, orange and brown crayon.
Ask him to:

1. "Touch the green crayon."
2. "Show me the brown crayon."
3. "Hand me the orange crayon."

Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1105 Naming the three colors: purple, black, white	Given a series of purple, black and white objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with using the colors purple child to name each color i. e.  <u>purple kite</u>  <u>black</u>  <u>black</u>
1106 Selecting the correct colors by choosing between purple, black, white	Given the colors purple, black and white the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a purple Ask him to: 1. "Hand me the purple" 2. "Pick up the white" 3. "Show me the black"

(nued)

tion

ree colors:

. white

correct

osing between

, white

Criterion
Referenced Items

Given a series of purple, black and white objects, the pupil is expected to orally name the color of each object with 100% accuracy.

Given the colors purple, black and white the pupil is expected to select each color as requested with 100% accuracy.

Sample Test Item

Present the child with five objects or pictures using the colors purple, black, white. Ask the child to name each color of the object or picture i. e.



purple kite



black pig



white star



black chair



white crayon

Give the pupil a purple, black and white crayon. Ask him to:

1. "Hand me the purple crayon."
2. "Pick up the white crayon."
3. "Show me the black crayon."

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
1107 Matching color strips with objects	Given five strips each of a different color the pupil will match five of the color strips with objects in the testing environment. Accuracy level: 100%	Give the pupil nine strips color. Ask him to match five colors found in the room
1108 Identifying three basic forms: square, triangle, circle	Given a square, a triangle and a circle, the pupil is expected to select each object as it is named with 100% accuracy.	Place the three basic forms. Ask him to hand you the square, triangle, and circle as you name each one.
1109 Naming three basic forms: square, triangle, circle	Given a square, a triangle, and a circle the pupil will name each object as it is presented to him with 100% accuracy.	Ask the child to name each shape: square, triangle, circle.
1110 Copying three basic forms: square, triangle, circle	Given a square, a triangle, and a circle, the pupil will copy each shape giving each its proper shape, and number of sides. Accuracy level 100%	Hand the pupil a square. Ask him to draw a square on his paper. Repeat with triangle and circle.

Criterion
Referenced Items

Sample Test Items

ips with

Given five strips each of a different color the pupil will match five of the color strips with objects in the testing environment. Accuracy level: 100%

Give the pupil nine strips each of a different color. Ask him to match five of the strips with five colors found in the room.

asic

Given a square, a triangle and a circle, the pupil is expected to select each object as it is named with 100% accuracy.

Place the three basic forms in front of the pupil. Ask him to hand you the square, triangle, circle as you name each one.

angle,

c forms:

Given a square, a triangle, and a circle the pupil will name each object as it is presented to him with 100% accuracy.

Ask the child to name each of the basic forms: square, triangle, circle as it is handed to him.

circle

c forms:

Given a square, a triangle, and a circle, the pupil will copy each shape giving each its proper shape, and number of sides. Accuracy level 100%

Hand the pupil a square. Ask him to copy the square on his paper. Repeat for the triangle and circle.

circle

Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
1111 Identifying three forms: oval, rectangle, diamond	Given an oval, a rectangle and a diamond shape the pupil will select each figure as it is named with 100% accuracy.	Place the three basic fo Ask the child to hand yo diamond as you name es
1112 Naming three forms: oval, rectangle, diamond	Given an oval, a rectangle, and a diamond shape, the pupil will name each object as it is presented to him with 100% accuracy.	Ask the child to name e rectangle, diamond, as
1113 Copying three forms: oval, rectangle, diamond	Given an oval, a rectangle, and a diamond shape, the pupil will copy each shape giving each its proper shape. Accuracy level: 100%	Hand the pupil an oval. on his paper. Repeat f diamond.
1114 Identifying horizontal, vertical and diagonal lines	Given a drawing of a horizontal, a vertical, and a diagonal line, the pupil will name each drawing as it is presented to him. Accuracy level 100 %	Present the child with a vertical and a diagon to each as its name is

d)

forms:
diamond

forms: oval,
diamond

forms: oval,
diamond

horizontal,
diagonal lines

Criterion
Referenced Items

Given an oval, a rectangle and a diamond shape the pupil will select each figure as it is named with 100% accuracy.

Given an oval, a rectangle, and a diamond shape, the pupil will name each object as it is presented to him with 100% accuracy.

Given an oval, a rectangle, and a diamond shape, the pupil will copy each shape giving each its proper shape. Accuracy level: 100%

Given a drawing of a horizontal, a vertical, and a diagonal line, the pupil will name each drawing as it is presented to him. Accuracy level 100 %





Sample Test Items

Place the three basic forms in front of the pupil. Ask the child to hand you the oval, rectangle, diamond as you name each one.

Ask the child to name each of the forms - oval, rectangle, diamond, as it is handed to him.

Hand the pupil an oval. Ask him to copy the oval on his paper. Repeat for the rectangle and diamond.

Present the child with drawings of a horizontal, a vertical and a diagonal line. Ask him to point to each as its name is called.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1115 Naming horizontal, vertical and diagonal lines	Given a drawing of a horizontal, a vertical, and a diagonal line the pupil will name each drawing as it is presented to him. Accuracy level 100%	Ask the child to name what is presented to him.  vertical horizontal
1116 Copying horizontal, vertical, and diagonal lines	Given a drawing of a horizontal, a vertical and a diagonal line and a blank sheet of paper, the pupil will copy each with 100% accuracy.	Give the pupil the drawing and diagonal lines. 
1117 Recognizing size terminology by selecting the appropriate objects according to size description: big, little; tall, short; large, small; wide, narrow; fat, thin	Given 5 pairs of objects different in size, the pupil is expected to select the appropriate object of the pair according to the oral description given by the teacher. Accuracy level 80%	Place five pairs of objects on a flannel board. Ask the pupil to select the appropriate object i. e. 1. Point to the big object  2. Point to the narrow object  etc.

inued)

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Diagonal lines

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diagonal

size terminol-

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tion; big, little;

arge, small;

w; fat, thin

Criterion
Referenced Items

Given a drawing of a horizontal, a vertical, and a diagonal line the pupil will name each drawing as it is presented to him. Accuracy level 100%

Given a drawing of a horizontal, a vertical and a diagonal line and a blank sheet of paper, the pupil will copy each with 100% accuracy.

Given 5 pairs of objects different in size, the pupil is expected to select the appropriate object of the pair according to the oral description given by the teacher. Accuracy level 80%

Sample Test Items

Ask the child to name each linear drawing as it is presented to him.



vertical



horizontal



diagonal

Give the pupil the drawing of horizontal, vertical and diagonal lines. Ask him to copy each one.



Place five pairs of objects different in size on a flannel board. Ask the pupil to select the appropriate object i. e.

1. Point to the big apple.

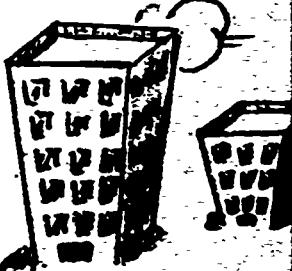
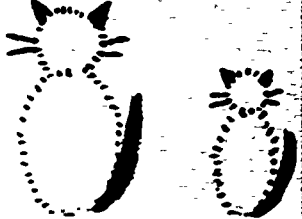



2. Point to the narrow board.



etc.

Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
<p>1118 Describing sizes of objects: big, little; tall, short; large, small; wide, narrow; fat, thin</p>	<p>Given pictures of 5 pairs of objects different in size, the pupil will describe the designated one of each pair using the terms big, little, tall, short, large, small, wide, narrow, fat and thin. Accuracy level: 80%</p>	<p>Show the pupil the 5 at a time. Point to the pupil orally command word describing the</p>  <p>1. This building is _____</p>
<p>1119 Recognizing positions: on, under, beside, over, around</p>	<p>Given a set of 5 pictures showing the following concepts: over, on, under, beside, and around, the pupil will choose the correct picture according to given oral descriptions. Accuracy level: 80%</p>	 <p>3. This is a _____</p>  <ol style="list-style-type: none"> 1. Point to the picture _____ the chair. 2. Point to the picture _____ around the chair. 3. Point to the picture _____ the chair. 4. Point to the picture _____ the chair. 5. Point to the picture _____ the chair.

(inued)

tion

ses of objects:

ll, short; large,

narrow; fat,

positions:

beside, over,

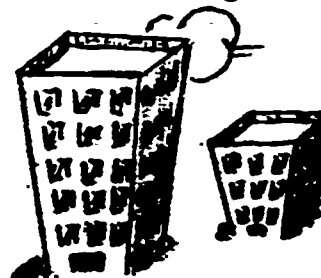
**Criterion
Referenced Items**

Given pictures of 5 pairs of objects different in size, the pupil will describe the designated one of each pair using the terms big, little, tall, short, large, small, wide, narrow, fat and thin. Accuracy level: 80%

Given a set of 5 pictures showing the following concepts: over, on, under, beside, and around, the pupil will choose the correct picture according to given oral descriptions. Accuracy level: 80%

Sample Test Items

Show the pupil the 5 pairs of pictures, one pair at a time. Point to one of the pairs and have the pupil orally complete the sentence using a word describing the size.



1. This building is _____



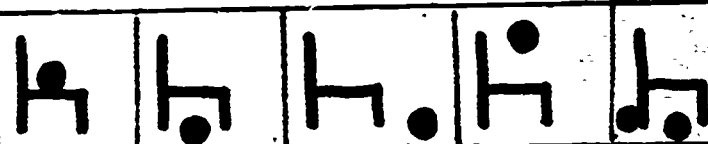
2. This is a _____ circle.



3. This is a _____ cat.

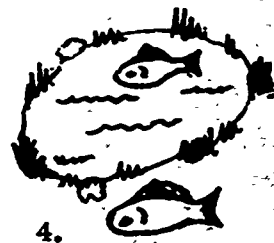


4. This line is _____



1. Point to the picture that shows the ball on the chair.
2. Point to the picture that shows the balls around the chair.
3. Point to the picture that shows the ball over the chair.
4. Point to the picture that shows the ball beside the chair.
5. Point to the picture that shows the ball under the chair.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
1120 Naming words that show relationship, placement or position	Given a set of pictures showing the ideas of: over, above, on; under, below; top, bottom; front, back; beside, in the middle; in, out; around, the pupil will tell the correct concept. Accuracy level 80%	Use a set of pictures and a child will tell the appropriate word. 1. "Look at picture 1." 2. "Look at picture 2." 3. "Look at this picture (the middle.) Then answer: in the group?" 4. "Where are the fish?" 5. Show the last picture and ask: "tree?"



d)

at show
acement

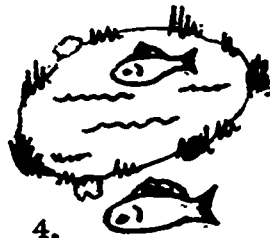
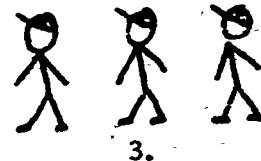
Criterion
Referenced Items

Given a set of pictures showing the ideas of: over, above, on; under, below; top, bottom; front, back; beside, in the middle; in, out; around, the pupil will tell the correct concept. Accuracy level 80%

Sample Test Items

Use a set of pictures showing positions. The child will tell the appropriate concept.

1. "Look at picture 1. Where is the ball?"
2. "Look at picture 2. Where is the ball?"
3. "Look at this picture." (Point to the figure in the middle.) Then ask, "Where is this boy in the group?"
4. "Where are the fish?"
5. Show the last picture. Ask, "Where is the tree?"



Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
1121 Demonstrating words that show relationship, placement or position	Given oral directions and props such as a table, a ball, a book, a drawer, and a bookcase, the pupil will demonstrate the following concepts: over or above; on; under or below; top, bottom, in front of, in back of, beside, in the middle, in, out, around. Accuracy level: 100%	The child will demonstrate position by following: 1. Put the ball on 2. Place the ball under 3. Put the book on 4. Stand beside 5. Put the paper on 6. Take a pencil out 7. Walk in the middle 8. Put the book in 9. Stand in front 10. Stand in back
1122 Demonstrating the following directional concepts: up-down, in-out, right-left, forward-backward	Given oral directions the pupil will demonstrate the following directional concepts: up-down, in-out, right-left, forward-backward with 100% accuracy.	Ask the pupil to: 1. Stand up - sit 2. Move forward 3. Step to the right 4. Step in the circle

(Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>ating words that relationship, place- position</p>	<p>Given oral directions and props such as a table, a ball, a book, a drawer, and a bookcase, the pupil will demonstrate the following concepts: over or above; on; under or below; top, bottom, in front of, in back of, beside, in the middle, in, out, around. Accuracy level: 100%</p>	<p>The child will demonstrate the words that sh position by following the oral directions.</p> <ol style="list-style-type: none"> 1. Put the ball <u>on</u> the table. 2. Place the ball <u>under</u> the table. 3. Put the book on the <u>bottom</u> shelf. 4. Stand <u>beside</u> the table. 5. Put the papers <u>in</u> the drawer. 6. Take a pencil <u>out</u> of the drawer. 7. Walk <u>in the middle</u> of these chairs. 8. Put the book <u>on</u> the top shelf. 9. Stand <u>in front</u> of me. 10. Stand <u>in back</u> of me.
<p>ating the following al concepts: up- -out, right-left, backward</p>	<p>Given oral directions the pupil will demonstrate the following directional concepts: up-down, in-out, right-left, forward-backward with 100% accuracy.</p>	<p>Ask the pupil to:</p> <ol style="list-style-type: none"> 1. Stand up - sit down. 2. Move forward - move backward. 3. Step to the right - step to the left. 4. Step in the circle - step out of the circle.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
123 Naming expression of emotions through picture clues	Given a set of pictures showing facial expressions of common emotions, the pupil will identify the emotion depicted with 50% accuracy.	Give the pupil a set of pictures showing happiness, sadness, anger, and surprise. Ask him to name the emotion depicted in each picture.



Criterion
Referenced Items

Given a set of pictures showing facial expressions of common emotions. the pupil will identify the emotion depicted with 80% accuracy.

Sample Test Items

Give the pupil a set of pictures showing happiness, sadness, anger, fear, surprise. Ask him to name the emotion shown.


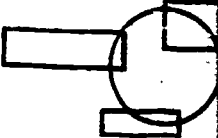


PRE READING

General Objective

P-R 1200 Visual Concept Development


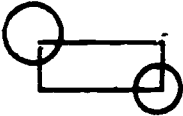
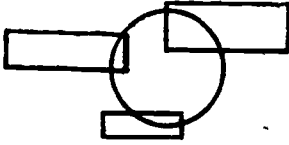
Given concentrated instruction in visual concept development by the end of the first level, each student will demonstrate an understanding of figure-ground relationships, comparisons of likenesses and differences, matching, naming, recognizing and identifying letter forms by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.


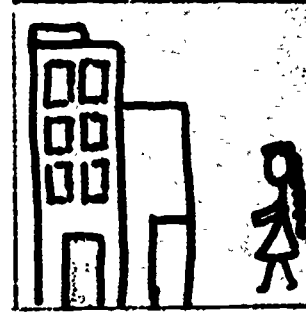
<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
1201 Determining figure-ground relationships	Given basic shapes superimposed upon each other the pupil will demonstrate his ability to see each shape separately by drawing around the shape named with 100% accuracy.	Ask the pupil to Draw a ring around  Color the circle Color the rectangle 

(Continued)

PRE READINGGeneral Objective**P-R 1200 Visual Concept Development**

Given concentrated instruction in visual concept development by the end of the first level, each student will demonstrate an understanding of figure-ground relationships, comparisons of likenesses and differences, matching, naming, recognizing and identifying letter forms by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Identifying figure-ground relationships	Given basic shapes superimposed upon each other the pupil will demonstrate his ability to see each shape separately by drawing around the shape named with 100% accuracy.	Ask the pupil to: Draw a ring around the triangle.  Color the circles.  Color the rectangles. 

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1202 Identifying specific objects in a picture	Given a picture of a scene, the pupil will point out 5 specific objects in each with 80% accuracy.	Say to the child: "Where is the tree?" "Point to the wagon." "Show me the house." 
1203 Describing objects in a picture	Given two pictures the pupil will describe 3 specific objects in each with 100% accuracy.	Ask the child to: Tell something about the Tell two things about the Tell three things about the 

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Criterion
Referenced Items

Given a picture of a scene, the pupil will point out 5 specific objects in each with 80% accuracy.

Given two pictures the pupil will describe 3 specific objects in each with 100% accuracy.

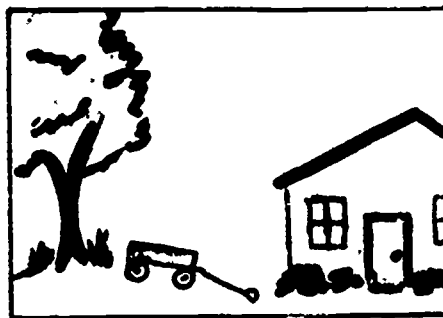
Sample Test Items

Say to the child:

"Where is the tree?"

"Point to the wagon."

"Show me the house."

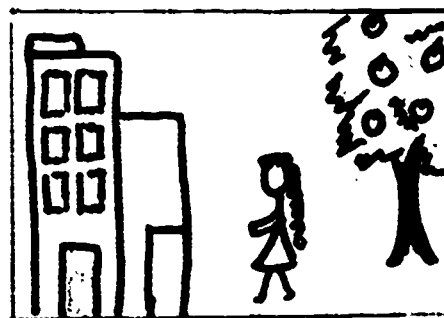


Ask the child to:

Tell something about the tree.

Tell two things about the building.

Tell three things about the girl.



Pre Reading (Continued)

Skill Description

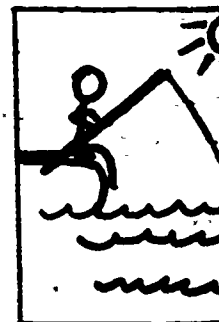
1204 Interpreting the content of the picture

Criterion Referenced Items

Given a picture, the pupil will tell what is happening in each picture with 100% accuracy.

Sample

Ask the pupil to tell



1205 Discriminating between the whole and each of its parts

Given a picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts with an accuracy level of 100%.

Ask the pupil to:
"Tell me what the picture is about."
"Name three things in the picture."



1206 Determining what object is missing from a whole

Given a series of pictures, each having a missing part, the pupil is expected to identify the missing parts. A score of 80% (4 of 5) is acceptable.

Draw the part that is missing.



Continued)

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Criterion
Referenced Items

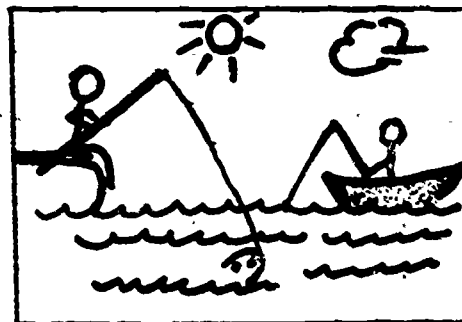
Given a picture, the pupil will tell what is happening in each picture with 100% accuracy.

Given a picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts with an accuracy level of 100%.

Given a series of pictures, each having a missing part, the pupil is expected to identify the missing parts. A score of 80% (4 of 5) is acceptable.

Sample Test Items

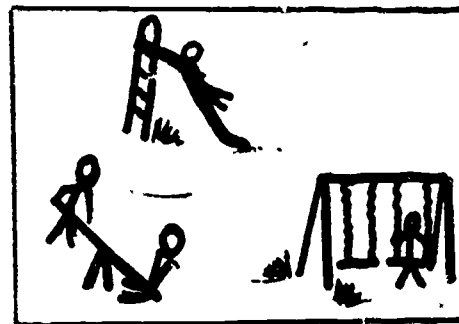
Ask the pupil to tell what this picture is about.



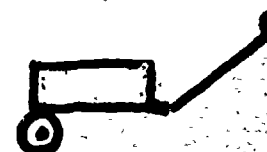
Ask the pupil to:







"Tell me what the picture is about."

"Name three things you see in the picture."



Draw the part that is missing from each object



<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1207 Determining the whole through arranging together its separate parts	Given a puzzle with 4-16 pieces the pupil is expected to arrange the pieces together in such a way as to form a composite picture with an accuracy level of 100%.	Fit the pieces together 
1208 Observing likenesses and differences among pictures	Given a series of five pictures of which one differs from the other four, the pupil will underline the picture that is different. Accuracy level is 100%.	Draw a line under the others. <ol style="list-style-type: none"><li data-bbox="1211 711 1510 781">1. <li data-bbox="1211 786 1510 855">2. <li data-bbox="1211 860 1510 930">3. <li data-bbox="1211 935 1510 1005">4. <li data-bbox="1211 1010 1510 1079">5. 
1209 Matching lower and upper case forms of the alphabet: (Aa-Ff)	Given two sets of cards containing the lower and upper case letters A-F, the pupil matches the lower case letters with their upper case counterparts. Accuracy level 100%	Give the pupil two sets of cards, one set contains the lower case letters and the other contains the letters A-F. Put them in order. Ask the pupil to match the lower case letters with their upper case counterparts.

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Criterion
Referenced Items

Given a puzzle with 4-16 pieces the pupil is expected to arrange the pieces together in such a way as to form a composite picture with an accuracy level of 100%.

Given a series of five pictures of which one differs from the other four, the pupil will underline the picture that is different. Accuracy level is 100%.

Given two sets of cards containing the lower and upper case letters A-F, the pupil matches the lower case letters with their upper case counterparts. Accuracy level 100%

Sample Test Items

Fit the pieces together to make a picture.



Draw a line under the picture that is not like the others.

- 1.
- 2.
- 3.
- 4.
- 5.

Give the pupil two sets of cards, one of which contains the lower case forms of the letters a-f and the other containing the upper case forms of the letters A-F. Present them in scrambled order. Ask the pupil to match the lower case forms of the letters with their upper case counterparts.

Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1210 Recognizing lower and upper case forms of the alphabet: (Aa-Ff)	Given the letters A-F, the pupil will select the proper letter as it is named. Accuracy level 100%	Provide the pupil with cards a-f. Ask him to as it is named. The upper case letters A-F
1211 Naming upper and lower case forms of the alphabet: (Aa-Ff)	Given the letters A-F, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	Hold up letters one at a time on case letter cards a-f. Name the letters as they are presented. Accuracy level 100%. This is to be done with upper
1212 Matching lower and upper case forms of the alphabet: (Gg-Ll)	Given two sets of cards containing the lower and upper case letters G-L, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters
1213 Recognizing lower and upper case forms of the alphabet: (Gg-Ll)	Given letters G-L of the alphabet, the pupil will select the proper letter as it is named. Accuracy level 100%.	See 1209. Use letters

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Criterion
Referenced Items

Given the letters A-F, the pupil will select the proper letter as it is named. Accuracy level 100%

Given the letters A-F, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%

Given two sets of cards containing the lower and upper case letters G-L, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%

Given letters G-L of the alphabet, the pupil will select the proper letter as it is named. Accuracy level 100%.

Sample Test Items

Provide the pupil with a set of lower case letter cards a-f. Ask him to choose the correct letter as it is named. The same is to be done with upper case letters A-F.

Hold up letters one at a time from a set of lower case letter cards a-f. Ask the pupil to name the letters as they are shown to him. The same is to be done with upper case letters A-F.

See 1208. Use letters g-l, G-L.

See 1209. Use letters g-l, G-L.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1214 Naming upper and lower case forms of the alphabet: (Gg-Ll)	Given the letters G-L, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	See 1210. Use letter
1215 Matching upper and lower case forms of the alphabet: (Mm-Rr)	Given two sets of cards containing the upper and lower case letters M-R, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letter
1216 Recognizing upper and lower case forms of the alphabet: (Mm-Rr)	Given the letters M-R, the pupil will select the proper letter as it is named. Accuracy level 100%	See 1209. Use letter
1217 Naming upper and lower case forms of the alphabet: (Mm-Rr)	Given letters M-R, one at a time in random sequence, the pupil will name each letter presented. Accuracy level: 100%	See 1210. Use letter

Continued)

<u>Option</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Upper and lower forms of the alphabet:	Given the letters G-L, one at a time in random sequence, the pupil will name each letter presented. Accu- racy level 100%	See 1210. Use letters g-l, G-L.
Upper and lower forms of the alphabet:	Given two sets of cards containing the upper and lower case letters M-R, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters m-r, M-R.
Upper and forms of the (m-Rr)	Given the letters M-R, the pupil will select the proper letter as it is named. Accuracy level 100%	See 1209. Use letters m-r, M-R.
Upper and lower forms of the alphabet:	Given letters M-R, one at a time in random sequence, the pupil will name each letter presented. Accuracy level: 100%	See 1210. Use letters m-r, M-R.

Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>															
1218 Matching upper and lower case forms of the alphabet: (Ss-Zz)	Given two sets of cards containing the upper and lower case letters S-Z, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters s-															
1219 Recognizing upper and lower case forms of the alphabet:(Ss-Zz)	Given the letters S-Z, the pupil will select the proper letter as it is named. Accuracy level 100%	See 1209. Use letters s-															
1220 Naming upper and lower case forms of the alphabet: (Ss-Zz)	Given the letters S-Z, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	See 1210. Use letters s-															
1221 Selecting lower and upper case forms of letters when presented.	Given five series of letters in either their lower or upper case forms, the pupil will circle the two letters in each series that have the same name. Accuracy level 100%	Call attention to each row the pupils to circle the two same name. <table data-bbox="1279 1341 1508 1497"> <tr> <td>a</td> <td>m</td> <td>f</td> </tr> <tr> <td>M</td> <td>m</td> <td>n</td> </tr> <tr> <td>v</td> <td>w</td> <td>M</td> </tr> <tr> <td>B</td> <td>b</td> <td>d</td> </tr> <tr> <td>C</td> <td>O</td> <td>G</td> </tr> </table>	a	m	f	M	m	n	v	w	M	B	b	d	C	O	G
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M	m	n															
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Criterion
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Given two sets of cards containing the upper and lower case letters S-Z, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%

Given the letters S-Z, the pupil will select the proper letter as it is named. Accuracy level 100%

Given the letters S-Z, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%

Given five series of letters in either their lower or upper case forms, the pupil will circle the two letters in each series that have the same name. Accuracy level 100%

Sample Test Items

See 1208. Use letters s-z, S-Z.

See 1209. Use letters s-z, S-Z.

See 1210. Use letters s-z, S-Z.

Call attention to each row of letters. Instruct the pupils to circle the two letters that have the same name.

a	m	f	A	b
M	m	n	H	u
v	w	M	W	n
B	b	d	P	g
C	O	G	p	o

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1222 Distinguishing between letters grossly different in shape and configuration: lower case	Given five pairs of lower case letters grossly different in shape and configuration, the pupil will circle the letter named. Accuracy level 100%	Call attention to each the pupils to: "Look at the sets of letters around the letter named: c-w p-v e-f
1223 Distinguishing between letters grossly different in shape and configuration: upper case	Given five pairs of upper case letters grossly different in shape and configuration, the pupil will circle the letter called out. Accuracy level 100%	Ask the pupils to: "Look at the set of letters around the letter named: A-S T-W P-
1224 Selecting the lower case letter different in configuration	Given a series of five lower case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter. Accuracy level 100%	Instruct the pupils to: "Look at each set of letters the letter in each set: ocooo mnnn

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Given five pairs of lower case letters grossly different in shape and configuration, the pupil will circle the letter named. Accuracy level 100%

Given five pairs of upper case letters grossly different in shape and configuration, the pupil will circle the letter called out. Accuracy level 100%

Given a series of five lower case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter. Accuracy level 100%

Sample Test Items

Call attention to each row of letters. Instruct the pupils to:

"Look at the sets of letters. Draw a circle around the letter named in each set."

c-w p-v e-f h-i r-x

Ask the pupils to:

"Look at the set of letters. Draw a circle around the letter named in each set."

A-S T-W P-U X-O Y-C

Instruct the pupils to:

"Look at each set of letters. Draw a line under the letter in each set that is not like the others."

o o o o

b b d b b

w w w w w

m n n n

g g g g g

Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
1225 Selecting the upper case letter different in configuration	Given a series of five upper case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter. Accuracy level 100%	Instruct the pupils to: "Look at each set of letters and underline the letter in each set that is different from the others." RRPRR FER GGGCG

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Criterion
Referenced Items

Given a series of five upper case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter.
Accuracy level 100%

Sample Test Items

Instruct the pupils to:

"Look at each set of letters. Draw a line under the letter in each set that is not like the others.

RRPRR FEEEE OQOOO
GGGCG WWWWM

General Objective

1300 Auditory Concept Development

Given concentrated instruction in auditory development by the first grade, each student will demonstrate his understanding of auditory discrimination in conditions of sound, similar sounding words, concept of rhyme and initial consonant sounds by completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1301 Auditorily discriminating conditions of sound	Given various sounds, the pupil will discriminate between soft, loud, high, low.	<p>Make two sounds, one soft, one loud. (Clap hands, stomp feet) Ask the pupil to tell which is soft.</p> <p>Make two sounds, one high, one low. (Use a pitch pipe, sing a note) record with sounds of a whistle Ask the pupil to tell which is low.</p>
1302 Auditorily discriminating between similar sounding words	Given a series of five sets of words similar in sound, the pupil will determine whether each pair of words is the same or different.	<p>Instruct the pupil to listen to the words and tell if the words are the same or different.</p> <p>hat pen rug pat bear</p>

General Objective

1300 Auditory Concept Development

Given concentrated instruction in auditory development by the first grade, each student will demonstrate his understanding of auditory discrimination in conditions of sound, similar sounding words, concept of rhyme and initial consonant sounds by completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

Criterion
Referenced Items

Given various sounds, the pupil will discriminate between soft, loud, high, low.

Given a series of five sets of words similar in sound, the pupil will determine whether each pair of words is the same or different.

Sample Test Items

Make two sounds, one loud, one soft. (Clap hands, stomp feet, hit desk.) Ask the pupil to tell which sound is loud and which is soft.

Make two sounds, one high, one low. (Use a pitch pipe, sing, or whistle, play record with sounds already produced.) Ask the pupil to tell which sound is high and which is low.

Instruct the pupil to listen to the pairs of words and tell if they are alike or not alike.

hat - hit
pen - hen
rug - rug
sat - sag
bear - bear

Skill Description

1303 Identifying pictures whose names have the same ending sound

1304 Developing the concept of rhyme

1305 Identifying words that have

the same ending sound(rhyme) five familiar words, the pupil says

Criterion
Referenced Items

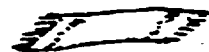
Given five rows of pictures in trios, the pupil underlines the two pictures whose names rhyme. Accuracy level is 80% (4 of 5 correct).

Given series of three words orally, two of which rhyme, the pupil will repeat the rhyming words. Accuracy level is 100%.

Given oral presentation of a list of a word that rhymes with each word dictated. Accuracy level is 100%.

Sarr

Instruct the pupil to identify pictures whose names rhyme.



Tell the pupil to identify the two words that rhyme.

ran, fan
rock, sock
toe, shoe
bee, tree
get red

Instruct the pupil to identify a word that rhymes with the word

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same end-

Criterion
Referenced Items

Given five rows of pictures in trios,
the pupil underlines the two pictures
whose names rhyme. Accuracy
level is 80% (4 of 5 correct).

concept of

Given series of three words orally,
two of which rhyme, the pupil will
repeat the rhyming words. Accu-
racy level is 100%.

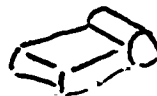
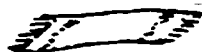
ds that have

sound(rhyme) five familiar words, the pupil says

a word that rhymes with each word
dictated. Accuracy level is 100%.

Sample Test Items

Instruct the pupil to draw a line under the two
pictures whose names sound alike at the end
(rhyme).


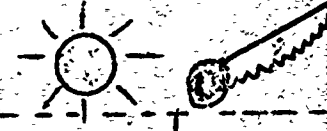
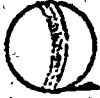



Tell the pupil to listen to the words. Tell
the two words that sound alike at the end
(rhyme).

ran, fat, man
rock, sock, tack
toe, sun, gun
bee, two, tree
get red, bed

Instruct the pupil to listen to the word I say.
Tell me a word that rhymes (sounds alike at
end) with the word you hear.

man
fit
hen
sun
cake

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1306 Recognizing initial consonant sounds from words presented orally	Given oral presentation of five pairs of words, the pupil identifies the pairs which begin with the same sound and those beginning with different sounds by saying "same" or "different". Accuracy level is 100%.	Instruct the pupil to If the words begin (s) say "same". house, two, fo cat, ca pony, p see, ta
1307 Recognizing initial consonant sounds from visual presentation	Shown five pairs of two pictures, the pupil tells which begin with the same sound and which begin with different sounds by saying "same" or "different". Accuracy level is 100%.	Ask pupils to look at them to say the name which pictures begin sound and which picture same sound.  
1308 Discriminating initial consonant sounds (pictures)	Given five objects or pictures, the pupil selects all those which begin with the same sound. Accuracy level is 100%.	Ask the pupils to look name them. Find the begin with the same  

Criterion
Referenced Items

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words

Given oral presentation of five pairs of words, the pupil identifies the pairs which begin with the same sound and those beginning with different sounds by saying "same" or "different". Accuracy level is 100%.

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visual

Shown five pairs of two pictures, the pupil tells which begin with the same sound and which begin with different sounds by saying "same" or "different". Accuracy level is 100%.

tial
pictures)

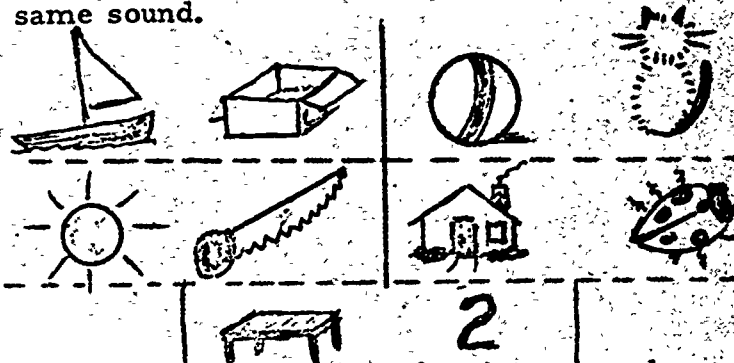
Given five objects or pictures, the pupil selects all those which begin with the same sound. Accuracy level is 100%.

Sample Test Items

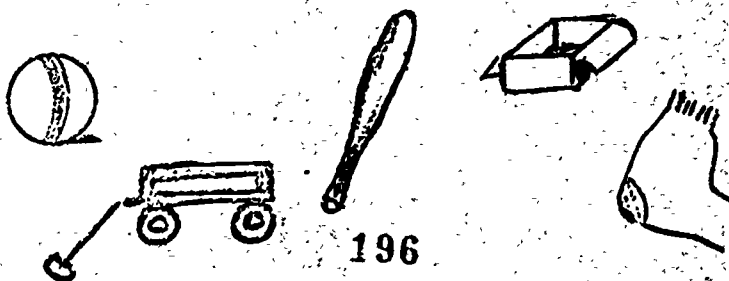
Instruct the pupil to listen to each word pair. If the words begin (start) with the same sound say "same".

house, here
two, four
cat, car
pony, pot
see, take

Ask pupils to look at the pictures. Instruct them to say the names of the pictures. Tell which pictures begin (start) with the same sound and which pictures do not start with the same sound.



Ask the pupils to look at the pictures and name them. Find the pictures whose names begin with the same sound.



<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1309 Identifying initial consonant sounds (letters b, m, f, t, p)	Given the letter sounds (b), (m), (f), (t), (p), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sound _____ the pupil to say a word which begins with each letter sound. b,
1310 Identifying initial consonant sounds (letters r, d, s, c, h)	Given the letter sounds (r), (d), (s), (c) and (h), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sound _____ the pupil to say a word which begins with each letter sound. r,
1311 Identifying initial consonant sounds (letters l, n, w, g, v, j)	Given the letter sounds (l), (n), (w), (g), (v), (j), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sound _____ the pupil to say a word which begins with each letter sound. l,

ued)

on

al conso-

ters b, m,

al consonant

r, d, s, c,

al consonant

l, n, w, g,

Criterion
Referenced Items

Given the letter sounds (b), (m), (f), (t), (p), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.

Given the letter sounds (r), (d), (s), (c) and (h), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.

Given the letter sounds (l), (n), (w), (g), (v), (j), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.

Sample Test Items

As the letter sounds are given one at a time, the pupil to say a word that begins with each letter sound.

b, m, f, t, p

As the letter sounds are given one at a time, the pupil to say a word that begins with each letter sound.

r, d, s, c, h

As the letter sounds are given one at a time, the pupil to say a word that begins with each letter sound.

l, n, w, g, v, j

PERCEPTION SKILLS

General Objective

2100 Perceptual Skill Development

Given concentrated instruction in perceptual skill development, by the end of the second grade each student will auditorily and visually differentiate between directions and among colors, sizes, shapes, and sounds by completing each criterion-referenced item in each area with at least 80% accuracy.

Skill Description

2101 Naming basic forms:

squares, triangles, rectangles, circles, ellipses, crosses, diamonds, and lines

Criterion Referenced Items

Given the basic forms and line segments at random, the pupil will name each as it is presented. Accuracy level is 8 of 10 (80%).

Sample Test

Ask pupil to:
Name each basic form.



PERCEPTION SKILLS

General Objective

2100 Perceptual Skill Development

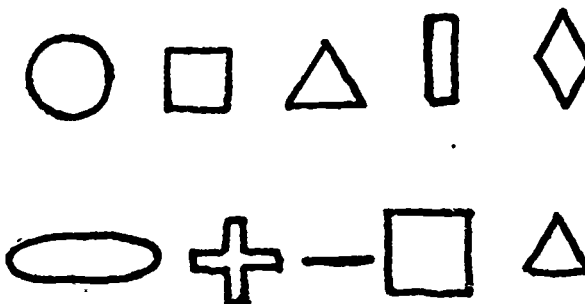
Given concentrated instruction in perceptual skill development, by the end of the second grade each student will auditorily and visually differentiate between directions and among colors, sizes, shapes, and sounds by completing each criterion-referenced item in each area with at least 80% accuracy.

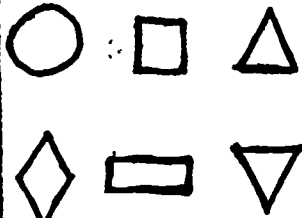
Criterion
Referenced Items

Given the basic forms and line segments at random, the pupil will name each as it is presented. Accuracy level is 8 of 10 (80%).

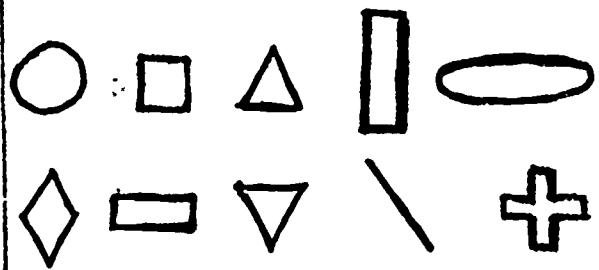
Sample Test Items

Ask pupil to:
Name each basic form.



<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
2102 Matching descriptions to forms: squares, triangles, rectangles, circles, ellipses, crosses, diamonds and lines	Give a series of figures including the basic forms, the pupil is expected to select appropriately the shape described. Accuracy level is 100%.	Place these basic forms: square, triangle, circle, cross, diamond, line. Instruct pupil to pick: 1. A shape with four equal sides. 2. A shape with four equal sides and four right angles. 3. Three sided object. 4. Round object. 5. Four diagonal lines.
2103 Reproduce basic forms: a square, a triangle, a rectangle, a circle, an ellipse, a cross, a diamond and a diagonal line	Given a series of objects representing shapes and lines the pupil is expected to reproduce each shape and line giving each its proper number of sides and shape. Accuracy level is 8 of 10 (80%).	Place each shape before the pupil to reproduce each shape. 
2104 Naming the nine colors: red, blue, yellow, green, orange, brown, purple, black, white	Given a series of colored objects the pupil is expected to name orally the color of the object. Accuracy level 100%	Present objects or pictures of a specific color. Ask the pupil to name the color of each object.

Continued)










<u>Question</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Descriptions to squares, triangles, circles, lines	Give a series of figures including the basic forms, the pupil is expected to select appropriately the shape described. Accuracy level is 100%.	Place these basic forms in front of the pupil: square, triangle, circle, rectangle, ellipse, cross, diamond, line. Instruct pupil to pick out: 1. A shape with four equal sides. 2. A shape with four sides; opposite sides are equal. 3. Three sided object meeting in points. 4. Round object. 5. Four diagonal lines meeting in points.
Basic forms: a square, a rectangle, an ellipse, diamond and a line	Given a series of objects representing shapes and lines the pupil is expected to reproduce each shape and line giving each its proper number of sides and shape. Accuracy level is 8 of 10 (80%).	Place each shape before the pupil. Instruct him to reproduce each shape and line. 
Basic colors: red, yellow, green, purple,	Given a series of colored objects the pupil is expected to name orally the color of the object. Accuracy level 100%	Present objects or pictures each representing a specific color. Ask the pupil to identify the color of each object or picture.

Perception Skills (Continued)





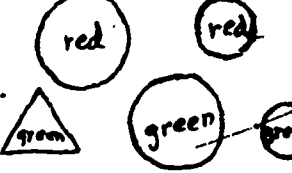
<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
2105 Discriminating between the nine basic colors: red, blue, yellow, green, orange, brown, purple, black, white	Given a worksheet containing outlines of pictures, the pupil is expected to color each picture appropriately according to direction. Accuracy level is 100%.	Instruct the pupil to: Color each picture as follows: 1. Make the 2. Make the 3. Make the 4. Make the 5. Make the 6. Make the 7. Make the 8. Make the 9. Make the



Continued)

Question	Criterion Referenced Items	Sample Test Items
<p>g between the</p> <p>ors: red, blue,</p> <p>a, orange,</p> <p>e, black, white</p>	<p>Given a worksheet containing out- lines of pictures, the pupil is expect- ed to color each picture appropriately according to direction. Accuracy level is 100%.</p>	<p>Instruct the pupil to: Color each picture as directed.</p> <ol style="list-style-type: none"> 1. Make the  purple. 2. Make the  blue. 3. Make the  orange. 4. Make the  green. 5. Make the  yellow. 6. Make the  red. 7. Make the  brown. 8. Make the  black. 9. Make the  white.

Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
<p>2106 Discriminating between sizes of objects: big-little, large-small, tall-short, thick-thin</p>	<p>Given pictures of pairs of objects differing in size, the pupil is expected to mark the appropriate one according to oral descriptions.</p> <p>Accuracy level is 100%.</p>	<p>Give pupil a worksheet of different sizes. Actions given orally.</p>  <p>1.</p>  <p>3.</p> <ol style="list-style-type: none"> Put an X over the Put an X over the Put an X over the Put an X over the
<p>2107 Discriminating between objects varying in size, shape and color</p>	<p>Given sets of objects varying in size, shape and color, the pupil is expected to mark the appropriate one according to direction. Accuracy level is 100%.</p>	<p>Instruct the pupil to and mark the one des</p>   <p>1.</p>  <p>3.</p> <ol style="list-style-type: none"> Mark the big, red Mark the small, Mark the little gr Mark the tall bro

(Continued)

tion

ng between

cts: big-little,

tall-short,

ng between

ng in size,

olor

Criterion
Referenced Items

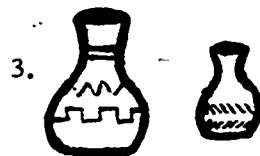
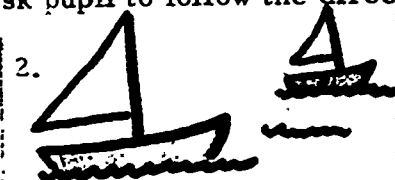
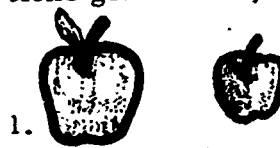
Given pictures of pairs of objects differing in size, the pupil is expected to mark the appropriate one according to oral descriptions.

Accuracy level is 100%.

Given sets of objects varying in size, shape and color, the pupil is expected to mark the appropriate one according to direction. Accuracy level is 100%.

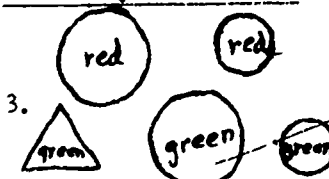
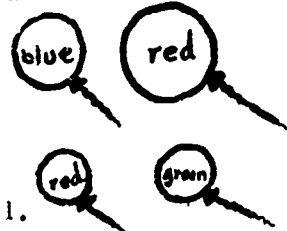
Sample Test Items

Give pupil a worksheet containing pairs of objects of different sizes. Ask pupil to follow the directions given orally.



1. Put an X over the bigger apple.
2. Put an X over the smaller boat.
3. Put an X over the taller vase.
4. Put an X over the thicker tree trunk.

Instruct the pupil to look at each set of objects and mark the one described.



1. Mark the big, red balloon.
2. Mark the small, square book.
3. Mark the little green circle.
4. Mark the tall brown building.

Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
2108 Recognizing lower and upper case forms of the alphabet	Given lower and upper case forms of the alphabet in random sequence, the pupil is expected to choose the appropriate letter and case as presented to him. Accuracy level is 100%.	Present the upper and lower case forms of the alphabet in a random sequence and ask the pupil to select: 1. the capital B 2. the little e 3. the little h 4. the capital S etc. until the entire alphabet.
2109 Identifying lower and upper case forms of the alphabet	Shown letters of the alphabet one at a time, in random sequence, the pupil will name each letter presented. Accuracy level is 100%.	Ask the pupil to: Name the following letters: a R P S t b e g i l h n r q O E D c f (etc.)
2110 Matching lower and upper case forms of the alphabet	Given five sets of five upper and lower case forms the pupil is expected to name each of the letters and circle the two in each set that have the same name. Accuracy level is 100%.	Instruct the pupil to name the two that have the same name: B f e T a m f A M m n H v W O w C D d G

continued)

on	Criterion <u>Referenced Items</u>	<u>Sample Test Items</u>
er and ns of the	Given lower and upper case forms of the alphabet in random sequence, the pupil is expected to choose the appropriate letter and case as presented to him. Accuracy level is 100%.	Present the upper and lower case forms of the alphabet in a random sequence. Instruct the pupil to select: 1. the capital B 2. the little e 3. the little h 4. the capital S etc. until he has completed the entire alphabet.
r and upper e alphabet	Shown letters of the alphabet one at a time, in random sequence, the pupil will name each letter presented. Accuracy level is 100%.	Ask the pupil to: Name the following letters (ali 26). a R P S t b e g i l o p A C E d h n r q O E D c f j m k K L N (etc.)
and upper e alphabet	Given five sets of five upper and lower case forms the pupil is expected to name each of the letters and circle the two in each set that have the same name. Accuracy level is 100%.	Instruct the pupil to name each letter and circle the two that have the same name. B f e T F a m f A b M m n H u v W O w r C D d G o

PS-6
Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
2111 Distinguishing between letters grossly different in shape and configuration	Given five sets of letters different in shape and configuration, the pupil will circle the letter named. Accuracy level is 100%.	Ask pupil to look at the one named. 1) G p m W o 2) t B L R s 3) x a M T g 4) J E h p z 5) n V Q b i
2112 Differentiating between letters similar in configuration	Given five series of letters one of which differs from the other four in configuration, the pupil will circle the odd letter. Accuracy level is 100%.	Instruct the pupil to like the others in e b b b w w m z z n p p p m n m
2113 Identifying words similar in form but easily confused when directionality is not established	Given pairs of words similar in form, the pupil will underline the words dictated to him. Accuracy level is 4 of 5 (80%).	Ask the pupil to und was - there - not - grill - dog -

(Continued)

Description

Criterion
Referenced Items

Sample Test Items

ing between

Given five sets of letters different

Ask pupil to look at each set of letters and circle the one named.

ly different in

in shape and configuration, the

1) G p m W o

1. P

onfiguration

pupil will circle the letter named.

2) t B L R s

2. L

3) x a M T g

3. g

4) J E h p z

4. J

Accuracy level is 100%.

5) n V Q b i

5. Q

ing between

Given five series of letters one of

Instruct the pupil to circle the letter that is not like the others in each set.

ilar in configu-

which differs from the other four in

configuration, the pupil will circle

b b b d b

w w m w w

z z n z z

p p p p g

m n m m m

the odd letter. Accuracy level is

100%.

words similar

Given pairs of words similar in

Ask the pupil to underline the word named.

easily confused

form, the pupil will underline the

was - saw

there - three

not - ton

grill - girl

dog - god

ionality is not

words dictated to him. Accuracy

level is 4 of 5 (80%).


Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
<p>2114 Distinguishing between words similar in form but easily confused when directionality is not established</p>	<p>Given a series of words similar in form and configuration, the pupil is to circle the word in each series that is different from the other words.</p> <p>Accuracy level is 100%.</p>	<p>Instruct the pupil to read and circle the one that is different from the others in the series.</p> <ol style="list-style-type: none"> 1. on on no on 2. top pot top to 3. form from fro 4. ship ship ship 5. boy dog boy b
<p>2115 Associating objects with sounds they make</p>	<p>Shown a picture of an object and a set of sounds - one of which the object can make, the pupil will associate the sound with the object.</p> <p>Accuracy level is 100%.</p>	<p>Ask pupil to look at picture and to a recording of familiar sounds. Pupil hears a sound that goes with the picture. Ask him to verbally identify the sound.</p> <p>dogs bark cats meow bells ring birds sing whistle blow</p>
<p>2116 Distinguishing between left and right</p>	<p>After being given a series of experiences in left-and-right orientation, the pupil will demonstrate his knowledge of left and right by participating in a series of L-R exercises.</p> <p>Accuracy level is 100%.</p>	<p>Ask the pupil to list and perform the tasks.</p> <ol style="list-style-type: none"> 1. Raise your right hand 2. Touch your nose 3. Pull your right ear 4. Take two steps to the left 5. Close your left eye

s (Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>ing between ilar in form but used when direc- not established</p>	<p>Given a series of words similar in form and configuration, the pupil is to circle the word in each series that is different from the other words.</p> <p>Accuracy level is 100%.</p>	<p>Instruct the pupil to look at each series of words and circle the one that is different from the others in the series.</p> <ol style="list-style-type: none"> 1. on on no on on 2. top pot top top top 3. form from from from from 4. ship ship ship skip ship 5. boy dog boy boy boy
<p>g objects with y make</p>	<p>Shown a picture of an object and a set of sounds - one of which the object can make, the pupil will associate the sound with the object.</p> <p>Accuracy level is 100%.</p>	<p>Ask pupil to look at the five pictures and listen to a recording of familiar sounds. When he hears a sound that goes with the picture, ask him to verbally identify the sound. ✓✓</p> <p>dogs barking cats meowing bells ringing birds singing whistle blowing</p>
<p>ing between ght</p>	<p>After being given a series of experiences in left-and-right orientation, the pupil will demonstrate his knowledge of left and right by participating in a series of L-R exercises.</p> <p>Accuracy level is 100%.</p>	<p>Ask the pupil to listen to the directions given and perform the tasks.</p> <ol style="list-style-type: none"> 1. Raise your right foot. 2. Touch your nose with your left hand. 3. Pull your right ear. 4. Take two steps to the left. 5. Close your left eye.

PS-8
Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
21.7 Demonstrating ability to progress from left to right on a diagrammatic scheme	Given a dot-to-dot outline which necessitates the pupil progressing from left to right to complete it, the pupil will demonstrate his ability to do so by completing the exercise. Accuracy level is 100%.	Instruct the pupil he makes the road Start 

Description

Illustrating ability to
move from left to right
in a grammatic scheme

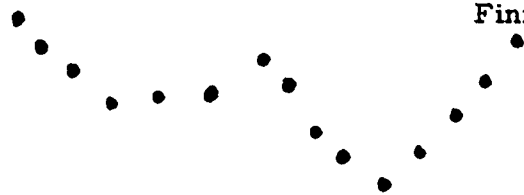
Criterion
Referenced Items

Given a dot-to-dot outline which necessitates the pupil progressing from left to right to complete it, the pupil will demonstrate his ability to do so by completing the exercise. Accuracy level is 100%.

Sample Test Items

Instruct the pupil to move from dot-to-dot until he makes the road. —

Start





Finish

PERCEPTION SKILLS

General Objective

2200 Perception of Relationships

Given concentrated instruction in the development of the perception of sequence and of part-whole and sound-symbol relationships, by the end of the third year each student will demonstrate his understanding of such relationships by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
2201 Determining figure-ground relationships	Given basic shapes superimposed upon one another the pupil demonstrates his ability to see each shape separated by drawing around shapes described. Accuracy level is 8 of 10 (80%).	<p>Instruct pupil to.</p> <p>Draw a red ring a</p>  <p>Draw a blue ring a</p>  <p>Draw a green ring</p>

Continued)

PERCEPTION SKILLS

General Objective

2200 Perception of Relationships

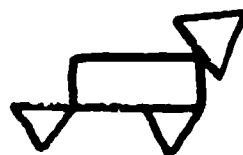
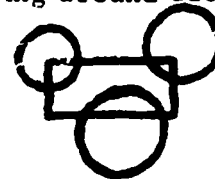
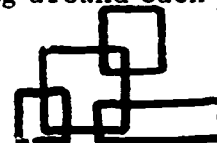
Given concentrated instruction in the development of the perception of sequence and of part-whole and sound-symbol relationships, by the end of the third year each student will demonstrate his understanding of such relationships by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

ItemCriterion
Referenced ItemsSample Test Items

Figure-ground

Given basic shapes superimposed upon one another the pupil demonstrates his ability to see each shape separated by drawing around shapes described. Accuracy level is 8 of 10 (80%).

Instruct pupil to.

Draw a red ring around each triangle you see.Draw a blue ring around each circle you see.Draw a green ring around each square you see.

PS-10
Perception Skills (Continued)

Skill Description

2202 Discriminating between the whole and each of its parts

Criterion Referenced Items

Given a composite picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts. Accuracy level is 100%.

2203 Determining what parts are missing from a whole

Given a picture with parts missing, the pupil is expected to identify the missing part. Accuracy level is 4 of 5 (80%).

Sa

Say to the pupil:
"What is the picture in the picture."



Find the missing



(Continued)

ption

ng between the
ch of its parts

what par.

om a whole

Criterion
Referenced Items

Given a composite picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts. Accuracy level is 100%.

Given a picture with parts missing, the pupil is expected to identify the missing part. Accuracy level is 4 of 5 (80%).

Sample Test Items

Say to the pupil:




"What is the picture about?" Name three things in the picture.



Find the missing part.



Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
2204 Determining the whole through arranging together its separate parts	Given a puzzle with 17-30 separate pieces, the pupil is expected to arrange the pieces together in such a way as to form a composite picture. 100% accuracy level	Provide a puzzle. 
2205 Developing picture sequentialization	Given a set of four pictures illustrating the building or development of an object presented in random sequence the pupil is expected to rearrange the pictures in proper sequence from the beginning of the project to its end. Accuracy level 100%	Tell the pupil that he will build a house. Ask him to arrange the pictures in order to build a house.  

(Continued)

Description	Criterion Referenced Items	Sample Test Items
<p>g the whole</p> <p>anging together</p> <p>e parts</p>	<p>Given a puzzle with 17-30 separate pieces, the pupil is expected to arrange the pieces together in such a way as to form a composite picture. 100% accuracy level</p>	<p>Provide a puzzle. Ask pupil to put it together.</p>
<p>picture sequen-</p>	<p>Given a set of four pictures illustrating the building or development of an object presented in random sequence the pupil is expected to rearrange the pictures in proper sequence from the beginning of the project to its end. Accuracy level 100%</p>	<p>Tell the pupil that these pictures show how to build a house. Ask him to arrange these four pictures in order to show how the house is built.</p>
		<div data-bbox="972 357 1340 641" data-label="Image"> </div> <div data-bbox="862 812 1168 1128" data-label="Image"> </div> <div data-bbox="1293 982 1497 1128" data-label="Image"> </div> <div data-bbox="878 1209 1160 1518" data-label="Image"> </div> <div data-bbox="1293 1323 1497 1518" data-label="Image"> </div>

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
2206 Developing a sense of letter sequence to form words	Given a list of ten familiar words presented in scrambled letter sequence, the pupil is expected to rearrange the letters to form known words. Accuracy level is 8 of 10 (80%)	Ask pupil to look at the scrambled letters
2207 Recalling phrases presented visually	Given a set of ten sight phrases presented with flash cards, the pupil will study each phrase for 15 seconds and recall it. Accuracy level is 8 of 10 (80%)	Ask pupil to look at the phrases after ten seconds. <ol style="list-style-type: none"> 1. did not go 2. with us 3. about it 4. in the room 5. on the floor 6. the little boy 7. the yellow car 8. a big house 9. my mother 10. a new book

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>ing a sense of sequence to form</p>	<p>Given a list of ten familiar words presented in scrambled letter sequence, the pupil is expected to rearrange the letters to form known words. Accuracy level is 8 of 10 (80%)</p>	<p>Ask pupil to look at each word and rearrange the scrambled letters to make known words</p> <p>ta rna meoc lbal kolo ylap erohtm tno gte eht</p>
<p>ng phrases pre- visually</p>	<p>Given a set of ten sight phrases presented with flash cards, the pupil will study each phrase for 15 seconds and recall it. Accuracy level is 8 of 10 (80%)</p>	<p>Ask pupil to look at each phrase then recall phrases after the phrase cards are removed</p> <ol style="list-style-type: none"> 1. did not go 2. with us 3. about it 4. in the room 5. on the floor 6. the little boy 7. the yellow cat 8. a big house 9. my mother 10. a new book

Perception Skills (Continued)

<u>Skill Description</u>	<u>Referenced Items</u>	<u>Sam</u>
2208 Arranging words into simple sentences	Given a series of words, the pupil will rearrange the words in each row to form sentences. Accuracy level is 4 of 5 (80%).	Ask pupil to look at and arrange them to make 1. play children 2. Blacky name 3. pond swim 4. red my new 5. book blue des
2209 Developing awareness of phrases and their relationship to sentences	Given a series of ten sight phrases, the pupil will join a phrase from Column A with a phrase from Column B to form five complete sentences. Accuracy level is 4 of 5 (80%).	Instruct the pupil to join A with a phrase from Column B to form a complete sentence. A Ben is A squirrel A farmer lives The bird is sitting fish swim
2210 Auditorily distinguishing between words similar in sound and form	Given a series of ten sets of words similar in sound, the pupil will determine whether each pair of words is the same or different. Accuracy level 80% (4 out of 5)	Ask the pupil to listen and read. He is to tell which words called are the same 1. want-went 2. come-come 3. house-horse 4. took-look 5. yes-yes

(Continued)

DescriptionReferenced ItemsSample Test Items

words into

Given a series of words, the pupil will rearrange the words in each row to form sentences. Accuracy level is 4 of 5 (80%).

Ask pupil to look at each row of words and rearrange them to make a sentence.

ences

1. play children like to.
2. Blacky name dog's the is.
3. pond swim in ducks the.
4. red my new dress is.
5. book blue desk is my the in.

awareness of

Given a series of ten sight phrases, the pupil will join a phrase from

Instruct the pupil to join a phrase from Column A with a phrase from Column B to make a complete sentence.

d their relation-

Column A with a phrase from Column B to form five complete sentences. Accuracy level is 4 of 5 (80%).

A	B
Ben is	on a farm.
A squirrel	on her nest.
A farmer lives	a little boy.
The bird is sitting	in a pond.
Fish swim	hides nuts.
	above the clouds.
	Ann's sister.

ences

distinguishing

Given a series of ten sets of words similar in sound, the pupil will determine whether each pair of words is the same or different. Accuracy level 80% (4 out of 5)





Ask the pupil to listen as each pair of words is read. He is to tell whether the two words called are the same or different.

rds similar in

- | | |
|----------------|-----------------|
| 1. want-went | 6. some-same |
| 2. come-come | 7. like-like |
| 3. house-horse | 8. clown-brown |
| 4. took-look | 9. mad-made |
| 5. yes-yes | 10. there-there |

orm

Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
2211 Auditorily identifying the initial sounds of words	As the pupil listens to words dictated he writes down the symbol that stands for the initial sound of each word. Accuracy level is 100%.	Ask the pupil to v sound heard in th 1. <u>b</u> oy 2. <u>f</u> ast 3. <u>g</u> o 4. <u>s</u> aw 5. <u>m</u> an
2212 Visually identifying words beginning with the same sound	Given a series of pictures of familiar objects, the pupil is expected to match two pictures beginning with the same sounds thus identifying five pairs of words. Accuracy level is 100%.	Ask the pupil to according to the    

Description

Identifying the
initial sounds of words

Identifying words
beginning with the same

Criterion
Referenced Items

As the pupil listens to words dictated he writes down the symbol that stands for the initial sound of each word. Accuracy level is 100%.

Given a series of pictures of familiar objects, the pupil is expected to match two pictures beginning with the same sounds thus identifying five pairs of words. Accuracy level is 100%.

Sample Test Items

Ask the pupil to write the letter for the initial sound heard in the following words.

- | | |
|-----------------|----------------------|
| 1. <u>b</u> oy | 6. <u>r</u> ing |
| 2. <u>f</u> ast | 7. <u>p</u> et |
| 3. <u>g</u> o | 8. <u>v</u> alentine |
| 4. <u>s</u> aw | 9. <u>y</u> es |
| 5. <u>m</u> an | 10. <u>z</u> oo |

Ask the pupil to match the pictures in pairs according to the same initial sound.



Perception Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
2213 Auditorily identifying words that have the same ending sound	As the pupil listens to a group of words dictated, he verbalizes a word that rhymes with each word dictated. Accuracy level is 100%.	Ask the pupil to listen to give a word that rhymes with 1. bat ___ at 6. 2. hit ___ it 7. 3. bun ___ un 8. 4. pet ___ et 9. 5. pot ___ ot 10.
2214 Visually identifying words that have the same ending sound	Given five rows of words in trios, the pupil underlines the two that rhyme. Accuracy level is 100%.	Instruct pupils to: Underline the two words that 1. pill hill 2. run can 3. fat sat 4. pit pet 5. hot hit
2215 Identifying rhyming words that do not have the same phonogram	Given five sets of words in trios two of which rhyme, the pupil will underline the rhyming words in each trio. Accuracy level is 4 of 5(80%).	Ask pupil to look at each set and underline the two that rhyme 1. here year pull 2. gate made eight 3. wrote bite right 4. pale sail play 5. blew too go

(continued)

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
rhyming words the ending	As the pupil listens to a group of words dictated, he verbalizes a word that rhymes with each word dictated. Accuracy level is 100%.	Ask the pupil to listen to the word called then give a word that rhymes with the word called. 1. bat ___at 6. cake ___ake 2. hit ___it 7. sight ___ight 3. bun ___un 8. nut ___ut 4. pet ___et 9. win ___in 5. pot ___ot 10. boat ___oat
rhyming words the ending	Given five rows of words in trios, the pupil underlines the two that rhyme. Accuracy level is 100%.	Instruct pupils to: Underline the two words that rhyme in each set. 1. pill hill here 2. run can sun 3. fat sat met 4. pit pet met 5. hot hit pot
rhyming words the same	Given five sets of words in trios two of which rhyme, the pupil will underline the rhyming words in each trio. Accuracy level is 4 of 5(80%).	Ask pupil to look at each trio of words and underline the two that rhyme. 1. here year pull 2. gate made eight 3. wrote bite right 4. pale sail play 5. blew too go

PRE READING

General Objectives

PR-C1400 Language Development

Given concentrated instruction in language development by the end of the first level, each student will demonstrate his ability to follow verbal directions, perceive sequential order, classify, recognize symbol-sign concepts, and name simple antonyms completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
1401 Following verbal directions	Given orally a series of specific directions the pupil will respond by carrying out the directions. Accuracy level 100%	Ask the pupil to listen and as it is given: 1. Stand beside the chair. 2. Sit in the chair. 3. Go to the door and open 4. Close the door and come 5. Sit down, cross your legs

PRE READING

General Objectives

PR-C1400 Language Development

Given concentrated instruction in language development by the end of the first level, each student will demonstrate his ability to follow verbal directions, perceive sequential order, classify, recognize symbol-sign concepts, and name simple antonyms completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

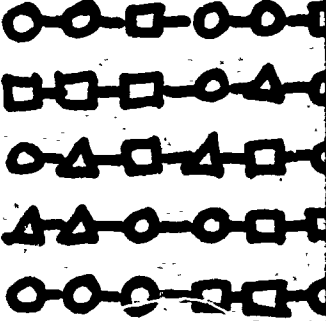
Criterion
Referenced Items

Given orally a series of specific directions the pupil will respond by carrying out the directions. Accuracy level 100%

Sample Test Items

Ask the pupil to listen and follow each direction as it is given:

1. Stand beside the chair.
2. Sit in the chair.
3. Go to the door and open it.
4. Close the door and come back to the chair.
5. Sit down, cross your legs and close your eyes.

<u>Skill Description.</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1402 Copying a bead pattern presented visually	Given a string and beads of various shapes and colors the pupil will copy five patterns strung by the tester. Accuracy level 4 of 5 (80%)	<p>Have beads of various string these patterns.</p> 
*1403 Making and extending a pattern given verbal directions with no model	Given a variety of colors, shapes, and sizes of beads, the pupil will demonstrate his ability to follow verbally by stringing beads into the pattern verbalized. Accuracy level 4 of 5 (80%)	<p>Give the child a variety sizes of beads. Give directions:</p> <ol style="list-style-type: none"> 1. String two round rounded, one green red beads. 2. String three purple round, one purple one purple diamond beads. 3. String one round one green square, green square, two angular, one blue angular, one green bead.

*Pupils must be able to identify shapes before attempting this skill.

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ble to identify shapes before attempting this skill.

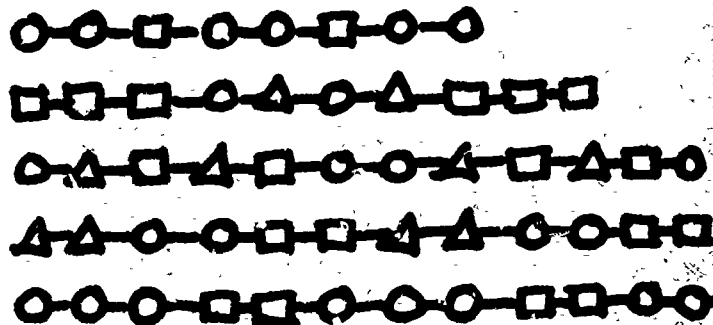
**Criterion
Referenced Items**

Given a string and beads of various shapes and colors the pupil will copy five patterns strung by the tester. Accuracy level 4 of 5 (80%)

Given a variety of colors, shapes, and sizes of beads, the pupil will demonstrate his ability to follow verbally by stringing beads into the pattern verbalized. Accuracy level 4 of 5 (80%)

Sample Test Items

Have beads of various shapes and colors and string these patterns.



Give the child a variety of colors, shapes and sizes of beads. Give orally the following directions:

1. String two round red; one green square; two rounded, one green square and two round red beads.
2. String three purple rectangular, one yellow round, one purple diamond, one yellow round, one purple diamond, three yellow rectangular beads.
3. String one round red, one blue triangular, one green square, one yellow triangular, one green square, two brown round, one red triangular, one blue square, one yellow triangular, one green square, one round red bead.

Pre Reading (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
1404 Recalling sequential order of numbers given verbally	Given a series of numbers the pupil will verbally repeat each series in its correct sequence. Accuracy level is 4 of 5 (80%)	Ask the child to <u>repeat</u> the following sequences. a) 1, 3, 5, 7 b) 2, 4, 6, 8 c) 5, 3, 1, 9, 7 d) 6, 4, 2, 3, 8 e) 5, 9, 6, 8, 2, 1
1405 Recalling simple rhymes	After listening to simple rhymes presented orally, the pupil will repeat each rhyme. Accuracy level 100%	1. Take the broom and sweep the room. 2. Go to bed my sleepy head. 3. I love to look at a picture book. 4. The big black cat sat on Tommy's hat. 5. Run, rabbit, run see the gun.
1406 Recalling the main events of a story in sequential order	After listening to a short story, the pupil will recall five important events in sequential order. Accuracy level is 100% (5 events recalled in order)	Read this story to the pupil. "The baby cub was hungry for food. He walked toward a hole in its trunk. He found something sticky stuck to the wall. The cub had found honey. He ate the honey and it tasted good. He was no longer hungry." Ask the pupil to repeat the story.

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quential

Criterion
Referenced Items

Given a series of numbers the pupil will verbally repeat each series in its correct sequence.

Accuracy level is 4 of 5 (80%)

After listening to simple rhymes presented orally, the pupil will repeat each rhyme. Accuracy level 100%

After listening to a short story, the pupil will recall five important events in sequential order. Accuracy level is 100% (5 events recalled in order)

Sample Test Items

Ask the child to repeat the numbers in the following sequences.

- a) 1, 3, 5, 7
- b) 2, 4, 6, 8
- c) 5, 3, 1, 9, 7
- d) 6, 4, 2, 3, 8
- e) 5, 9, 6, 8, 2, 1

1. Take the broom and sweep the room.
2. Go to bed my sleepy head.
3. I love to look at a picture book.
4. The big black cat sat on Tommy's hat.
5. Run, rabbit, run see the gun.

Read this story to the pupil:

"The baby cub was hungry. He went to look for food. He walked toward a big tree that had a hole in its trunk. He put his paw in the hole. Something sticky stuck to his paw. Sure enough, he had found honey. He licked his paw. The honey tasted good. He ate and ate until he was no longer hungry."

Ask the pupil to repeat the story to you.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1407 Naming the days of the week	The pupil is to name the days of the week in logical sequence. Accuracy level is 100%	Say to the pupil: "The Sunday. What are the
1408 Classifying pictures into categories	Given sets of pictures, the pupil will sort each into one of four categories. Accuracy level is 100%	Instruct pupils to: Arrange these pictures Food, Clothing, Furn



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**Criterion
Referenced Items**

The pupil is to name the days of the week in logical sequence. Accuracy level is 100%

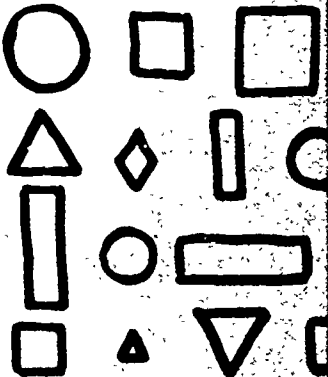
Given sets of pictures, the pupil will sort each into one of four categories. Accuracy level is 100%

Sample Test Items

Say to the pupil: "The first day of the week is Sunday. What are the other six days?"

Instruct pupils to:
Arrange these pictures in four categories:
Food, Clothing, Furniture, Animals.



<u>Skill Description</u>	<u>Criterion Referenced items</u>	<u>Sample</u>
1409 Classifying objects or pictures according to color	Given 15 objects or pictures representing one of five different colors the pupil will classify the pictures into sets according to color. Accuracy level is 100%	Give the pupil 15 objects which represents one of five colors: yellow, green, purple, red, and blue. Group the red objects together.
1410 Classifying objects or pictures into sets according to shape	Given twenty objects or pictures, the pupil will classify the pictures into sets according to shapes including circles, rectangles, triangles, and diamonds. Accuracy level 100%	Give the pupil twenty objects of various shapes. Instruct the pupil to group the objects into sets according to shape by putting all objects of the same shape together. 

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cts or pic-
to color

Criterion
Referenced Items

Given 15 objects or pictures representing one of five different colors the pupil will classify the pictures into sets according to color. Accuracy level is 100%

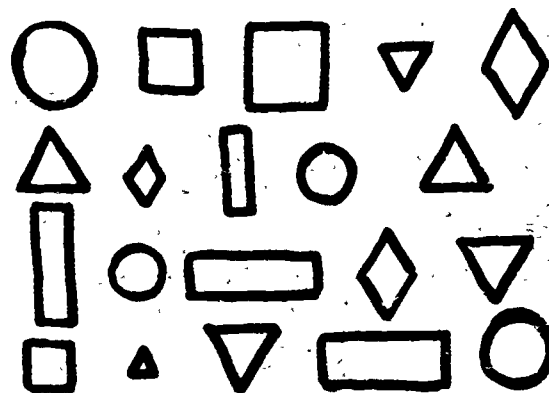
cts or pic-
according

Given twenty objects or pictures, the pupil will classify the pictures into sets according to shapes including circles, rectangles, triangles, and diamonds. Accuracy level 100%

sample Test Items

Give the pupil 15 objects of pictures, each of which represents one of five colors: red, blue, yellow, green, purple. Ask the pupil to put all the red objects together, etc.

Give the pupil twenty objects or pictures. Instruct the pupil to group each picture according to shape by putting all of the circles together, etc.



<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
1411 Identifying printed sign symbols from an oral description.	Given various sign-symbols and an oral description of each, the pupil will select the appropriate sign as it is presented. Accuracy level is 100%	Present the sign- to point to the one "Which sign tells etc.
1412 Identifying printed sign-symbols.	Given four signs, the pupil will tell the meaning of each sign. Accuracy level is 100%	Present the sign s meaning of each s
1413 Recognizing antonyms.	Given five words the pupil is to say a word that means the opposite of the word. Accuracy level is 4 of 5 (80%)	Instruct the pupil that is given him. cold dry slow



(continued)

Description

Printed sign
from an oral de-

Printed sign-

antonyms.

Criterion
Referenced Items

Given various sign-symbols and an oral description of each, the pupil will select the appropriate sign as it is presented. Accuracy level is 100%

Given four signs, the pupil will tell the meaning of each sign. Accuracy level is 100%

Given five words the pupil is to say a word that means the opposite of the word. Accuracy level is 4 of 5 (80%)

Sample Test Items

Present the sign-symbols to the pupil. Ask to point to the one you describe to him. Say "Which sign tells us a railroad track is near etc.



Present the sign symbols the child will tell meaning of each sign.



Instruct the pupil to tell the opposite of the that is given him.

cold
dry
slow



day
up

3000 COMPREHENSION SKILLS

General Objective

CS 3100 Word Meaning - Vocabulary Development

Given consistent, intensive instruction in word meaning and vocabulary development, the pupil will demonstrate his understanding of words as symbols or concepts singly and in phrases and sentences by competing the criterion-referenced items with a minimum of 80% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3101 Recognizing oral words through picture clues	Shown five pictures and given a choice of three words presented orally for each picture the pupil will tell which of the three words names each picture. The pupil will recognize the correct word in 4 of 5 trials. Accuracy level: 80%	<p>Present five pictures. As the pupil examines them, ask him to listen to the three words. Ask him to tell you which word goes with the picture.</p> <p>1.  2.</p> <p>bench ball dog</p> <p>4. </p> <p>hat window cow</p>

3000 COMPREHENSION SKILLS

General Objective

CS 3100 Word Meaning - Vocabulary Development

Given consistent, intensive instruction in word meaning and vocabulary development, the pupil will demonstrate his understanding of words as symbols or concepts singly and in phrases and sentences by competing the criterion-referenced items with a minimum of 80% accuracy.

Criterion
Referenced Items

Shown five pictures and given a choice of three words presented orally for each picture the pupil will tell which of the three words names each picture. The pupil will recognize the correct word in 4 of 5 trials. Accuracy level: 80%

Sample Test Items

Present five picture one at a time. As the pupil examines the picture ask him to listen to the three words that you read. Ask him to tell you which of the three words goes with the picture.

1.



bench
ball
dog

2.



book
door
hat

3.



house
tree
fence

4.


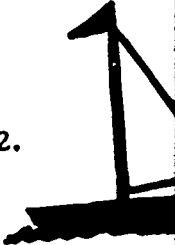


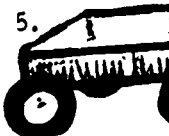


hat
window
cow

5.



bag
hat
farm

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3102 Recognizing written words through picture clues	<p>Shown five pictures and given a choice of three written words for each picture the pupil will underline the word that matches each picture.</p> <p>The pupil must correctly complete 4 of the 5 exercises. (Accuracy level 80%)</p>	<p>Study each picture beside it. Draw a line to the word which matches the picture.</p> <ol style="list-style-type: none"> 1.  2.  3.  4.  5. 

Description

izing written words

picture clues

Criterion
Referenced Items

Shown five pictures and given a choice of three written words for each picture the pupil will underline the word that matches each picture. The pupil must correctly complete 4 of the 5 exercises. (Accuracy level 80%)

Sample Test Items

Study each picture and the three words beside it. Draw a line from the picture to the word which has the same name.



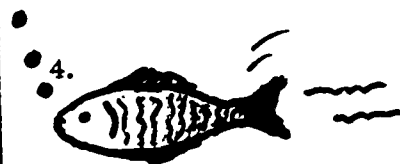
house
coat
car



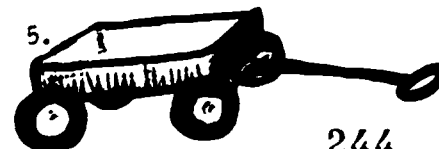
boat
man
cat



pig
cake
box







sun
fish
shoe



244

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3103 Matching spoken words with pictured representations	Given pictures of six familiar objects the pupil will listen for the name of the object pictured and point to the picture when the object is named. The pupil will correctly match 4 of the 5. (80%)	<p>Study the pictures and name for each. Point to the object whose name you hear.</p>   <p>Words: basket, ladder</p>
3104 Matching written words with pictured representations	Given pictures of five familiar objects and a word card for each picture, the pupil will match the picture with the appropriate word card in at least 4 of the five exercises. (Accuracy level 80%)	  <p>dress window</p>

Skills (Continued)

Description

Spoken words

Pictorial representa-

Written words

Pictorial representa-

Criterion
Referenced Items

Given pictures of six familiar objects the pupil will listen for the name of the object pictured and point to the picture when the object is named. The pupil will correctly match 4 of the 5. (80%)

Given pictures of five familiar objects and a word card for each picture, the pupil will match the picture with the appropriate word card in at least 4 of the five exercises. (Accuracy level 80%)

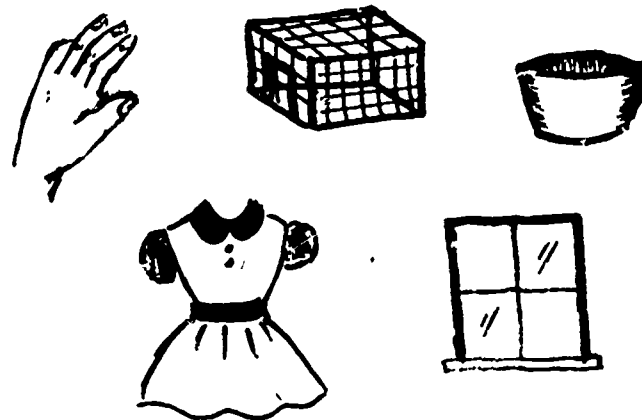
Sample Test Items

Study the pictures on this page. Think of the name for each. Point to the picture of the object whose name you hear me read.



Words: basket, ladder, apple, cup, truck

Prepare two sets of cards one set of which pictures common objects and the other set containing the name of the object. The pupil matches the name card with the picture card.



dress

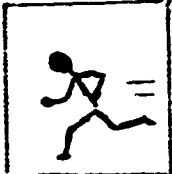




window

hand

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pa

CS-4
Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	Sa
3105 Recognizing spoken action words	Given five action words presented orally and three pictures for each word, the pupil will point to the picture which conveys the idea of the spoken word. Accuracy level is 80%.	Point to the picture
		
		
		
		
		

Description

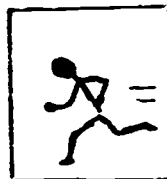
izing spoken action

Criterion
Referenced Items

Given five action words presented orally and three pictures for each word, the pupil will point to the picture which conveys the idea of the spoken word. Accuracy level is 80%.

Sample Test Items

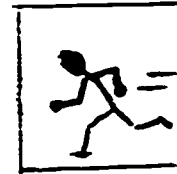
Point to the picture which matches the word



Word: run



Word: talk



Word: jump


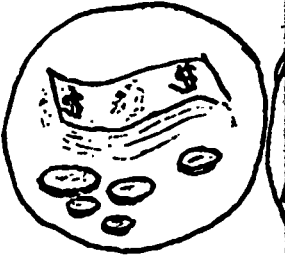


Word: ride



Word: fish

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3106 Recognizing written action words	Given visual presentation of ten words, five of which denote action and five of which do not, the pupil will silently read the words and circle those denoting action with 80% accuracy.	Read these words around the five ac blue dog two soon
3107 Matching a spoken word with a pictorial representation of a concept	Given four familiar words presented orally and five pictures, the pupil will select the picture that matches the concept. Accuracy level is 80%.	Look at these picture stands for point to the picture   Words: clothes, fo

Skills (Continued)

Description

ing written action

Criterion
Referenced Items

Given visual presentation of ten words, five of which denote action and five of which do not, the pupil will silently read the words and circle those denoting action with 80% accuracy.

a spoken word

torial represen-

concept

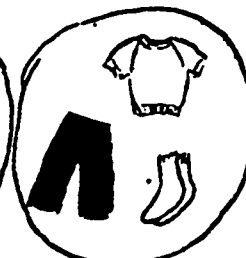
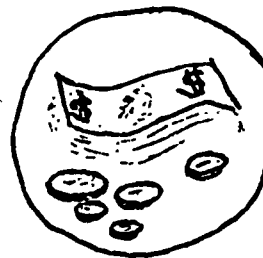
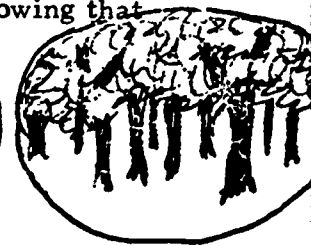
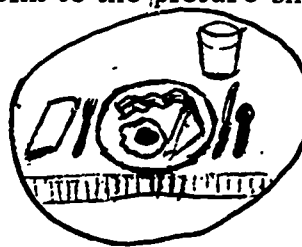
Given four familiar words presented orally and five pictures, the pupil will select the picture that matches the concept. Accuracy level is 80%.

Sample Test Items






Read these words to yourself. Draw a circle around the five action words.

blue dog call make eat
two soon play bring old

Look at these pictures. Think what each picture stands for. When I name a concept point to the picture showing that



Words: clothes, forest, breakfast, money

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3108 Matching a written word with a pictorial representation of a concept	Given five familiar written words and two pictures beside each word, the pupil will select the picture that represent the word concept Accuracy level is 80%.	<p>Read each word and select the picture that stands for the word.</p> <ol style="list-style-type: none"> 1. fly  2. furniture  3. food  4. wear  5. shine 

Description






written word
 pictorial representa-
 concept

Criterion
 Referenced Items

Given five familiar written words
 and two pictures beside each
 word, the pupil will select the
 picture that represent the word
 concept Accuracy level is 80%.

Sample Test Items

Read each word to yourself. Circle the
 picture that stands for that word.

1. fly 
2. furniture 
3. food 
4. wear 
5. shine 

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>
3109 Deriving meaning from spoken sentences	Given five simple sentences presented orally and a set of six pictures the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.

Look at these pictures. The first picture shows the word



Read:

1. The clown m
2. The clown p
3. The clown s
4. The clown c
5. The clown c

Skills (Continued)

Description

Meaning from
sentences

Criterion
Referenced Items

Given five simple sentences presented orally and a set of six pictures the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.

Sample Test Items

Look at these pictures. Find the one which shows the words that I read to you.



Read:

1. The clown made a snowman.
2. The clown played ball.
3. The clown sat down.
4. The clown carried many balloons.
5. The clown climbed the fence.

CS-8
Comprehension Skills (Continued)

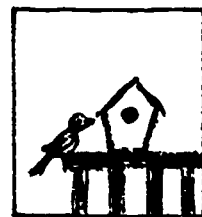
Skill Description

3110 Deriving meaning from
written sentences

Criterion
Referenced Items

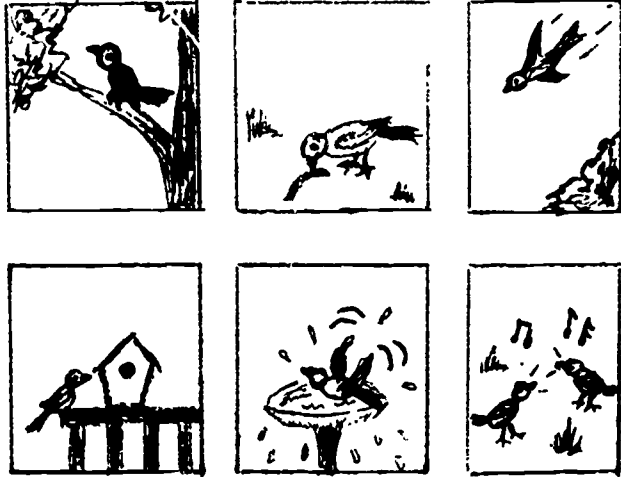
Given five simple written sentences
and a set of six pictures, the pupil
will select the picture which best
fits the verbal description. Accu-
racy level is 80%.

Read these sen
read the senter
matches it.



1. The bird flew
2. The bird found
3. The bird is f
4. The bird is l
5. The bird me

Skills (Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Meaning from sentences	Given five simple written sentences and a set of six pictures, the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.	Read these sentences one at a time. After you read the sentence point to the picture which matches it.  <ol style="list-style-type: none"><li data-bbox="885 982 1215 1016">1. The bird flew away.<li data-bbox="885 1016 1270 1050">2. The bird found a worm.<li data-bbox="885 1050 1262 1083">3. The bird is in the tree.<li data-bbox="885 1083 1411 1117">4. The bird is beside the birdhouse.<li data-bbox="885 1117 1285 1150">5. The bird meets a friend.

Skill Description

3111 Deriving meaning from spoken phrases

Criterion Referenced Items

Given five short phrases presented orally and a set of six pictures, the pupil will select the picture which best fits the verbal description.

Accuracy level is 80%.

Sample

Listen to each phrase to the picture which matches to the picture.



1. The tallest building
2. Beside the table
3. Among the trees
4. On the table
5. Under the table

(Continued)

Criterion
Referenced Items

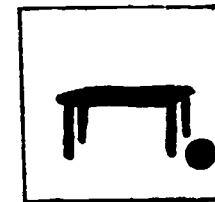
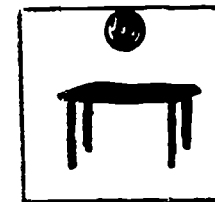
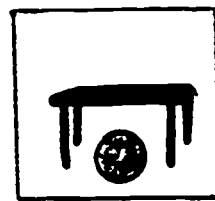
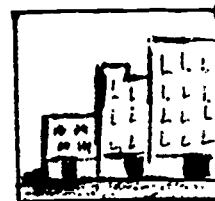
from

Given five short phrases presented orally and a set of six pictures, the pupil will select the picture which best fits the verbal description.


Accuracy level is 80%.

Sample Test Items

Listen to each phrase that I read to you. Find the picture which matches that phrase. Point to the picture.



1. The tallest building
2. Beside the table
3. Among the trees
4. On the table
5. Under the table

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3112 Deriving meaning from written phrases	Given five short written phrases and a set of six pictures, the pupil will select the picture that best fits the verbal description. Accuracy level is 80%.	<p>Read each phrase and matches the phrase.</p>  <ol style="list-style-type: none"> 1. On the cage 2. Near the cage 3. Beneath the cage 4. In the cage 5. Over the cage

ion

ing from

Criterion
Referenced Items

Given five short written phrases and a set of six pictures, the pupil will select the picture that best fits the verbal description. Accuracy level is 80%.

Sample Test Items

Read each phrase aloud. Find the picture that matches the phrase. Point to that picture.







1. On the cage
2. Near the cage
3. Beneath the cage
4. In the cage
5. Over the cage

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
3113 Recognizing words that indicate place	Given five written sentences each containing a word denoting place, the pupil will circle the place word in each sentence. Accuracy level is 80%.	Read each place word 1. The dog 2. The book 3. Mary ran 4. The pen 5. My shoe
3114 Recognizing phrases that indicate place	Given five written sentences each containing a phrase which denotes place, the pupil will underline the phrase denoting place. Accuracy level is 80%.	Read each phrase that follows the that phrase 1. The ball Where 2. My mother Where 3. The car Where 4. Grandfather Where 5. We play Where

ion Skills (Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>izing words that te place</p>	<p>Given five written sentences each containing a word denoting place, the pupil will circle the place word in each sentence. Accuracy level is 80%.</p>	<p>Read each sentence to yourself. Find the place word. Draw a circle around it.</p> <ol style="list-style-type: none"> 1. The dog ran home. 2. The book fell down. 3. Mary ran away. 4. The penny is here. 5. My shoes are there.
<p>izing phrases that ndicate place</p>	<p>Given five written sentences each containing a phrase which denotes place, the pupil will underline the phrase denoting place. Accuracy level is 80%.</p>	<p>Read each sentence to yourself. Find the phrase that answers the question which follows the sentence. Draw a line under that phrase.</p> <ol style="list-style-type: none"> 1. The ball bounced into the yard. Where did the ball bounce? 2. My mother is at the store. Where is my mother? 3. The car is parked across the street. Where is the car parked? 4. Grandfather lives near the lake. Where does grandfather live? 5. We played in the park. Where did we play?

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3115 Associating spoken words with selected moods or feelings	Shown five pictures that represent a mood or feeling and given the choice of two words presented orally, the pupil will tell which of the two words matches the picture. Accuracy level is 80%.	<p>Study the pictures below. I will say words after each picture. Which word fits the picture?</p> <p>1.</p>  <p>happy angry</p> <p>4.</p>  <p>surprise anger</p>
3116 Associating written words with selected moods or feelings	Shown five pictures that represent a mood or feeling and given the choice of two written words for each picture, the student will select and read the word that best fits each picture. Accuracy level is 80%.	<p>Look at the pictures below. I will say each picture. Which word fits the picture? Read that word.</p> <p>1.</p>  <p>calm noisy</p> <p>3.</p>  <p>tender startled</p>

continued)


Criterion
Referenced Items


Shown five pictures that represent a mood or feeling and given the choice of two words presented orally, the pupil will tell which of the two words matches the picture. Accuracy level is 80%.


Shown five pictures that represent a mood or feeling and given the choice of two written words for each picture, the student will select and read the word that best fits each picture. Accuracy level is 80%.


Sample Test Items


Study the pictures below. Listen to the two words I say after each picture. Tell me which word fits the picture.

1.  happy angry


2.  sad funny

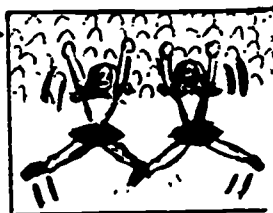
3.  love hate


4.  surprise anger

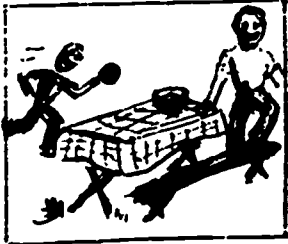
5.  friendly disappointment


Look at the pictures and the two words beneath each picture. Which word best describes the picture? Read that word to me.

1.  calm noisy

2.  excited quiet

3.  tender startled

4.  happy angry

5.  obedient mischievous

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
<p>3117 Orally recognizing sensory image words associated with the sense organs</p>	<p>Given oral presentation of five words representing sensory imagery related to each of the five senses, the pupil will point to the parts of his body that correspond to each of the sensory words. Accuracy level is 80%.</p>	<p>Listen to these words your body that help</p> <ol style="list-style-type: none"> 1. noise 2. bright 3. bitter 4. rotten 5. rough
<p>3118 Identifying written phrases associated with sensory imagery</p>	<p>Given six written descriptive phrases the pupil will select and underline the five which denote a sensory image for three of the five senses. Accuracy level is 80%.</p>	<p>Draw a line under describe something smell.</p> <ol style="list-style-type: none"> 1. sweet roses 2. joyful children 3. cold milk 4. red train 5. beautiful clear 6. bells ringing a

s (Continued)

on	Criterion Referenced Items	Sample Test Items
ing sensory associated organs	Given oral presentation of five words representing sensory imagery related to each of the five senses, the pupil will point to the parts of his body that correspond to each of the sensory words. Accuracy level is 80%.	Listen to these words. Point to the part of your body that helps you recognize these images. 1. noise 2. bright 3. bitter 4. rotten 5. rough
ten phrases sensory	Given six written descriptive phrases the pupil will select and underline the five which denote a sensory image for three of the five senses. Accuracy level is 80%.	Draw a line under the five phrases which describe something you can see, hear or smell. 1. sweet roses 2. joyful children singing 3. cold milk 4. red train 5. beautiful clear blue water 6. bells ringing at noon

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Score</u>
3119 Recognizing the meaning of spoken words	<p>Given oral presentation of ten words, each followed by oral presentation of two meanings, the pupil will give the meaning for each word presented.</p> <p>Accuracy level is 80%.</p>	<p>Listen to each word and give the meaning. Tell me the meaning of each word.</p> <ol style="list-style-type: none"> 1. apple - a fruit 2. grin - smile; c 3. penny - piece 4. begin - start; 5. bed - place to 6. kind - mean; n 7. clear - dirty; 8. talk - jump; sp 9. give - hand; g 10. angry - happy
3120 Orally determining the meaning of words based upon context	<p>Given oral presentation of a key word in a phrase, the pupil will select from a choice of two meanings the appropriate meaning of the key word as used in the phrase.</p> <p>Accuracy level is 80%.</p>	<p>Listen to each phrase and select the meaning of the key word. Listen to the two meanings and select the meaning as it is used in the phrase.</p> <ol style="list-style-type: none"> 1. <u>blew</u> his horn horn; c 2. the <u>beautiful</u> year 3. <u>high</u> above the clouds 4. <u>walk</u> down the stairs 5. <u>run</u> toward you 6. a <u>cup</u> of water 7. money in the <u>bank</u> 8. a <u>nice</u> dress - 9. a <u>school</u> of fish 10. a tall <u>man</u> - a

(Continued)

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
meanings	<p>Given oral presentation of ten words, each followed by oral presentation of two meanings, the pupil will give the meaning for each word presented.</p> <p>Accuracy level is 80%.</p>	<p>Listen to each word and its two possible meanings. Tell me the correct meaning.</p> <ol style="list-style-type: none">1. apple - a fruit; a meat2. grin - smile; cry3. penny - piece of paper; piece of money4. begin - start; finish5. bed - place to run; place to sleep6. kind - mean; nice7. clear - dirty; bright8. talk - jump; speak9. give - hand; get10. angry - happy; mad
ng the based	<p>Given oral presentation of a key word in a phrase, the pupil will select from a choice of two meanings the appropriate meaning of the key word as used in the phrase.</p> <p>Accuracy level is 80%.</p>	<p>Listen to each phrase as I read to you. Then listen to the two meanings of the word I pronounce. Tell me which meaning fits the word as it is used in the phrase.</p> <ol style="list-style-type: none">1. <u>blew</u> his horn - made a noise with his horn; cleaned out his horn2. the <u>beautiful</u> yellow flowers - pretty; great3. <u>high</u> above the treetops - very happy; up in the sky4. <u>walk</u> down the street - sidewalk; take steps5. <u>run</u> toward your house - hurry home; a tea in one's hose6. a <u>cup</u> of water - shape the hands; a container from which one drinks7. money in the <u>bank</u> - the side of a river; a place where valuables are kept8. a <u>nice</u> dress - kind; pretty and good9. a <u>school</u> of fish - group; classroom10. a tall <u>man</u> - a grownup; a tall boy

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sam</u>
3121 Determining meaning of a word in a written phrase	Given ten key words presented in written phrases, the pupil will select from a choice of two meanings the one appropriate to the key word as used in the phrase. Accuracy level is 80%.	One word is underlined. Choose the best meaning of the word from the two choices given below the line from the phrase. 1. <u>Behind</u> the barn 2. A <u>picnic</u> in the park 3. Many <u>children</u> were present 4. <u>Hunt</u> for the socks 5. A loud, popping <u>gun</u> 6. A movie <u>star</u> 7. <u>Tie</u> the boat 8. <u>Under</u> the chair 9. <u>Dust</u> the room 10. <u>Mark</u> your paper

(Continued)

on

aning of a

n phrase

Criterion
Referenced Items

Given ten key words presented in written phrases, the pupil will select from a choice of two meanings the one appropriate to the key word as used in the phrase. Accuracy level is 80%.

Sample Test Items

One word is underlined in each phrase below. Choose the best meaning of the underlined word from the two choices beside. Draw a line from the phrase to its meaning.

- | | |
|---------------------------------|--|
| 1. <u>Behind</u> the barn | A. In back of
B. Late |
| 2. A <u>picnic</u> in the park | A. Indoor fun
B. Outdoor fun |
| 3. Many <u>children</u> playing | A. Cats and dogs
B. Boys and girls |
| 4. <u>Hunt</u> for the sock | A. Look
B. Use a gun |
| 5. A loud, popping <u>noise</u> | A. A bang
B. A hum |
| 6. A movie <u>star</u> | A. An actor
B. An object in the sky |
| 7. <u>Tie</u> the boat | A. Put a tie on the boat
B. Fasten the boat to a post or dock |
| 8. <u>Under</u> the chair | A. On top of
B. Beneath |
| 9. <u>Dust</u> the room | A. Make dirty
B. Clean up |
| 10. <u>Mark</u> your paper | A. Check
B. Scratch up |

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
3122 Inferring word meaning from context clues	Given five written sentences or sentence groups each containing an underlined word, the pupil will use context clues to supply the meaning of the word. Accuracy level is 80%.	<p>Read each sentence and write a meaning for each word you underline on a separate line at the end of the line.</p> <ol style="list-style-type: none"> 1. The clown had large ears flopping out. Enormous. 2. I discovered a hidden den. I found it. Discover. 3. 'May I throw a coin in the slot?' asked Susan. 'You want a coin?' 'Yes, please.' 'A coin is a small piece of metal used for buying things.' 4. 'Is every man a Captain?' 'No, only a few are.' 'Ship. A ship is a large boat.' 5. The camera was covered in a blizzard of snow. The winds are blowing. A blizzard is a storm of snow.
3123 Identifying homonyms in written language	Given five written sentences, each containing a pair of homonyms, the pupil will orally read the homonyms in each sentence. Accuracy level is 80%.	<p>The pupil will read each sentence and then orally read the homonyms in five of the sentences.</p> <ol style="list-style-type: none"> 1. The bee was flying. 2. He rode a horse. 3. Are their names the same? 4. I know the answer to your question. 5. Even a good student can make a mistake. 6. The child was crying.

Skills (Continued)

Description

Criterion
Referenced Items

Sample Test Items

word meaning
text clues

Given five written sentences or sentence groups each containing an underlined word, the pupil will use context clues to supply the meaning of the word. Accuracy level is 80%.

Read each sentence group silently. Find a meaning for the underlined word in the words you read. Write the meaning on a line at the end of the sentences.

1. The clown had enormous ears. The ears flopped about as the clown walked. Enormous means _____
2. I discovered where the cookies are hidden. I found them in the flour can. Discovered means _____
3. "May I throw a coin in the wishing well?" asked Sue. "Yes", said Mother, do you want a penny or a dime? A coin is _____
4. "Is everyone aboard?" asked the Captain. "Yes", everyone is on the ship. Aboard means _____
5. The campers ran for shelter when the blizzard struck. The storm brought winds and swirling snow. A blizzard is a _____

ing homonyms in
language

Given five written sentences, each containing a pair of homonyms, the pupil will orally read the homonyms in each sentence. Accuracy level is 80%.

The pupil will read each sentence silently and then orally select the homonyms found in five of the six sentences.

1. The bee will be buzzing near her hive.
2. He rode down the road on his bike.
3. Are their books in there with you?
4. I know that you will answer no to my question.
5. Even a grown boy will groan with pain.
6. The children were playing in the park.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
*3124 Recognizing homonyms in written language	Given five written sentences each containing a pair of homonyms, the pupil will underline the pair of homonyms in each sentence. Accuracy level is 80%.	<p>The pupil will underline the two</p> <ol style="list-style-type: none"> 1. Two boys ran. 2. The hungry boy ate. 3. I have already read a book. 4. The angry boy broke the window. 5. Jane knew her dress.
3125 Supplying a homonym when the matching homonym is given	Given five written sentences in which one underlined homonym is presented and the second is missing, the pupil will write the missing homonyms with 80% accuracy.	<p>Read each sentence and write the homonym in the blank.</p> <ol style="list-style-type: none"> 1. <u>Do</u> you know _____? 2. John _____. 3. I will <u>sew</u> you a dress. You can wear it. 4. I <u>know</u> your name. 5. <u>Dear</u> me! Thank you.

* Homonym is used here to mean words that are pronounced alike but are unlike in both spelling and meaning.
 Example: wait - weight

Skills (Continued)

Description	Criterion Referenced Items	Sample Test Items
Homonyms in language	Given five written sentences each containing a pair of homonyms, the pupil will underline the pair of homonyms in each sentence. Accuracy level is 80%.	<p>The pupil will silently read each sentence and underline the two homonyms in each.</p> <ol style="list-style-type: none"> 1. Two boys ran to the door. 2. The hungry boy ate eight cupcakes. 3. I have already read everything in the red book. 4. The angry boy threw a rock through the window. 5. Jane knew her mother would like her new dress.
Homonym when homonym is	Given five written sentences in which one underlined homonym is presented and the second is missing; the pupil will write the missing homonyms with 80% accuracy.	<p>Read each sentence. Write the missing homonym in the blank.</p> <ol style="list-style-type: none"> 1. <u>Do</u> you know when my library book is _____? 2. John _____ his new <u>blue</u> whistle. 3. I will <u>sew</u> your dress tonight _____ you can wear it. 4. I <u>know</u> your answer is _____. 5. <u>Dear</u> me! This is a _____ crossing.

to mean words that are pronounced alike but are unlike in both spelling and meaning.

CS-12
Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	Match the words in List 2 by drawing its match.
3126 Matching synonyms	Given two lists of five words, one of which contains words whose synonyms are found in the second, the pupil will match the synonyms in List 2 with words in List 1. The accuracy level is 80%.	<u>List 1</u> 1. scared 2. cab 3. hat 4. answer 5. built
3127 Identifying synonyms in written language	Given twelve written phrases, five of which contain an underlined word whose synonym is used in five of the remaining phrases, the pupil will identify the synonyms with at least 80% accuracy.	Read each word the synonym for 2. When you find words to me. <u>List 1</u> 1. <u>above</u> my head 2. the <u>little</u> animal 3. a <u>pair</u> of shoes 4. the <u>finish</u> line 5. the <u>shy</u> boy

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>																		
Synonyms	<p>Given two lists of five words, one of which contains words whose synonyms are found in the second, the pupil will match the synonyms in List 2 with words in List 1. The accuracy level is 80%.</p>	<p>Match the words in List 1 with their synonyms in List 2 by drawing a line from the word to its match.</p> <table border="0"> <tr> <td style="text-align: center;"><u>List 1</u></td> <td style="text-align: center;"><u>List 2</u></td> </tr> <tr> <td>1. scared</td> <td>afraid</td> </tr> <tr> <td>2. cab</td> <td>made</td> </tr> <tr> <td>3. hat</td> <td>cap</td> </tr> <tr> <td>4. answer</td> <td>line</td> </tr> <tr> <td>5. built</td> <td>asleep</td> </tr> <tr> <td></td> <td>reply</td> </tr> <tr> <td></td> <td>taxi</td> </tr> <tr> <td></td> <td>enjoy</td> </tr> </table>	<u>List 1</u>	<u>List 2</u>	1. scared	afraid	2. cab	made	3. hat	cap	4. answer	line	5. built	asleep		reply		taxi		enjoy
<u>List 1</u>	<u>List 2</u>																			
1. scared	afraid																			
2. cab	made																			
3. hat	cap																			
4. answer	line																			
5. built	asleep																			
	reply																			
	taxi																			
	enjoy																			
Synonyms in language	<p>Given twelve written phrases, five of which contain an underlined word whose synonym is used in five of the remaining phrases, the pupil will identify the synonyms with at least 80% accuracy.</p>	<p>Read each word in List 1 to yourself. Find the synonym for each underlined word in List 2. When you find the synonym, read both words to me.</p> <table border="0"> <tr> <td style="text-align: center;"><u>List 1</u></td> <td style="text-align: center;"><u>List 2</u></td> </tr> <tr> <td>1. <u>above</u> my head</td> <td>1. at the end</td> </tr> <tr> <td>2. the <u>little</u> animal</td> <td>2. the gay song</td> </tr> <tr> <td>3. a <u>pair</u> of shoes</td> <td>3. the bashful horse</td> </tr> <tr> <td>4. the <u>finish</u> line</td> <td>4. a small house</td> </tr> <tr> <td>5. the <u>shy</u> boy</td> <td>5. two mittens</td> </tr> <tr> <td></td> <td>6. over the rainbow</td> </tr> <tr> <td></td> <td>7. a huge cat</td> </tr> </table>	<u>List 1</u>	<u>List 2</u>	1. <u>above</u> my head	1. at the end	2. the <u>little</u> animal	2. the gay song	3. a <u>pair</u> of shoes	3. the bashful horse	4. the <u>finish</u> line	4. a small house	5. the <u>shy</u> boy	5. two mittens		6. over the rainbow		7. a huge cat		
<u>List 1</u>	<u>List 2</u>																			
1. <u>above</u> my head	1. at the end																			
2. the <u>little</u> animal	2. the gay song																			
3. a <u>pair</u> of shoes	3. the bashful horse																			
4. the <u>finish</u> line	4. a small house																			
5. the <u>shy</u> boy	5. two mittens																			
	6. over the rainbow																			
	7. a huge cat																			

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3128 Supplying a synonym for a given word	Given five written sentences containing one underlined word the pupil will select from a list of eight words the correct synonym for each underlined word. Accuracy level is 80%.	Read the sentences below word. Find its synonym write it above the word 1. <u>Talk</u> to me. 2. <u>Clean</u> the chalk board 3. Don't you <u>know</u> me? 4. Please give me my p 5. Let's <u>stroll</u> through
3129 Identifying antonyms in written language	Given twelve written phrases, five of which contain a word whose antonym is found in five of the remaining phrases the pupil will identify the antonyms with 80% total accuracy.	Study the phrases in the the antonym for each un phrases in the second c word and its antonym. 1. a <u>juicy</u> apple. 2. the <u>bright</u> light 3. a <u>cloudy</u> day 4. a <u>good</u> story 5. the <u>happy</u> kitten

s (Continued)

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onyms for

onyms in

ge

**Criterion
Referenced Items**

Given five written sentences containing one underlined word the pupil will select from a list of eight words the correct synonym for each underlined word. Accuracy level is 80%.

Given twelve written phrases, five of which contain a word whose antonym is found in five of the remaining phrases, the pupil will identify the antonyms with 80% total accuracy.

Sample Test Items

Read the sentences below. Study the underlined word. Find its synonym in the group below and write it above the word in the sentence.

- | | |
|--|---------------|
| 1. <u>Talk</u> to me. | 1. walk |
| 2. <u>Clean</u> the chalk board. | 2. pocketbook |
| 3. Don't you <u>know</u> me? | 3. write |
| 4. Please give me my <u>purse</u> . | 4. books |
| 5. Let's <u>stroll</u> through the park. | 5. speak |
| | 6. recognize |
| | 7. forest |
| | 8. wash |

Study the phrases in the first column. Find the antonym for each underlined word in the phrases in the second column. Read the word and its antonym.

- | | |
|----------------------------|--------------------|
| 1. a <u>juicy</u> apple. | 1. the clear water |
| 2. the <u>bright</u> light | 2. a sad boy |
| 3. a <u>cloudy</u> day | 3. the high hat |
| 4. a <u>good</u> story | 4. a dry rag |
| 5. the <u>happy</u> kitten | 5. the top layer |
| | 6. a dull knife |
| | 7. half an orange |
| | 8. the bad wreck |

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3130 Recognizing antonyms in written language	Given two lists of five words, each of which contains one of a pair of antonyms, the pupil will match the antonyms with an overall accuracy of 80%.	Match the words in the antonyms in Column 1 word to its antonym. <u>Column 1</u> 1. hot 2. fresh 3. clean 4. long 5. new
3131 Selecting antonyms for given words	Given five written sentences containing one underlined word each, the pupil will select the appropriate antonym from a list of eight choices. The accuracy level is 80%.	Each sentence below Find the antonym for at the right. Write the lined word. 1. Make some <u>cold</u> v 2. Let's <u>walk</u> through 3. The weeds are <u>to</u> 4. My hands are <u>rou</u> 5. The <u>noisy</u> children

Definition

Antonyms in

Language

Antonyms for

**Criterion
Referenced Items**

Given two lists of five words, each of which contains one of a pair of antonyms, the pupil will match the antonyms with an overall accuracy of 80%.

Given five written sentences containing one underlined word each, the pupil will select the appropriate antonym from a list of eight choices. The accuracy level is 80%.

Sample Test Items

Match the words in the first column with their antonyms in Column 2. Draw a line from the word to its antonym.

<u>Column 1</u>	<u>Column 2</u>
1. hot	1. short
2. fresh	2. stale
3. clean	3. old
4. long	4. dirty
5. new	5. cold

Each sentence below has one underlined word. Find the antonym for that word in the list at the right. Write that word above the underlined word.

1. Make some cold water.
2. Let's walk through the woods.
3. The weeds are tough.
4. My hands are rough.
5. The noisy children played ball.

- Words
1. run
 2. picture
 3. hot
 4. green
 5. left
 6. soft
 7. quiet
 8. tender

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3132 Identifying words with inflectional endings	Given a list of ten words, the pupil will orally read the five which have an inflectional ending. The accuracy level is 80%.	Study the words below for their inflectional ending. Read the words that have an inflectional ending. 1. jumped 2. ran 3. dresses 4. school 5. flies
3133 Recognizing inflected words in phrases	Given five phrases of which contains one inflected word, the pupil will find and circle the inflected words with 80% overall accuracy.	Find the inflected words in the phrases below. Circle each inflected word. 1. the big planes 2. two white kittens 3. running down the street 4. jumped high 5. my baked potatoes
3134 Selecting correct inflectional forms	Given five sentences and a choice of two inflected forms for each, the pupil will select the form which correctly completes the idea. Accuracy level is 80%.	Read each sentence and select the correct inflected form. Draw a ring around the correct form. Write the correct form in the blank space. 1. My dog _____ 2. Dad's _____ 3. The boys _____ 4. Joe _____ to _____ 5. Mother is _____

Skills (Continued)

Criterion	Criterion Referenced Items	Sample Test Items															
Words with endings	Given a list of ten words, the pupil will orally read the five which have an inflectional ending. The accuracy level is 80%.	<p>Study the words below. Some have an inflectional ending. Read aloud the five words that have an inflectional ending.</p> <table border="0"> <tr> <td>1. jumped</td> <td>6. glass</td> </tr> <tr> <td>2. ran</td> <td>7. scrub</td> </tr> <tr> <td>3. dresses</td> <td>8. washing</td> </tr> <tr> <td>4. school</td> <td>9. book</td> </tr> <tr> <td>5. flies</td> <td>10. toys</td> </tr> </table>	1. jumped	6. glass	2. ran	7. scrub	3. dresses	8. washing	4. school	9. book	5. flies	10. toys					
1. jumped	6. glass																
2. ran	7. scrub																
3. dresses	8. washing																
4. school	9. book																
5. flies	10. toys																
inflected words	Given five phrases of which contains one inflected word, the pupil will find and circle the inflected words with 80% overall accuracy.	<p>Find the inflected words in the phrases below. Circle each inflected word.</p> <ol style="list-style-type: none"> the big planes two white kittens running down the street jumped high my baked potato 															
Correct inflec-	Given five sentences and a choice of two inflected forms for each, the pupil will select the form which correctly completes the idea. Accuracy level is 80%.	<p>Read each sentence silently. Study the two words. Draw a ring around the word that makes each sentence correct.</p> <table border="0"> <tr> <td>1. My dog _____ fast.</td> <td>runs</td> <td>walking</td> </tr> <tr> <td>2. Dad is _____ a boat.</td> <td>making</td> <td>watch</td> </tr> <tr> <td>3. The boys _____ ball.</td> <td>talking</td> <td>played</td> </tr> <tr> <td>4. Joe _____ to school.</td> <td>rides</td> <td>flying</td> </tr> <tr> <td>5. Mother is _____ clothes.</td> <td>sewing</td> <td>sews</td> </tr> </table>	1. My dog _____ fast.	runs	walking	2. Dad is _____ a boat.	making	watch	3. The boys _____ ball.	talking	played	4. Joe _____ to school.	rides	flying	5. Mother is _____ clothes.	sewing	sews
1. My dog _____ fast.	runs	walking															
2. Dad is _____ a boat.	making	watch															
3. The boys _____ ball.	talking	played															
4. Joe _____ to school.	rides	flying															
5. Mother is _____ clothes.	sewing	sews															

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
3135 Determining the meaning of words having the <u>un</u> prefix	Given five words having the <u>un</u> prefix and a choice of two meanings for each word, the pupil will select the correct meaning in at least 4 of the 5 exercises. (80% accuracy)	Study the words, examine the two meanings, and circle the correct meaning around the exercise. <u>Column 1</u> 1. untie 2. unfit 3. unafraid 4. unhurt 5. unclean

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>	
Determining the meaning of words having the <u>un</u>	Given five words having the <u>un</u> prefix and a choice of two meanings for each word, the pupil will select the correct meaning in at least 4 of the 5 exercises. (80% accuracy)	Study the words in Column 1 below. The pupil will examine the two possible meanings. Drawing around the correct meaning in each exercise.	
		<u>Column 1</u>	<u>Column 2</u>
		1. untie	1. tie again take loose
		2. unfit	2. not fit a good fit
		3. unafraid	3. scared not scared
		4. unhurt	4. hurt badly not hurt
		5. unclean	5. dirty very clean

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3136 Determining the meaning of words having the <u>re</u> prefix .	Given five sentences containing a word having the <u>re</u> prefix, the pupil will determine the meaning of the prefixed word from a choice of two possible responses. Accuracy level is 80%.	Read the sentences and determine the word which has the meaning of that word. Put a check (✓) in front of each exercise. 1. I reread the story. 2. The state will reread the road. 3. Did you repay your father? 4. Reload the truck. 5. Miss Jones wanted to redraw this picture.
3137 Discovering the meaning of words having the <u>dis</u> prefix	Given five sentences, each containing a word which has the <u>dis</u> prefix, the pupil will determine the meaning of the prefixed word from a group of five meanings. Accuracy level is 80%.	Study these sentences and determine the prefixed word in the line from the sentence. 1. My mother will dismess this mess. 2. That boy is sometimes dishonest. 3. Did you disconnect the lamp? 4. Disrobe in your room. 5. Did you disobey?

Skills (Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>										
the meaning ing the <u>re</u>	Given five sentences containing a word having the <u>re</u> prefix, the pupil will determine the meaning of the prefixed word from a choice of two possible responses. Accuracy level is 80%.	<p>Read the sentences carefully. Pay attention to the word which has the <u>re</u> prefix. Find the meaning of that word in the right column. Put a check (✓) in front of the correct meaning in each exercise.</p> <table border="0"> <tr> <td data-bbox="862 552 1191 584">1. I reread the story.</td> <td data-bbox="1332 519 1505 617"><u>Column 2</u> read again will read</td> </tr> <tr> <td data-bbox="862 649 1238 722">2. The state will rebuild the road.</td> <td data-bbox="1332 649 1505 722">tear-up build again</td> </tr> <tr> <td data-bbox="862 755 1199 828">3. Did you repay your father?</td> <td data-bbox="1332 755 1552 828">take pay from pay back</td> </tr> <tr> <td data-bbox="862 860 1168 893">4. Reload the truck.</td> <td data-bbox="1332 860 1568 966">put goods back take goods off again</td> </tr> <tr> <td data-bbox="862 998 1277 1071">5. Miss Jones wants me to redraw this picture.</td> <td data-bbox="1332 998 1544 1071">draw it over color it again</td> </tr> </table>	1. I reread the story.	<u>Column 2</u> read again will read	2. The state will rebuild the road.	tear-up build again	3. Did you repay your father?	take pay from pay back	4. Reload the truck.	put goods back take goods off again	5. Miss Jones wants me to redraw this picture.	draw it over color it again
1. I reread the story.	<u>Column 2</u> read again will read											
2. The state will rebuild the road.	tear-up build again											
3. Did you repay your father?	take pay from pay back											
4. Reload the truck.	put goods back take goods off again											
5. Miss Jones wants me to redraw this picture.	draw it over color it again											
the meaning ing the <u>dis</u>	Given five sentences, each containing a word which has the <u>dis</u> prefix, the pupil will determine the meaning of the prefixed word from a group of five meanings. Accuracy level is 80%.	<p>Study these sentences. Find the meaning of the prefixed word in the group at right. Draw a line from the sentence to the correct meaning.</p> <table border="0"> <tr> <td data-bbox="862 1274 1285 1347">1. My mother will discover this mess.</td> <td data-bbox="1332 1274 1568 1347">1. unplug 2. fail to mind</td> </tr> <tr> <td data-bbox="862 1347 1262 1412">2. That boy is sometimes dishonest.</td> <td data-bbox="1332 1347 1505 1412">3. undress 4. find</td> </tr> <tr> <td data-bbox="862 1412 1254 1485">3. Did you disconnect the lamp?</td> <td data-bbox="1332 1412 1528 1485">5. not to be trusted</td> </tr> <tr> <td data-bbox="862 1485 1309 1518">4. Disrobe in your bedroom.</td> <td></td> </tr> <tr> <td data-bbox="862 1518 1191 1559">5. Did you disobey?</td> <td></td> </tr> </table>	1. My mother will discover this mess.	1. unplug 2. fail to mind	2. That boy is sometimes dishonest.	3. undress 4. find	3. Did you disconnect the lamp?	5. not to be trusted	4. Disrobe in your bedroom.		5. Did you disobey?	
1. My mother will discover this mess.	1. unplug 2. fail to mind											
2. That boy is sometimes dishonest.	3. undress 4. find											
3. Did you disconnect the lamp?	5. not to be trusted											
4. Disrobe in your bedroom.												
5. Did you disobey?												

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
3138 Identifying suffixed words in sentences	Given ten sentences, five of which contain one suffixed word, the pupil will orally read the suffixed word. Accuracy level is 80%.	Examine these sentences that Read the word a 1. I will wait fo 2. My brother i 3. He was carel 4. The baby bir 5. The car is un 6. Happiness is 7. I used a cupf 8. Redo this. 9. The birds sa 10. Did you rem
3139 Determining meaning of a suffixed word from context clues	Given five written sentences or sentence groups, each containing an underlined suffixed word, the pupil will use context clues to determine the meaning of that word. Accuracy level is 80%.	Read each sente to the word whi ing of that word meaning on the 1. Our sheep too many t 2. The <u>sickly</u> 3. The child very happ 4. Tippy is a true and l 5. What a <u>w</u> full of su

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>ing suffixed words nces</p>	<p>Given ten sentences, five of which contain one suffixed word, the pupil will orally read the suffixed word. Accuracy level is 80%.</p>	<p>Examine these sentences. Find the five sentences that have words with a suffix. Read the word aloud.</p> <ol style="list-style-type: none"> 1. I will wait for you. 2. My brother is helpful. 3. He was careless with his money. 4. The baby bird was helpless. 5. The car is unfit for travel. 6. Happiness is joy! 7. I used a cupful of milk. 8. Redo this. 9. The birds sang softly. 10. Did you remit the money?
<p>ining meaning of a d word from context</p>	<p>Given five written sentences or sentence groups, each containing an underlined suffixed word, the pupil will use context clues to determine the meaning of that word. Accuracy level is 80%.</p>	<p>Read each sentence silently, giving attention to the word which has a suffix. Find the meaning of that word in the sentence. Write the meaning on the line at the end of the sentence.</p> <ol style="list-style-type: none"> 1. Our sheep are <u>numberless</u>. There are too many to count. _____ 2. The <u>sickly</u> boy was weak from hunger. _____ 3. The children sang joyfully. They were very happy. _____ 4. Tippy is a <u>faithful</u> dog. He is always true and loyal. _____ 5. What a <u>wonderful</u> sight! Caves are full of surprising views. _____

(Continued)

	Criterion <u>Referenced Items</u>	<u>Sample Test Items</u>
Compound words	Given ten sentences, the pupil will find the compound word in each with an overall accuracy level of 80%.	<p>Read each sentence silently. Look for compound words. Circle each compound that you find.</p> <ol style="list-style-type: none"> 1. The cowboy roped a steer. 2. Come to our classroom. 3. The postoffice is open. 4. Do you have a backbone? 5. We have a new bathroom. 6. The policeman blew a whistle. 7. Mother made a blueberry pie. 8. What kind of timepiece is that? 9. The campfire is hot. 10. I hid a cardboard box.
Words from sentence context	Given ten sentences, each of which contains two words which can form a compound, the pupil will use the sentence context to form the appropriate compounds with an overall accuracy of 80%.	<p>Carefully examine these sentences. What two words used in the sentence can make a compound word? Write the compound on the line at the end of each sentence.</p> <ol style="list-style-type: none"> 1. The pen where pigs stay is a _____. 2. Use chalk for writing on this board. _____ 3. Why is your bed in this room? _____ 4. Put this cloth on the table. _____ 5. The house where I play is my _____. 6. Since a taxi is a cab we sometimes call it a _____. 7. That boy is a close friend of mine. _____ 8. Use a needle for this work. _____ 9. There's straw in these berries. They must be _____. 10. Look at that big stack of hay! _____

(Continued)

	Criterion <u>Referenced Items</u>	<u>Sample Test Items</u>
Compound words	Given ten sentences, the pupil will find the compound word in each with an overall accuracy level of 80%.	<p>Read each sentence silently. Look for compound words. Circle each compound that you find.</p> <ol style="list-style-type: none"> 1. The cowboy roped a steer. 2. Come to our classroom. 3. The postoffice is open. 4. Do you have a backbone? 5. We have a new bathroom. 6. The policeman blew a whistle. 7. Mother made a blueberry pie. 8. What kind of timepiece is that? 9. The campfire is hot. 10. I hid a cardboard box.
Words from sentence context	Given ten sentences, each of which contains two words which can form a compound, the pupil will use the sentence context to form the appropriate compounds with an overall accuracy of 80%.	<p>Carefully examine these sentences. What two words used in the sentence can make a compound word? Write the compound on the line at the end of each sentence.</p> <ol style="list-style-type: none"> 1. The pen where pigs stay is a _____. 2. Use chalk for writing on this board. _____ 3. Why is your bed in this room? _____ 4. Put this cloth on the table. _____ 5. The house where I play is my _____. 6. Since a taxi is a cab we sometimes call it a _____. 7. That boy is a close friend of mine. _____ 8. Use a needle for this work. _____ 9. There's straw in these berries. They must be _____. 10. Look at that big stack of hay! _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	S
3142 Identifying pronouns in a list of words	Given a list of ten words, five of which are pronouns, the pupil will circle each of the pronouns with at least 100% accuracy.	Read these words around each pronoun. 1. tree 2. its 3. funny 4. mountain 5. he
3143 Identifying pronouns in spoken language	Given five spoken sentences, the pupil will identify the pronoun in each. Accuracy level is 80%.	Listen to these nouns in each. 1. He is angry. 2. The pen is on the desk. 3. Go with us. 4. Her hands are cold. 5. My bike rolls.
3144 Supplying pronouns in spoken language	Given oral presentation of five simple sentences having a missing pronoun, the pupil will supply the correct pronoun from a choice of three for each sentence. Accuracy level is 80%.	Listen to each sentence and then read three choices that fit the sentence for the sentence. 1. The children were playing with _____ their 2. I lost _____ us 3. Can _____ his 4. The doll belongs to _____ their 5. _____ will go to _____ Our

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3145 Recognizing pronouns in written sentences	Given five sentences each containing one pronoun, the pupil will demonstrate recognition of pronouns by drawing a circle around each one. Accuracy level: 100%	Read each sentence and tell me what pronoun you find a pronoun in each sentence. <ol style="list-style-type: none">1. The children were playing.2. His hand is hurt.3. May we go home?4. Is this her book?5. The children won the game.
3146 Relating pronouns to their antecedents	Given oral presentation of five simple sentences containing a pronoun, the pupil will verbally indicate the word to which the pronoun refers. Accuracy level is 80%.	Listen carefully to the teacher and tell me what word the pronoun refers to. <ol style="list-style-type: none">1. Bob lost his car. What word does the pronoun refer to?2. The little girl said, "Who does her hair?"3. Mary and Bill went to the store. Who does their shopping?4. The bird broke its wing. What word does the pronoun refer to?5. The trees shed their leaves. What word has the pronoun refer to?

Skills (Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Pronouns in sentences	<p>Given five sentences each containing one pronoun, the pupil will demonstrate recognition of pronouns by drawing a circle around each one. Accuracy level: 100%</p>	<p>Read each sentence to yourself. When you find a pronoun circle it.</p> <ol style="list-style-type: none"> 1. The children sang my favorite song. 2. His hand is red. 3. May we go to the park? 4. Is this her apron? 5. The children wore their blue caps t the game.
Pronouns to students	<p>Given oral presentation of five simple sentences containing a pronoun, the pupil will verbally indicate the word to which the pronoun refers. Accuracy level is 80%.</p>	<p>Listen carefully as I read these sentences. Tell me what word the pronoun refers to.</p> <ol style="list-style-type: none"> 1. Bob lost his cap. What word does the pronoun his refer to? 2. The little girl played with her doll. Who does her stand for in this sentence? 3. Mary and Bill ate their lunch. Who does their refer to? 4. The bird broke its wing. What word does its stand for? 5. The trees shed their leaves. What word has their been used for?

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
3147 Supplying pronouns in written sentences	<p>Given five simple sentences, each containing a word or words for which a pronoun can be used, the pupil will supply an appropriate pronoun for at least four of the five sentences (80% accuracy level):</p>	<p>Read each sentence you can use in p Write the pronou</p> <ol style="list-style-type: none"> 1. <u>John</u>, <u>Mary</u> a 2. The book belo 3. <u>Mrs. Smith</u> t 4. Put <u>the dime</u> 5. <u>Bob</u> is Joe's

Description

Pronouns in
sentences

Criterion
Referenced Items

Given five simple sentences, each containing a word or words for which a pronoun can be used, the pupil will supply an appropriate pronoun for at least four of the five sentences (80% accuracy level).

Sample Test Items

Read each sentence. Think of a pronoun that you can use in place of the underlined word. Write the pronoun at the end of the lines.

1. John, Mary and Ann are friends. _____
2. The book belongs to Sally, Joe and Paul. _____
3. Mrs. Smith took cakes to the fair. _____
4. Put the dime on the shelf. _____
5. Bob is Joe's friend. _____

CS 3600 Literal Comprehension

General Objective

Given consistent, intensive instruction in literal comprehension emphasizing details; classification; relationships (time, sequence; part- whole, cause and effect); main ideas and summarizing, the student will indicate his mastery of basic literal comprehension skills by completing the criterion-referenced items with at least 80% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
3601 Recalling details in sentences presented orally	Given five simple sentences presented orally, the pupil will recall the details which correctly answer the question asked. Accuracy level is 80%.	Listen carefully read it to I ask about 1. The boy What color 2. I live in What kind 3. My dog What is 4. The car Where 5. The ball What does

Skills (Continued)

3000 COMPREHENSION SKILLS

CS 3600 Literal Comprehension

General Objective

Given consistent, intensive instruction in literal comprehension emphasizing details; classification; relationships (time, sequence; part- whole, cause and effect); main ideas and summarizing, the student will indicate his mastery of basic literal comprehension skills by completing the criterion-referenced items with at least 80% accuracy.

<u>Description</u>	Criterion <u>Referenced Items</u>	<u>Sample Test Items</u>
Details in sentences presented orally	<p>Given five simple sentences presented orally, the pupil will recall the details which correctly answer the question asked. Accuracy level is 80%.</p>	<p>Listen carefully to each sentence as I read it to you. Then answer the question I ask about it.</p> <ol style="list-style-type: none"> 1. The boy wore a red shirt. What color was the shirt. 2. I live in a brick house. What kind of house was mentioned? 3. My dog's name is Spot. What is the dog's name? 4. The cat ran across the street. Where did the cat go? 5. The band played a gay tune. What did the band play?

Skill Description	Criterion Referenced Items	Sample
3602 Discovering details in written sentences	Given five written sentences, the pupil will find the details in each sentence to correctly answer the question for at least four of the five sentences (80% accuracy).	<p>Read these sentences and answer the questions. Draw a line under the answer that correctly answers each question.</p> <ol style="list-style-type: none"> 1. Mary brushed her hair. What kind of brush did she use? 2. The wind blew hard. How did the wind feel? 3. Yesterday my mother was late. When was she late? 4. John went swimming. Where did he go? 5. Dad used wood to build the house. How were the walls made?
3603 Recalling details from paragraphs presented orally	Given oral presentation of a short paragraph, the pupil will orally answer five questions about details in the paragraph by selecting the correct answer from a choice of two words or phrases for each question. The accuracy level is 80%.	<p>Read the following paragraph and answer the questions.</p> <p>"Lightning flashed up the heavens. It grew darker and darker. A loud clap of thunder and poured. The children raised their heads to see. They drank the sweet rain. The trees shook and the rain stopped. The thunder and the thunder rumbled. The tulips and the grass shivered."</p>

s (Continued)

Question	Criterion Referenced Items	Sample Test Items
Details in sentences	Given five written sentences, the pupil will find the details in each sentence to correctly answer the question for at least four of the five sentences (80% accuracy).	<p>Read these sentences. Then read the questions. Draw a line under the word (s) that correctly answer(s) the question.</p> <ol style="list-style-type: none">1. Mary brushed her long, black hair. What kind of hair did Mary have?2. The wind blew wildly. How did the wind blow?3. Yesterday my Mother cleaned the house. When was the house cleaned?4. John went swimming in the lake. Where did John swim?5. Dad used worms as bait. How were worms used?
Details from presented	Given oral presentation of a short paragraph, the pupil will orally answer five questions about details in the paragraph by selecting the correct answer from a choice of two words or phrases for each question. The accuracy level is 80%.	<p>Read the following paragraph to the pupil.</p> <p>"Lightning flashed through the sky, lighting up the heavens. Thunder roared and roared. It grew darker and darker. Finally, with a loud clap of thunder, the rain came. It poured and poured. The tulips in the garden lifted their heads to receive the rain. The grass drank the sweet rain and turned greener. The trees shook themselves awake. Soon the rain stopped, the lightning disappeared and the thunder faintly rumbled in the distance. The tulips sparkled in the garden and the grass shined like diamonds.</p>

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3603 Continued		<p>Ask pupil to select the questions you ask.</p> <ol style="list-style-type: none">1. This story tells about { spring storm { rain forest2. Noise was caused by { the flashing { the clapping3. It rained { just a few { very hard4. The rain caused the { become green { dry up5. The tulips were { cut off { in a garden
3604 Selecting details from written paragraphs	<p>Given a short written paragraph and five questions concerning details in the paragraph, the pupil will select the correct response from the two suggested for each question.</p> <p>The accuracy level is 80%.</p>	<p>Read this paragraph and circle around the answer to each story details.</p> <p>A lonely bird sat on a branch and he said to himself, "I have no one to talk to. Oh, how lonely I am."</p> <p>The bird began to think about the worm, "he thought, "I am just lonely."</p> <p>The bird started to fly up to the top of the tree and said, "I want to see the wide world," he thought. "I want to see the wide world, then, just seeing the wide world, make me more lonely."</p>

110 (Continued)

tion

Criterion
Referenced Items

Sample Test Items

ails from
graphs

Given a short written paragraph and five questions concerning details in the paragraph, the pupil will select the correct response from the two suggested for each question. The accuracy level is 80%.

Ask pupil to select the correct answers to the questions you ask.

1. This story tells about a
 - spring storm
 - rain forest
2. Noise was caused by
 - the flashing lightning
 - the clapping thunder
3. It rained
 - just a few drops
 - very hard
4. The rain caused the grass to
 - become greener.
 - dry up
5. The tulips were
 - cut off
 - in a garden

Read this paragraph silently. Then draw a circle around the answers that best fit the story details.

A lonely bird sat on a fence. "I am so lonely," he said to himself. "I wish I had a friend to talk to. Oh, how lonely I am! What can I do?"

The bird began to think. "I could dig for a worm," he thought. "But I'm not hungry, I'm just lonely."

The bird started thinking again. "I could fly to the top of the tree and look out at the big, wide world," he thought to himself. "But then, just seeing the big, big world would make me more lonely."

Description

Criterion
Referenced Items

Sample Test Items

Once again the bird began to think. "How lonely I am!" he said, half-aloud. "I think I'll close my eyes and sing a merry tune." The bird sang and sang. His voice grew weaker and weaker. Soon he could not be heard at all. He, having closed his eyes, had fallen asleep.

No longer did he think about his loneliness. His dreams were full of bird friends, so he was no longer lonely.








1. The lonely bird was
 - a. in a tree
 - b. on a fence
2. The bird thought the world was
 - a. big and wide
 - b. wonderful
3. The bird was lonely because
 - a. he was alone
 - b. he was tired and hungry
4. Why didn't the bird dig for a worm?
 - a. he knew he wouldn't find one
 - b. he wasn't hungry
5. Why did the bird stop thinking about his loneliness?
 - a. a family of birds joined him
 - b. he fell asleep while singing


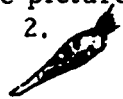





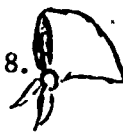


Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3605 Recalling details from written paragraphs	Given a short written paragraph and five questions about details in the paragraph the pupil will select the correct answer from the three suggested for each question with an overall accuracy level of 80%.	<p>Read the paragraph. answer to the question the paragraph.</p> <p>The helicopter flew in the treetops. The pilot was in the forest. He was hunting. The sun was setting in the west. The helicopter circled the forest closely. Just then he saw a boy. He looked again. He saw the boy. Then he saw the little boy at the helicopter. The boy was safe. Then he helped to land the helicopter and the boy.</p> <ol style="list-style-type: none">1. A boy was lost<ul style="list-style-type: none">in the woodsin a helicopterin the school2. It was nearly time for<ul style="list-style-type: none">the moonthe sun to setthe stars3. The pilot flew<ul style="list-style-type: none">as high as the cloudsnear the treetopsabove the forest4. The boy saw the helicopter and<ul style="list-style-type: none">shouted for helpwaved his handstamped his foot

ills (Continued)

Option	Criterion Referenced Items	Sample Test Items
ails from graphs	<p>Given a short written paragraph and five questions about details in the paragraph the pupil will select the correct answer from the three suggested for each question with an overall accuracy level of 80%.</p>	<p>Read the paragraph. Select the correct answer to the questions. Do not look back in the paragraph.</p> <p>The helicopter flew in the air just above the treetops. The pilot looked down into the forest. He was hunting for a lost boy. The sun was setting in the west. The pilot moved the helicopter around in a circle. He looked closely. Just then he saw something red. He looked again. He saw the boy's red jacket. Then he saw the little boy waving the jacket at the helicopter. The pilot reported that the boy was safe. Then he searched for a place to land the helicopter and pick up the happy boy.</p> <ol style="list-style-type: none"> 1. A boy was lost <ul style="list-style-type: none"> ↳ in the woods ↳ in a helicopter ↳ in the school yard 2. It was nearly time for <ul style="list-style-type: none"> ↳ the moon to rise ↳ the sun to set ↳ the stars to shine 3. The pilot flew <ul style="list-style-type: none"> ↳ as high as he could go ↳ near the treetops ↳ above the clouds 4. The boy saw the helicopter and <ul style="list-style-type: none"> ↳ shouted for help ↳ waved his red jacket ↳ stamped the ground

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3605 (Continued)		5. The pilot radi safe ← sorry sick
3606 Supplying detail in written sentences	Given five incomplete written sentences the pupil will supply an ending that is appropriate and which notes detail. The accuracy level is 80%.	An ending is missing below. Read the sentence and write an ending which will have sense. <ol style="list-style-type: none"> 1. My friend lives _____ 2. Some people _____ wear a coat of _____ 3. Many children _____ rabbits as _____ 4. Bob lost his _____ 5. Farmers put _____ to scare away _____
3607 Classification - orally classifying pictured objects.	Given the name for two categories of objects and shown ten pictured items, the pupil will verbally indicate the category in which each item belongs with an overall accuracy level of 80%.	Present the categories to the pupil. Then present the pictures one at a time. Instruct the pupil to write the category the picture belongs to. <ol style="list-style-type: none"> 1.  2.  3.  4.  5.  6.  9. 

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>1) detail in written</p>	<p>Given five incomplete written sentences the pupil will supply an ending that is appropriate and which notes detail. The accuracy level is 80%.</p>	<p>5. The pilot radioed that the boy was { safe sorry sick </p> <p>An ending is missing from each sentence below. Read the sentences to yourself and write an ending which will make the sentences have sense.</p> <ol style="list-style-type: none"> 1. My friend lives in a white house next to _____. 2. Some people catch a cold when they don't wear a coat on _____. 3. Many children have kittens, puppies or rabbits as _____. 4. Bob lost his cap on the way to _____. 5. Farmers put scarecrows in their cornfields to scare away _____.
<p>2) oral - orally using pictured objects</p>	<p>Given the name for two categories of objects and shown ten pictured items, the pupil will verbally indicate the category in which each item belongs with an overall accuracy level of 80%.</p>	<p>Present the categories <u>clothes</u> and <u>foods</u> to the pupil. Then present ten pictured items one at a time. Instruct the pupil to tell you which category the pictured item best fits.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">1. </div> <div style="text-align: center;">2. </div> <div style="text-align: center;">3. </div> <div style="text-align: center;">4. </div> <div style="text-align: center;">5. </div> <div style="text-align: center;">6. </div> <div style="text-align: center;">7. </div> <div style="text-align: center;">8. </div> <div style="text-align: center;">9. </div> <div style="text-align: center;">10. </div> </div>

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
3608 Classifying written words	Given five lists of three written words each, the pupil will select from six given words the one which best describes or labels the lists with 80% overall accuracy.	Look at each row of words in each row and can be placed in words and phrases word or phrase the words. 1. purple g 2. horse c 3. neck a 4. apples e 5. tulip r Colors Food
3609 Supplying item names for given categories	Given five written words naming five categories, the pupil will supply the names of two items belonging to each category. Accuracy level is 80%.	Look at the five of two words that group. Write given. 1. Animals a) _____ 2. Means of tra a) _____ 3. Homes a) _____ 4. Colors a) _____ 5. Bodies of w a) _____

...s (Continued)

...tion

...ritten words

...m names for

...ries

Criterion
Referenced Items

Given five lists of three written words each, the pupil will select from six given words the one which best describes or labels the lists with 80% overall accuracy.

Given five written words naming five categories, the pupil will supply the names of two items belonging to each category. Accuracy level is 80%.

Sample Test Items

Look at each row of words. The three words in each row are alike in some way and can be placed in a category. Look at the six words and phrases below the rows. Select a word or phrase for each row that best describes the words.

- | | | | |
|-----------|---------|---------|-------|
| 1. purple | green | orange | _____ |
| 2. horse | chicken | sheep | _____ |
| 3. neck | arm | ear | _____ |
| 4. apples | eggs | cupcake | _____ |
| 5. tulip | rose | daisy | _____ |

Colors Food Flowers Animals Body Parts
 Rivers

Look at the five categories of words. Think of two words that name things which belong to that group. Write those words on the lines given.

1. Animals
a) _____ b) _____
2. Means of transportation
a) _____ b) _____
3. Homes
a) _____ b) _____
4. Colors
a) _____ b) _____
5. Bodies of water
a) _____ b) _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3610 Classifying written phrases	Given five lists of three written phrases the pupil will select from six given words the one which best describes the phrases in each group with at least 80% overall accuracy.	<p>Read the phrases in from the list at the the phrases.</p> <ol style="list-style-type: none"> 1. an arithmetic problem a reading lesson a spelling drill 2. a brown bench a high stool a stuffed chair 3. the corner grocery a shoe shop a vegetable market 4. a large policeman a cheerful pilot a careful nurse 5. the noisy bicycle a bouncy yo-yo ten jacks and a
3611 Classifying words in a written selection	Given a short story containing five details each on two given topics, the pupil will classify the two words that refer to the given topics. Accuracy level is 80%.	<p>Read the story below paragraph that re below. Write the</p> <p>Ten ants ran another, "Let's n look for food."</p> <p>The two ants were so small the little boy was pla see the tiny ants.</p>

Criterion
Referenced Items

Sample Test Items

phrases

Given five lists of three written phrases the pupil will select from six given words the one which best describes the phrases in each group with at least 80% overall accuracy.

Read the phrases in each row. Choose a word from the list at the bottom that best describes the phrases.

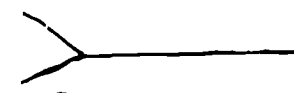
1. an arithmetic problem
a reading lesson
a spelling drill



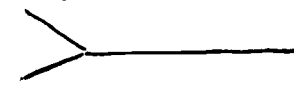
2. a brown bench
a high stool
a stuffed chair



3. the corner grocery
a shoe shop
a vegetable market



4. a large policeman
a cheerful pilot
a careful nurse



5. the noisy bike
a bouncy yo-yo
ten jacks and a ball



vegetables seats toys stores schoolwork workers

s in a

Given a short story containing five details each on two given topics, the pupil will classify the two words that refer to the given topics. Accuracy level is 80%.

Read the story below. Locate five words in the paragraph that refer to the two topics given below. Write them under the topic.

Ten ants ran round an ant hill. One said to another, "Let's move away from this hole. Let's look for food."

The two ants started out on their hunt. They were so small that they could hardly be seen. A little boy was playing in the yard. He did not see the tiny ants. His big rubber ball bounced

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Text</u>
Skill .Continued)		<p data-bbox="1126 259 1512 332">away from him. He ran He stepped on the ants and</p> <p data-bbox="1126 332 1512 544">Three more ants began go out to meet the worker, they ran. They crossed climbed tall trees. A hu but they didn't see him! ate the ants.</p> <p data-bbox="1126 544 1512 714">Five ants played around became of our brothers? "We had better stay here safe here. We don't know home. Let's stay safe!"</p> <p data-bbox="1141 738 1512 787">1. Five <u>number words</u> found</p> <p data-bbox="1323 803 1512 950">_____ _____ _____ _____ _____</p> <p data-bbox="1141 950 1512 990">2. Five <u>size words</u> found</p> <p data-bbox="1323 1006 1512 1161">_____ _____ _____ _____ _____</p>

(Continued)

Criterion
Referenced Items

Sample Test Items

away from him. He ran to get the ball. "Slap!" He stepped on the ants and killed them.

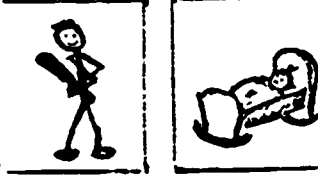


Three more ants became restless. "Let's go out to meet the world," they said. So off they ran. They crossed a wide field. They climbed tall trees. A hungry robin saw the ants, but they didn't see him! "Slurp." The robin ate the ants.

Five ants played around the ant hill. "What became of our brothers?" they asked each other. "We had better stay here," they decided. "It's safe here. We don't know what's beyond our home. Let's stay safe!"

1. Five number words found in the story are:

2. Five size words found in the story are:

Relationships - Time (Sequence)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3012 Arranging pictures in sequential order	Given a set of four pictures, the student will arrange them in a logical sequence with 100% accuracy.	What happened first Arrange these pictures 
3013 Recalling sequence of events in a story presented orally	Given oral presentation of a story and five pictures, the student will listen to the story then arrange the pictures sequentially according to story events. Accuracy level is 60%.	Listen carefully to the story what happened and write Suggested story: Arrange the pictures in order happened. 
		

Relationships - Time (Sequence)

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Criterion
Referenced Items

Given a set of four pictures, the student will arrange them in a logical sequence with 100% accuracy.

Given oral presentation of a story and five pictures, the student will listen to the story then arrange the pictures sequentially according to story events. Accuracy level is 80%.

Sample Test Items

What happened first in this person's life?
Arrange these pictures to tell the story.



Listen carefully to this story so you will know what happened and when it happened.

Suggested story: The Fox and the Crow (fable)
Arrange the pictures to show when the events happened.



Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
3614 Orally sequencing events in a story	Given oral presentation of a short story followed by oral presentation of five sets of two events, the student will give the correct sequential order for each of the five events. Accuracy level is 80%.	<p>Listen carefully. You will know what happened in the story: <u>The Ant</u></p> <p>Which happened first?</p> <ol style="list-style-type: none"> 1. The grasshopper 2. The ant <p>Which happened first?</p> <ol style="list-style-type: none"> 1. The ant 2. The grasshopper <p>Which happened first?</p> <ol style="list-style-type: none"> 1. The grasshopper 2. The ant <p>Which happened first?</p> <ol style="list-style-type: none"> 1. The ant 2. The grasshopper
3615 Recognizing sequence in written language	Given five pairs of written sentences, the student will draw upon his experiences to indicate which sentence of the pair logically comes first and which sentence comes last. Accuracy level is 80%.	<p>Write 1 on the line next to the sentence which of the two comes first. Write 2 on the line next to the sentence which comes next.</p> <p>___ Tom had a car.</p> <p>___ Tom had a car.</p> <p>___ Sue got a new dress.</p> <p>___ Mother bought a new dress.</p> <p>birth</p>

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Sequencing events	<p>Given oral presentation of a short story followed by oral presentation of five sets of two events, the student will give the correct sequential order for each of the five events. Accuracy level is 80%.</p>	<p>Listen carefully to the story and read so you will know when an event took place. Suggest story: <u>The Ant and the Grasshopper</u> (a fable)</p> <p>Which happened <u>first</u>:</p> <ol style="list-style-type: none"> 1. The grasshopper could find no food. 2. The grasshopper danced. <p>Which happened <u>first</u>:</p> <ol style="list-style-type: none"> 1. The ant gathered food. 2. The grasshopper was hungry. <p>Which happened <u>last</u>:</p> <ol style="list-style-type: none"> 1. The ant was warm and comfortable. 2. The ant was busy gathering food. <p>Which happened <u>first</u>:</p> <ol style="list-style-type: none"> 1. The ant worked. 2. The ant would not share his food with the grasshopper. <p>Which happened <u>last</u>:</p> <ol style="list-style-type: none"> 1. The grasshopper was cold. 2. The grasshopper was warm.
<p>Identifying sequence in language</p>	<p>Given five pairs of written sentences, the student will draw upon his experiences to indicate which sentence of the pair logically comes first and which sentence comes last. Accuracy level is 80%.</p>	<p>Write 1 on the line by the sentence to show which of the two sentences happened or came first. Write 2 on the line by the sentence to show which of the two sentences happened or came next.</p> <p>___ Tom had a hot dog for lunch. ___ Tom ate two eggs for breakfast.</p> <p>___ Sue got a new dress for her birthday. ___ Mother went to the store to get Sue's birthday gift.</p>

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3615 (Continued)		<p>___ Jack learned to</p> <p>___ Jack rode his</p> <p>___ Bob ate ten co</p> <p>___ Bob was sick.</p> <p>___ It rained.</p> <p>___ There were da</p>
3616 Manipulating pictures to identify sequence in written language	<p>Given a written story and presented with a set of five illustrations about the events in the story, the student will arrange the illustrations in a sequence identical with the story.</p> <p>Accuracy level is 80%</p>	<p>Read the Story carefully and identify Tippy's bath.</p> <p style="text-align: right;">TIPPY</p> <p>Jim and Kim First they moved The used the hose They got a bar of it was time to find "Come Tippy shouted Kim. Tippy hiding. He did not Jim and Kim At last they spied Jim grabbed Tippy tub. Splash! Tippy Tippy jumped out "Oh dear!" c "So am I" sa bath!"</p>

Criterion
Referenced Items

Sample Test Items

ures to
e in

Given a written story and presented with a set of five illustrations about the events in the story, the student will arrange the illustrations in a sequence identical with the story.

Accuracy level is 80%

Jack learned to walk.
 Jack rode his bicycle.

Bob ate ten cookies
 Bob was sick.

It rained.
 There were dark clouds in the sky.

Read the Story carefully to find out about Tippy's bath.

TIPPY'S BATH


Jim and Kim wanted to give Tippy a bath. First they moved the dog's tub into the yard. They used the hose to fill the tub with water. They got a bar of soap and a large towel. Then it was time to find Tippy.

"Come Tippy," called Jim. "Here Tippy," shouted Kim. Tippy did not come. Tippy was hiding. He did not want a bath.

Jim and Kim hunted and hunted for Tippy. At last they spied the dog behind a big tree. Jim grabbed Tippy and carried him to the tub.

Splash! Tippy landed in the water. Splash Tippy jumped out of the water. Away he ran. "Oh dear!" cried Kim, "I'm all wet!" "So am I" said Jim, "Tippy gave us bath!"

Comprehension Skills (Continued)

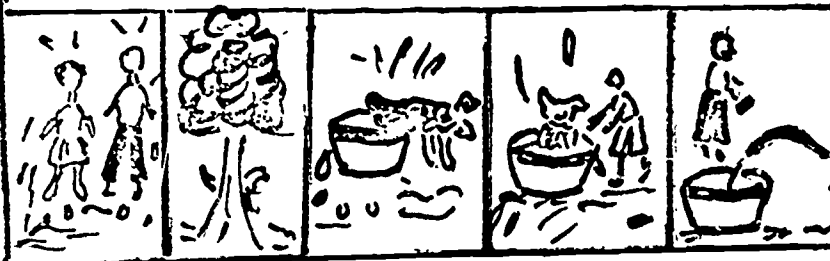
<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3616 (Continued)		(After reading the story, students will arrange the pictures in the order they illustrate information from the story.)
3617 Identifying the sequence of events in a written selection	Given a short written story the students will identify the correct answer for each of five written questions concerning five sequenced happenings in the story. Accuracy level is 80%	

Continued)

Criterion
Referenced Items

Sample Test Items

(After reading the story have the student arrange the pictures in the order in which they illustrate information given in the selection.



quence
tten

Given a short written story the students will identify the correct answer for each of five written questions concerning five sequenced happenings in the story. Accuracy level is 80%

Read this story carefully.

The Adams family was going on a picnic. Mother and Ann made peanut butter and jelly sandwiches. They put the sandwiches into the picnic basket. Next they put apples and grapes in the basket. Then the cookies were put in the basket.

Bob carried the basket to the car. Dad carefully placed the basket in the back seat. Bob put a jug of lemonade beside the basket.

"Now we are ready to go," said Dad. "Hurrah!" cheered Bob. "Hurrah for the Picnic!" Ann shouted.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	Have the student correct answer
3617 (Continued)		1. The first thing a) put the basket b) put apples c) make peaches 2. The first picnic a) apple and 3. The last food a) apples and 4. Dad put into a) a jug of lemon 5. The last thing a) the picnic
3618 Sequencing ideas in written language	Given five simple written sentences containing events, which occur in a sequence, the pupil will draw upon his experiences to logically sequence the sentences. Accuracy level is	Write a number to tell in what order _____ She planted _____ Mary cut s _____ Mary boug _____ The flower _____ The plants
	80%	

(Continued)

on

Criterion
Referenced Items

Sample Test Items

Have the student draw a line under the correct answer without referring to the story.

1. The first thing Mother and Ann did was
 - a) put the basket in the car
 - b) put apples in the basket
 - c) make peanut butter and jelly sandwiches
2. The first picnic foods put into the basket were
 - a) apple and grapes
 - b) sandwiches
 - c) cookies
3. The last foods put into the basket were
 - a) apples and grapes
 - b) sandwiches
 - c) cookies
4. Dad put into the car
 - a) a jug of lemonade
 - b) the picnic basket
 - c) Bob
5. The last thing Bob put into the car was
 - a) the picnic basket
 - b) fruit
 - c) a jug of lemonade

Given five simple written sentences containing events, which occur in a sequence, the pupil will draw upon his experiences to logically sequence the sentences. Accuracy level is

Write a number (1-5) in front of each sentence to tell in what order each idea would happen

- _____ She planted the seeds.
- _____ Mary cut some flowers.
- _____ Mary bought some flower seeds
- _____ The flowers bloomed.
- _____ The plants began to grow.

80%

324

Relationships - Part - Whole

Skill Description

3619 Recognizing part-whole relationships in pictures

Criterion Referenced Items

Given a picture containing a number of items or five pictures of single items, the student will answer five oral questions about the parts of a whole by verbally selecting the correct response from three choices. Accuracy level is 80%.

Sample

Study these pictures and answer the question I will ask. Choose the correct response to all three possible questions.



1. Part of a chair is a) heel
2. The thumb is part of a) hand
3. Part of a house is a) wig
4. A leaf is a part of a) river
5. A wheel is part of a) fish

Read the story carefully and answer the questions about the parts of the pet.

There was a pet named A. He seemed sleepy as he lay on his face. He moaned and carried him up the stairs. His small feet fit in between now and then to eat

3620 Identifying part-whole relationships in written language

Given a short written descriptive selection naming parts of a whole, the student will select from a choice of six items the five parts of an object or thing that are mentioned in the selection. Accuracy level is 80%.

Relationships - Part - Whole

ption

part-whole

in pictures

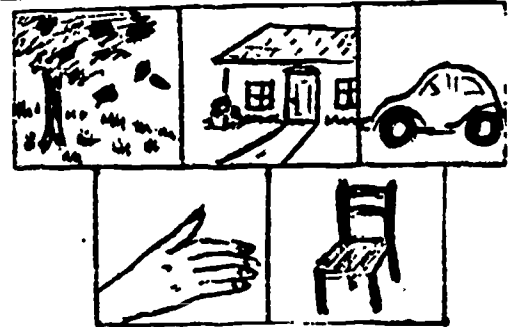
Criterion
Referenced Items

Given a picture containing a number of items or five pictures of single items, the student will answer five oral questions about the parts of a whole by verbally selecting the correct response from three choices.

Accuracy level is 80%.

Sample Test Items

Study these pictures. Give me the answer to the question I will ask after you have listened to all three possible answers.



- Part of a chair is the
a) heel b) eye c) leg
- The thumb is part of a
a) hand b) box c) foot
- Part of a house is a
a) wig b) door c) sky
- A leaf is a part of a
a) river b) tree c) room
- A wheel is part of a
a) fish b) pond c) car

part-whole

in written

Given a short written descriptive selection naming parts of a whole the student will select from a choice of six items the five parts of an object or thing that are mentioned in the selection. Accuracy level is 80%.

Read the story carefully to find the names of the parts of the pet.

A PET

There was a pet goat at the farm. His eye seemed sleepy as he looked through the long hair on his face. He moved slowly as his small legs carried him up the hill. He liked to climb. His small feet fit in between the rocks. He stopped now and then to eat some grass.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>												
3620 (Continued)		From the list of words parts of the goat that story. Write them on numbered.												
		<table> <tr><td>legs</td><td>1</td></tr> <tr><td>hair</td><td>2</td></tr> <tr><td>arms</td><td>3</td></tr> <tr><td>eyes</td><td>4</td></tr> <tr><td>feet</td><td>5</td></tr> <tr><td>face</td><td></td></tr> </table>	legs	1	hair	2	arms	3	eyes	4	feet	5	face	
legs	1													
hair	2													
arms	3													
eyes	4													
feet	5													
face														
3621 Determining part-whole relationships in written language	Given a simple written narrative selection describing an activity, the student will select from a choice of six words or phrases the activities that relate to the main idea of the story. Accuracy level is 80%.	Read the story to see zoo.												
		<p style="text-align: right;">A VISIT</p> <p>Ted and Dan liked the animals. First they swam. They always saw pretty fish whose colors changed each time. The raccoon ran up the tree when the boys were there. Dan went on to look at the bright feathers. The lions roared at the boys. The lions were about roaring. On the next day Ted and Dan got some food for feeding the elephants.</p>												
		Check the things that are in the zoo.												
		<table> <tr><td>_____</td><td>raccoon in the zoo</td></tr> <tr><td>_____</td><td>eating peanuts</td></tr> <tr><td>_____</td><td>talking birds</td></tr> <tr><td>_____</td><td>ducks swimming</td></tr> <tr><td>_____</td><td>catching fish</td></tr> <tr><td>_____</td><td>roaring lions</td></tr> </table>	_____	raccoon in the zoo	_____	eating peanuts	_____	talking birds	_____	ducks swimming	_____	catching fish	_____	roaring lions
_____	raccoon in the zoo													
_____	eating peanuts													
_____	talking birds													
_____	ducks swimming													
_____	catching fish													
_____	roaring lions													

on

Criterion
Referenced Items

Sample Test Items

part-whole

in written

Given a simple written narrative selection describing an activity, the student will select from a choice of six words or phrases the activities that relate to the main idea of the story. Accuracy level is 80%.

From the list of words given below choose the parts of the goat that are mentioned in the story. Write them on the spaces that are numbered.

- | | |
|------|----------|
| legs | 1. _____ |
| hair | 2. _____ |
| arms | 3. _____ |
| eyes | 4. _____ |
| feet | 5. _____ |
| face | |

Read the story to see what the boys did at the zoo.

A VISIT TO THE ZOO

Ted and Dan liked to go to the zoo to see the animals. First they went to watch the ducks swim. They always stopped in to look at the pretty fish whose colors seemed to be different each time. The raccoons were high up in the tree when the boys went to see them. Ted and Dan went on to look at some birds with very bright feathers. The birds tried to talk to the boys. The lions were angry. They walked about roaring. On the way to see the elephants Ted and Dan got some peanuts. They had fun feeding the elephants and themselves, too!

Check the things that tell about the visit to the zoo.

- _____ raccoon in the tree
- _____ eating peanuts
- _____ talking birds
- _____ ducks swimming
- _____ catching fish
- _____ roaring lions

Relationships - Cause-Effect

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
3622 Identifying the cause in a cause-effect relationship in spoken language	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the cause. Accuracy level is 80%.	Listen to these something that 1. The wind blew. What caused it? 2. The sun melted the snow. What caused it? 3. Libby caught a cold. What caused it? 4. Stan had a stomachache. What caused it? 5. Mrs. Jones answered the telephone. Why did Mrs. Jones answer the telephone?
3623 Identifying the effect in a cause-effect relationship in spoken language	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the effect. Accuracy level is 80%.	Listen to these sentences. Tell me the result of each sentence. 1. The fire started. What was the result? 2. Jane slipped. What result? 3. The car was out of gas. What effect? 4. Jack put sugar on the strawberries. What happened? 5. The fog was very far. What effect?

(Continued)

Relationships - Cause/Effect

Criterion	<u>Referenced Items</u>	<u>Sample Test Items</u>
Cause in a relationship	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the cause. Accuracy level is 80%.	<p>Listen to these sentences to find the cause of something that happened.</p> <ol style="list-style-type: none"> 1. The wind blew Mary's hat off. What caused Mary's hat to come off? 2. The sun melted the snowman. What caused the snowman to melt? 3. Libby caught a cold after she got wet in a rainstorm. What caused Libby's cold? 4. Stan had a stomach ache after eating a whole pizza. What caused Stan's stomach ache? 5. Mrs. Jones went into the house to answer the telephone. Why did Mrs. Jones go into the house?
Effect in a relationship	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the effect. Accuracy level is 80%.	<p>Listen to these sentences as I read them to you. Tell me the result of the first action in each sentence.</p> <ol style="list-style-type: none"> 1. The fire started after Tom struck a match. What was the effect of Tom's striking a match? 2. Jane slipped on some ice and broke her leg. What resulted from Jane's slipping on the ice? 3. The car would not start because it was out of gas. What effect was caused by the lack of gas? 4. Jack put sugar on the strawberries to make them sweet. What happened when Jack put sugar on the strawberries? 5. The fog was so thick that we could not see very far. What effect was caused by the thick fog?

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
3o24 Selecting the cause in a cause/effect relationship in written language	<p>Given five simple written sentences that imply a cause and effect situation but have the cause missing, the student will select from a choice of six words or phrases the cause that is missing from each sentence. The accuracy level is 80%.</p>	<p>Read the sentence from the bottom of the page and write the thing that happened.</p> <ol style="list-style-type: none"> 1. After _____ 2. _____ made _____ 3. He was late because _____ 4. It was _____ 5. The _____ <p>Write the correct answer.</p> <p>so cold the heavy traffic the rain</p>
3o25 Selecting the effect in a cause-effect relationship in written language	<p>Given five simple written sentences that contain a cause and effect situation and have the effect missing, the student will select from a choice of six words or phrases the effect that is missing in each sentence. Accuracy level is 80%.</p>	<p>Read the sentence and write what happened.</p> <ol style="list-style-type: none"> 1. Tom was so hungry that _____ 2. The little girl _____ 3. The dog _____ 4. Joe's friends _____ 5. Ben _____ <p>From the words in the box, tell what happened in each sentence. Write the word.</p> <p>turned on the light ate some pie barked</p>

Criterion
Referenced Items

Given five simple written sentences that imply a cause and effect situation but have the cause missing, the student will select from a choice of six words or phrases the cause that is missing from each sentence. The accuracy level is 80%.

Given five simple written sentences that contain a cause and effect situation and have the effect missing, the student will select from a choice of six words or phrases the effect that is missing in each sentence. Accuracy level is 80%.

Sample Test Items

Read the sentences. Choose the word or words from the bottom of the page that tell what caused the thing that happened in each sentence.

1. After _____ the grass was wet.
2. _____ made the roads icy.
3. He was late because of _____.
4. It was _____ that Fred wore his coat.
5. The _____ melted the candle.

Write the correct word or words in the blanks.

so cold	hot sun
the heavy traffic	cold, wet snow
the rain	pink roses

Read the sentence to see if you can determine what happened.

1. Tom was so hungry he _____.
2. The little girl ran so fast she _____.
3. The dog _____ at the noise.
4. Joe's friends _____ for his birthday.
5. Ben _____ when it got dark.

From the words below choose the words that tell what happened because of something in the sentence. Write the correct object in the blank.

turned on the light	played ball
ate some pie	fell down
barked	gave a party

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3624 Determining cause and effect relationships in written language	Given a written list of five causes and a written list of six effects, the student will select the five effects that go with the five causes. Accuracy level is 80%.	<p>Read the list in Column B. Put the letter of the thing in Column A</p> <p style="text-align: center;"><u>Column A</u> (causes)</p> <p>_____ cloud _____ clown _____ cold _____ fall _____ match</p>
3627 Selecting cause and effect relationships in written language	Given a short written selection containing five cause and effect situations the student will indicate the cause and the effect of the five situations. Accuracy level is 80%.	<p>Read the story.</p> <p>The children were playing softball in Star. It was fun. Then a bee got out of the game and hit the ball so hard it broke the way to see the rock and hurt his head. The children sat down and talked about how to fix it. Suddenly a car ran into the house.</p> <p>Find at least five causes in the story and the effects. List the happenings and causes beside the</p>

Cause

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Continued

Criterion
Referenced Items

Sample Test Items

Given a written list of five causes and a written list of six effects, the student will select the five effects that go with the five causes. Accuracy level is 30%.

Read the list in Column A. Then read Column B. Put the letter of the word in Column B by the thing in Column A that might cause it.

<u>Column A</u> (causes)	<u>Column B</u> (effects or results)
_____ cloud	a. laughter
_____ clown	b. fire
_____ cold	c. broken arm
_____ fall	d. call
_____ match	e. sneeze
	f. rain

Given a short written selection containing five cause and effect situations the student will indicate the cause and the effect of the five situations. Accuracy level is 80%.

Read the story.

The children in Crest Street were playing softball in Star Jones' yard. They were having fun. Then a bee made Jack's hand hurt and he got out of the game. About that time Sam hit a ball so hard it broke a neighbor's window. On the way to see the window Tom tripped over a rock and hurt his foot. Then Mrs. Jones came out with some lemonade and cookies. So the children sat down under the tree to eat. They talked about how they would get the window fixed. Suddenly it began to rain. The children ran into the house. No more ball game that day.

Find at least five things that happened in the story and the things that caused them to happen. List the happenings in one column. List the causes beside the happenings in another column.

Cause	Effect



<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Score</u>
3078 Recognizing the main idea from spoken language	<p>Given oral presentation of two short selections, the pupil will select from two choices for each selection the one that best illustrates the main idea. Accuracy level is 80%.</p>	<p>Refer to the story and the phrase or sentence. The story is about (the story is about) the main idea.</p> <p>1. Mother Duck was watching Baby Duck. She watched the young duck did not go straight. Baby Duck told Mother Duck what she was doing. Mother Duck wanted to tell him how.</p> <p>_____ Seeing a bug _____ Watching duck</p> <p>2. It was April first. John pointed to her arm. He said, "There's a bug!" She screamed and ran. Then she showed her arm. But she didn't see John.</p> <p>_____ Seeing a bug _____ Playing a trick</p> <p>3. Everyone liked to get a new box. They could get another one if they used it. The bread was in the box the family used. She took her dish, out came the bread. They could have fun playing with it.</p> <p>_____ Finding a bug _____ Getting the main idea</p>

Criterion
Referenced items

Sample Test Items

Main idea

age

Given one or two paragraphs of the
 short selections, the pupil will
 select from two choices for each
 selection the one that best illustrates
 the main idea. Accuracy level is
 80%.

Listen to the story I will read. Then tell me
 the phrase or sentence that tells what the
 story is about (the main idea).

1. Mother Duck went for a walk with Baby
 Duck. She watched Baby Duck walk. The
 young duck did not walk very well. Mother
 Duck told Baby Duck that he should walk
 straight. Baby Duck said he would walk as
 Mother Duck wanted him to if she would show
 him how.

- _____ Teaching a young duck to walk
 _____ Watching ducks

2. It was April first. John looked at his sister.
 He pointed to her arm and said, "Oh, there is
 a bug!" She screamed and jumped up ready to
 run. Then she saw that there was no bug on
 her arm. But she did not run. She ran after
 John.

- _____ Seeing a bug
 _____ Playing a trick

3. Everyone likes nice surprises. Ann always
 liked to get a new box of breakfast food. She
 could get another prize each time the box was
 used. The breakfast food was almost gone in
 the box the family was using. As Ann filled
 her dish, out came a small red whistle. She
 could have fun playing school traffic cop.

- _____ Finding a box
 _____ Getting the prize

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3628 (Continued)		<p>4. Patty wanted to see the puppy. She wanted milk. If she could make some almost all the milk and other things her mother helped her put together. She thought as it was cool enough she put it together. She thought it was good. Her mother said she was learning to make it.</p> <p>_____ Learning _____ Making</p>
3629 Identifying the main idea in written language	<p>After reading five short selections, the pupil will select from three statements the one that best expresses the main idea. Accuracy level is 80%.</p>	<p>5. It takes most dogs a trick. It is hard to teach a dog a trick. The dog needs to know what you want him to do. The dog needs to be quiet. The dog needs to remember what you want him to do. The dog needs to know what you want him to do. The dog needs to know what you want him to do.</p> <p>_____ Teaching _____ Having a</p> <p>Read each story and select the line in front of what the story is about.</p> <p>1. The rabbits found a name for their new baby. The rabbits found a name for their new baby. The rabbits found a name for their new baby.</p> <p>_____ a. The rabbits found a name for their new baby. _____ b. The rabbits found a name for their new baby. _____ c. The rabbits found a name for their new baby.</p>

continued)

Criterion
Referenced Items

Sample Test Items

4. Patty wanted to learn to cook. The things she wanted most to learn to make was candy. If she could make candy, she could have some almost any time. She got the sugar, milk and other things she needed. Her mother helped her read how to put the things together. She learned how to stir the candy as it was cooking. When it had cooked enough she put it in a pan to cool. Patty thought it was the best candy she ever ate. Her mother said it was good, too.

____ Learning to read cookbooks
____ Making candy

5. It takes most dogs a long time to learn a trick. It is best for one person to teach a dog a trick. He likes a kind voice. He needs to know the person teaching him loves him. The place to work with him should be quiet. The dog should be old enough to remember what you say. Teach him one trick at a time. Most dogs will try to do what you want them to do if they can.

____ Teaching tricks
____ Having a dog

idea

After reading five short selections, the pupil will select from three statements the one that best expresses the main idea. Accuracy level is 80%.

Read each story to yourself. Put a check on the line in front of the sentence that best tells what the story is about.

1. The rabbits thought and thought of names for their new baby. At last Mr. Ground Hog found a name that pleased them all.

____ a. The rabbits had a new baby
____ b. The rabbits named the new baby
____ c. The rabbits pleased Mr. Ground Hog

Skill Description

3629 (Continued)

Criterion
Referenced Items

2. Baby Elephant at the circus. She calls me! I don't want to go!

___ a. Baby Elephant

___ b. Baby Elephant

___ c. Baby Elephant

3. Do you know what happens when it rains? The air is cold. The sun comes out.

___ a. The sun comes out.

___ b. The sun comes out.

___ c. The sun comes out.

___ d. The sun comes out.

___ e. The sun comes out.

___ f. The sun comes out.

___ g. The sun comes out.

___ h. The sun comes out.

___ i. The sun comes out.

___ j. The sun comes out.

___ k. The sun comes out.

___ l. The sun comes out.

___ m. The sun comes out.

___ n. The sun comes out.

___ o. The sun comes out.

___ p. The sun comes out.

___ q. The sun comes out.

___ r. The sun comes out.

___ s. The sun comes out.

___ t. The sun comes out.

___ u. The sun comes out.

___ v. The sun comes out.

___ w. The sun comes out.

___ x. The sun comes out.

___ y. The sun comes out.

___ z. The sun comes out.

___ aa. The sun comes out.

Criterion
Referenced Items

Sample Test Items

2. Baby Elephant wanted to go back to the circus. She called to the leader, "Wait for me! I don't want to be late."

- a. Baby Elephant was lost.
 b. Baby Elephant didn't like the circus.
 c. Baby Elephant wanted to be on time.

3. Do you know why we see a rainbow after it rains? The air is full of raindrops. Then the sun comes out. The sunbeams hit these raindrops. The sunlight is bent. When we look up we see the colors of the rainbow in the sky.

- a. The sun shines on rain.
 b. **The sunlight on raindrops makes a rainbow.**
 c. The sky makes rainbows.

4. Wind is air moving. The faster the air moves, the stronger the wind is. A gentle, slow moving wind is called a breeze. A hurricane is a wind that is moving very, very fast.

- a. Air moving makes wind.
 b. Wind is still.
 c. **Wind is in the sky**

5. Ostriches are funny birds. They are big and tall but they sometimes become frightened. When they are afraid, they run around in circles. This does not seem a smart thing to do, does it?

- a. Sometimes big ostriches do not seem smart.
 b. Ostriches live far from us.
 c. Ostriches are tall.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3630 Identifying the main idea in the context of a written selection	After reading five short paragraphs in which the main idea is expressed in a key sentence of the paragraph, the pupil will identify the key sentence that contains the main idea of each paragraph. Accuracy level is 80%.	Read each paragraph and identify the key sentence that contains the main idea of each paragraph. 1. Parakeets are colorful birds that talk. By listening to their chirping, they love people. Some learn lots of words. 2. Many people go to the mountains to see the evergreen trees in the woods, such as pines or spruces. The people who live there like the snow. 3. Did you know? Some birds have a black band across their eyes. This band makes them look exactly what a rat's eyes look like, like chicken, eggs, and so on. 4. Bill looked to the gas station and had. He could tell he had almost out of gas. He drove a few miles down the road to get to it in time. When he reached the station he smiled. He asked the attendant to "fill it up."

continued)

Criterion
Referenced Items

idea
written

After reading five short paragraphs in which the main idea is expressed in a key sentence of the paragraph, the pupil will identify the key sentence that contains the main idea of each paragraph. Accuracy level is 80%.

Sample Test Items

Read each paragraph. Draw a line under the key sentence that contains the main idea of the paragraph.

1. Talking Birds

Parakeets are little birds that can learn to talk. By listening to people they learn to talk. They love people. They cheep and chatter. Some learn lots of words.

2. Christmas Trees

Many people go hunting for their Christmas tree in the woods. They look for pines, firs, or spruces. These trees stay green all year. People like the smel. of evergreens at Christm

3. A Robber Animal

Did you know that raccoons are very clever. They have strong claws and use them well. They have a black band across their faces. This band makes them look like a robber. This is exactly what a raccoon is! They steal things like chicken, eggs and corn.

4. Getting Gas

Bill looked to see how much gas the car had. He could tell that his automobile was almost out of gas. There was a gas station a few miles down the road.* Bill hoped he could get to it in time. When he drove into the filling station he smiled. He was happy to tell the man to "fill it up."

Skill Description

3630 (Continued)

3631 Supplying the title for a
written selection

Referenced Items

5.

It was S
were going t
very excited
in the mirro
perfect. Pa
in the Home

After reading two short selections Read these t
the pupil will write a title for each page.

Accuracy level is 100%

tion

Referenced Items

Sample Test Items

title for a
on

After reading two short selections
the pupil will write a title for each

Accuracy level is 100%

5.

The Fair

It was Saturday. Pan and her family were going to the State Fair. She was very excited as she dressed. She looked in the mirror to make sure she looked perfect. Pan had entered her pink apron in the Home Show.

Read these two stories. Write a title for each of the stories. (See the next page.)

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Score</u>
3631 (Continued)		<ol style="list-style-type: none">1. Besides putting have to give or hurt. These people who know how to in breathing 2. The full moon the sky. But any light of back the light you hold a match catches the the way the

(Continued)

Criterion
Referenced ItemsSample Test Items

1. Besides putting out the fire, the fireman have to give help to people who are burned or hurt. They must know how to help people who are choked by smoke. They know how to do this by giving them help in breathing.
2. The full moon shines like a bright ball in the sky. But the moon does not give off any light of its own. It shines by sending back the light it gets from the sun. If you hold a mirror to the sun, the mirror catches the sunlight and shines. This is the way the moon shines.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3632 Identifying important ideas in a written selection	Given a short written selection the pupil will indicate five important ideas in the selection that should be included in a summary of it. Accuracy level is 80%.	Read the article. ideas from the ph included in a sum A long time a who worked in th did their work by jacks, had to use work was very h in the woods, so ___ bright color ___ work by han ___ woodcutter ___ making wo ___ long ago ___ our country
3633 Selecting ideas to include in a summary	After reading a short written selection, the pupil will select five important ideas to include in a summary of the selection. Accuracy level is 80%.	Read the article ideas which mig the selection.

(Continued)

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Important ideas selection	Given a short written selection the pupil will indicate five important ideas in the selection that should be included in a summary of it. Accuracy level is 80%.	Read the article. Then mark the five important ideas from the phrases given that should be included in a summary of the articles. WOODCUTTERS A long time ago all the men in our country who worked in the forests cutting down the trees did their work by hand. These men, or lumberjacks, had to use axes or crosscut saws. Their work was very hard. They work bright colors in the woods, so it would be easy to see them. ____ bright colors ____ work by hand ____ woodcutters ____ making wood ____ long ago ____ our country
to include	After reading a short written selection, the pupil will select five important ideas to include in a summary of the selection. Accuracy level is 80%.	Read the article. Then write five important ideas which might be included in a summary of the selection.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
3633 (Continued)		<p>A Storm</p> <p>We had a spring heard a low rumble became louder. It r</p> <p>Lightning raced a dark cloud. The sky grew darker. L</p> <p>The wind began branches bend. Lea wind. The wind lifted. It banged loudly as it</p> <p>Then the rain came windows. It ran off Puddles of water formed. The lightning flashed. The wind swirled and from the sky.</p> <p>Suddenly it became. The wind quieted. The storm went away. The storm</p> <p>List five ideas you read</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Criterion
Referenced Items

Sample Test Items

A Storm In Spring

We had a spring storm last night. First we heard a low rumble of thunder. The thunder became louder. It roared and boomed.

Lightning raced across the sky. It lit up a dark cloud. The thunder sounded louder. The sky grew darker. Lightning lit up the sky.

The wind began to blow. It made tree branches bend. Leaves danced around in the wind. The wind lifted the lid of a garbage can. It banged loudly as it hit the ground.

Then the rain came. It beat hard against the windows. It ran off of the roof in a stream. Puddles of water formed on the sidewalk. The lightning flashed. The thunder roared. The wind swirled and whirled. The rain poured from the sky.

Suddenly it became quiet. The rain stopped. The wind quieted. The thunder and lightning went away. The storm was over.

List five ideas you received from story.

- 1.
- 2.
- 3.
- 4.
- 5.

<u>Skill Description</u>	<u>Referenced Items</u>	<u>Sample</u>
3634 Summarizing a selection	Given a short written selection containing at least five important ideas or events, the pupil will write a one or two sentence summary of the selection including the essence of the five important ideas. Four of the five ideas must be included for an accuracy level of 80%.	<p>Read the selection ideas in the selection write a summary include the five ideas</p> <p>TORNADO</p> <p>One of the our earth is a torn large cities, many Houses and buildings uprooted and fall</p> <p>Sometimes and horses are killed ground. Barns and tornadoes strike, wires fall and tele Sometimes people they cannot phone</p> <p>As soon as hurry to help those men dig into the Workmen with saws fallen trees. Other roads. Doctors and who is hurt. Neighbors who need somewhere Everyone pitches Weathermen near. When we have for cover. If we can be saved from</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Referenced Items

Given a short written selection containing at least five important ideas or events, the pupil will write a one or two sentence summary of the selection including the essence of the five important ideas. Four of the five ideas must be included for an accuracy level of 80%.

Sample Test Items

Read the selection. Check five of the important ideas in the selection from the list below. Then write a summary in one or two sentences and include the five ideas you checked.

TORNADOES

One of the worst things that can happen on our earth is a tornado. When tornadoes happen in large cities, many people may be killed or hurt. Houses and buildings are knocked down. Trees are uprooted and fall on rooftops and automobiles.

Sometimes tornadoes hit farms. Cows and horses are killed. Plants are torn from the ground. Barns and houses are damaged. When tornadoes strike, lights often go out. Telephone wires fall and telephone poles are toppled. Sometimes people cannot get help easily because they cannot phone or signal.

As soon as a tornado leaves, many people hurry to help those in need. Policemen and firemen dig into the ruins to find trapped people. Workmen with saws and axes come to chop away fallen trees. Others move trash and litter from roads. Doctors and nurses standby to treat anyone who is hurt. Neighbors open their homes to people who need somewhere to stay and something to eat. Everyone pitches in to help those in need.


Weathermen can tell us when a tornado is near. When we hear their alarm we should run for cover. If we take cover in a safe place, we can be saved from injury.



CS 4000 Inferential Comprehension

General Objective

Given continuous systematic instruction in inferential comprehension emphasizing making comparisons and contrasts, cause and effect reasoning, forming judgments, predicting outcomes, drawing conclusions, distinguishing fact from opinion, sensing motives and forming generalizations, the pupil will demonstrate his ability in these areas by completing the criterion referenced items with at least 80% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
#4001 Orally comparing pictured items	Given five sets of three pictured items the pupil will orally compare the items according to verbal questions. Accuracy level is 80%.	Examine the picture alike. Then list your answer. 1. Look at figure A. What is the size of B and C? 

* Prerequisites for this item are Perception Skills 2105 and 2106.

Skills (Continued)

3000-4000 COMPREHENSION SKILLS

CS 4000 Inferential Comprehension

General Objective

Given continuous systematic instruction in inferential comprehension emphasizing making comparisons and contrasts, cause and effect reasoning, forming judgments, predicting outcomes, drawing conclusions, distinguishing fact from opinion, sensing motives and forming generalizations, the pupil will demonstrate his ability in these areas by completing the criterion referenced items with at least 80% accuracy.

Description

Comparing pictured

Criterion
Referenced Items

Given five sets of three pictured items the pupil will orally compare the items according to verbal questions. Accuracy level is 80%.

Sample Test Items

Examine the pictures below. See how they are alike. Then listen to my question. Tell me your answer.

1. Look at figures A, B and C.
What is the size of B as compared with A and C?



A



B



C

For this item are Perception Skills 2105 and 2106.

Skill Description

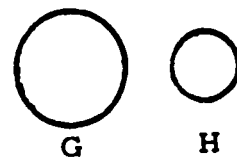
4001 (Continued)

Criterion
Referenced ItemsSample

2. Look at lines D, E
How does F compare

— D — E

3. Look at figures G,
What is the size of
and I?



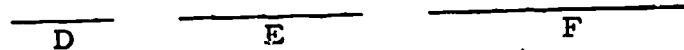
4. Look at J, K and
What is the size of
and K?



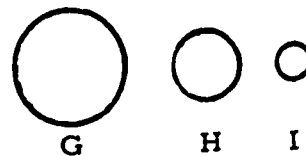
Criterion
Referenced Items

Sample Test Items

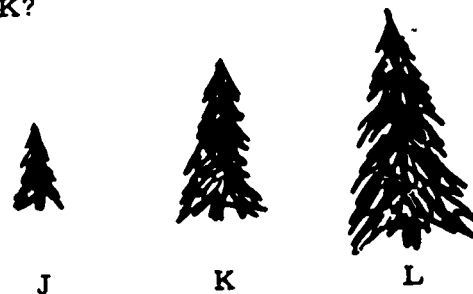
2. Look at lines D, E and F.
How does F compare with D and E?



3. Look at figures G, H and I.
What is the size of G as compared with H and I?



4. Look at J, K and L.
What is the size of L as compared with J and K?



Comprehension Skills (Continued)

Skill Description

4001 (Continued)

4002 Orally contrasting
pictured items

Criterion
Referenced Items

Given five sets of two pictured
items the pupil will orally contrast
the items according to given
instructions. Accuracy level is 80%.

Sample

5. Look at figures M
How are they alike



Look at the pictures
they are different.
you discover.

A.



How is figure 2

B.



How does picture

C.



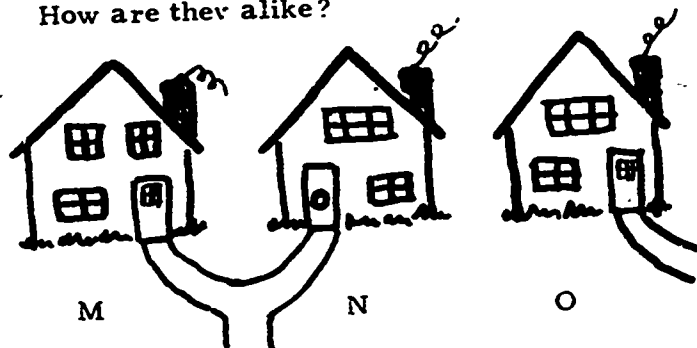
How are 1 and

Criterion
Referenced Items

Given five sets of two pictured items the pupil will orally contrast the items according to given instructions. Accuracy level is 80%.

Sample Test Items

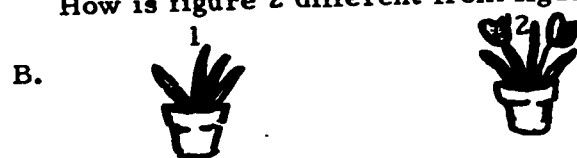
5. Look at figures M, N and O.
How are they alike?



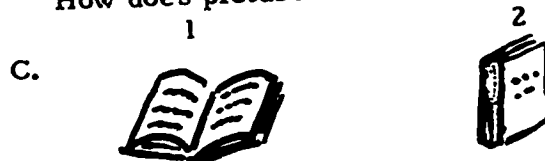
Look at the pictures below to see in what ways they are different. Tell me the differences you discover.







How is figure 2 different from figure 1?



How does picture 1 differ from picture 2?



How are 1 and 2 different?

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
*4002 (Continued)		D. 1 
		How are 1 and 2 di
		E. 1 
		How are figures 1
*4003 Selecting written comparative phrases for pictured items	Given five sets of two picture items and three written comparative phrases for each, the pupil will select the phrase which notes an accurate comparison of the two pictured items. Accuracy level is 80%.	Look at each set of picture items and compare. Then read the phrase which compares the pictured items. Select the phrase which gives the most accurate comparison. 1. A  2. A 
* Prerequisites for this item are Perception Skills 2105 and 2106.		

Criterion
Referenced Items

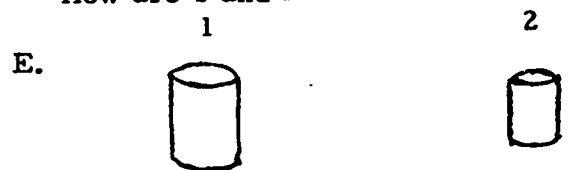
Sample Test Items

a compara-
pictured

Given five sets of two picture items and three written comparative phrases for each, the pupil will select the phrase which notes an accurate comparison of the two pictured items. Accuracy level is 80%.

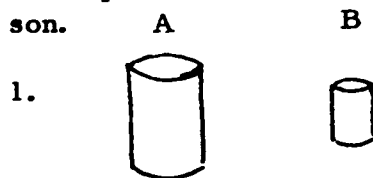


How are 1 and 2 different?



How are figures 1 and 2 different?

Look at each set of pictures to see how they compare. Then read the three phrases beside the pictured items. Place a check (✓) in front of the phrase which gives an accurate comparison.



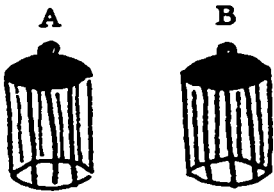
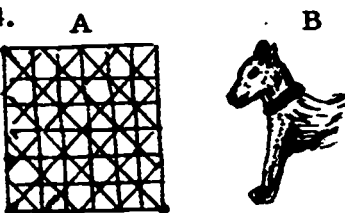
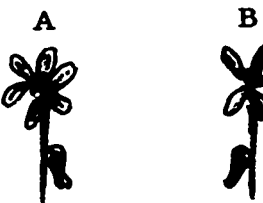
- Figure A is:
1. the same size as B
 2. taller than B
 3. shorter than B



- Figure B is:
1. shorter than A
 2. the same size as A
 3. longer than A

is item are Perception Skills 2105 and 2106.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
4003 (Continued)		3. 
		4. 
4004 Noting comparisons and contrasts in written material	Given a short written selection containing comparisons and contrasts and five specific questions concerning the comparisons and contrasts, the student will silently read the selection then respond in writing to the questions raised. Accuracy level is 80%.	5.  Read this selection to you answers to the question question. The seasons Spring different. In Spring the grows tall. In the Fall The leaves on the trees orange in the Fall before In Spring, they are bri and bloom in the Spring up and die. Spring and

Continued)

Criterion
Referenced Items

Given a short written selection containing comparisons and contrasts and five specific questions concerning the comparisons and contrasts, the student will silently read the selection then respond in writing to the questions raised. Accuracy level is 80%.

Sample Test Items

3.



B

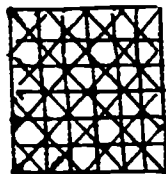


Figures A and B are:

1. exactly alike
2. totally different
3. more different than alike

4.

A



B



Figures A and B are:

1. the same height
2. B is taller than A
3. A is shorter than B

5.

A



B




Figures A and B are:

1. exactly alike
2. alike in some ways
3. not at all alike

Read this selection to yourself. Write your answers to the questions on the lines after the question.

The seasons Spring and Fall are very different. In Spring the grass turns green and grows tall. In the Fall it becomes dry and brown. The leaves on the trees turn red, yellow and orange in the Fall before falling from the trees. In Spring, they are bright green. Flowers bud and bloom in the Spring but in the Fall they dry up and die. Spring and Fall are very different.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4004 (Continued)		<ol style="list-style-type: none"> 1. What seasons are co 2. How are Spring flow flowers? 3. How does Fall grass 4. How do Spring leave 5. How does Spring dif
4005 Expressing causes from a picture effect	<p>Given a picture indicating an effect, the pupil will examine the picture and offer five possible causes. Accuracy level is 80%.</p>	<p>Study the picture below as you can that could h</p> 

Criterion
Referenced Items

es from

Given a picture indicating an effect,
the pupil will examine the picture
and offer five possible causes.

Accuracy level is 80%.

Sample Test Items

1. What seasons are compared and contrasted?

2. How are Spring flowers different from Fall flowers?

3. How does Fall grass differ from Spring grass?

4. How do Spring leaves differ from Fall leaves?

5. How does Spring differ from Fall?

Study the picture below. Tell me as many things
as you can that could have caused this effect.



Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4006 Inferring cause from effect in written language	Given five effects in the form of simple statements and three possible causes associated with each statement, the pupil will select the cause that makes the cause and effect principle meaningful. Accuracy level is 80%.	Read each statement. causes of the effect. front of the most likely 1. Mary held her blood a. She slipped and b. She fell down and c. She had on new s 2. Mother handed the g a. She wanted to sa b. She bought groce c. She was paying t 3. Jane blew out the ca a. The cake was ab b. It was her birthd c. The candles caus 4. John's shoes were v a. He had walked th b. He stepped in m c. He had played ou 5. The baseball player a. He had struck ou b. He had hit a hom c. He wanted to sho
4007 Supplying cause or effect in sentences containing one element of the relationship	Given five statements, each of which contains a cause or an effect, the pupil will supply an appropriate effect or cause as required by the sentence. Accuracy level is 80%.	Read each sentence to given, supply an appro effect is given, write t provided. 1. Mary put her glass

(Continued)

	Criterion <u>Referenced Items</u>	<u>Sample Test Items</u>
<p>from language</p>	<p>Given five effects in the form of simple statements and three possible causes associated with each statement, the pupil will select the cause that makes the cause and effect principle meaningful. Accuracy level is 80%.</p>	<p>Read each statement. Then read the possible causes of the effect. Place a check (✓) in front of the most likely cause.</p> <ol style="list-style-type: none"> 1. Mary held her bloody knee and cried. <ul style="list-style-type: none"> <input type="checkbox"/> a. She slipped and landed on her elbow. <input type="checkbox"/> b. She fell down and cut her knee on a rock. <input type="checkbox"/> c. She had on new shoes. 2. Mother handed the grocer some money. <ul style="list-style-type: none"> <input type="checkbox"/> a. She wanted to save the money. <input type="checkbox"/> b. She bought groceries in his store. <input type="checkbox"/> c. She was paying the doctor's bill. 3. Jane blew out the candles atop her cake. <ul style="list-style-type: none"> <input type="checkbox"/> a. The cake was about to catch fire. <input type="checkbox"/> b. It was her birthday cake. <input type="checkbox"/> c. The candles caused the ice cream to melt. 4. John's shoes were very muddy. <ul style="list-style-type: none"> <input type="checkbox"/> a. He had walked through dry sand. <input type="checkbox"/> b. He stepped in mud puddles. <input type="checkbox"/> c. He had played outdoors all day. 5. The baseball player ran around the bases. <ul style="list-style-type: none"> <input type="checkbox"/> a. He had struck out. <input type="checkbox"/> b. He had hit a home run. <input type="checkbox"/> c. He wanted to show off his new suit.
<p>or effect staining he</p>	<p>Given five statements, each of which contains a cause or an effect, the pupil will supply an appropriate effect or cause as required by the sentence. Accuracy level is 80%.</p>	<p>Read each sentence to yourself. If a cause is given, supply an appropriate effect. If an effect is given, write the cause on the line provided.</p> <ol style="list-style-type: none"> 1. Mary put her glasses on because _____ <hr/>

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4007 (Continued)		<p>2. The dog scratch</p> <hr/> <p>3. Bob asked Moth ready because__</p> <hr/> <p>4. Jan turned the 3</p> <hr/> <p>5. James took off l</p>
4008 Forming oral judgments from written selections	<p>Given five short written selections in which a character's actions are either wise or foolish, the pupil will silently read the selections then tell whether the act was a wise or a foolish one. Accuracy level is 80%.</p>	<p>Read each selection the act that was do was wise or foolish</p> <p>1. John parked his started across t bottle. "Someo on this broken b I had better pick can. Then nobo Was John's act</p> <p>2. Many, many ye there lived a bo called Silly Bill One day Billy's market to buy a very hot summe two miles from happy, so he di the way home B is getting very I'll carry it on last mile with t he reached hom</p>

Option

**Criterion
Referenced Items**

Sample Test Items

al judgments
n selections

Given five short written selections in which a character's actions are either wise or foolish, the pupil will silently read the selections then tell whether the act was a wise or a foolish one. Accuracy level is 80%.

2. The dog scratched at the closed door because _____
3. Bob asked Mother when supper would be ready because _____
4. Jan turned the TV on because _____
5. James took off his shoes because _____

Read each selection to yourself. Think about the act that was done. Tell me whether the act was wise or foolish.

1. John parked his bike beside the curb. As he started across the sidewalk he saw a broken bottle. "Someone might fall and cut himself on this broken bottle," he said half aloud. "I had better pick it up and put it in the trash can. Then nobody will get hurt." Was John's act wise or foolish?
2. Many, many years ago in a far away land there lived a boy named Billy. He was often called Silly Billy because he did silly things. One day Billy's mother sent him to the town market to buy a pound of butter. It was a very hot summer day and the town market was two miles from Billy's home. Billy was very happy, so he did not mind the long walk. On the way home Billy grew tired. "This butter is getting very heavy," he decided. "I think I'll carry it on my head." Billy walked the last mile with the butter on his head. Before he reached home the butter had melted.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4008 (Continued)		<p>Was Billy's act</p> <p>3. There was a worse way than anything else of ways to get money. I don't think of stealing as better ways of getting money.</p> <p>One day as she was talking to two women. "How can I get some money?"</p> <p>"Me? Make money?"</p> <p>"Yes."</p> <p>The three women told her what to do.</p> <p>"Do you have ten dollars?"</p> <p>"Yes."</p> <p>"We can make you a hundred dollars."</p> <p>"How?"</p> <p>"Just give us your ten dollars. We'll take it to the bank and when it comes out we will give you a hundred dollars."</p> <p>"I love money!"</p> <p>"I want one hundred dollars."</p> <p>"Take it. I'll wait."</p> <p>Were the women</p>

(Continued)

**Criterion
Referenced Items**

Sample Test Items

Was Billy's act wise or foolish?

3. There was a woman who loved money more than anything else. She was always thinking of ways to get more money. Oh no, she would not think of stealing! She tried to think of better ways of getting money.

One day as she walked to the bank she met two women. "How would you like to make some money?" one woman asked her.

"Me? Make money?" she asked.

"Yes."

The three women looked at each other. "We'll tell you what to do," one said to the woman.

"Do you have ten dollars with you?"

"Yes."

"We can make your ten dollars grow to one hundred.

"How?"

"Just give us your ten dollars and we will take it to the bank next door. When we come out we will give you one hundred dollars for your ten."

"I love money!" the woman exclaimed. "Yes I want one hundred dollars instead of ten.

Take it. I'll wait here for you to return."



Were the woman's actions wise or foolish?

Criterion
Referenced Items

Sample Test Items

4. Two dogs barked wildly. They seemed to be fussing at each other.
 "What's all the racket?" asked Mr. Wise Dog, the wisest of all dogs in the country.
 "We both saw this bone at the same time. I say it's mine but Rex say it's his. What should we do? I'm hungry. I want a bone too." Mr. Wise Dog thought for a while. Finally he said, "Give me the bone." Rex and Rag gave the bone to Mr. Wise Dog.
 Mr. Wise Dog broke the bone into two equal parts. "Rex," he said, "here's your bone. Rags, here's yours."
 Rex and Rags were two very happy dogs.
 Was Mr. Wise Dog wise or foolish in this case?
5. There was a girl named Pearl. She liked to wear long bangs. She would not let her mother trim her bangs. They grew longer and longer.
 "No, Mother. Please don't trim my bangs. I like them long."
 "But Pearl, they are too long. They cover your eyes."
 "I like them long, Mother. Please don't cut them."
 Pearl's bangs grew more and more. Finally they covered all but the tip of her nose. Still she begged her mother not to cut them.
 Was Pearl wise or foolish?

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4009 Predicting outcomes in illustrations	Given five pictures in which some definite choices are implied, the pupil will study the picture and tell the possible outcomes. Accuracy level is 80%.	1. What might the  2. What might the 

Option

Outcomes in

Criterion
Referenced Items

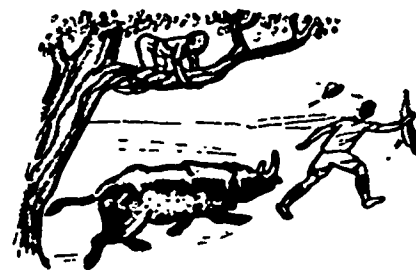
Given five pictures in which some definite choices are implied, the pupil will study the picture and tell the possible outcomes. Accuracy level is 80%.



Sample Test Items

1. What might the puppy do?



2. What might the animal do?



<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4009 (Continued)		3. What might t  4. Where will t 

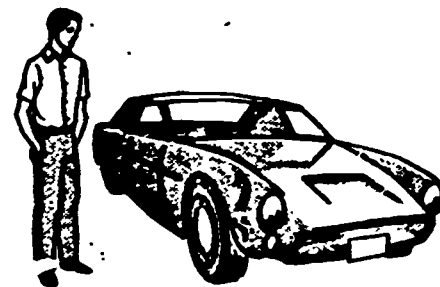
Description

Criterion
Referenced Items

Sample Test Items

a)

3. What might the man do?



4. Where will the boy go?



Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>
400 ^a (Continued)	
4010 Predicting outcomes in written material	Given five short written selections containing an action whose outcome is missing, the pupil will write a logical outcome based on the material presented in the context of the selection. Accuracy level is 80%.

5. What will the



Read each of the
will happen next
lines given.

1. Joy turned on
the phone radio
while she was
Ann had called
long time.
Joy went back
When she got

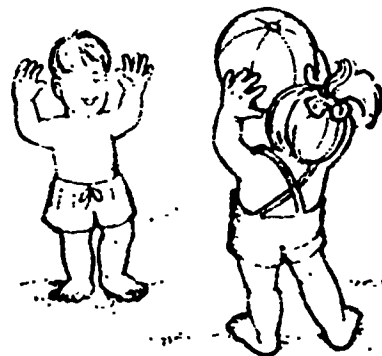
Skills (Continued)

Action

Criterion
Referenced Items

Sample Test Items

5. What will the boy do?



Outcomes in

Material

Given five short written selections containing an action whose outcome is missing, the pupil will write a logical outcome based on the material presented in the context of the selection. Accuracy level is 80%.

Read each of these selections. Decide what will happen next. Write your prediction on the lines given.

- Joy turned on the water for her bath. Then the phone rang. She left the water running while she answered the phone. Her friend Ann had called. The two girls talked for a long time. They finally said their good-bye. Joy went back to the bathroom. When she got there she _____

Skill Description

Criterion
Referenced Items

4010 (Continued)

2. Mrs. Smith
Her family
her birthday
for her to
chose a pat-
lace trimm
"Would you
"Yes, pleas
Mrs. Smith

3. Bob's bike
know I can,
shed and to
Then he use
holding the
he took the
"Now I can
began to pu

Description

Criterion
Referenced Items

Sample Test Items

2. Mrs. Smith went to the store to buy a dress. Her family had given her some money for her birthday. They told her that they'd like for her to buy a dress for herself. She chose a pale pink linen dress with white lace trimmings.
"Would you like to try it on?" the clerk asked.
"Yes, please," Mrs. Smith replied.
Mrs. Smith tried the dress on and _____

3. Bob's bike would not run. "I can fix it, I know I can," said Bob. He went to the tool shed and took out some of his father's tools. Then he used the pliers to remove the nuts holding the wheels in place. Little by little he took the bike apart.
"Now I can rebuild my bike," Bob said. He began to put the bike together again, but _____

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4010 (Continued)		<p>4. Nancy sat on brother had t three o'clock closer to ear The wind beg Then the rain</p> <hr/> <hr/> <hr/>
		<p>5. It was Hallow on Oak Street decided to dr Treat night. lamp post on They talked o ready. All o heard. The</p> <hr/> <hr/> <hr/>
<p>4011 Drawing conclusions from materials presented orally</p>	<p>Given five sentence groups in which a fact (or facts) is explicitly stated, the pupil will give an oral conclusion based on the given facts. Accuracy level is 80%.</p>	<p>Listen to each o Tell me the con from the facts.</p> <p>1. All cats are Fuzz is a cat Conclusion:</p>

Is (Continued)

ion

Criterion
Referenced Items

Sample Test Items

4. Nancy sat on a bench in the park. Her brother had told her to meet him there at three o'clock. The clouds in the sky moved closer to earth. Then they turned grey. The wind began to blow stronger and stronger. Then the rains came. Nancy _____
- _____
- _____
- _____

5. It was Halloween time again. The children on Oak Street were very excited. They had decided to dress as pirates for Trick or Treat night. All the children met under the lamp post on the corner of Oak and Main. They talked over their plans. They were ready. All of a sudden a scary sound was heard. The children _____
- _____
- _____
- _____

usions

s presented

Given five sentence groups in which a fact (or facts) is explicitly stated, the pupil will give an oral conclusion based on the given facts. Accuracy level is 80%.

Listen to each of these exercises as I read them. Tell me the conclusion that you would draw from the facts.

1. All cats are playful.
Fuzz is a cat.
Conclusion:

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
4011 (Continued)		2. It often rains in the sky. The clouds ar Conclusion:
		3. A, B and C ar B, but line B Conclusion:
		4. Ann is a girl My friend is Conclusion:
		5. Dogs, cats, r animals. Cotton Tail is Conclusion:
4012 Drawing conclusions from written material	Given five written selections, the pupil will silently read then write a conclusion for each of the selec- tions. Accuracy level is 80%.	Read each selec can you draw fr your conclusion 1. It was a very had a Valentine the boys and gir she walked to s loose in her han a spelling book wind blew. Aw quickly tried to dropped her bo Away sailed the

tion

Criterion
Referenced Items

Sample Test Items

2. It often rains when dark clouds hang low in the sky.
The clouds are dark and low hanging today.
Conclusion:

3. A, B and C are lines. Line A is longer than B, but line B is longer than C.
Conclusion:

4. Ann is a girl's name.
My friend is named Ann.
Conclusion:

5. Dogs, cats, rabbits and chickens are animals.
Cotton Tail is a rabbit.
Conclusion:

clusions

material

Given five written selections, the pupil will silently read then write a conclusion for each of the selections. Accuracy level is 80%.

Read each selection to yourself. What conclusion can you draw from the facts presented? Write your conclusion on the line given.

1. It was a very windy Valentine's Day. Jane had a Valentine card for her teacher and each of the boys and girls in her class at school. As she walked to school Jane carried the Valentine loosely in her hand. She also carried a notebook a spelling book and an arithmetic book. A strong wind blew. Away flew the Valentines! Jane quickly tried to pick up all of them, but she dropped her books. Another strong wind blew. Away sailed the Valentines.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4012 (Continued)		What conclusion <hr/> <hr/> <hr/> 2. Bluetail and Redhead saw a juicy worm where the fat, ju down. "I want that worm I want it!" "O. K.," said Blue big gulp Redhead Bluetail flew aw of corn. He pe Redhead flew do corn! Let me h Bluetail flew off some grains of v thrice. Then Red shouted. "I like Quickly Redhead What conclusion <hr/> <hr/> <hr/>

Skills (Continued)

ption

Criterion
Referenced Items

Sample Test Items

What conclusion can you draw about Jane?

2. Bluetail and Redhead were birds. Bluetail saw a juicy worm. Just as he reached the spot where the fat, juicy worm was Redhead flew down.

"I want that worm," Redhead said. "I want it! I want it!"

"O. K.," said Bluetail. "Take it." With one big gulp Redhead swallowed the worm. Bluetail flew away. Soon he spotted some seed of corn. He pecked one, then another. Then Redhead flew down. "Corn," he said. "I like corn! Let me have it! I want it! I want it!" Bluetail flew off again. Before long he spotted some grains of wheat. He pecked once, twice, thrice. Then Redhead came by. "Wheat!" he shouted. "I like wheat" I want it! I want it!" Quickly Redhead gobbled the small grains.

What conclusion can you draw about Redhead?

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4012 (Continued)		<p>3. Bob and Tom no trouble at all "You cheated," s "I didn't cheat. Let's see who wi At the end of the the winner. "You cheated aga at all!" "Aw, Tom, you Let's try again. The third game w "I'll never play w "I'm going home What conclusion</p> <hr/> <p>4. Sally was hav about time for th rang. Sally ran She was wearing "How pretty you "Thanks. It's a for me yesterday chatted the bell me, Sue," said Sue answered th ing a dress exac "Why, Sue. We smile left her fa but I really don't me wear it. I d</p>

Option

Criterion
Referenced Items

Sample Test Items

3. Bob and Tom were playing marbles. With no trouble at all Bob won the first game. "You cheated," said Tom. "You didn't play fair." "I didn't cheat. C'mon, let's play another game. Let's see who will win this time." At the end of the second game Bob was again the winner. "You cheated again, Bob! You didn't play fair at all!" "Aw, Tom, you know I didn't cheat. C'mon. Let's try again. You go first." The third game was played. Again Bob won. "I'll never play with you again!" shouted Tom. "I'm going home."

What conclusion can you draw about Tom?

4. Sally was having a birthday party. It was just about time for the party to begin. The doorbell rang. Sally ran to answer the door. It was Sue. She was wearing a pretty pink and green dress. "How pretty you look, Sue," said Sally. "Thanks. It's a new dress. Mommy bought it for me yesterday. I just love it!" As the girls chatted the bell rang again. "Get the door for me, Sue," said Sally. Sue answered the door. There stood Mary wearing a dress exactly like Sue's. "Why, Sue. We're twins!" said Mary. Sue's smile left her face. She frowned and said, "Yeah, but I really don't like this dress. Mother made me wear it. I don't like it at all."

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
40:2 (Continued)		What conclusion
		5. "Sissy," Pan water. " Sissy brought he "Aw, Sissy, it' me cold water. Sissy took the w emptied the gla from the refrige "Thanks, Sis. butter sandwich "O. K. " A little while la wich. "Did you "No. " "Go get one. " Sissy brought a "Thanks. How sandwich? " "O-o-K-k, " rep
		What conclusion

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
		What conclusions can you draw about Pam? <hr/> <hr/>
		<p>5. "Sissy," Pam called, "bring me a glass of water."</p> <p>Sissy brought her big sister a glass of water.</p> <p>"Aw, Sissy, it's not cold," Pam said. "Bring me <u>cold</u> water. Get it from the refrigerator."</p> <p>Sissy took the water, went back to the kitchen, emptied the glass, then filled it with cold water from the refrigerator.</p> <p>"Thanks, Sis. How about making me a peanut butter sandwich?"</p> <p>"O. K."</p> <p>A little while later Sissy was back with the sandwich. "Did you bring me a napkin?"</p> <p>"No."</p> <p>"Go get one."</p> <p>Sissy brought a napkin to Pam.</p> <p>"Thanks. How about putting some jam on my sandwich?"</p> <p>"O-o-K-k," replied Sissy.</p> <p>What conclusion can you draw about Pam? <hr/><hr/></p>

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4013 Orally distinguishing fact from opinion	Given five sets of two statements, one of the set being a fact and the other being an opinion, the pupil will indicate which are facts and which are opinions. Accuracy level is 80%.	<p>Listen to each s is a fact, say "F" opinion, say "O"</p> <ol style="list-style-type: none"> 1. Kentucky is a state Kentucky is t 2. Birds are the A bird is an 3. All lions live Some lions a 4. Some orange Oranges are 5. Arithmetic is In arithmetic
4014 Distinguishing fact from opinion in written material	Given five statements, some of which are facts and the remaining ones opinion, the pupil will read each statement and indicate whether it is fact or opinion. Accuracy level is 80%.	<p>Read each state Write F beside</p> <ol style="list-style-type: none"> 1. Dogs ba 2. My hous 3. Only boy 4. That bo 5. Airplane

<u>Question</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Distinguishing fact	<p>Given five sets of two statements, one of the set being a fact and the other being an opinion, the pupil will indicate which are facts and which are opinions. Accuracy level is 80%.</p>	<p>Listen to each set of statements. If the statement is a fact, say "Fact." If the statement is an opinion, say "Opinion."</p> <ol style="list-style-type: none"> 1. Kentucky is a state. Kentucky is the prettiest state of all. 2. Birds are the only animals on earth. A bird is an animal. 3. All lions live in cages. Some lions are at the zoo. 4. Some oranges are juicy. Oranges are good. 5. Arithmetic is hard to do. In arithmetic we work with number ideas.
Distinguishing fact from written material	<p>Given five statements, some of which are facts and the remaining ones opinion, the pupil will read each statement and indicate whether it is fact or opinion. Accuracy level is 80%.</p>	<p>Read each statement to yourself. Write F beside each fact and O beside each opinion.</p> <ol style="list-style-type: none"> 1. Dogs bark. 2. My house is pretty. 3. Only boys should wear pants. 4. That book is dull. 5. Airplanes can fly.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4015 Identifying the author's motive in material presented orally	Given five paragraphs presented orally, the pupil will select from five given motives the one which best identifies the author's motive. Accuracy level is 80%.	Listen to this pa Then identify the choices I will gi A. Spring is a w Spring rains wa turns green with sway back and fo their new leaves stretch out on th sweet air. The author is: 1. Giving inform 2. Telling how t 3. Telling why h 4. Angry becaus 5. Telling how t B. The queen sa the princess. S because you hav queen said to the "You will have t the princess. " to tear my dres The queen ca rod", she order The guard le princess was af Instead, she wh disappeared. When the que was a fluffy whi

<u>Option</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>the author's</p> <p>material</p> <p>ally</p>	<p>Given five paragraphs presented orally, the pupil will select from five given motives the one which best identifies the author's motive.</p> <p>Accuracy level is 80%.</p>	<p>Listen to this paragraph as I read it to you. Then identify the author's motive from the five choices I will give you.</p> <p>A. Spring is a wonderful time of the year. The Spring rains wash away Winter's dirt. The yard turns green with a mat of soft grass. The trees sway back and forth in the breeze showing off their new leaves. Flowers bud. Birds sing. They stretch out on the grass and breathe in the fresh sweet air.</p> <p>The author is:</p> <ol style="list-style-type: none"> 1. Giving information about birds. 2. Telling how to make something. 3. Telling why he likes Spring. 4. Angry because Spring has come. 5. Telling how to plant a garden. <p>B. The queen sat on her throne and looked at the princess. She was angry. "I am upset because you have torn your new dress", the queen said to the princess.</p> <p>"You will have to be punished. " "NO, no", cried the princess. "Do not punish me. I did not mean to tear my dress. "</p> <p>The queen called the guard. "Bring the royal rod", she ordered.</p> <p>The guard left to get the royal rod. The princess was afraid. She wanted to run away. Instead, she whirled around three times and disappeared.</p> <p>When the queen looked again, all she saw was a fluffy white kitten.</p>

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4015 (Continued)		<p>The author wants</p> <ol style="list-style-type: none"> 1. Entertain you 2. Help you understand and queens. 3. Share his feelings 4. Give a history 5. Describe the <p>C. Deserts are hot and dry with little rain and little rain. The wind in the desert blowing the sand. Only certain plants grow in the desert. A familiar plant is the cactus instead of leaves. Some cacti are tall and thin, some are short and thick. Some cacti have spines like a cactus but usually have sharp needles.</p> <p>The author wrote</p> <ol style="list-style-type: none"> 1. For the reader 2. To give information 3. To tell why he 4. To describe 5. To show the <p>D. Jim crept slowly into the room. There was no light. The door opened and he stepped on it. The door banged. Jim said "Hoo, hoo!", and ran on end! He gave the room into the air shaking all over</p>

cription

Criterion
Referenced Items

Sample Test Items

The author wants to:

1. Entertain you.
2. Help you understand the world of princesses and queens.
3. Share his feelings with you.
4. Give a history of the world.
5. Describe the dress of the princess.

C. Deserts are formed where there is much heat and little rain. Hot winds blow across the desert blowing the loose sand around in swirls. Only certain plants can live in the desert. One familiar plant is a cactus that has sharp needles instead of leaves. There are many kinds of cacti. Some grow very tall. Others are short and thick. Sometimes flowers can be found on a cactus but usually we see the long spiny needles.

The author wrote this selection:

1. For the reader to enjoy.
2. To give information about deserts.
3. To tell why he lives in a desert.
4. To describe American flowers.
5. To show the evils of deserts.

D. Jim crept slowly into the dark room. There was no light. The floor squeaked when he stepped on it. Somewhere a window rattled. A door banged. Jim was startled by a sudden noise. "Hoo, hoo!", something cried. Jim's hair stood on end! He gave a cry of surprise and ran from the room into the lighted hallway. Jim was shaking all over.

Comprehension Skills (Continued)

Criterion
Referenced Items

Sample Test

Skill Description

015 (Continued)

- The writer's possible motives are:
1. To arouse interest.
 2. To scare the reader.
 3. To provide factual information.
 4. To discuss ghosts.
 5. To describe a broken-down house.

E. Have you ever seen a penguin dressed up for a party? He is dressed with tails and a white shirt. He looks like a man. He swims like a fish. We have to go to a zoo to see him. Do you know his name? He is called a penguin. He can swim. He is not on two feet. He cannot walk. He is called a penguin.

- The author's motive for writing is:
1. To tell how to make a penguin.
 2. To share his opinion about penguins.
 3. To provide information about penguins.
 4. To tell about a zoo.
 5. To discuss cold weather.

Study these exercises. What generalization is common? What generalization is not common?

- | | |
|----------|---------|
| 1. rope | dope |
| 2. phone | graph |
| 3. sea | pepper |
| seas | pepper |
| 4. rain | air |
| rainfall | airship |
| 5. soft | joy |
| softly | joyful |

4016 Forming generalizations: Given five sets of exercises in which generalizations can be made, the pupil will study each group then give an oral generalization about each.

Accuracy level is 80%.

ontinued)

Criterion
Referenced Items

Sample Test Items

The writer's possible motive is:

1. To arouse interest.
2. To scare the reader.
3. To provide factual information.
4. To discuss ghosts.
5. To describe a broken lamp.

E. Have you ever seen a funny, furry animal dressed up for a party? He wears a black coat with tails and a white shirt. He walks proudly like a man. He swims like a fish. He cannot fly. We have to go to a zoo to see this strange animal. Do you know his name? He is not a fish although he can swim. He is not a beast although he walks on two feet. He cannot fly but he is a bird. He is called a penguin.

The author's motive here is:

1. To tell how to make something.
2. To share his opinions with the reader.
3. To provide information about the penguin.
4. To tell about a zoo.
5. To discuss cold weather.

Study these exercises. What do they share in common? What generalization can you make?

- | | | | |
|----------|----------|-----------|------------|
| 1. rope | dope | hope | slope |
| 2. phone | graph | alphabet | photo |
| 3. sea | pepper | fire | lock |
| seas | peppers | fires | locks |
| 4. rain | air | scrap | south |
| rainfall | airships | scrapbook | southwest |
| 5. soft | joy | wool | tender |
| softly | joyful | woolen | tenderness |

tions: Given five sets of exercises in which generalizations can be made, the pupil will study each group then give an oral generalization about each.

Accuracy level is 30%.

Comprehension Skills (Continued)

3000-4000 COMPREHENSION SKILLS

CS 4600 Oral and Written Expression

General Objective

Given continuous instruction in creative oral and written expression through experiences in listening, viewing, and reading, by the end of the third grade the pupil will demonstrate his proficiency in oral and written communication by performing criterion-referenced items with a minimum of 80% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	S
4601 Orally describing an object	Given an object the pupil will give an oral description in the form of five simple phrases or sentences. Accuracy level is 80%.	Give the pupil a handle it. Tell telling five things. Example: This It is r It can It is l It is r It is s I can I can It can

Skills (Continued)

3000-4000 COMPREHENSION SKILLS

CS 4600 Oral and Written Expression

General Objective

Given continuous instruction in creative oral and written expression through experiences in listening, viewing, and reading, by the end of the third grade the pupil will demonstrate his proficiency in oral and written communication by performing criterion-referenced items with a minimum of 80% accuracy.

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Criterion
Referenced Items

Given an object the pupil will give an oral description in the form of five simple phrases or sentences.

Accuracy level is 80%.

Sample Test Items

Give the pupil a ball. Let him examine and handle it. Tell him to describe the object by telling five things about it.

Example: This is a ball

It is round.

It can bounce.

It is little (or big).

It is made of rubber.

It is soft.

I can hold it in my hands.

I can squeeze it.

It can float on water.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4602 Orally describing a picture	Given a picture the pupil will orally describe it in five simple phrases or sentences. Accuracy level is 80%.	Study this picture in five phrases
4603 Recalling descriptive words in material presented orally.	Given oral presentation of five sentences containing several descriptive words, the pupil will recall five of the descriptive words. Accuracy level is 80%.	Listen for descriptions I read. Tell me <ol style="list-style-type: none"> 1. A pretty girl 2. The huge black 3. My new sweater 4. Children water 5. Mother baked



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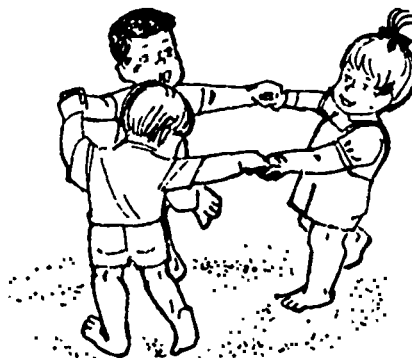
Criterion
Referenced Items

Given a picture the pupil will orally describe it in five simple phrases or sentences. Accuracy level is 80%.

Given oral presentation of five sentences containing several descriptive words, the pupil will recall five of the descriptive words. Accuracy level is 80%.

Sample Test Items

Study this picture. Now describe the picture in five phrases or sentences.



Listen for descriptive words in the sentences I read. Tell me the descriptive words you hear.

1. A pretty girl sat on a soft pillow.
2. The huge black engine puffed white smoke.
3. My new sweater is sky blue.
4. Children watched the graceful dancing water.
5. Mother baked a yummy cake yesterday.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
4604 Recognizing descriptive words in written language	Given five sentences containing ten descriptive words, the pupil will underline at least eight of the ten words (80% accuracy level).	Read each sentence under each description. 1. The hungry lion 2. Some thought park. 3. I will wear a 4. Today is a co 5. New York has harbors.
4605 Supplying descriptive words for phrases	Given five simple phrases, the pupil will supply a descriptive word or words to make each more colorful. Accuracy level is 80%.	Look at the phrase colorless. Add a phrase to give it 1. a dog 2. the horse 3. my yard 4. this room 5. an apple
4606 Supplying specific descriptive words for good and nice	Given five phrases each using the word <u>nice</u> or <u>good</u> , the pupil will supply a more descriptive and specific word in place of <u>nice</u> or <u>good</u> . Accuracy level is 80%.	Read each phrase or words that color good. Write the color in the phrases. 1. a nice day 2. a good dress 3. a nice girl 4. a good boy 5. a nice bicycle

Skills (Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
g descriptive ritten language	Given five sentences containing ten descriptive words, the pupil will underline at least eight of the ten words (80% accuracy level).	Read each sentence to yourself. Draw a line under each descriptive word you recognize. 1. The hungry lion roared loudly. 2. Some thoughtless person threw litter in the park. 3. I will wear a long blue dress. 4. Today is a cool, bleak day. 5. New York has busy streets and wide, noisy harbors.
descriptive phrases	Given five simple phrases, the pupil will supply a descriptive word or words to make each more colorful. Accuracy level is 80%.	Look at the phrases below. They are dull and colorless. Add descriptive words to each phrase to give it color and interest. 1. a dog 2. the horse 3. my yard 4. this room 5. an apple
specific descrip- for good and	Given five phrases each using the word <u>nice</u> or <u>good</u> , the pupil will supply a more descriptive and specific word in place of <u>nice</u> or <u>good</u> . Accuracy level is 80%.	Read each phrase to yourself. Think of a word or words that can be used in place of nice or good. Write that word beside <u>nice</u> or <u>good</u> in the phrases. 1. a nice day _____ 2. a good dress _____ 3. a nice girl _____ 4. a good boy _____ 5. a nice bicycle _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4607 Building sentences through connecting descriptive phrases	Given five sentence beginnings the pupil will select an appropriate ending for each beginning from a group of six. Accuracy level is 80%.	Read the sentence and select an appropriate ending from the beginning of the sentence. Column 1 1. The old wooden 2. Large, spotted 3. Metal chairs 4. The dry leaves 5. Automobile headlights
4608 Orally combining simple sentences	Given oral presentation of five sets of two simple sentences, the pupil will orally combine the ideas to make a compound. Accuracy level is 80%.	Listen to each sentence and repeat it to you. Combine the two sentences to form a compound sentence. 1. John planted a tree. 2. Mary has gone to school with her pencil. 3. I have two brothers. 4. Jack fell down. 5. Sue dropped her book.

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Criterion
Referenced Items

Given five sentence beginnings the pupil will select an appropriate ending for each beginning from a group of six. Accuracy level is 80%.

Given oral presentation of five sets of two simple sentences, the pupil will orally combine the ideas to make a compound. Accuracy level is 80%.

Sample Test Items

Read the sentence beginnings in Column 1. Find an appropriate ending in Column 2. Draw a line from the beginning to its ending.

Column 1

1. The old wooden stairs
2. Large, spotted dogs
3. Metal chairs
4. The dry leaves
5. Automobile horns

Column 2

creaked and creaked
danced in the wind,
tooted noisily
barked wildly
played ball
scraped across the
floor

Listen to each set of sentences as I read them. Tell me which idea you like best. Combine the two ideas to make a compound sentence. Let me hear your new sentence.

1. John planted a tree. It was a pine tree.
2. Mary has gone to the store. She will buy a pencil.
3. I have two brothers. I have three sisters.
4. Jack fell down. He skinned his knee.
5. Sue dropped a glass. She broke it.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4609 Combining simple written sentences to form compounds	Given five sets of two simple sentences, the pupil will combine the two sentences to form a written compound sentence. Accuracy level is 80%.	Read each set of sentences and show how you can make a compound sentence from the two. Write your answer. 1. My dog is big. He is friendly. 2. We had hamburgers and french fries. 3. My sister has a car and a dog. 4. The string is white and the ball is red. 5. Will you come to the party with me?
4610 Expanding written sentences	Given five simple sentences, the pupil will expand each by adding words to tell where and when. Accuracy level is 80%.	Read each simple sentence and expand it to tell when and where it happened. Write a new sentence so that it will include the time and place. 1. A flag waved. When? _____ Where? _____ New sentence: _____ 2. A door opened. When? _____ Where? _____ New sentence: _____

Skills (Continued)

<u>Option</u>	Criterion <u>Referenced Items</u>	<u>Sample Test Items</u>
Simple written form com-	Given five sets of two simple sentences, the pupil will combine the two sentences to form a written compound sentence. Accuracy level is 80%.	<p>Read each set of sentences to yourself. Think how you can make one complete sentence from the two. Write your new sentence on the line.</p> <p>1. My dog is big. He is brown and white.</p> <hr/> <p>2. We had hamburgers. We also had French fries.</p> <hr/> <p>3. My sister has a cold. She has a fever, too.</p> <hr/> <p>4. The string is white. It is broken.</p> <hr/> <p>5. Will you come to my house? Will you play with me?</p>
Written sen-	Given five simple sentences, the pupil will expand each by adding words to tell where and when. Accuracy level is 80%.	<p>Read each simple sentence below. Add words to tell when and where. Then rewrite the sentence so that it will make sense.</p> <p>1. A flag waved. When? _____ Where? _____ New sentence: _____</p> <hr/> <p>2. A door opened. When? _____ Where? _____ New sentence: _____</p>

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
4610 (Continued)		3. A bell rang. When? _____ Where? _____ New sentence: _____
		4. A light burned. When? _____ Where? _____ New sentence: _____
		5. A bird flew. When? _____ Where? _____ New sentence: _____
4611 Making sense from scrambled sentences presented orally	Given five scrambled simple sentences presented orally, the pupil will rearrange the ideas so as to make sentence sense. Accuracy level is 80%.	Listen to these sentences and make them to you. They do not make sense. Tell me how to make them make sense. 1. flew away - the 2. lost her shoe 3. came to supper 4. go with me - very 5. in the moon -

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
ed)		3. A bell rang. When? _____ Where? _____ New sentence: _____
		4. A light burned. When? _____ Where? _____ New sentence: _____
		5. A bird flew. When? _____ Where? _____ New sentence: _____
sense from ed sentences ed orally	Given five scrambled simple sentences presented orally, the pupil will rearrange the ideas so as to make sentence sense. Accuracy level is 80%.	Listen to these scrambled sentences as I read them to you. Then put the words in order to make sense. Tell me the sentence. 1. flew away - the bird - little. 2. lost her shoe - Mary - yesterday. 3. came to supper - last night - Uncle Bob 4. go with me - will you - to the park? 5. in the moon - was singing - the man.

Comprehension Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
4012 Making sense from scrambled sentences presented visually	Given five scrambled sentences presented visually, the pupil will rearrange the sentence parts so as to make sentence sense. Accuracy level is 80%.	Read each scrambled sentence. Think of where the words belong for the sentence to make sense. Write the words in correct form on the line. <hr/> 1. on the table - the <hr/> 2. tall houses - I saw <hr/> 3. for a walk - take <hr/> 4. and lots of people street - there were <hr/> 5. very cold - Mr. E

ls (Continued)

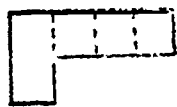

ion	Criterion Referenced Items	Sample Test Items
from sentences ally	Given five scrambled sentences presented visually, the pupil will rearrange the sentence parts so as to make sentence sense. Accuracy level is 80%.	<p>Read each scrambled sentence to yourself. Think of where the words should be in order for the sentence to make sense. Write the correct form on the line following the sentence.</p> <ol style="list-style-type: none"> 1. on the table - the balls - are. _____ 2. tall houses - I saw - and little houses. _____ 3. for a walk - take him - will you? _____ 4. and lots of people - cars and trucks on the street - there were. _____ 5. very cold - Mr. Fox - was. _____

5000 WORD RECOGNITION

General Objectives

WR 5100 Configuration Clues

Given systematic instruction in word attack skills using configuration clues, by the end of the second grade, the student will identify basic sight words in isolation, in phrases, and in sentences with 80%-100% accuracy as measured by the criterion referenced items.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
5101 Matching words of the same length	Given a series of ten one-syllable words the pupil will match them according to their length. Accuracy level is 100%.	Instruct the pupil to look print the words under the the same number of letters <u>hit</u> for get fun about yes than drink
5102 Matching words with their configuration	Given five configurations of words and seven basic words, the pupil will match five words with their configurations. Accuracy level is 100%.	Instruct the pupil to print correct frame.   bone boat gone

5000 WORD RECOGNITION

General ObjectivesWR 5100 Configuration Clues

Given systematic instruction in word attack skills using configuration clues, by the end of the second grade, the student will identify basic sight words in isolation, in phrases, and in sentences with 80%-100% accuracy as measured by the criterion referenced items.

Criterion
Referenced Items

Given a series of ten one-syllable words the pupil will match them according to their length. Accuracy level is 100%.

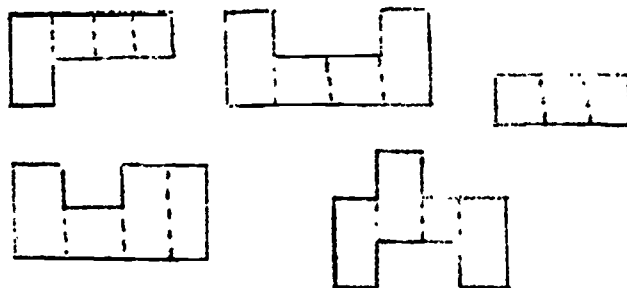
Given five configurations of words and seven basic words, the pupil will match five words with their configurations. Accuracy level is 100%.

Sample Test Items

Instruct the pupil to look at each word and print the words under the key word that has the same number of letters in it.

<u>hit</u>	<u>green</u>	
for	get	house
fun	about	two
yes	thank	chart
	drink	

Instruct the pupil to print the words in the correct frame.



bone boat gone help car fall play

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5103 Matching words similar in shape and length	Given a list of five printed one-syllable words the pupil will supply a word of the same length and configuration. Four of five words must be correct (80%).	Instruct pupils to that has the same same shape as each hit call _____
5104 Arranging letters into the appropriate sequence to form a word	Given a series of five groups of letters the pupil will rearrange each group to form a one-syllable word. Four of five words must be correct (80%).	Arrange these letters ti tge iacl
5105 Matching words that are identical from words similar in configuration	Given a list of ten one-syllable words the pupil will indicate from a series of three for each given word, the one in the series that is like the given word. Accuracy level is 100%.	Ask the pupil to choose that is like the first yes tes y stop stop s ride reid r blue bleu l eat ate ea home house . big pig b have have come came jump jump

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
words similar and length	Given a list of five printed one-syllable words the pupil will supply a word of the same length and configuration. Four of five words must be correct (80%).	Instruct pupils to write a word that you know that has the same number of letters and the same shape as each word below: hit call book get day ____
letters into appropriate sequence word	Given a series of five groups of letters the pupil will rearrange each group to form a one-syllable word. Four of five words must be correct (80%).	Arrange these letters to make a word: ti tge lacl htiw werch
words that differ from similar in confi-	Given a list of ten one-syllable words the pupil will indicate from a series of three for each given word, the one in the series that is like the given word. Accuracy level is 100%.	Ask the pupil to circle the word in each row that is like the first word. yes tes yet yes stop stop tops spot ride reid redi ride blue bleu blue uelb eat ate eat tea home house heom home big pig big beg have have heav heva come came come mico jump jump pumj jump

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
5106 Identifying phrases visually in context	<p>Given a list of five phrases and five sentences in which the phrases appear the pupil will indicate the location of each phrase in the sentence context.</p> <p>Accuracy level is 100%.</p>	<p>Instruct the pupil to _____ in the sentences below _____ sentence beside the number _____</p> <ol style="list-style-type: none"> 1. The boys climbed 2. The proud father 3. Sometimes the 4. The monkey is 5. Now the sky is <p>_____ clear and bright _____ the proud father _____ in the cage _____ climbed the hill _____ the sea is</p>
5107 Recognizing sight words at the preprimer level	<p>Given a one-second exposure of ten words from the pre-primer level, the pupil will name each. Eight of ten words must be identified accurately (80%).</p>	<p>Instruct the pupil to _____ shown to him. Allow _____ child to identify each _____ call do green like _____ want blue a</p>
5108 Recognizing sight words at the primer level	<p>Given a one-second exposure of ten words from the primer level, the pupil will identify each. Eight of ten words must be named accurately (80%).</p>	<p>Instruct the pupil to _____ shown to him. Allow _____ pupil to identify each _____ around _____ boa _____ car _____ eat _____ good _____ fast _____ like</p>

Continued)

<u>Condition</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>												
Phrases visually	<p>Given a list of five phrases and five sentences in which the phrases appear the pupil will indicate the location of each phrase in the sentence context.</p> <p>Accuracy level is 100%.</p>	<p>Instruct the pupil to find the following phrases in the sentences below. Put the number of the sentence beside the matching phrase.</p> <ol style="list-style-type: none"> 1. The boys climbed the hill quickly. 2. The proud father praised his son. 3. Sometimes the sea is stormy for days. 4. The monkey in the cage is eating. 5. Now the sky is very clear and bright. <p> <input type="checkbox"/> clear and bright <input type="checkbox"/> the proud father <input type="checkbox"/> in the cage <input type="checkbox"/> climbed the hill <input type="checkbox"/> the sea is </p>												
Sight words Primer level	<p>Given a one-second exposure of ten words from the pre-primer level, the pupil will name each. Eight of ten words must be identified accurately (80%).</p>	<p>Instruct the pupil to say each word as it is shown to him. Allow one second for the child to identify each word. Example:</p> <p>call do green look ball I me want blue and</p>												
Sight words Primer level	<p>Given a one-second exposure of ten words from the primer level, the pupil will identify each. Eight of ten words must be named accurately (80%).</p>	<p>Instruct the pupil to say each word as it is shown to him. Allow one second for the pupil to identify each.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">around</td> <td style="width: 33%;">boat</td> <td style="width: 33%;">goat</td> </tr> <tr> <td>car</td> <td>eat</td> <td>him</td> </tr> <tr> <td>good</td> <td>fast</td> <td>jump</td> </tr> <tr> <td></td> <td>like</td> <td></td> </tr> </table>	around	boat	goat	car	eat	him	good	fast	jump		like	
around	boat	goat												
car	eat	him												
good	fast	jump												
	like													

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5109 Recognizing sight words from the first grade level	Given a one-second exposure of ten words from the first grade level, the pupil will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil shown to him. after if barn ra ca off se
5110 Recognizing sight words from the first grade level	Given a one-second exposure of ten words from the second grade level, the student will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil shown to him. above break mouse
5111 Recognizing sight words from the third grade level	Given a one second exposure of ten words from the third grade level, the student will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil shown to him. blizzard apron hatch

on (Continued)

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
sight words st grade level	Given a one-second exposure of ten words from the first grade level, the pupil will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil to say each word as it is shown to him. after race game if came more barn off talk seen
g sight words first grade	Given a one-second exposure of ten words from the second grade level, the student will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil to say each word as it is shown to him. above across ground break high caught mouse fit snow oven
g sight words third grade	Given a one second exposure of ten words from the third grade level, the student will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil to say each word as it is shown to him. blizzard chop eleven apron age indeed hatch knee list often

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5112 Recognizing sight words which describe actions	Given ten sight words that describe actions, the pupil will name each word as it is presented. Accuracy level is 80%.	Instruct the pupil to say run hop jump carry drink e
5113 Identifying descriptive sight words	Given ten descriptive sight words, the pupil will name each word. Eight of ten words should be identified accurately (80%).	Instruct the pupil to name what is shown to him. big yellow small short lazy
5114 Recognizing words that tell where, what, when, and how	Given five sentences each containing a sight word that tells where, what, when or how, the pupil will answer the question about each sentence. Four of five sentences should be correct (80%).	Instruct the pupil to read and answer the question about each sentence. 1. Ann was told to see 2. Come to my house 3. Grandmother baked 4. Fix the airplane 5. The team will play 1. <u>Where</u> was Ann told to see 2. <u>When</u> are you to come to my house 3. <u>What</u> does Grandmother baked 4. <u>How</u> are you to fix the airplane 5. <u>When</u> will the team play

(Continued)

ion

ight words

actions

descriptive

words that

what, when,

Criterion
Referenced Items

Given ten sight words that describe actions, the pupil will name each word as it is presented. Accuracy level is 80%.

Given ten descriptive sight words, the pupil will name each word. Eight of ten words should be identified accurately (80%).

Given five sentences each containing a sight word that tells where, what, when or how, the pupil will answer the question about each sentence. Four of five sentences should be correct (80%).

Sample Test Items

Instruct the pupil to say the word.

run hop jump walk sit
carry drink eat laugh drag

Instruct the pupil to name each word as it is shown to him.

big yellow small funny sad tall
 short wet bright
 lazy

Instruct the pupil to read each sentence and answer the question asked about it.

1. Ann was told to sit down.
2. Come to my house after breakfast.
3. Grandmother bakes good apple pies.
4. Fix the airplane so it will fly.
5. The team will play next Friday.

1. Where was Ann told to sit?
2. When are you to come to my house?
3. What does Grandmother bake?
4. How are you to fix the plane?
5. When will the team play?

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5115 Reading sight phrases	Given ten sight phrase cards, the pupil should be able to read fluently eight of the ten phrase cards presented (80%).	Instruct the pupil to Present the phrases exposure. has a car to the girl over my head around the park the yellow duck
5116 Joining phrases to make sentences	Given a set of phrase cards the pupil will form five complete sentences. Acceptable level is four complete sentences (80%).	Instruct the pupil to in Column B with the A to make five comp Column A the boy can the little girl the big apple Daddy cut Come and see
5117 Recognizing the days of the week	Given a ten-second exposure flash card of the seven days of the week, the pupil will name each word. Accuracy level is 100%	Prepare flash cards Instruct the pupil to Monday Tues Friday Thur Satu

Continued)

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Criterion
Referenced Items

Given ten sight phrase cards, the pupil should be able to read fluently eight of the ten phrase cards presented (80%).

Given a set of phrase cards the pupil will form five complete sentences. Acceptable level is four complete sentences (80%).

Given a ten-second exposure flash card of the seven days of the week, the pupil will name each word.

Accuracy level is 100%

Sample Test Items

Instruct the pupil to read the following phrases. Present the phrases on cards with ten seconds exposure.

has a car	we will walk
to the girl	behind the door
over my head	above the window
around the park	stopped to talk
the yellow duck	a brown pony

Instruct the pupil to join five of the phrases in Column B with the five phrases in Column A to make five complete sentences.

Column A	Column B
the boy can	is good to eat
the little girl	the tall grass
the big apple	my new toy
Daddy cut	juicy orange
Come and see	run fast
	has a ball
	and big boy

Prepare flash cards of the days of the week. Instruct the pupil to read the following cards:

Monday	Tuesday	Wednesday
Friday	Thursday	Sunday
	Saturday	

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5118 Recognizing the months of the year	Given a ten-second exposure flash card of the twelve months, the pupil will pronounce each word. Accuracy level 100%.	Prepare flash cards of the year. Instruct the pupil to name each month. January April October September February May
5119 Recognizing the ordinal number words (1-12)	Given a five second exposure of ten of the ordinal number words, the pupil will name each number. Accuracy level is 100%.	Prepare flash cards of the ordinal number words. Instruct the pupil to name each word. four six twelve eleven eight two
5120 Recognizing the cardinal number words (1-12)	Given a five second exposure of ten of the cardinal number words, the pupil will name each number. Accuracy level is 100%.	Prepare flash cards of the cardinal number words. Instruct the pupil to name each word. first seventh sixth second eighth ninth

Continued)

Criterion	Criterion Referenced Items	Sample Test Items												
the months of	<p>Given a ten-second exposure flash card of the twelve months, the pupil will pronounce each word.</p> <p>Accuracy level 100%.</p>	<p>Prepare flash cards of the months of the year. Instruct the pupil to name the months.</p> <table border="0"> <tr> <td>January</td> <td>December</td> </tr> <tr> <td>April</td> <td>June</td> </tr> <tr> <td>October</td> <td>August</td> </tr> <tr> <td>September</td> <td>July</td> </tr> <tr> <td>February</td> <td>March</td> </tr> <tr> <td>May</td> <td>November</td> </tr> </table>	January	December	April	June	October	August	September	July	February	March	May	November
January	December													
April	June													
October	August													
September	July													
February	March													
May	November													
the ordinal (1-12)	<p>Given a five second exposure of ten of the ordinal number words, the pupil will name each number.</p> <p>Accuracy level is 100%.</p>	<p>Prepare flash cards on the following. Ask the pupil to name each number as it is shown.</p> <table border="0"> <tr> <td>four</td> <td>three</td> </tr> <tr> <td>six</td> <td>seven</td> </tr> <tr> <td>twelve</td> <td>five</td> </tr> <tr> <td>eleven</td> <td>ten</td> </tr> <tr> <td>eight</td> <td>one</td> </tr> <tr> <td>two</td> <td>nine</td> </tr> </table>	four	three	six	seven	twelve	five	eleven	ten	eight	one	two	nine
four	three													
six	seven													
twelve	five													
eleven	ten													
eight	one													
two	nine													
the cardinal (1-12)	<p>Given a five second exposure of ten of the cardinal number words, the pupil will name each number.</p> <p>Accuracy level is 100%.</p>	<p>Prepare flash cards on the following. Ask the pupil to name each number as it is shown.</p> <table border="0"> <tr> <td>first</td> <td>fifth</td> </tr> <tr> <td>seventh</td> <td>fourth</td> </tr> <tr> <td>sixth</td> <td>twelfth</td> </tr> <tr> <td>second</td> <td>third</td> </tr> <tr> <td>eighth</td> <td>eleventh</td> </tr> <tr> <td>ninth</td> <td>tenth</td> </tr> </table>	first	fifth	seventh	fourth	sixth	twelfth	second	third	eighth	eleventh	ninth	tenth
first	fifth													
seventh	fourth													
sixth	twelfth													
second	third													
eighth	eleventh													
ninth	tenth													

WR-8
Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
5121 Matching the ordinal number words with the cardinal number words (1-12)	Given a list of ordinal number words a second list of cardinal numbers with a line beside each cardinal number, the pupil will write the matching ordinal number beside the cardinal number. Accuracy level is 100%.	Instruct the pupil ordinal number b four six five twelve seven one three eight two ten eleven nine

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Referenced Items

Given a list of ordinal number words
a second list of cardinal numbers
with a line beside each cardinal
number, the pupil will write the
matching ordinal number beside
the cardinal number. Accuracy
level is 100%.

Sample Test Items

Instruct the pupil to write the matching
ordinal number beside the cardinal number

four
six
five
twelve
seven
one
three
eight
two
ten
eleven
nine

sixth _____
twelfth _____
seventh _____
first _____
fourth _____
ninth _____
fifth _____
second _____
tenth _____
third _____
eighth _____
eleventh _____

WORD RECOGNITION

General Objective

WR 5200 Phonics Skills: Consonants, Blends, Vowels and Diphthongs

Given systematic instruction in the development of phonics skills, including auditory and visual recognition of beginning, medial and ending consonants, consonant digraphs and blends, vowels, vowel combinations, digraphs and diphthongs, each pupil by the end of the third grade will demonstrate his ability to decode words composed of these elements by completing all criterion referenced items within a range of 80% to 100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
520. Recognizing identical initial consonant sounds	Given oral presentation of five pairs of familiar one-syllable words of which three pairs begin with the same consonant sound, and two pairs begin with different consonant sounds, the pupil will indicate which pairs sound alike at the beginning. Accuracy level is 100%.	Say to the pupil, "Tell me if they begin with different consonant sounds." 1. long 2. by-gone 3. boy 4. city 5. never

continued)

WORD RECOGNITION

General ObjectiveWR 5200 Phonics Skills: Consonants, Blends, Vowels and Diphthongs

Given systematic instruction in the development of phonics skills, including auditory and visual recognition of beginning, medial and ending consonants, consonant digraphs and blends, vowels, vowel combinations, digraphs and diphthongs, each pupil by the end of the third grade will demonstrate his ability to decode words composed of these elements by completing all criterion referenced items within a range of 80% to 100% accuracy.

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Given oral presentation of five pairs of familiar one-syllable words of which three pairs begin with the same consonant sound, and two pairs begin with different consonant sounds, the pupil will indicate which pairs sound alike at the beginning. Accuracy level is 100%.

Sample Test Items

Say to the pupil, "I am going to say two words. Tell me if they begin with the same sound or if they begin with different sounds."

1. long-lost
2. by-got
3. boy-box
4. city-can
5. never-night

WR-10
Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5202 Recognizing the letter names for beginning consonant sounds	Given five pairs of familiar one-syllable words orally that begin with consonants consistent in the sounds they represent, the pupil will name the letter that represents the beginning consonant sound. Accuracy level is 100%.	Say to the pupil, "I Tell me the name of beginning of the word" 1. hand 2. dive- 3. fall- 4. bark 5. rain-
5203 Identifying pictures whose names begin with consonant sounds whose letter names are given	Given five consonant letter names, the student will select from a series of pictures those whose name begins with the sound of the consonant named. Four out of five responses is acceptable (80%).	Instruct the pupil to begin with the letter 2 - D ; Row 3 - L; 1.  2.  3.  4.  5. 

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Given five pairs of familiar one-syllable words orally that begin with consonants consistent in the sounds they represent, the pupil will name the letter that represents the beginning consonant sound. Accuracy level is 100%.

Given five consonant letter names, the student will select from a series of pictures those whose name begins with the sound of the consonant named. Four out of five responses is acceptable (80%).

Sample Test Items

Say to the pupil, "I am going to say two words. Tell me the name of the letter you hear at the beginning of the words."

1. hand-hide
2. dive-dame
3. fall-fine
4. bark-barn
5. rain-road

Instruct the pupil to circle the picture that begins with the letter called. Row 1 - P; Row 2 - D; Row 3 - L; Row 4 - M; Row 5 - B

1.



2.



3.



4.



5.



Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
5204 Identifying words that begin like a stimulus word which has a single initial consonant	Orally given a list of five one-syllable words that begin with single consonants which are regular in the sounds they represent, the pupil will pronounce a word which begins with the same single consonant sound. Accuracy level: 4 of 5 (80%).	Say to the pupil, "I am going to want you to say a word that begins with the same letter sound." 1. goat 2. new 3. work 4. run 5. vase
5205 Identifying words that begin with consonant sounds whose letter names are given orally	Orally given a list of five one-syllable words, the pupil will select from a group of five printed words the word that begins with the sound of the letter name dictated. Four of five is acceptable (80%).	Instruct the pupil to look at the words and say "I am going to say a letter name. I want you to select the word that begins with that letter name and circle it." Call the following words: 1) F; 2) F; 3) K; 4) M; 5) P 1. took, cake, fat 2. men, sing, boy 3. kind, road, last 4. ice, was, on, top 5. tell, why, yet
5206 Naming the letter that represents the beginning consonant sound of words presented orally	Given five one-syllable words that begin with consonants consistent in sound-symbol relationship, the pupil will name the letter with which the word begins.	Say to the pupil, "I am going to say a word. I want you to name the letter that begins the word." 1. head 2. rabbit 3. very 4. jump 5. dirty

continued)

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>that begin word which al conso-</p>	<p>Orally given a list of five one-syllable words that begin with single consonants which are regular in the sounds they represent, the pupil will pronounce a word which begins with the same single consonant sound. Accuracy level: 4 of 5 (80%).</p>	<p>Say to the pupil, "I am going to say a word. I want you to say a word that begins with the same letter sound."</p> <ol style="list-style-type: none"> 1. goat 2. new 3. work 4. run 5. vase
<p>s that begin ounds whose e given oral-</p>	<p>Orally given a list of five one-syllable names, the pupil will select from a group of five printed words the word that begins with the sound of the letter name dictated. Four of five is acceptable (80%).</p>	<p>Instruct the pupil to look at the list of words. "I am going to say a letter. I want you to find the word that begins with the same sound and circle it." Call the following letters: 1) C; 2) F; 3) K; 4) M; 5) P</p> <ol style="list-style-type: none"> 1. took, cake, feet, walk, mouse 2. men, sing, before, fish, act 3. kind, road, laugh, to, young 4. ice, was, on, me, zoo 5. tell, why, net, fast, rush
<p>er that beginning of words</p>	<p>Given five one-syllable words that begin with consonants consistent in sound-symbol relationship, the pupil will name the letter with which the word begins.</p>	<p>Say to the pupil, "I am going to say a word. I want you to name the letter that begins the word."</p> <ol style="list-style-type: none"> 1. head 2. rabbit 3. very 4. jump 5. dirty

WR-12
Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5207 Identifying identical final consonant sounds	Orally given five pairs of familiar one-syllable words, three of which end with the same single consonant sound and two pairs which end differently, the pupil will indicate which pairs end with the same sound and which do not. Accuracy level is 100%.	Say to the pupil, "I want you to tell me the sound or different sound." 1. book-look 2. stop-bump 3. last-brought 4. off-old 5. us-under
5208 Recognizing names of letters for final consonant sounds	Given five familiar one-syllable words that end with single consonants consistent in the sounds they represent, the pupil will give orally the letter that represents the final consonant sound. Accuracy level is 100%.	Say to the pupil, "I want you to tell me what letter makes the ending sound." 1. proud-wool 2. float-scat 3. has-his 4. door-car 5. pan-ton

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Orally given five pairs of familiar one-syllable words, three of which end with the same single consonant sound and two pairs which end differently, the pupil will indicate which pairs end with the same sound and which do not. Accuracy level is 100%.

Given five familiar one-syllable words that end with single consonants consistent in the sounds they represent, the pupil will give orally the letter that represents the final consonant sound. Accuracy level is 100%.

Sample Test Items





Say to the pupil, "I am going to say two words. I want you to tell me if they end with the same sound or different sounds."

1. book-look
2. stop-bump
3. last-brought
4. off-old
5. us-under

Say to the pupil, "I am going to say two words that have the same ending letter sound. I want you to tell me what the name of the letter that makes the ending sounds."

1. proud-wood
2. float-scat
3. has-his
4. door-car
5. pan-ton

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
5209 Identifying pictures that end with single consonant sounds whose letter names are given orally	Given five consonant letter names, the pupil will select from a series of six pictures those whose name ends with the sounds of the consonants named. Accuracy level is 100%.	Instruct the pupil to look point to the one that ends named. Call the following, N, D, S  
5210 Naming words that end like a stimulus word which ends with a single consonant sound	Orally given a list of five familiar one-syllable words that end with single consonants, the student will name another word which ends with the same single consonant sound. Accuracy level is 100%.	Ask the pupil to listen a He is to give another word called. Call the f   <ol style="list-style-type: none">1. toad _____2. pipe _____3. cane _____4. web _____5. foot _____

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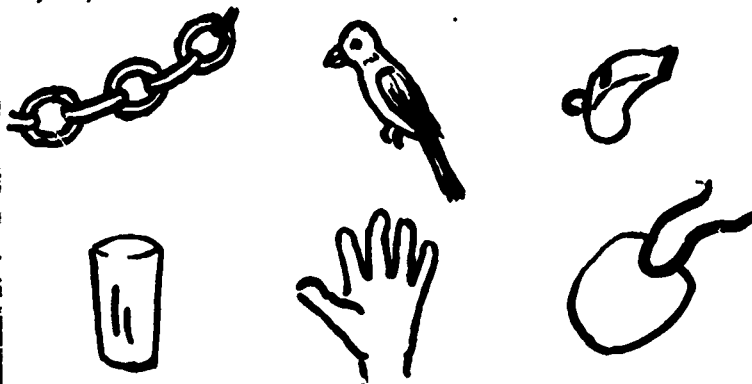
Given five consonant letter names, the pupil will select from a series of six pictures those whose name ends with the sounds of the consonants named. Accuracy level is 100%.

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Orally given a list of five familiar one-syllable words that end with single consonants, the student will name another word which ends with the same single consonant sound. Accuracy level is 100%.

Sample Test Items

Instruct the pupil to look at the pictures and point to the one that ends with the letter named. Call the following letters: T, L, N, D, S



Ask the pupil to listen as you call each word. He is to give another word that ends like the word called. Call the following:

1. toad _____
2. pipe _____
3. cane _____
4. web _____
5. foot _____

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5211 Identifying words that end with consonant sounds whose letter names are given orally	Orally given five consonant letter names, the student will select from a group of six printed words the word that ends with the sound of each letter named. Accuracy level is 100%.	Instruct the pupil to name the words that ends like the ones listed following: 1) rake; 2) plug; 3) dress; 4) dress; 5) plug.
5212 Naming the letter that represents the final consonant sound of words presented orally.	Orally given five one-syllable words that end with a consonant, the pupil will name the letter with which the word ends. Accuracy level 100%	Instruct the pupil to name the letter with which each word ends. Examples: 1) fight; 2) seen; 3) seen; 4) seen; 5) seen.
5213 Identifying words that are alike when presented auditorially	Orally given five pairs of one-syllable words three pairs of which are identical and two pairs of which are totally different, the pupil will indicate whether the entire words sound alike or not. Accuracy level is 100%.	Say to the pupil, "I will say two words to you. Tell me if they sound alike or sound different." 1. sent-se 2. make-d 3. come-c 4. sail-sa 5. cone-pl

<u>Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
words that end ant sounds whose s are given oral-	Orally given five consonant letter names, the student will select from a group of six printed words the word that ends with the sound of each letter named. Accuracy level is 100%.	Instruct the pupil to listen as each word is named. Ask him to give you another word that ends like the one named. Name the following: 1) rake; 2) camel; 3) gum; 4) dress; 5) plug.
letter that the final con- nd of words orally.	Orally given five one-syllable words that end with a consonant, the pupil will name the letter with which the word ends. Accuracy level 100%	Instruct the pupil to listen and name the letter with which each word ends. Name the following: 1) fight; 2) step; 3) fuzz; 4) leave; 5) seen.
words that when presented y	Orally given five pairs of one-syllable words three pairs of which are identical and two pairs of which are totally different, the pupil will indicate whether the entire words sound alike or not. Accuracy level is 100%.	Say to the pupil, "I am going to read two words to you. Tell me if the two words sound alike or sound different." <ol style="list-style-type: none"> 1. sent-sent 2. make-dog 3. come-come 4. sail-sail 5. conc-plant

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
5214 Identifying words that have rhyming elements when presented auditorially	Orally given five pairs of one-syllable words three pairs of which rhyme and two pairs of which do not rhyme, the pupil will indicate whether or not the words rhyme. Accuracy level is 100%.	Say to the pupil, " I am going to read to you. Tell me if they rhyme." 1. friend-me 2. hope-hop 3. song-long 4. house-mo 5. kitten-pai
5215 Identifying rhyming words presented orally	Orally given five one-syllable words each to be followed by three words pronounced by the instructor, the student will indicate which word of the three rhyme with the stimulus word. Accuracy level is 100%.	Say to the pupil, " I am going to read to you. Then I am going to read to you. Tell me which of the first word I say." 1. cat a. 2. make a. 3. look a. 4. star a. * 5. fair a.
5216 Identifying rhyming words in verse presented auditorially	Orally given five couplets from real or nonsense verse, the pupil will identify the rhyming words in each couplet. Accuracy level is 100%	Say to the pupil, "I am going to read to you. Tell me which words rhyme." Read the 1. "Jack and Jill v 2. "I saw a fat pig 3. " You have to be 4. "My favorite co the best col 5. "The girl and h ping with m

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Orally given five pairs of one-syllable words three pairs of which rhyme and two pairs of which do not rhyme, the pupil will indicate whether or not the words rhyme.

Accuracy level is 100%.

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Orally given five one-syllable words each to be followed by three words pronounced by the instructor, the student will indicate which word of the three rhyme with the stimulus word. Accuracy level is 100%.

ng words

d audi-

Orally given five couplets from real or nonsense verse, the pupil will identify the rhyming words in each couplet. Accuracy level is 100%

Sample Test Items

Say to the pupil, "I am going to read two words to you. Tell me if they rhyme or if they do not rhyme."

1. friend-mend
2. hope-hop
3. song-long
4. house-mouse
5. kitten-paint

Say to the pupil, "I am going to say a word and then I am going to read three more words. I want you to tell me which word rhymes with the first word I say."

- | | | | |
|---------|---------|----------|----------|
| 1. cat | a. some | b. *fat | c. go |
| 2. make | a. mat | b. two | c. *cake |
| 3. look | a. seek | b. *cook | c. lake |
| 4. star | a. *car | b. four | c. more |
| 5. fair | a. last | b. cake | c. *care |

Say to the pupil, "I am going to read some lines of poetry to you. I want you to tell me which words rhyme." Read the following:

1. "Jack and Jill went up the hill"
2. "I saw a fat pig dancing a jig"
3. "You have to be tall to play basketball"
4. "My favorite color is blue. What's the best color for you?"
5. "The girl and her brother went shopping with mother."

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>																														
5217 Supplying a missing rhyming word in verse	Orally given five couplets from real or nonsense verse, the student will supply the missing rhyming words. Accuracy level: 4 of 5 trials correct (80%).	<p>Say to the pupil, "I am to you. I want you to that rhymes." Read the</p> <ol style="list-style-type: none"> "Hear the d possible "Look at th breaking t possible "Tommy is We will s possible "I love lon blowing i possible "I get to pl most eve possible 																														
5218 Naming words that rhyme with a given word	Orally given five one-syllable words the pupil will supply other words that rhymes with each of them. Accuracy level: 12 of 15 words supplied correctly (80%).	<p>To be read by the te a word. I want you t rhymes with each of</p> <table border="0"> <tr> <td>1.</td> <td>2.</td> <td>3.</td> </tr> <tr> <td>old</td> <td>sang</td> <td>tal</td> </tr> </table> <p>possible responses:</p> <table border="0"> <tr> <td>told</td> <td>rang</td> <td>bal</td> </tr> <tr> <td>fold</td> <td>tang</td> <td>cal</td> </tr> <tr> <td>mold</td> <td>bang</td> <td>hal</td> </tr> <tr> <td>cold</td> <td>fang</td> <td>ma</td> </tr> <tr> <td>sold</td> <td>gang</td> <td>sm</td> </tr> <tr> <td>scold</td> <td>hang</td> <td>sta</td> </tr> <tr> <td>hold</td> <td>slang</td> <td>wa</td> </tr> <tr> <td>rolled</td> <td>sprang</td> <td></td> </tr> </table>	1.	2.	3.	old	sang	tal	told	rang	bal	fold	tang	cal	mold	bang	hal	cold	fang	ma	sold	gang	sm	scold	hang	sta	hold	slang	wa	rolled	sprang	
1.	2.	3.																														
old	sang	tal																														
told	rang	bal																														
fold	tang	cal																														
mold	bang	hal																														
cold	fang	ma																														
sold	gang	sm																														
scold	hang	sta																														
hold	slang	wa																														
rolled	sprang																															

Criterion
Referenced Items

Orally given five couplets from real or nonsense verse, the student will supply the missing rhyming words. Accuracy level: 4 of 5 trials correct (80%).

Orally given five one-syllable words the pupil will supply other words that rhymes with each of them. Accuracy level: 12 of 15 words supplied correctly (80%).

Sample Test Items

Say to the pupil, "I am going to read a poem to you. I want you to put in the missing word that rhymes." Read the following:

1. "Hear the dog bark down by the _____!"
possible response: park
2. "Look at the bad boys
breaking the nice _____."
possible response: toys
3. "Tommy is my best friend.
We will share until the _____."
possible response: end
4. "I love long hair
blowing in the _____."
possible response: air
5. "I get to play,
most every _____."
possible responses: day, May, way

To be read by the tester: "I am going to say a word. I want you to say three words that rhymes with each of the words I say."

1.	2.	3.	4.	5.
old	sang	tall	sun	cake
<u>possible responses:</u>				
told	rang	ball	bun	fake
fold	tang	call	fun	Jake
mold	bang	hall	pun	lake
cold	fang	mall	gun	make
sold	gang	small	spun	quake
scold	hang	stall		rake
hold	slang	wall		sake
rolled	sprang			take
				wake

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>										
5219 Identifying words in printed form that rhyme	Given five pairs of one-syllable words three pairs of which rhyme and two pairs which do not rhyme, the pupil can indicate whether or not each pair rhyme. Accuracy level is 100%.	<p>"Here are some pairs words-pairs rhyme, Look at each word-p or not they rhyme."</p> <ol style="list-style-type: none"> 1. cage - sta 2. first - fin 3. game - ga 4. give - liv 5. pot - cot 										
5220 Identifying a rhyming word in printed form when a stimulus word is presented orally	Orally given five one-syllable words and a group of three printed words, the pupil will indicate the word in the group that rhymes with the stimulus word by pronouncing it. Accuracy level is 100%.	<p>Say to the pupil, " I am going to say a w the word on your lis word I say. Pronou</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1.</td> <td style="text-align: center;">2.</td> </tr> <tr> <td style="text-align: center;">ring</td> <td style="text-align: center;">sat</td> </tr> <tr> <td style="text-align: center;">*sing</td> <td style="text-align: center;">boat</td> </tr> <tr> <td style="text-align: center;">last</td> <td style="text-align: center;">*bat</td> </tr> <tr> <td style="text-align: center;">coat</td> <td style="text-align: center;">better</td> </tr> </table>	1.	2.	ring	sat	*sing	boat	last	*bat	coat	better
1.	2.											
ring	sat											
*sing	boat											
last	*bat											
coat	better											
5221 Identifying rhyming words from printed verse	Given five couplets in printed language, the student will indicate the rhyming words by underlining them. Accuracy level is 4 or 5 correct (80%).	<p>Say, " Here are son read them silently a that rhyme in each p</p> <ol style="list-style-type: none"> 1. Open the 2. A hole in 3. The child 4. The soup 5. I tied my 										

Continued)

Criterion	Criterion Referenced Items	Sample Test Items																									
Words in print- rhyme	Given five pairs of one-syllable words three pairs of which rhyme and two pairs which do not rhyme, the pupil can indicate whether or not each pair rhyme. Accuracy level is 100%.	<p>"Here are some pairs of words. Some of these words-pairs rhyme, some of them do not. Look at each word-pair and tell me whether or not they rhyme."</p> <ol style="list-style-type: none"> 1. cage - stage 2. first - find 3. game - gave 4. give - live 5. pot - cot 																									
Rhyming word form when word is pre-	Orally given five one-syllable words and a group of three printed words, the pupil will indicate the word in the group that rhymes with the stimulus word by pronouncing it. Accuracy level is 100%.	<p>Say to the pupil, "Here is a list of words. I am going to say a word and I want you to find the word on your list that rhymes with the word I say. Pronounce it for me."</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">1.</th> <th style="width: 20%;">2.</th> <th style="width: 20%;">3.</th> <th style="width: 20%;">4.</th> <th style="width: 20%;">5.</th> </tr> </thead> <tbody> <tr> <td>ring</td> <td>sat</td> <td>sand</td> <td>dish</td> <td>nice</td> </tr> <tr> <td>*sing</td> <td>boat</td> <td>step</td> <td>*fish</td> <td>*ice</td> </tr> <tr> <td>last</td> <td>*bat</td> <td>store</td> <td>rain</td> <td>race</td> </tr> <tr> <td>coat</td> <td>better</td> <td>*hand</td> <td>race</td> <td>next</td> </tr> </tbody> </table>	1.	2.	3.	4.	5.	ring	sat	sand	dish	nice	*sing	boat	step	*fish	*ice	last	*bat	store	rain	race	coat	better	*hand	race	next
1.	2.	3.	4.	5.																							
ring	sat	sand	dish	nice																							
*sing	boat	step	*fish	*ice																							
last	*bat	store	rain	race																							
coat	better	*hand	race	next																							
Rhyming words verse	Given five couplets in printed language, the student will indicate the rhyming words by underlining them. Accuracy level is 4 or 5 correct (80%).	<p>Say, "Here are some poems. I want you to read them silently and underline the words that rhyme in each poem."</p> <ol style="list-style-type: none"> 1. Open the door and go to the store 2. A hole in my shoe! What shall I do? 3. The children sang as the bell rang. 4. The soup in the big pot is very hot. 5. I tied my shoelace before the big race 																									

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5222 Supplying a missing rhyming word in printed verse	Given five couplets in printed form, the student will supply a missing word at the end of the second line that rhymes with the word at the end of the first line. 4 of 5 words correct is acceptable (80%).	To be read by the teacher to you some poems. I want you to read and tell me the missing word. 1. I like to on an ice 2. I think that something 3. Did you pulling a 4. Daddy, I Tommy! 5. Come walk to the big
5223 Matching rhyming words with similar spelling patterns	Given a list of five one-syllable words in printed form, the pupil will select from a second list of six words, the words that rhyme with each word in the stimulus list. Accuracy level is 100%.	Instruct the pupil to read the list that rhyme with each word. Draw a line to the matching word. 1 cat set fit run can

(Continued)

otion

issing rhym-

rinted verse

Criterion
Referenced Items

Given five couplets in printed form, the student will supply a missing word at the end of the second line that rhymes with the word at the end of the first line. 4 of 5 words correct is acceptable (80%).

rhyming words

spelling

Given a list of five one-syllable words in printed form, the pupil will select from a second list of six words, the words that rhyme with each word in the stimulus list. Accuracy level is 100%.

Sample Test Items

To be read by the tester: "I am going to give you some poems. Each poem has a missing word. I want you to read the poem silently and tell me the missing word."

1. I like to lick
on an ice-cream _____.
2. I think that I can see
something that belongs to ____.
3. Did you ever see a duck
pulling a wagon or driving a _____.
4. Daddy, Daddy, I will call,
Tommy's writing on the _____.
5. Come walk with us
to the big _____.

Instruct the pupil to find words from the second list that rhyme with the words in the first list. Draw a line to the rhyming word.

<u>1</u>	<u>2</u>
cat	hit
set	him
fit	hat
run	pet
can	sun
	fan

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>														
5224 Matching rhyming words with varied spelling patterns	Given a list of five one-syllable words in printed form, the student will select from a second list of six words, the word that rhymes with a word in the stimulus list but has a different spelling pattern. Accuracy level is 100%	Say, "Here are two lists of words to find words from the second list with the words in the first list that rhyme with the words in the first list to the rhyming words." <table border="1"> <thead> <tr> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>to</td> <td>me</td> </tr> <tr> <td>tree</td> <td>not</td> </tr> <tr> <td>late</td> <td>fro</td> </tr> <tr> <td>four</td> <td>wa</td> </tr> <tr> <td>boat</td> <td>she</td> </tr> <tr> <td></td> <td>mo</td> </tr> </tbody> </table>	1	2	to	me	tree	not	late	fro	four	wa	boat	she		mo
1	2															
to	me															
tree	not															
late	fro															
four	wa															
boat	she															
	mo															
*5225 Recognizing consonant blends in the initial position	Orally given ten one-syllable words, five of which begin with a single consonant and five of which begin with a consonant blend, the pupil will verbally indicate whether or not each word begins with a blend. Accuracy level is 100%.	Remind the pupil that some words begin with single consonants while others begin with consonant blends. Ask the pupil to listen to each word and tell whether or not it begins with a consonant blend. <ol style="list-style-type: none"> spot _____ roof _____ proud _____ tractor _____ voice _____ ground _____ dragon _____ calf _____ burn _____ crawl _____ 														

Criterion
Referenced Items

Given a list of five one-syllable words in printed form, the student will select from a second list of six words, the word that rhymes with a word in the stimulus list but has a different spelling pattern. Accuracy level is 100%

Orally given ten one-syllable words, five of which begin with a single consonant and five of which begin with a consonant blend, the pupil will verbally indicate whether or not each word begins with a blend. Accuracy level is 100%.

Sample Test Items

Say, "Here are two lists of words. I want you to find words from the second list that rhyme with the words in the first list. Draw a line to the rhyming words."

1	2
to	me
tree	note
late	from
four	wait
boat	shoe
	more

Remind the pupil that some words begin with consonants while others begin with blends. Ask the pupil to listen to each word called and tell whether or not it begins with a blend.

1. spot _____
2. roof _____
3. proud _____
4. tractor _____
5. voice _____
6. ground _____
7. dragon _____
8. calf _____
9. burn _____
10. crawl _____

Skill Description

5226 Being aware of consonant blends in the final position

5227 Matching pictures with words which begin with consonant blends

5228 Identifying words which contain the same consonant blends as a stimulus word given orally

Criterion Referenced Items

Orally given ten words, five of which end with a consonant blend, the pupil will verbally indicate whether or not the word ends in a final consonant. Accuracy level is 100%.

Given five pictures of words beginning with consonant blends, the pupil will write under the picture the word that the picture illustrates. Accuracy level is 100%.

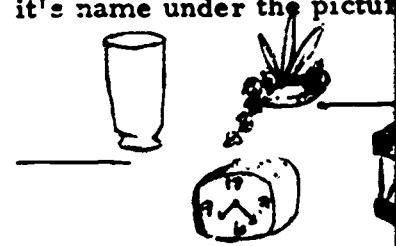
Orally given five one-syllable words beginning with initial consonant blends, the pupil will select from a pair of printed words for each stimulus word, the one that has the same initial consonant blend. Accuracy level is 100%.

Sample Test

Remind the pupil that some single consonants while others are blends. Ask the pupil to listen to each word and tell whether or not it ends with a consonant blend.

1. jump _____
2. must _____
3. hold _____
4. plan _____
5. crib _____

Ask the pupil to look at each picture and write its name under the picture.



plant -
drum - clock -

Say, "Listen as I read a word on your paper that begins with a consonant blend. I read. Underline it."

Read: frog, stop,

1. friend - found
2. store - some
3. began - black
4. dark - dress
5. prize - party

Continued)

Consonant

Final position

Words with

Final position

Words which

Begin with a consonant

Final syllable word

Criterion
Referenced Items

Orally given ten words, five of which end with a consonant blend, the pupil will verbally indicate whether or not the word ends in a final consonant. Accuracy level is 100%.

Given five pictures of words beginning with consonant blends, the pupil will write under the picture the word that the picture illustrates. Accuracy level is 100%.

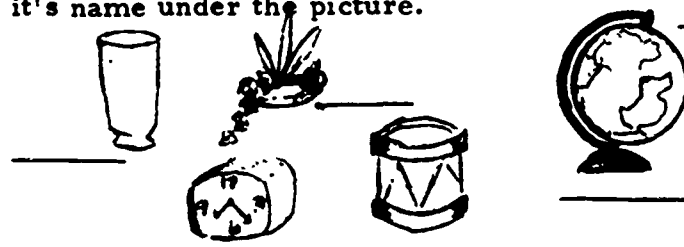
Orally given five one-syllable words beginning with initial consonant blends, the pupil will select from a pair of printed words for each stimulus word, the one that has the same initial consonant blend. Accuracy level is 100%.

Sample Test Items

Remind the pupil that some words end with single consonants while others end in blends. Ask the pupil to listen to each word called and tell whether or not it ends with a blend.

- | | |
|---------------|-----------------|
| 1. jump _____ | 6. face _____ |
| 2. must _____ | 7. grand _____ |
| 3. hold _____ | 8. crisp _____ |
| 4. plan _____ | 9. leaf _____ |
| 5. crib _____ | 10. spear _____ |

Ask the pupil to look at each picture and write its name under the picture.



plant - glass
drum - clock - block - globe

Say, "Listen as I read a word to you. Find a word on your paper that begins like the word I read. Underline it."

Read: frog, stop, blend, drag, prick

1. friend - found
2. store - some
3. began - black
4. dark - dress
5. prize - party

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5229 Identifying words which contain the same final consonant blend as words given orally	Orally given five one-syllable words ending with consonant blends, the pupil will select from a pair of printed words for each stimulus word the one that has the same final consonant blend. Accuracy level is 80%.	Say, "Listen as I read a word on your paper I read. Underline it." Read: camp, 1. bump - ba 2. make - m 3. grant - g 4. man - ma 5. swept - s
5230 Supplying a word that begins like the printed stimulus words which contain an initial consonant blend	Given ten printed one-syllable words beginning with consonant blends, the pupil will write another word that contains the same consonant blend as the stimulus word. Accuracy level is 8 of 10 correct words (80%).	Instruct the pupil to write another word besides the same blend. 1. black ____ 2. bring ____ 3. drop ____ 4. flower ____ 5. friend ____ 6. scare ____ 7. glass ____ 8. gray ____ 9. please ____ 10. prize ____

(Continued)

Option	Criterion Referenced Items
Words which have same final sound as words	Orally given five one-syllable words ending with consonant blends, the pupil will select from a pair of printed words for each stimulus word the one that has the same final consonant blend. Accuracy level is 80%.
Word that be- gins with printed words which have initial conso-	Given ten printed one-syllable words beginning with consonant blends, the pupil will write another word that contains the same consonant blend as the stimulus word. Accuracy level is 8 of 10 correct words (80%).

Sample Test Items

Say, "Listen as I read a word to you. Find a word on your paper that ends like the word I read. Underline it."

Read: camp, fond, plant, task, kept

1. bump - bag
2. make - mind
3. grant - grade
4. man - mask
5. swept - sleep

Instruct the pupil to read each word and write another word beside it that begins with the same blend.

1. black _____
2. bring _____
3. drop _____
4. flower _____
5. friend _____
6. scare _____
7. glass _____
8. gray _____
9. please _____
10. prize _____

Skill Description	Criterion Referenced Items]	Sample
5231 Identifying initial consonant blends in words presented orally	Orally given ten one-syllable words containing initial consonant blends, the pupil will write the blend with which each word begins. Accuracy level is 8 of 10 correct (80%).	<p>Instruct the pupil to call and write the word. Call the following:</p> <ol style="list-style-type: none"> 1. drive 2. float 3. place 4. slide 5. stamp
5232 Identifying words that begin with the consonant digraphs sh or ch	Orally given ten words which begin with the initial consonant digraphs <u>ch</u> or <u>sh</u> the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).	<p>Ask the pupil to list words like the stimulus words:</p> <ol style="list-style-type: none"> 1. shop 2. chirp 3. shave 4. charm 5. chest <p>Pupil notes:</p> <ol style="list-style-type: none"> 1. show, cr 2. better, c 3. rock, sh 4. chair, d 5. choose. r 6. snow, sh 7. shut, sta 8. cherry, 9. sheep, c 10. chance,

n (Continued)

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initial conso-

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consonant

or ch

Criterion
Referenced Items]

Orally given ten one-syllable words containing initial consonant blends, the pupil will write the blend with which each word begins. Accuracy level is 8 of 10 correct (80%).

Orally given ten words which begin with the initial consonant digraphs ch or sh the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).

Sample Test Items

Instruct the pupil to listen as each word is called and write the blend that begins each word. Call the following:

- | | |
|----------|-----------|
| 1. drive | 6. trunk |
| 2. float | 7. proud |
| 3. place | 8. glove |
| 4. slide | 9. bridge |
| 5. stamp | 10. clean |

Ask the pupil to listen as the words are named. Then underline a word in each row that begins like the stimulus word. Call out:

- | | |
|----------|-----------|
| 1. shop | 6. share |
| 2. chirp | 7. shirt |
| 3. shave | 8. chart |
| 4. charm | 9. shove |
| 5. chest | 10. chips |

Pupil notes:

1. show, crow
2. better, children
3. rock, shoe
4. chair, dream
5. choose, mouse
6. snow, shout
7. shut, star
8. cherry, shape
9. sheep, chase
10. chance, shut

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
5233 Identifying words that begin with the consonant digraphs <u>th</u> or <u>wh</u>	Orally given ten words which begin with the initial consonant digraphs <u>th</u> or <u>wh</u> , the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).	Ask the pupil to listen and then underline a word like the word called. Ca <ol style="list-style-type: none">1. thought2. while3. thumb4. wheel5. whistle <p>Pupil notes:</p> <ol style="list-style-type: none">1. thank, cake2. time, when3. jump, thimble4. white, truck5. ready, where6. what, some7. blue, thought8. then, when9. they, why10. this, which
* 5234 Identifying words that end with consonant digraphs	Orally given five one-syllable words which end with consonant digraphs, the student will select from a pair of printed words the one that ends with the same consonant digraph as does the stimulus word. Accuracy level is 4 of 5 (80%).	Instruct the pupil to listen and are named and underline that ends like the word n ing: <ol style="list-style-type: none">1. bank2. rung3. neck4. dash5. porch <p>Pupil notes:</p> <ol style="list-style-type: none">1. thank, take2. balloon, bring3. back, bear4. fish, fall5. read, reach

* The sounds of the consonant digraphs nk, ng, and ck should be taught before this test is given.

continued)

on

s that be -

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zh

s that end

digraphs

consonant
ck should
test is

Criterion
Referenced Items

Orally given ten words which begin with the initial consonant digraphs th or wh, the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).

Orally given five one-syllable words which end with consonant digraphs, the student will select from a pair of printed words the one that ends with the same consonant digraph as does the stimulus word. Accuracy level is 4 of 5 (80%).

Sample Test Items

Ask the pupil to listen as the words are named. Then underline a word in each row that begins like the word called. Call the following:

- | | |
|------------|------------|
| 1. thought | 6. whisper |
| 2. while | 7. third |
| 3. thumb | 8. though |
| 4. wheel | 9. whale |
| 5. whistle | 10. them |

Pupil notes:

1. thank, cake
2. time, when
3. jump, thimble
4. white, truck
5. ready, where
6. what, some
7. blue, thought
8. then, when
9. they, why
10. this, which

Instruct the pupil to listen to the words as they are named and underline the word in each row that ends like the word named. Call the following:

1. bank
2. rung
3. neck
4. dash
5. porch

Pupil notes:

1. thank, take
2. balloon, bring
3. back, bear
4. fish, fall
5. read, reach

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5235 Supplying words with consonant digraphs in the initial position	Given five one-syllable words with consonant digraphs in the initial position, the pupil will write an- other word that begins with the same digraph. Accuracy level is 4 of 5 correct words (80%).	Instruct the pupil to another word beside same digraph. 1. chance _____ 2. shed _____ 3. third _____ 4. while _____ 5. choose _____
5236 Supplying words with consonant digraphs in the final position	Given five one-syllable words with consonant digraphs in the final position, the pupil will write an- other word that ends with the same digraph. Accuracy level is 4 of 5 words written correctly (80%).	Instruct the pupil to another word beside digraph. 1. wish _____ 2. each _____ 3. rank _____ 4. bang _____ 5. sick _____
5237 Identifying words having the short <u>a</u> sounds	Orally given ten words, five of which have the short <u>a</u> sound, the pupil will indicate whether or not the short a sound is heard. He must correctly identify the five short "a" words and give a negative response to the other words.	Instruct the pupil to words have the short do not. 1. cat _____ 2. goat _____ 3. man _____ 4. pet _____ 5. hop _____ 6. grass _____ 7. ant _____ 8. more _____ 9. sing _____ 10. hatch _____

Accuracy level: 100%

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Criterion
Referenced Items

Given five one-syllable words with consonant digraphs in the initial position, the pupil will write another word that begins with the same digraph. Accuracy level is 4 of 5 correct words (80%).

Given five one-syllable words with consonant digraphs in the final position, the pupil will write another word that ends with the same digraph. Accuracy level is 4 of 5 words written correctly (80%).

Orally given ten words, five of which have the short a sound, the pupil will indicate whether or not the short a sound is heard. He must correctly identify the five short "a" words and give a negative response to the other words.

Accuracy level: 100%

Sample Test Items

Instruct the pupil to read each word and write another word beside it that begins with the same digraph.

1. chance _____
2. shed _____
3. third _____
4. while _____
5. choose _____

Instruct the pupil to read each word and write another word beside it that ends with the same digraph.

1. wish _____
2. each _____
3. rank _____
4. bang _____
5. sick _____

Instruct the pupil to listen and respond "yes" if words have the short a sound and "no" if they do not.

1. cat _____
2. goat _____
3. man _____
4. pet _____
5. hop _____
6. grass _____
7. ant _____
8. more _____
9. sing _____
10. hatch _____

Word Recognition (Continued)

Skill Description

5238 Identifying words having
the short e sound

Criterion
Referenced Items

Orally given ten words, five of
which have the short e sound, the
pupil will indicate whether or not
the short e sound is heard. He must
correctly identify the five short
"e" words and give a negative
response to the other words..
Accuracy level 100%

5239 Identifying words having
the short o sound

Orally given ten words, five of
which have the short o sound, the
pupil will indicate whether or not
the short o is heard. He must
correctly identify the five short
"o" words and give a negative
response to the other words.
Accuracy level 100%

Sample T

Instruct the pupil to list
if words have the short
they do not.

1. get _____
2. not _____
3. red _____
4. hen _____
5. jump _____
6. gone _____
7. stay _____
8. step _____
9. eggs _____
10. prize _____

Instruct the pupil to list
if words have the short
they do not.

1. pot _____
2. let _____
3. box _____
4. girl _____
5. sat _____
6. drop _____
7. pond _____
8. horse _____
9. am _____
10. odd _____

inued)

Criterion
Referenced Items

Orally given ten words, five of which have the short e sound, the pupil will indicate whether or not the short e sound is heard. He must correctly identify the five short "e" words and give a negative response to the other words..
Accuracy level 100%

having

Orally given ten words, five of which have the short o sound, the pupil will indicate whether or not the short o is heard. He must correctly identify the five short "o" words and give a negative response to the other words.
Accuracy level 100%

Sample Test Items

Instruct the pupil to listen and respond "yes" if words have the short e sound and "no" if they do not.

1. get _____
2. not _____
3. red _____
4. hen _____
5. jump _____
6. gone _____
7. stay _____
8. step _____
9. eggs _____
10. prize _____

Instruct the pupil to listen and respond "yes" if words have the short o sound and "no" if they do not.

1. pot _____
2. let _____
3. box _____
4. girl _____
5. sat _____
6. drop _____
7. pond _____
8. horse _____
9. am _____
10. odd _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>San</u>
5240 Identifying words having the short <u>u</u> sound	Orally given ten words, five of which have the short <u>u</u> sound, the pupil will indicate whether or not the short <u>u</u> is heard. He must correctly identify the five short "u" words and give a negative response to the other words. Accuracy level: 100%	Instruct the pupil if words have the they do not. 1. rub _____ 2. six _____ 3. tall _____ 4. pup _____ 5. song _____ 6. such _____ 7. trunk _____ 8. trot _____ 9. sled _____ 10. uncle _____
5241 Identifying words having the short <u>i</u> sound	Orally given ten words, five of which have the short <u>i</u> sound, the pupil will indicate whether or not the short <u>i</u> is heard. He must correctly identify the five short "i" words and give a negative response to the other words. Accuracy level 100%	Instruct the pupil if words have the they do not. 1. trip _____ 2. twin _____ 3. peep _____ 4. fix _____ 5. roll _____ 6. fill _____ 7. foot _____ 8. its _____ 9. jar _____ 10. blew _____

(Continued)

Option

words having

sound

Criterion
Referenced Items

Orally given ten words, five of which have the short u sound, the pupil will indicate whether or not the short u is heard. He must correctly identify the five short "u" words and give a negative response to the other words.

Accuracy level: 100%

words having

sound

Orally given ten words, five of which have the short i sound, the pupil will indicate whether or not the short i is heard. He must correctly identify the five short "i" words and give a negative response to the other words.

Accuracy level 100%

Sample Test Items

Instruct the pupil to listen and respond "yes" if words have the short u sound and "no" if they do not.

1. rub _____
2. six _____
3. tall _____
4. pup _____
5. song _____
6. such _____
7. trunk _____
8. trot _____
9. sled _____
10. uncle _____

Instruct the pupil to listen and respond "yes" if words have the short i sound and "no" if they do not.

1. trip _____
2. twin _____
3. peep _____
4. fix _____
5. roll _____
6. fill _____
7. foot _____
8. its _____
9. jar _____
10. blew _____

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
5242 Identifying the short vowel sound according to medial position	Orally given a series of ten one-syllable words, five of which have a single short vowel in the medial position, the pupil will identify the five words with short vowel sounds and name the vowel heard. Accuracy level is 100%.	Ask the pupil to said. He is to and if it is, name 1. black 2. bring 3. chase 4. keep 5. dress 6. bump 7. shot 8. blue 9. gray 10. cart
5243 Identifying the short vowel sound in initial position	Orally given a series of five one-syllable words, the pupil will identify the initial short vowel sound heard. Accuracy level: 100%	Ask the pupil to said and to name heard in each word 1. ant 2. edge 3. odd
5244 Supplying words that have a short vowel sound in the medial position	Given a series of five one-syllable words containing short vowel sounds, the pupil will write another word containing the same short vowel sound represented by a single letter. Accuracy level is 100%.	Ask pupils to write vowel sound as 1. pet 2. run 3. sit 4. fat 5. hop

n (Continued)

DescriptionCriterion
Referenced ItemsSample Test Items

the short vowel
ending to medial

Orally give.. a series of ten one-syllable words, five of which have a single short vowel in the medial position, the pupil will identify the five words with short vowel sounds and name the vowel heard. Accuracy level is 100%.

Ask the pupil to listen to each word as it is said. He is to tell if a short vowel is heard and if it is, name the vowel.

1. black _____
2. bring _____
3. chase _____
4. keep _____
5. dress _____
6. bump _____
7. shot _____
8. blue _____
9. gray _____
10. cart _____

the short vowel
initial position

Orally given a series of five one-syllable words, the pupil will identify the initial short vowel sound heard. Accuracy level: 100%

Ask the pupil to listen to each word as it is said and to name the short vowel sound heard in each word.

- | | |
|---------------|--------------|
| 1. ant _____ | 4. us _____ |
| 2. edge _____ | 5. imp _____ |
| 3. odd _____ | |

words that have
vowel sound in the
initial position

Given a series of five one-syllable words containing short vowel sounds, the pupil will write another word containing the same short vowel sound represented by a single letter. Accuracy level is 100%.

Ask pupils to write a word with the same short vowel sound as the word seen.

1. pet _____
2. run _____
3. sit _____
4. fat _____
5. hop _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
5245 Identifying the long vowel sounds of one-syllable words ending with silent <u>e</u>	Orally given five one-syllable words having a long vowel sound and ending in silent <u>e</u> , the pupil will name the long vowel sound heard. Accuracy level is 4 of 5 correct identifications. (80%).	Ask the pupil to tell the name 1. 2. 3. 4. 5.
5246 Visually identify words having long vowel sounds	Given a list of ten words, some of which have long vowel sounds, the pupil will underline those words in which the long sound of the vowel is heard. The pupil must correctly identify 4 of 5 words containing long vowels and eliminate the others. Accuracy level is 80%	Ask the pupil to identify long vowel sounds 1. 2. 3. 4. 5.
5247 Supplying words that have a long vowel sound in the final position.	Given a series of four one-syllable words ending with a long vowel sound, the pupil will write another word containing the same long vowel sound represented by a single letter. Accuracy level: 100%	Ask the pupil to supply the same long vowel sound 1. 2. 3. 4. 5. 468

Continued)

**Criterion
Referenced Items**

Sample Test Items

long vowel

Orally given five one-syllable words having a long vowel sound and ending in silent e, the pupil will name the long vowel sound heard. Accuracy level is 4 of 5 correct identifications. (80%).

Ask the pupil to listen to each word and tell the name of the vowel heard.

1. chase _____
2. kite _____
3. dome _____
4. flute _____
5. fete _____

words

Given a list of ten words, some of which have long vowel sounds, the pupil will underline those words in which the long sound of the vowel is heard. The pupil must correctly identify 4 of 5 words containing long vowels and eliminate the others. Accuracy level is 80%

Ask the pupil to underline the words having long vowel sounds.

- | | |
|---------|-----------|
| 1. face | 6. woke |
| 2. corn | 7. age |
| 3. end | 8. song |
| 4. hide | 9. use |
| 5. left | 10. stick |

that have a
in the final

Given a series of four one-syllable words ending with a long vowel sound, the pupil will write another word containing the same long vowel sound represented by a single letter. Accuracy level: 100%

Ask the pupil to write a word ending with the same long vowel sound as the key word

1. go _____
2. we _____
3. my _____
4. be _____
5. try _____

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
5248 Identifying the long a sound as represented by <u>ai</u> or <u>ay</u>	Given a list of ten one-syllable words, the pupil will underline all of the words having a long a sound as represented by <u>ai</u> or <u>ay</u> . All long <u>a</u> words must be identified (100%)	Ask the pupil silently and underline a sound. 1. ra 2. fa 3. ra 4. pl 5. ca
5249 Identifying the long o sound as represented by <u>oa</u> or <u>ow</u>	Given a list of ten one-syllable words, the pupil will underline all of the words having a long o sound as represented by <u>oa</u> or <u>ow</u> . All long <u>o</u> words must be selected. (100%)	Ask the pupil silently and underline o sound. 1. bo 2. kn 3. no 4. ov 5. sk
5250 Identify the long e sound as represented by <u>ea</u>	Given a one-syllable word containing the long e sound, the pupil will select from six words containing the vowel <u>ea</u> , the five that have the long e sound. Accuracy level is 100%.	Say to the pupil Say the word circle the word sound you hear 1. c 2. n 3. s 4. b 5. b 6. p

tion (Continued)

Description	Criterion Referenced Items	Sample Test Items														
<p>ing the long a sound represented by <u>ai</u> or <u>ay</u></p>	<p>Given a list of ten one-syllable words, the pupil will underline all of the words having a long a sound as represented by <u>ai</u> or <u>ay</u>. All long <u>a</u> words must be identified (100%)</p>	<p>Ask the pupil to pronounce all of the words silently and underline those having a long a sound.</p> <table border="0"> <tr> <td>1. rain</td> <td>6. half</td> </tr> <tr> <td>2. fail</td> <td>7. branch</td> </tr> <tr> <td>3. rag</td> <td>8. tray</td> </tr> <tr> <td>4. play</td> <td>9. paint</td> </tr> <tr> <td>5. cart</td> <td>10. fiat</td> </tr> </table>	1. rain	6. half	2. fail	7. branch	3. rag	8. tray	4. play	9. paint	5. cart	10. fiat				
1. rain	6. half															
2. fail	7. branch															
3. rag	8. tray															
4. play	9. paint															
5. cart	10. fiat															
<p>ing the long o sound represented by <u>oa</u> or <u>ow</u></p>	<p>Given a list of ten one-syllable words, the pupil will underline all of the words having a long o sound as represented by <u>oa</u> or <u>ow</u>. All long <u>o</u> words must be selected. (100%)</p>	<p>Ask the pupil to pronounce all of the words silently and underline those having a long o sound.</p> <table border="0"> <tr> <td>1. boat</td> <td>6. road</td> </tr> <tr> <td>2. know</td> <td>7. zoo</td> </tr> <tr> <td>3. not</td> <td>8. blow</td> </tr> <tr> <td>4. own</td> <td>9. crow</td> </tr> <tr> <td>5. shoe</td> <td>10. soap</td> </tr> </table>	1. boat	6. road	2. know	7. zoo	3. not	8. blow	4. own	9. crow	5. shoe	10. soap				
1. boat	6. road															
2. know	7. zoo															
3. not	8. blow															
4. own	9. crow															
5. shoe	10. soap															
<p>the long e sound represented by <u>ea</u></p>	<p>Given a one-syllable word containing the long e sound, the pupil will select from six words containing the vowel <u>ea</u>, the five that have the long e sound. Accuracy level is 100%.</p>	<p>Say to the pupil, "Look at the underlined v Say the word. From the list below, find a circle the words that have the same vowel sound you hear in the underlined word."</p> <table border="0"> <tr> <td></td> <td><u>ME</u></td> </tr> <tr> <td>1.</td> <td>cheap</td> </tr> <tr> <td>2.</td> <td>meat</td> </tr> <tr> <td>3.</td> <td>seat</td> </tr> <tr> <td>4.</td> <td>bean</td> </tr> <tr> <td>5.</td> <td>bread</td> </tr> <tr> <td>6.</td> <td>peach</td> </tr> </table>		<u>ME</u>	1.	cheap	2.	meat	3.	seat	4.	bean	5.	bread	6.	peach
	<u>ME</u>															
1.	cheap															
2.	meat															
3.	seat															
4.	bean															
5.	bread															
6.	peach															

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
5251 Identifying the short <u>e</u> sound as represented by <u>ea</u>	Given a one-syllable key word containing the short <u>e</u> sound, the pupil will select from six words the five that have the short <u>e</u> sound. Accuracy level is 100%.	Say to the pupil Say the word. circle the word sound you hear <u>HEN</u> 1. head 2. meat 3. bread 4. three 5. sweet 6. weak
5252 Identifying the long <u>e</u> sound as represented by <u>ee</u>	Given a one-syllable word containing the long <u>e</u> sound, the pupil will select from six printed words, the five in which the long <u>e</u> sound is heard. Accuracy level is 100%.	Instruct the pupil Say the word. circle the word sound you hear <u>HE</u> 1. bee 2. tree 3. see 4. three 5. seed 6. egg

(Continued)

Description

the short e
presented by

Criterion
Referenced Items

Given a one-syllable key word containing the short e sound, the pupil will select from six words the five that have the short e sound. Accuracy level is 100%.

the long e sound
ated by ee

Given a one-syllable word containing the long e sound, the pupil will select from six printed words, the five in which the long e sound is heard. Accuracy level is 100%.

Sample Test Items

Say to the pupil, "Look at the underlined word. Say the word. From the list below, find and circle the words that have the same vowel sound you hear in the underlined word."

HEN

1. head
2. meat
3. bread
4. thread
5. sweater
6. wealth

Instruct the pupil to look at the underlined word. Say the word. From the list below, find and circle the words that have the same vowel sound you hear in the underlined word.

HE

1. bee
2. tree
3. see
4. three
5. seed
6. egg

Skill Description

253 Distinguishing between the sounds of ie

Given a key word containing the long i sound, the pupil will indicate which of the ten words containing ie have the long i sound. Five words having the long i sound must be selected. (100% accuracy)

Instruct the pupil to check () all the words that have the same i sound.

RIDE

1. tie _____
2. believe _____
3. thief _____
4. pie _____
5. chief _____

/

5254 Demonstrating knowledge that the vowel i followed by nd, gh or ld frequently has its long sound.

Given ten words containing the vowel i, followed by gh, ld or nd, the pupil will underline each word having a long i sound. All of the words having the i preceding the nd, gh or ld must be selected. (100% accuracy)

Instruct the pupil to underline each word that has a long i sound.

1. bird
2. night
3. kind
4. which
5. child

5255 Distinguishing between the long and short sounds of oo

Given a oo word followed by six other words containing oo, the pupil will underline the four words that have the same oo sound as the key word. Accuracy level is 100%.

Instruct the pupil to say it aloud. Ask him to say it silently and underline the words that have the same oo sound.

BOOK

1. look
2. good
3. tooth

Given a key word containing the long i sound, the pupil will indicate which of the ten words containing ie have the long i sound. Five words having the long i sound must be selected. (100% accuracy)

Instruct the pupil to look at the key word then check () all the words in the list below that have the same i sound as the key word.

RIDE

- | | |
|------------------|-----------------|
| 1. tie _____ | 6. die _____ |
| 2. believe _____ | 7. view _____ |
| 3. thief _____ | 8. friend _____ |
| 4. pie _____ | 9. dried _____ |
| 5. chief _____ | 10. spied _____ |

Given ten words containing the vowel i, followed by gh, ld or nd, the pupil will underline each word having a long i sound. All of the words having the i preceding the nd, gh or ld must be selected. (100% accuracy)

Instruct the pupil to say each word silently and underline each word containing a long i sound.

- | | |
|----------|----------|
| 1. bird | 6. chick |
| 2. night | 7. high |
| 3. kind | 8. mind |
| 4. which | 9. pink |
| 5. child | 10. wild |

Given a oo word followed by six other words containing oo, the pupil will underline the four words that have the same oo sound as the key word. Accuracy level is 100%.

Instruct the pupil to look at the key word and say it aloud. Ask him to say the other words silently and underline all of the words that have the same oo sound as the key word.

BOOK

- | | |
|----------|----------|
| 1. look | 4. moon |
| 2. good | 5. stood |
| 3. tooth | 6. shook |

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5256 Identifying the sound of the diphthongs <u>ou</u> and <u>ow</u>	Given words containing the diphthongs <u>ou</u> and <u>ow</u> , the pupil will underline the five words rhyming with the key words cow and house. Accuracy level is 100%.	Show the pupil the words. Ask him to read them and underline the words with the <u>ou-ow</u> sound as in <ol style="list-style-type: none"> 1. growl 2. snow 3. plow 4. mouse 5. though 6. mouth 7. enough 8. cough 9. crown 10. blow
5257 Identifying the sounds of the diphthongs <u>oi</u> and <u>oy</u>	Given stimulus words containing the diphthongs <u>oi</u> or <u>oy</u> , the pupil will select from a pair, the word that has the same vowel sound as the key word. Accuracy level: 100%	Ask the pupil to identify the words on each row. Find the same sound as in <ol style="list-style-type: none"> 1. <u>boil</u> 2. <u>toy</u> 3. <u>coin</u> 4. <u>spoil</u> 5. <u>boy</u>

Description

the sound of
 words ou and ow

Criterion
 Referenced Items

Given words containing the diph-
 thongs ou and ow, the pupil will
 underline the five words rhyming
 with the key words cow and house.

Accuracy level is 100%.

the sounds of
 words oi and oy

Given stimulus words containing
 the diphthongs oi or oy, the pupil
 will select from a pair, the word
 that has the same vowel sound as
 the key word. Accuracy level: 100%

Sample Test Items

Show the pupil the key words cow and house.
 Ask him to read the list of words silently
 and underline the five words having the same
ou-ow sound as cow and house.

1. growl
2. snow
3. plow
4. mouse
5. though
6. mouth
7. enough
8. cough
9. crown
10. blow

Ask the pupil to look at the underlined words
 on each row. Find a word in the row that has
 the same sound as the underlined word.

- | | |
|-----------------|-------------|
| 1. <u>boil</u> | soil sail |
| 2. <u>toy</u> | pour joy |
| 3. <u>coin</u> | broil bean |
| 4. <u>spoil</u> | chose noise |
| 5. <u>boy</u> | plow oil |

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
5259 Substituting an initial consonant to make a new word	<p>Given five one-syllable words beginning with single consonants and an accompanying word with the phonogram in which the initial consonant is missing, the pupil will make a new word by supplying a consonant in the blank space.</p> <p>Accuracy level is 100%.</p>	<p>Instruct the pupil to making a letter in the blank</p> <ol style="list-style-type: none"> 1. bell - 2. cake - 3. boat - 4. pan - 5. fit -
* 5260 Substituting an initial consonant blend or digraph to make a new word	<p>Given five one-syllable words beginning with a consonant blend or digraph and an accompanying word with the same phonogram in which the initial consonant blend or digraph is missing, the student will make a new word by supplying a consonant blend or digraph in the blank space.</p> <p>Accuracy level is 100%.</p>	<p>Instruct the pupil to making a blend or digraph</p> <ol style="list-style-type: none"> 1. shop - 2. crack - 3. swing - 4. grace - 5. brick -

Continued)

Initial

te a new

Criterion
Referenced Items

Given five one-syllable words beginning with single consonants and an accompanying word with the phonogram in which the initial consonant is missing, the pupil will make a new word by supplying a consonant in the blank space.

Accuracy level is 100%.

Initial con-

digraph to

Given five one-syllable words beginning with a consonant blend or digraph and an accompanying word

with the same phonogram in which the initial consonant blend or digraph is missing, the student will make a new word by supplying a consonant blend or digraph in the blank space.

Accuracy level is 100%.

Sample Test Items

Instruct the pupil to make a new word by adding a letter in the blank space.

- | | | | |
|----|------|---|-------|
| 1. | bell | - | __ell |
| 2. | cake | - | __ake |
| 3. | boat | - | __oat |
| 4. | pan | - | __an |
| 5. | fit | - | __it |

Instruct the pupil to make a new word by adding a blend or digraph in the blank space.

- | | | | |
|----|-------|---|-------|
| 1. | shop | - | __op |
| 2. | crack | - | __ack |
| 3. | swing | - | __ing |
| 4. | grace | - | __ace |
| 5. | brick | - | __ick |

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5261 Substituting a single final consonant to make a new word	Given five one-syllable words and a similar word with the final consonant missing, the pupil will make a new word by supplying a consonant in the blank space. Accuracy level is 4 of 5 correct substitutions (80%)	Ask the pupil to write different consonant 1. hat 2. bet 3. rap 4. mean 5. six
5262 Substituting a final consonant blend or digraph to make a new word	Given five one-syllable words and a similar word with the final consonant blend or digraph missing, the student will make a new word by supplying another consonant blend or digraph. Accuracy level is 4 of 5 correct substitutions (80%).	Ask the pupil to form consonant blend/or 1. coat 2. read 3. brand 4. rub 5. bat
5263 Substituting short vowel sounds in the initial or medial position to make a new word	Given five one-syllable words containing a short vowel sound in the initial or medial position and an accompanying one-syllable word with the initial or medial vowel missing, the pupil will substitute	Ask the pupil to make different vowel in the b 1. will 2. dig 3. him 4. net 5. as

(Continued)

<u>Operation</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
single final consonant to make a new	Given five one-syllable words and a similar word with the final consonant missing, the pupil will make a new word by supplying a consonant in the blank space. Accuracy level is 4 of 5 correct substitutions (80%)	Ask the pupil to write a new word by putting a different consonant in the blank space. 1. hat - ha ___ 2. bet - be ___ 3. rap - ra ___ 4. mean - mea ___ 5. six - si ___
final consonant blend or digraph to make a new	Given five one-syllable words and a similar word with the final consonant blend or digraph missing, the student will make a new word by supplying another consonant blend or digraph. Accuracy level is 4 of 5 correct substitutions (80%).	Ask the pupil to form a new word by putting a consonant blend/or digraph in the blank space. 1. coat - coa ___ 2. read - rea ___ 3. brand - bran ___ 4. rub - ru ___ 5. bat - ba ___
short vowel initial or medial to make a	Given five one-syllable words containing a short vowel sound in the initial or medial position and an accompanying one-syllable word with the initial or medial vowel missing, the pupil will substitute	Ask the pupil to make a new word by putting a different vowel in the blank space. 1. will - w _ ll 2. dig - d _ g 3. him - h _ m 4. net - n _ t 5. as - _ s

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
5264 Substituting a long vowel sound to make a new word	another vowel to make a new word by writing a letter in the blank space. Accuracy level is 100%. Given five one-syllable words containing a long vowel sound and similar words with the vowel missing, the pupil will make a new word by substituting a vowel letter in the blank space. Accuracy level is 100%.	Ask the pupil to make a different vowel letter in 1. cone - 2. ride - 3. road - 4. pole - 5. grape -

continued)

a

g vowel

new word

Criterion
Referenced Items

another vowel to make a new word by writing a letter in the blank space. Accuracy level is 100%.

Given five one-syllable words containing a long vowel sound and similar words with the vowel missing, the pupil will make a new word by substituting a vowel letter in the blank space. Accuracy level is 100%.

Sample Test Items

Ask the pupil to make a new word by putting a different vowel letter in the black space.

1. cone - c__ne
2. ride - r__de
3. road - r____d
4. pole - p__le
5. grape - gr__pe

Word Recognition (Continued)

General Objective

WR5265 Consonant and Vowel Irregularities

Given systematic instruction in the recognition of sound combinations containing silent letters and common consonant and vowel irregularities, each pupil by the end of the third grade will decode such words by completing all criterion referenced items within a range of 80-100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
5266 Distinguishing between the hard and soft sounds of c	Orally given two key words one representing the hard c sound and the other the soft c sound, the pupil will arrange ten c words into two columns under each key word depending upon the sound of the initial c. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)	<p>Say, "Here are ten words below. The c in cent sounds like s under the c words that sound like s under cent."</p> <p>CAT</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>call city can cir</p>

(Continued)

General ObjectiveWR5265 Consonant and Vowel Irregularities

Given systematic instruction in the recognition of sound combinations containing silent letters and common consonant and vowel irregularities, each pupil by the end of the third grade will decode such words by completing all criterion referenced items within a range of 80-100% accuracy.

<u>Criterion</u>	<u>Referenced Items</u>	<u>Sample Test Items</u>												
g between the sounds of c	Orally given two key words one representing the hard c sound and the other the soft c sound, the pupil will arrange ten c words into two columns under each key word depending upon the sound of the initial c. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)	<p>Say, "Here are two key words CAT and CENT. The c in cat sounds like a k. The c in cent sounds like a s. Look at the ten words below. Put the c words that sound like s under the word cent. Put the c words that sound like c under the word cat.</p> <table border="0"> <thead> <tr> <th data-bbox="948 1139 1013 1167">CAT</th> <th data-bbox="1256 1139 1341 1167">CENT</th> </tr> </thead> <tbody> <tr> <td data-bbox="902 1172 933 1201">1.</td> <td data-bbox="1210 1172 1241 1201">1.</td> </tr> <tr> <td data-bbox="902 1206 933 1234">2.</td> <td data-bbox="1210 1206 1241 1234">2.</td> </tr> <tr> <td data-bbox="902 1239 933 1268">3.</td> <td data-bbox="1210 1239 1241 1268">3.</td> </tr> <tr> <td data-bbox="902 1273 933 1302">4.</td> <td data-bbox="1210 1273 1241 1302">4.</td> </tr> <tr> <td data-bbox="902 1307 933 1335">5.</td> <td data-bbox="1210 1307 1241 1335">5.</td> </tr> </tbody> </table> <p>call city come center ceiling can circus cup cold cereal</p>	CAT	CENT	1.	1.	2.	2.	3.	3.	4.	4.	5.	5.
CAT	CENT													
1.	1.													
2.	2.													
3.	3.													
4.	4.													
5.	5.													

WR-37
 Word Recognition (Continued)

Skill Description

5267 Distinguishing between the two sounds of g

5268 Identifying the sound kw for the letter q

5269 Identifying the f sounds for the letters ph

Criterion Referenced Items

Given two key words, one beginning with the hard g sounds and the other with the soft g sound, the pupil will arrange ten g words into two columns under each key word depending upon the sound of the initial g. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)
 Orally given a one-syllable key word beginning with q, the pupil will indicate from a series of ten words those that begin with the q (kw) sound. The five q words must must be correctly identified. (100%)

Orally given a series of five one-syllable words containing the f sound, the pupil will write the letters ph or f to indicate the letters that represent f in each word pro-

Say to the pupil the top of your hand and look at the words and look at each word. as the first key word. If it has a second key word. GATE

- 1.
- 2.
- 3.
- 4.
- 5.

Word List: g b
 Say to the pupil underlined words. I say some words sound as the

Read:

- quick
 king
 quest

Ask the pupil. If the f sound put an f beside the sound is represented by ph beside the

1. tel
2. fee
3. ge
4. fa
5. ph

on (Continued)

Description

ishing between the

ls of g

ng the sound kw

etter q

ng the f sounds for

ers ph

Criterion
Referenced Items

Given two key words, one beginning with the hard g sounds and the other with the soft g sound, the pupil will arrange ten g words into two columns under each key word depending upon the sound of the initial g. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)
Orally given a one-syllable key word beginning with q, the pupil will indicate from a series of ten words those that begin with the q (kw) sound. The five q words must must be correctly identified. (100%)

Orally given a series of five one-syllable words containing the f sound, the pupil will write the letters ph or f to indicate the letters that represent f in each word pro-

Sample Test Items

Say to the pupil, "Look at the two words at the top of your paper. Say each word. Now look at the words in the word list. Pronounce each word. If the word has the same g sound as the first key word, write it under that key word. If it has the same g sound as the second key word, write it under that key word."

GATE

GYM

- | | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

Word List: go, goose, cage, edge, egg, ag badge, goat, gum, ginger
Say to the pupil, "Listen as I pronounce the underlined word. Now listen carefully as I say some words, if they have the same sound as the key word say yes."

QUEEN

Read:

quick	kill	quart
king	queer	quite
quest	kite	quay

Ask the pupil to listen so each word is called. If the f sound is written f in the word he is to put an f beside the word's number. If the sound is represented by a ph he is to put a ph beside the word's number.

1. telephone
2. feel
3. geography
4. face
5. phase

Word Recognition (Continued)

Skill Description

Criterion
Referenced Items

Sample Test

5270 Distinguishing between the two sounds of s

Given ten words ending in s, the pupil will identify the sound of the s by marking s or z over the word. Accuracy level is 8 of 10 correct responses (80%).

Ask the pupil to mark s or z over the s in the s sound and z over the s having z sound at the end.

- | | |
|---------|----------|
| 1. bus | 6. bus |
| 2. his | 7. his |
| 3. does | 8. does |
| 4. us | 9. us |
| 5. miss | 10. miss |

5271 Demonstrating an understanding that the combination gh is usually silent when preceded by an i

After recognizing words containing the igh combination, the pupil will demonstrate his understanding of this generalization by successfully pronouncing igh words and words containing gh which is preceded by another letter which modifies the sound of the gh. Accuracy level is 8 of 10 correct responses (80%).

Instruct the pupil to look at the words and pronounce them.

- | | |
|-----------|------------|
| 1. light | 6. light |
| 2. enough | 7. enough |
| 3. night | 8. night |
| 4. high | 9. high |
| 5. bought | 10. bought |

nued)

Criterion
Referenced Items

een the

Given ten words ending in s, the pupil will identify the sound of the s by marking g or z over the word.

Accuracy level is 8 of 10 correct responses (80%).

nder-

mbina-

ilent

an i

After recognizing words containing the igh combination, the pupil will demonstrate his understanding of this generalization by successfully pronouncing igh words and words containing gh which is preceded by another letter which modifies the sound of the gh. Accuracy level is 8 of 10 correct responses (80%).

Sample Test Items

Ask the pupil to mark s beside the words ending in the s sound and z beside the words having z sound at the end.

- | | |
|---------|---------|
| 1. bus | 6. boys |
| 2. his | 7. yes |
| 3. does | 8. runs |
| 4. us | 9. fuss |
| 5. miss | 10. is |

Instruct the pupil to look at each word and pronounce it.

- | | |
|------------------|-------------------|
| 1. <u>light</u> | 6. <u>might</u> |
| 2. <u>enough</u> | 7. <u>brought</u> |
| 3. <u>night</u> | 8. <u>rough</u> |
| 4. <u>high</u> | 9. <u>fight</u> |
| 5. <u>bought</u> | 10. <u>though</u> |

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sa</u>
5272 Demonstrating an understanding that in words beginning with the letter combination <u>wr</u> , the <u>w</u> is usually silent.	After recognizing a number of <u>wr</u> words by sight, the pupil will correctly pronounce ten words, some of which begin with <u>wr</u> and others beginning with a <u>w</u> . Accuracy level is 8 of 10 successful pronunciations (80%).	Instruct the pupil to pronounce it. 1. when 2. wish 3. write 4. wrong 5. wood
5273 Identifying the short vowel sound of <u>i</u> when represented by the letter <u>y</u> at the end of a word	Given ten words ending in <u>y</u> , the pupil will indicate those in which the <u>y</u> represents the short <u>i</u> sound by underlining those words containing that sound. Accuracy level is 8 of 10 words correctly identified. (80%).	Ask the pupil to identify it silently and underline it if he hears the short <u>i</u> sound. 1. pony 2. away 3. fly 4. funny 5. hurry

(Continued)

Description

ing an under-
at in words be-
h the letter
on wr, the w is
ilent.

the short vowel
when represent-
letter y at the
ord

Criterion
Referenced Items

After recognizing a number of wr words by sight, the pupil will correctly pronounce ten words, some of which begin with wr and others beginning with a v. Accuracy level is 8 of 10 successful pronunciations (80%).

Given ten words ending in y, the pupil will indicate those in which the y represents the short i sound by underlining those words containing that sound. Accuracy level is 8 of 10 words correctly identified. (80%).

Sample Test Items

Instruct the pupil to look at each word and pronounce it.

- | | |
|----------|------------|
| 1. when | 6. wrap |
| 2. wish | 7. wrinkle |
| 3. write | 8. wild |
| 4. wrong | 9. weak |
| 5. wood | 10. wrote |

Ask the pupil to look at each word, say it silently and underline each word in which he hears the short i sound.

- | | |
|----------|-----------|
| 1. pony | 6. cowboy |
| 2. away | 7. hi |
| 3. fly | 8. ready |
| 4. funny | 9. story |
| 5. hurry | 10. lazy |

Word Recognition (Continued)

Skill Description

5274 Identifying the sounds of
vowels controlled by r

Criterion
Referenced Items

Orally given five pairs of words,
the pupil will correctly identify
the word in each pair that contains
an r controlled sound. Accuracy
level is 100%.

Sample

Ask the pupil to li
ed. He is to say y
called in which an
is heard.

Say:

1. farm - field
2. team - term
3. stove - store
4. third - think
5. air - act

(Continued)

tion

the sounds of
 rolled by r

Criterion
Referenced Items

Orally given five pairs of words,
 the pupil will correctly identify
 the word in each pair that contains
 an r controlled sound. Accuracy
 level is 100%.

Sample Test Items

Ask the pupil to listen while words are called. He is to say yes whenever a word is called in which an r controlled vowel sound is heard.

Say:

1. farm - field
2. team - term
3. stove - store
4. third - think
5. air - act

Word Recognition (Continued)

General Objective

WR 5300 Structural Analysis: Inflectional Endings

Given concentrated study in inflectional endings ing, s, ed, and the apostrophe s, by the end of grade three, each pupil will aurally, orally, visually and graphically recognize, identify and apply these endings to appropriate root words, making any needed change to the root form within a range of 80-100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
5301 Identifying inflectional endings in words	Given a list of ten words, the pupil will circle those which have inflectional endings. Accuracy level is 100%.	Instruct the pupil to identify words that have endings 1. dogs 2. rain 3. run 4. joke 5. want
5302 Identifying inflectional endings in sentences	Given five sentences, the student will underline the word in each sentence which has an inflectional ending. Accuracy level is 100%.	1. Mother 2. He sits 3. She plays 4. It is raining 5. She wants

(Continued)

General ObjectiveWR 5300 Structural Analysis Inflectional Endings

Given concentrated study in inflectional endings ing, s, ed, and the apostrophe s, by the end of grade three, each pupil will aurally, orally, visually and graphically recognize, identify and apply these endings to appropriate root words, making any needed change to the root form within a range of 80-100% accuracy.

<u>Option</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>										
Inflectional words	Given a list of ten words, the pupil will circle those which have inflectional endings. Accuracy level is 100%.	Instruct the pupil to circle the words below that have endings added to the root word. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. dogs</td> <td style="width: 50%;">6. sits</td> </tr> <tr> <td>2. raining</td> <td>7. helped</td> </tr> <tr> <td>3. run</td> <td>8. dress</td> </tr> <tr> <td>4. joke</td> <td>9. holds</td> </tr> <tr> <td>5. wanted</td> <td>10. bus</td> </tr> </table>	1. dogs	6. sits	2. raining	7. helped	3. run	8. dress	4. joke	9. holds	5. wanted	10. bus
1. dogs	6. sits											
2. raining	7. helped											
3. run	8. dress											
4. joke	9. holds											
5. wanted	10. bus											
Inflectional sentences	Given five sentences, the student will underline the word in each sentence which has an inflectional ending. Accuracy level is 100%.	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. Mother called me.</td> </tr> <tr> <td>2. He sits in a chair.</td> </tr> <tr> <td>3. She put her hands in water.</td> </tr> <tr> <td>4. It is raining now.</td> </tr> <tr> <td>5. She was looking at a book.</td> </tr> </table>	1. Mother called me.	2. He sits in a chair.	3. She put her hands in water.	4. It is raining now.	5. She was looking at a book.					
1. Mother called me.												
2. He sits in a chair.												
3. She put her hands in water.												
4. It is raining now.												
5. She was looking at a book.												

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
5303 Selecting the correct inflected form of root words	Given five incomplete sentences composed of words with inflectional endings, the student will underline the form of the word that completes the sentence. Four of five selections must be correct (80%).	Say to the pupil underline the word to complete the sentence. 1. Mother (p 2. Bob (help 3. She is (p 4. They (cal 5. He (asked
5304 Supplying correct inflected form of root words	Given five sentences each having a root word which needs an ending, the pupil will complete the word by attaching the appropriate ending onto the word. Four of five sentences must be correct (80%).	Instruct the pupil Complete the word or <u>ing</u> on the sentence correctly. 1. It is rain 2. My dog r 3. We help 4. He want 5. The baby
5305 Understanding the possessive using the apostrophe s	Given five incomplete sentences some of which contain words denoting ownership, the pupil will underline the form of the word that completes the sentence appropriately. Accuracy level is 80%.	Instruct the pupil word that completes the sentence. 1. _____ 2. My _____ 3. The _____ 4. The oak _____ 5. My _____ falling

(Continued)

Description

Criterion
Referenced Items

Sample Test Items

the correct in-
m of root words

Given five incomplete sentences composed of words with inflectional endings, the student will underline the form of the word that completes the sentence. Four of five selections must be correct (80%).

Say to the pupil, "In each sentence below underline the correct form of the word to complete the sentence.

1. Mother (working, works) in a store.
2. Bob (helping, helped) his father.
3. She is (played, playing) ball.
4. They (calling, called) Jim yesterday.
5. He (asked, asking) his mother.

correct in-
m of root words

Given five sentences each having a root word which needs an ending, the pupil will complete the word by attaching the appropriate ending onto the word. Four of five sentences must be correct (80%).

Instruct the pupil to read each sentence. Complete the sentence by writing s, ed, or ing on the line provided to make the sentence correct.

1. It is rain___ today.
2. My dog run___ fast.
3. We help___ the teacher.
4. He want___ to play with me.
5. The baby is sleep___ now.

ing the pos-
ing the apostro-

Given five incomplete sentences some of which contain words denoting ownership, the pupil will underline the form of the word that completes the sentence appropriately.

Instruct the pupil to draw a line under the word that completes each sentence.

1. _____ hair is long. (Jane Jane's)
2. My _____ is round. (ball ball's)
3. The _____ leg is hurt. (dog dog's)
4. The oak _____ leaves are falling. (tree tree's)
5. My _____ wears big hats. (father father's)

Accuracy level is 80%.

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
5306 Demonstrating an understanding that the final <u>e</u> in words are dropped before an inflectional ending is added	Given a list of five words with inflectional endings, the pupil will write the root words all of which end with an <u>e</u> . Four of five words must be written correctly (80%).	Instruct the pupil correctly taking ing. 1. hoped 2. making 3. changing 4. coming 5. please
5307 Adding the appropriate ending to root words ending in final <u>e</u> when found in sentence context	Given five incomplete sentences, the student will complete the sentences by adding the appropriate ending to a given root word which ends in silent <u>e</u> . Four of five words must be rewritten accurately (80%).	Instruct the pupil by adding an ending and writing the provided. 1. We ate <u>ba</u> 2. The cowbo 3. Billy is <u>ri</u> 4. Are you <u>c</u> 5. Mother <u>m</u>
5308 Demonstrating the understanding that in certain words the final consonant is doubled before an ending is added	Given a list of ten words some of which require the doubling of final consonant before adding an inflectional ending, the pupil will write the word adding the ending ing. Accuracy level is 8 of 10 words written correctly (80%).	Instruct the pupil the line provided 1. mop__ 2. end__ 3. run__ 4. add__ 5. hit__ 6. play__ 7. get__ 8. bat__ 9. hop__ 10. color__

(Continued)

<u>Option</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
<p>ing an under- the final <u>e</u> in ropped before al ending is</p>	<p>Given a list of five words with inflectional endings, the pupil will write the root words all of which end with an <u>e</u>. Four of five words must be written correctly (80%).</p>	<p>Instruct the pupil to rewrite each word correctly taking off the inflectional ending.</p> <ol style="list-style-type: none"> 1. hoped _____ 2. making _____ 3. changes _____ 4. coming _____ 5. pleased _____
<p>ppropriate ot words ending en found in text</p>	<p>Given five incomplete sentences, the student will complete the sentences by adding the appropriate ending to a given root word which ends in silent <u>e</u>. Four of five words must be rewritten accurately (80%).</p>	<p>Instruct the pupil to complete each sentence by adding an ending to the underlined word and writing the complete word on the line provided.</p> <ol style="list-style-type: none"> 1. We ate <u>bake</u> ham for dinner. _____ 2. The cowboy is <u>rope</u> the calf. _____ 3. Billy is <u>ride</u> his bike. _____ 4. Are you <u>come</u>? _____ 5. Mother <u>make</u> breakfast every morning. _____
<p>ng the under- t in certain nal consonant efore an ending</p>	<p>Given a list of ten words some of which require the doubling of final consonant before adding an inflectional ending, the pupil will write the word adding the ending <u>ing</u>. Accuracy level is 8 of 10 words written correctly (80%).</p>	<p>Instruct the pupil to rewrite each word on the line provided adding the ending <u>ing</u>.</p> <ol style="list-style-type: none"> 1. mop _____ 2. end _____ 3. run _____ 4. add _____ 5. hit _____ 6. play _____ 7. get _____ 8. bat _____ 9. hop _____ 10. color _____

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>
<p>5309 Writing the root word of words in context to which inflectional endings have been added</p>	<p>Given five sentences containing words with inflectional endings, the pupil will locate the word in each sentence which has an inflectional ending and then write the root word on the line provided. Accuracy level is 4 of 5 words written correctly (80%).</p>
<p>5310 Adding inflectional endings to root words in the following categories:</p> <p>A. Drop e adding (come-coming)</p> <p>B. Add the apostrophe s to a name word</p> <p>C. Double final consonant (begin-beginning)</p> <p>D. Add d or s to word ending in e (bake-baked-bakes)</p>	<p>Given a paragraph in which inflectional endings have been omitted from the root words, the pupil will rewrite the paragraph adding an appropriate ending to each word. Accuracy level is 4 of 5 corrections (80%).</p>

Instruct the pupil to write the root word on the line provided. Accuracy level is 4 of 5 words written correctly (80%).

1. She ripped the paper.
2. They are happy.
3. Bob hopes to go to college.
4. Jane lives in New York.
5. Children love to play.

Instruct the pupil to write the root word on the line provided. Accuracy level is 4 of 5 corrections (80%).

Spring is the best time to fly a kite. Before you practice flying a kite, you should know the names of the parts of a kite.

on (Continued)

Description

the root word of
context to which
endings have

lectional endings
ords in the follow-
ries:

the adding
ome-coming)

the apostrophe
a name word

le final conso-
nt
egin-beginning)

d or s to word

ERIC
Full Text Provided by ERIC
ed-bakes)
499

Criterion
Referenced Items

Given five sentences containing words with inflectional endings, the pupil will locate the word in each sentence which has an inflectional ending and then write the root word on the line provided. Accuracy level is 4 of 5 words written correctly (80%).

Given a paragraph in which inflectional endings have been omitted from the root words, the pupil will rewrite the paragraph adding an appropriate ending to each word. Accuracy level is 4 of 5 corrections (80%).

Sample Test Items

Instruct the pupil to locate the word in each sentence in which an ending has been added. Ask him to write the root word on the line provided. Example: He is hitting me. hit

1. She ripped her dress. _____
2. They are getting some water. _____
3. Bob hoped to win a prize. _____
4. Jane lives in that white house. _____
5. Children were humming the song. _____

Instruct the pupil to rewrite the paragraph below adding the correct endings to the words underlined.

Spring is here. Flowers are come up in the yards. Robins are build their nests. Jim want to fly his kite. Bob is get ready for bat practice. Hurrah for Spring!

Word Recognition (Continued)

General Objective

WR 5320 Structural Analysis: Affixes

Given concentrated instruction in affixes in relation to root words, by the end of the third grade each student will select appropriate affixes for given root words and comprehend sentences containing these words in verbal and written exercises within an accuracy range of 80-100%.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5321 Determining the meaning of the prefix <u>un</u>	Given a list of five words containing the prefix <u>un</u> , the pupil will pronounce the word and tell the meaning indicating that <u>un</u> means not with 100% accuracy.	Instruct the pupil to tell its meaning. 1. unlike 2. unnamed 3. unfair 4. unhappy 5. unkind
5322 Determining the meaning of the prefix <u>dis</u>	Given a list of five words containing the prefix <u>dis</u> , the pupil will pronounce the word and tell the meaning indicating that <u>dis</u> means not 100% accuracy.	Instruct the pupil to tell its meaning. 1. dishonest 2. displeased 3. disobey 4. disagree 5. disabled

ntinued)

General ObjectiveWR 5320 Structural Analysis: Affixes

Given concentrated instruction in affixes in relation to root words, by the end of the third grade each student will select appropriate affixes for given root words and comprehend sentences containing these words in verbal and written exercises with in an accuracy range of 80-100%.

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
n meaning	Given a list of five words containing the prefix <u>un</u> , the pupil will pronounce the word and tell the meaning indicating that <u>un</u> means not with 100% accuracy.	Instruct the pupil to pronounce each word and tell its meaning. <ol style="list-style-type: none"> 1. unlike 2. unnamed 3. unfair 4. unhappy 5. unkind
meaning	Given a list of five words containing the prefix <u>dis</u> , the pupil will pronounce the word and tell the meaning indicating that <u>dis</u> means not 100% accuracy.	Instruct the pupil to pronounce each word and tell its meaning. <ol style="list-style-type: none"> 1. dishonest 2. displeased 3. disobey 4. disagree 5. disabled

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
5323 Determining the meaning of the prefix <u>pre</u>	Given a list of five words containing the prefix <u>pre</u> , the pupil will pronounce the word and tell the meaning indicating that <u>pre</u> means before with 100% accuracy	Ask the pupil to give its meaning. 1. presch 2. prejud 3. prehea 4. prewar 5. prepari
5324 Determining the meaning of the prefix <u>re</u>	Given a list of five words containing the prefix <u>re</u> , the child will pronounce the word and tell the meaning indicating that <u>re</u> means again with 100% accuracy.	Ask the pupil to give its meaning. 1. reread 2. refill 3. rewrit 4. repay 5. repeat
5325 Selecting the appropriate prefixes for root words in sentence context	Given five sentences each containing a root word in need of a prefix, the pupil will select the correct prefix from the list (re, dis, un, pre). Accuracy level is four of five correct choices (80%).	Ask the pupil to give (dis, un or pre) 1. The ___ us refrigerator 2. I don't thin ___ with you 3. Mother ha ___ 4. Did you ___ 5. Did you ___

Continued)

tion

the meaning

pre

the meaning

re

appropriate

root words in

text

Criterion
Referenced Items

Given a list of five words containing the prefix pre, the pupil will pronounce the word and tell the meaning indicating that pre means before with 100% accuracy

Given a list of five words containing the prefix re, the child will pronounce the word and tell the meaning indicating that re means again with 100% accuracy.

Given five sentences each containing a root word in need of a prefix, the pupil will select the correct prefix from the list (re, dis, un, pre).
Accuracy level is four of five correct choices (80%).

Sample Test Items

Ask the pupil to pronounce each word and tell it's meaning.

1. preschool
2. prejudice
3. preheat
4. prewar
5. prepaid

Ask the pupil to pronounce each word and tell it's meaning.

1. reread
2. refill
3. rewrite
4. repay
5. repeat

Ask the pupil to select the correct prefix (re, dis, un or pre) to complete the sentences.

1. The ___ used juice should be put into the refrigerator.
2. I don't think you are right. I ___ agree with you.
3. Mother has ___ paid the bill.
4. Did you ___ read your lesson?
5. Did you ___ fill my glass with milk?

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5326 Comprehending the meaning of sentences containing prefixed words	Given sentences containing words with prefixes, the pupil will select from two sentences the one which means the same as the given sentence. Four of five correct choices must be made (80%).	Ask the pupil to read the group, then underline the same as the given sentence. 1. Mother will unpack a.) Mother will pack b.) Mother will take case. 2. Don't disobey your mother a.) Do your own thing b.) Do what your mother says 3. The teacher will read again a.) The teacher will read again. b.) The teacher will read the book again. 4. Mr. Smith unlocked the door a.) He closed the door b.) He opened the door 5. Did you pre-heat the oven? a.) Did you heat the oven? b.) Did you throw the oven?
5327 Determining the meaning of the suffix <u>less</u>	Given phrases containing words with the suffix <u>less</u> , the pupil will read each phrase and tell its meaning indicating that the suffix <u>less</u> means "without". Accuracy level is 100%.	Ask the pupil to read the meaning of each. 1. A <u>careless</u> girl 2. A <u>harmless</u> snake 3. A <u>useless</u> job 4. A <u>helpless</u> puppy 5. A <u>thankless</u> boy

continued)

**Criterion
Referenced Items**

mean-
containing

Given sentences containing words with prefixes, the pupil will select from two sentences the one which means the same as the given sentence. Four of five correct choices must be made (80%).

meaning

Given phrases containing words with the suffix less, the pupil will read each phrase and tell its meaning indicating that the suffix less means "without". Accuracy level is 100%.

Sample Test Items

Ask the pupil to read the first sentence in each group, then underline the sentence that means the same as the given sentence.

1. Mother will unpack the suitcase.
 - a.) Mother will put things in the suitcase.
 - b.) Mother will take things out of the suitcase.
2. Don't disobey your parents.
 - a.) Do your own thing!
 - b.) Do what your parents say.
3. The teacher will repeat the question.
 - a.) The teacher will ask the question again.
 - b.) The teacher will not ask the question.
4. Mr. Smith unlocked the door.
 - a.) He closed the door.
 - b.) He opened the door.
5. Did you pre-heat the ham?
 - a.) Did you heat the ham before eating it?
 - b.) Did you throw the ham away?

Ask the pupil to read the phrases aloud and tell the meaning of each.

1. A careless girl
2. A harmless snake
3. A useless job
4. A helpless puppy
5. A thankless boy

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Assessment</u>
5328 Determining the meaning of the suffix <u>ly</u>	Given phrases containing words with the suffix <u>ly</u> , the pupil will orally read the phrase and tell its meaning. Accuracy level is 100%.	Ask the pupil to meaning. 1. The lov 2. The lon 3. The sid 4. The liv 5. The co
5329 Determining the meaning of the suffix <u>ful</u>	Given words containing the suffix <u>ful</u> , the pupil will tell the meaning of each word indicating that the suffix <u>ful</u> means full of. Accuracy level is 100%.	Ask the pupil to meaning. 1. hopeful 2. joyful 3. helpful 4. thankfu 5. powerfu
5330 Selecting the appropriate suffixes for root words in sentence context	Given five sentences each containing a root word in need of a suffix, the pupil will select the correct suffix from the list (less, ly, ful). Accuracy level is 4 of 5 correct choices (80%).	Ask the pupil to ly, ful) to make 1. This is a lo 2. Bob is thank 3. John was bu with matc 4. Jane always 5. The dog wil

(Continued)

<u>Option</u>	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
the meaning ly	Given phrases containing words with the suffix <u>ly</u> , the pupil will orally read the phrase and tell its meaning. Accuracy level is 100%.	Ask the pupil to read each phrase and tell its meaning. <ol style="list-style-type: none">1. The lovely girl2. The lonely puppy3. The sickly kitten4. The lively pony5. The cowardly clown
the meaning ful	Given words containing the suffix <u>ful</u> , the pupil will tell the meaning of each word indicating that the suffix <u>ful</u> means full of. Accuracy level is 100%.	Ask the pupil to read each word and tell its meaning. <ol style="list-style-type: none">1. hopeful2. joyful3. helpful4. thankful5. powerful
appropriate root words in text	Given five sentences each containing a root word in need of a suffix, the pupil will select the correct suffix from the list (less, ly, ful). Accuracy level is 4 of 5 correct choices (80%).	Ask the pupil to write the correct suffix (less, ly, ful) to make the sentences complete. <ol style="list-style-type: none">1. This is a love ___ day.2. Bob is thank ___ that he is on the team.3. John was burned because he was care ___ with matches.4. Jane always speaks and is friend ___ to us.5. The dog will not bite. He is harm ___.

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5331 Comprehending the meaning of sentences containing suffixed words	Given sentences containing words with suffixes the pupil will select from two other sentences the one which means the same as the given sentence. Four of five correct choices must be made. (80%)	<p>Ask the pupil to select one word from each group, then explain what each word means the same as the given word.</p> <ol style="list-style-type: none"> 1. That is a cold <ol style="list-style-type: none"> (a) That object (b) That object 2. The boy is loud <ol style="list-style-type: none"> (a) The boy (b) The boy 3. That is a power <ol style="list-style-type: none"> (a) That count (b) That count 4. The farmer works <ol style="list-style-type: none"> (a) The farm (b) The farm 5. That room is large <ol style="list-style-type: none"> (a) The room (b) The room
5332 Comprehending the meaning of <u>er</u> as an agent	Given five words ending with <u>er</u> used as an agent, the child will correctly identify each root word and indicate its meaning. Accuracy level is 100%.	<p>Instruct the pupil to identify the root word and oral</p> <ol style="list-style-type: none"> 1. farmer 2. worker 3. teacher 4. skater 5. lion tamer

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Given sentences containing words with suffixes the pupil will select from two other sentences the one which means the same as the given sentence. Four of five correct choices must be made. (80%)

Sample Test Items

Ask the pupil to read the first sentence in each group, then underline the sentence that means the same as the given sentence.

1. That is a colorless object.
 - (a) That object has no color.
 - (b) That object has many colors.
2. The boy is lonely.
 - (a) The boy is happy.
 - (b) The boy is sad.
3. That is a powerful country.
 - (a) That country is without power.
 - (b) That country has much power.
4. The farmer worked daily.
 - (a) The farmer worked sometimes.
 - (b) The farmer worked everyday.
5. That room is odorless.
 - (a) The room is without odor.
 - (b) The room has a funny odor.

g the mean-
n agent

Given five words ending with er used as an agent, the child will correctly identify each root word and indicate its meaning. Accuracy level is 100%.

Instruct the pupil to look at each word, underline its root and orally tell the meaning of the word.

1. farmer
2. worker
3. teacher
4. skater
5. lion tamer

<u>Skill Description</u>	<u>Criterion Reference Items</u>	<u>Sa</u>
5333 Comprehending the meaning of <u>er</u> and <u>est</u> when used as comparatives	Given five key phrases each accompanied by two phrases, one of which defines the key phrase, the pupil will underline the phrase that best describes the key phrase. Four of five correct choices must be made (80%).	<p>Instruct the pupil to underline the answer that best describes it.</p> <ol style="list-style-type: none"> 1. The tallest <ol style="list-style-type: none"> a.) higher b.) higher 2. The shorter <ol style="list-style-type: none"> a.) less tall b.) smaller 3. The highest <ol style="list-style-type: none"> a.) farther b.) farther 4. The thickest <ol style="list-style-type: none"> a.) bigger trunk b.) bigger trunk 5. The house <ol style="list-style-type: none"> a.) closer b.) the house
5334 Identifying affixes	Given a list of ten root words, five of which have prefixes and five of which have suffixes or endings, the pupil will demonstrate his recognition of affixed words by underlining each prefix and circling each suffix or ending.	<p>Instruct the pupil to underline each prefix and circle each suffix or ending.</p> <ol style="list-style-type: none"> 1. unlike 2. retraced 3. taller 4. joyless 5. woolly

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Given five key phrases each accompanied by two phrases, one of which defines the key phrase, the pupil will underline the phrase that best describes the key phrase. Four of five correct choices must be made (80%).

Given a list of ten root words, five of which have prefixes and five of which have suffixes or endings, the pupil will demonstrate his recognition of affixed words by underlining each prefix and circling each suffix or ending.

Sample Test Items

Instruct the pupil to read each key phrase and underline the accompanying phrase that best describes it.

1. The tallest building.
 - a.) higher than all other buildings
 - b.) higher than one other building
2. The shorter boy
 - a.) less tall than one other boy
 - b.) smaller than all of the boys
3. The highest window
 - a.) farther up than any window
 - b.) farther up than one other window
4. The thickest tree trunk
 - a.) bigger around than the pine tree's trunk
 - b.) bigger around than any other tree trunk
5. The house nearer to the school
 - a.) closer to the school than John's house
 - b.) the house closest to the school

Instruct the pupil to draw a line under each prefix and circle each suffix or ending.

- | | |
|------------|---------------|
| 1. unlike | 6. displace |
| 2. retrace | 7. unknown |
| 3. taller | 8. biggest |
| 4. joyless | 9. precook |
| 5. woolly | 10. beautiful |

Word Recognition (Continued)

Skill Description

5335 Using affixes correctly in sentences

Criterion
Referenced Items

Eight of ten choices must be correct
(80%).

Given incomplete sentences to be completed by selecting one of two affixes for the given root word, the pupil will make the correct selection at least 4 of 5 times.
(80%).

Sample Test

Instruct the pupil to read each sentence and choose the word that correctly completes the sentence.

1. The third grade was _____ they would win the basketball game.
(hopeful, hopeless)
2. John was _____ not play.
(happy, unhappy)
3. Mary was angry and _____
(disobeyed, obeyed)
4. Bill's bucket of water was _____ Jack's.
(fullest, fuller)
5. Jane _____ the package _____
a ruby ring.
(rewrapped, unwrapped)

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Criterion
Referenced Items

Eight of ten choices must be correct.
(80%).

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Given incomplete sentences to be completed by selecting one of two affixes for the given root word, the pupil will make the correct selection at least 4 of 5 times.
(80%).

Sample Test Items

Instruct the pupil to read each sentence and choose the word that correctly completes the sentence.

1. The third grade was _____ that they would win the ball game.
(hopeful, hopeless)
2. John was _____ because he could not play.
(happy, unhappy)
3. Mary was angry and _____ he mother
(disobeyed, obeying)
4. Bill's bucket of water is _____ than Jack's.
(fullest, fuller)
5. Jane _____ the package and found a ruby ring.
(rewrapped, unwrapped)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample 1</u>
5336 Substituting affixed words for phrases in sentence context	Given five sentences in which a phrase is underlined, the pupil will attach an affix to the key word thus replacing the phrase but retaining the original meaning. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to read and substitute an affixed word for the underlined word. 1. We are <u>not happy</u> but We are _____ 2. The book will be <u>open</u> . This book will be _____ 3. I <u>do not like</u> carrots. I _____ 4. John <u>banged</u> the door. John _____ 5. Bill <u>did not spell</u> correctly. Bill _____

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fixed words

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**Criterion
Referenced Items**

Given five sentences in which a phrase is underlined, the pupil will attach an affix to the key word thus replacing the phrase but retaining the original meaning. Accuracy level is 4 of 5 correct choices (80%).

Sample Test Items

Instruct the pupil to read each sentence then substitute an affixed word for the phrase underlined.

1. We are not happy because it is raining.
We are _____ because it is raining.
2. The book will be of use to us.
This book will be _____ to us.
3. I do not like carrots.
I _____ carrots.
4. John banged the door in anger.
John _____ banged the door.
5. Bill did not spell six words correctly.
Bill _____ six words.

Word Recognition (Continued)

General Objective

WR 5340 Contractions

Given concentrated instruction in the purpose and use of contractions, each pupil by the end of the third grade will complete oral and written criterion referenced items regarding contractions with 80-100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5341 Understanding the concept of contractions	Given a list of five contractions and a second list of two words making a contraction, the pupil will draw a line from the two words to the matching contraction with 100% accuracy.	Instruct the pupil to draw a line from the two words to the two words making a contraction. 1. won't 2. I'll 3. didn't 4. I'm 5. can't
5342 Recognizing contractions made from <u>not</u>	Given a list of five contractions and made from <u>not</u> , the pupil will write the two words that make that contraction with 100% accuracy.	Instruct the pupil to write the two words that make each contraction. 1. don't _____ 2. won't _____ 3. didn't _____ 4. can't _____ 5. isn't _____

Continued)

General ObjectiveWR 5340 Contractions

Given concentrated instruction in the purpose and use of contractions, each pupil by the end of the third grade will complete oral and written criterion referenced items regarding contractions with 80-100% accuracy.

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Criterion
Referenced Items

Given a list of five contractions and a second list of two words making a contraction, the pupil will draw a line from the two words to the matching contraction with 100% accuracy.

Given a list of five contractions and made from not, the pupil will write the two words that make that contraction with 100% accuracy.

Sample Test Items

Instruct the pupil to draw a line from the contraction to the two words which make that contraction.

- | | |
|-----------|----------|
| 1. won't | I will |
| 2. I'll | will not |
| 3. didn't | did not |
| 4. I'm | cannot |
| 5. can't | I am |

Instruct the pupil to write the two words that make each contraction.

- | | | |
|-----------|-------|-------|
| 1. don't | _____ | _____ |
| 2. won't | _____ | _____ |
| 3. didn't | _____ | _____ |
| 4. can't | _____ | _____ |
| 5. isn't | _____ | _____ |

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5343 Recognizing contractions made from <u>is</u> , <u>am</u> and <u>will</u>	Given five contractions made from <u>is</u> , <u>am</u> and <u>will</u> , the pupil will write the two words that make that contraction with 100% accuracy.	Instruct the pupil to make each contraction 1. he's _____ 2. I'm _____ 3. you'll _____ 4. it's _____ 5. we'll _____
5344 Recognizing the difference between <u>It's</u> and <u>Its</u>	Given five sentences containing <u>It's</u> and <u>Its</u> , the child will underline the correct form to be use in the sentence. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to to complete the sent 1. (<u>It's</u> , Its) a pre 2. The bear cut (<u>it</u> 3. (<u>It's</u> , Its) my tu 4. I do not know (<u>it</u> 5. The cat tried to
5345 Recognizing the difference between <u>you're</u> and <u>your</u>	Given five sentences containing <u>your</u> and <u>you're</u> , the pupil will circle the correct form to be used in the sentence. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to complete the sentenc 1. Is this(<u>your</u> , <u>you're</u>) 2. (<u>Your</u> , <u>You're</u>) 3. (<u>Your</u> , <u>You're</u>) 4. That is not (<u>you</u> 5. Mother said tha
5346 Comprehending sentences containing contractions	Given five sentences containing con- tractions, the pupil will underline the contraction and write the meaning of the contraction on the numbered	Instruct the pupil to each sentence and w make the contraction sentence . 1. I'm in the first

(Continued)

Description

Criterion
Referenced Items

Sample Test Items

contractions

Given five contractions made from is, am and will, the pupil will write the two words that make that contraction with 100% accuracy.

Instruct the pupil to write the two words that make each contraction.

1. he's _____
2. I'm _____
3. you'll _____
4. it's _____
5. we'll _____

the difference
and its

Given five sentences containing it's and its, the child will underline the correct form to be use in the sentence. Accuracy level is 4 of 5 correct choices (80%).

Instruct the pupil to underline the correct form to complete the sentence.

1. (It's, Its) a pretty day.
2. The bear cut (its, it's) paw.
3. (It's, Its) my turn now.
4. I do not know (its, it's) name.
5. The cat tried to save (its, it's) kitten.

the difference
're and your

Given five sentences containing your and you're, the pupil will circle the correct form to be used in the sentence. Accuracy level is 4 of 5 correct choices (80%).

Instruct the pupil to circle the correct form to complete the sentence.

1. Is this(your, you're) book?
2. (Your, You're) not finished yet, are you?
3. (Your, You're) pencil is lost.
4. That is not (your, you're) ball.
5. Mother said that (your, you're) moving soon.

ing sentences
contractions

Given five sentences containing contractions, the pupil will underline the contraction and write the meaning of the contraction on the numbered

Instruct the pupil to underline the contract in each sentence and write the two words that make the contraction in the spaces below the sentence.

1. I'm in the first grade.

Word Recognition (Continued)

Skill Description

Criterion
Referenced Items

line. Four of five correct responses
must be given (80%).

2. Betty

3. I can

4. He is

5. I'd like

ognition (Continued)

1 Description

Criterion
Referenced Items

Sample Test Items

line. Four of five correct responses
must be given (80%).

2. Betty isn't at school today.

3. I can't be home Saturday.

4. He isn't playing ball.

5. I'd like to go to the park.

General Objectives

WR 5350 Compound Words

Given concentrated instruction in compound words, by the end of the second grade each student will understand the concept of compound words and will identify, read, form and use compound words with an accuracy level range of 80-100%.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5351 Recognizing compound words	<p>Given a list of ten compound words, the pupil will place a line between the two words forming the compound.</p> <p>Eight of ten words must be divided correctly (80%).</p>	<p>Instruct the pupil to write the words which make up the compound.</p> <ol style="list-style-type: none"> 1. inside 2. cupcake 3. grandfather 4. baseball 5. policeman
5352 Identifying compound words	<p>Given a list of ten words, five of which are compounds, the pupil will identify the compound words in the list with 100% accuracy.</p>	<p>Instruct the pupil to write the words which are compounds aloud.</p> <ol style="list-style-type: none"> 1. sidewalk 2. name 3. baseball 4. outside 5. snow

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General ObjectivesWR 5350 Compound Words

Given concentrated instruction in compound words, by the end of the second grade each student will understand the concept of compound words and will identify, read, form and use compound words with an accuracy level range of 80-100%.

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Criterion
Referenced Items

Given a list of ten compound words, the pupil will place a line between the two words forming the compound. Eight of ten words must be divided correctly (80%).

Given a list of ten words, five of which are compounds, the pupil will identify the compound words in the list with 100% accuracy.

Sample Test Items

Instruct the pupil to put a line between the little words which make up larger words.

- | | |
|----------------|--------------|
| 1. inside | 6. snowman |
| 2. cupcake | 7. into |
| 3. grandfather | 8. birthday |
| 4. baseball | 9. cowboy |
| 5. policeman | 10. sometime |

Instruct the pupil to look at the words below. "Some of the words are compound. Read the compounds aloud."

- | | |
|-------------|----------------|
| 1. sidewalk | 6. grandmother |
| 2. name | 7. watchman |
| 3. baseball | 8. hat |
| 4. outside | 9. monkey |
| 5. snow | 10. coming |

<u>Skill Description</u>	<u>Criterion Referenced Items</u>
5353 Forming compound words	<p>Given the words: one, boy, man, self and side as the second half of compounds, the child will supply an appropriate first word to form a compound. Accuracy level is the correct formation of at least 4 compound words (80%).</p>
5354 Recognizing compound words in phrases	<p>Given a list of five phrases, the pupil will read orally each phrase, and underline the compound word. Accuracy level is 100%.</p>
5355 Using compound words in sentences	<p>Given five incomplete sentences and a list of seven compound words, the pupil will select the appropriate compound to complete each sentence. Accuracy level is 4 of 5 sentences completed correctly. (80%)</p>

Sam
Instruct the pupil to
each word below to

1. _____ o
2. _____ b
3. _____ s
4. _____ m
5. _____ s

Instruct the pupil to
Underline the com

1. the footb
2. out in the
3. in the sc
4. a red ne
5. beside th

Say to the pupil, "I
finished. A comp
list of compounds
correctly complet
word on the line p

1. Pigs stay in
2. My brother v
3. The _____
4. The chair is
5. Our _____

classroom pig
526 mailma

Continued)

on

ound words

Criterion
Referenced Items

Given the words: one, boy, man, self and side as the second half of compounds, the child will supply an appropriate first word to form a compound. Accuracy level is the correct formation of at least 4 compound words (80%).

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es

Given a list of five phrases, the pupil will read orally each phrase, and underline the compound word. Accuracy level is 100%.

ad words in

Given five incomplete sentences and a list of seven compound words, the pupil will select the appropriate compound to complete each sentence. Accuracy level is 4 of 5 sentences completed correctly. (80%)

Sample Test Items

Instruct the pupil to write a word in front of each word below to form a compound word.

1. _____ one
2. _____ boy
3. _____ self
4. _____ man
5. _____ side

Instruct the pupil to read each group of words. Underline the compound word in each group.

1. the football game
2. out in the cornfield
3. in the schoolyard
4. a red necktie
5. beside the bed

Say to the pupil, "Each sentence below is unfinished. A compound is needed. From the list of compounds, choose the one which will correctly complete the sentence. Write that word on the line provided.

1. Pigs stay in a _____.
2. My brother wore a _____ to church.
3. The _____ brought a letter.
4. The chair is _____ my bed.
5. Our _____ is large.

Compounds

classroom pigpen outside raincoat
526 mailman beside fisherman

General Objective

WR 5360 Plurals

Given intensive instruction regarding plural forms, each pupil will by the end of the third grade demonstrate his knowledge of the plural forms of words including: adding s or es to the singular, variant plural forms, and words having the same form for singular and plural. Criterion-referenced items must be completed within a 80-100% accuracy range.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
5361 Forming plurals by adding g to the singular	Given a list of ten words whose plurals are formed by adding g to the singular form, the child will read each word and write the plural form. Accuracy level is the correct plural formation of at least 8 of 10 words (80%).	Instruct the pupil to write each word below. <ol style="list-style-type: none"> 1. boat _____ 2. car _____ 3. friend _____ 4. paint _____ 5. kitten _____ 6. pocket _____ 7. rabbit _____ 8. word _____ 9. train _____ 10. duck _____

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General ObjectiveWR 5360 Plurals

Given intensive instruction regarding plural forms , each pupil will by the end of the third grade demonstrate his knowledge of the plural forms of words including: adding s or es to the singular, variant plural forms, and words having the same form for singular and plural. Criterion-referenced items must be completed within a 80-100% accuracy range.

Criterion
Referenced Items

Given a list of ten words whose plurals are formed by adding g to the singular form, the child will read each word and write the plural form. Accuracy level is the correct plural formation of at least 8 of 10 words (80%).

Sample Test Items

Instruct the pupil to write the plural form of each word below.

1. boat _____
2. car _____
3. friend _____
4. paint _____
5. kitten _____
6. pocket _____
7. rabbit _____
8. word _____
9. train _____
10. duck _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5362 Forming plurals by adding <u>es</u> to the singular	Given five words whose plurals are formed by adding <u>es</u> to the singular, the child will correctly write the plural form of these words. Accuracy level is 4 of 5 plurals correctly formed (80%).	Instruct the pupil to write each word below: <ol style="list-style-type: none"> 1. fox _____ 2. wish _____ 3. branch _____ 4. dress _____ 5. glass _____
5363 Forming plurals by changing <u>f</u> to <u>v</u> and adding <u>es</u>	Given five words ending in <u>f</u> or <u>fe</u> , the child will write the correct plural form by changing <u>f</u> to <u>v</u> and adding <u>es</u> . Accuracy level is 4 of 5 correct plural forms. (80%)	Instruct the pupil to write each word below: <ol style="list-style-type: none"> 1. leaf _____ 2. wolf _____ 3. knife _____ 4. calf _____ 5. shelf _____
5364 Forming plurals by changing <u>y</u> to <u>i</u> before adding <u>es</u>	Given five words ending in <u>y</u> , the child will write the correct plural form of that word by changing <u>y</u> to <u>i</u> and adding <u>es</u> to the root word with 100% accuracy.	Instruct the pupil to write each word below: <ol style="list-style-type: none"> 1. puppy _____ 2. story _____ 3. bunny _____ 4. baby _____ 5. pony _____

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Criterion
Referenced Items

Given five words whose plurals are formed by adding es to the singular, the child will correctly write the plural form of these words. Accuracy level is 4 of 5 plurals correctly formed (80%).

ls by chang-

adding es

Given five words ending in f or fe, the child will write the correct plural form by changing f to v and adding es. Accuracy level is 4 of 5 correct plural forms. (80%)

ls by chang-

re adding es

Given five words ending in y, the child will write the correct plural form of that word by changing y to i and adding es to the root word with 100% accuracy.

Sample Test Items

Instruct the pupil to write the plural form of each word below:

1. fox _____
2. wish _____
3. branch _____
4. dress _____
5. glass _____

Instruct the pupil to write the plural form of each word below:

1. leaf _____
2. wolf _____
3. knife _____
4. calf _____
5. shelf _____

Instruct the pupil to write the plural form of each word below:

1. puppy _____
2. story _____
3. bunny _____
4. baby _____
5. pony _____

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
5365 Matching variant plurals with their singular forms	Given five words whose plurals are unusual and a list of the unusual plural forms, the pupil will match the singular words with their plural forms. Accuracy level is 100%.	Instruct the pupil to read in column 1 with the pencil 2 by drawing a line from <u>1</u> goose foot tooth mouse woman
5366 Recognizing plural forms	Given ten sentences each containing one word in its plural form, the pupil will circle the plural form in each sentence. Eight of ten words must be correctly identified (80%).	Instruct the pupil to circle plural in each sentence took her <u>hoes</u> off. 1. The birds are flying. 2. My hands are cold. 3. Are your feet cold? 4. I will dry the clothes. 5. Bluebirds fly in the sky. 6. Orange and yellow are colors on the ground. 7. Branches fall from trees. 8. Nurses look after patients. 9. Airplanes take off from the runway. 10. The red car is in the parking lot.
5367 Changing sentences from singular to plural	Given five sentences each containing one singular noun, the pupil will make the singular noun plural. Accuracy level is 100%.	Instruct the pupil to change singular to plural by writing the word plural. Example: 1. The <u>baby</u> is crying. 2. The <u>redbird</u> is in the tree. 3. The <u>glass</u> is broken. 4. The <u>house</u> is on the hill. 5. The tall <u>man</u> is on the ground.

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Criterion
Referenced Items

Given five words whose plurals are unusual and a list of the unusual plural forms, the pupil will match the singular words with their plural forms. Accuracy level is 100%.

Given ten sentences each containing one word in its plural form, the pupil will circle the plural form in each sentence. Eight of ten words must be correctly identified (80%).

Given five sentences each containing one singular noun, the pupil will make the singular noun plural. Accuracy level is 100%.

Sample Test Items

Instruct the pupil to match the singular words in column 1 with the plural forms in column 2 by drawing a line from one to the other.

<u>1</u>	<u>2</u>
goose	mice
foot	geese
tooth	women
mouse	teeth
woman	feet

Instruct the pupil to draw a ring around the plural in each sentence. Example: Jane took her hoes off.

1. The birds sang sweetly.
2. My hands are cold.
3. Are your feet tired?
4. I will dry the dishes.
5. Bluebirds flew away.
6. Orange and yellow leaves fell to the ground.
7. Branches fell to the ground.
8. Nurses look pretty in white.
9. Airplanes travel through the air.
10. The red cars moved fast.

Instruct the pupil to change each sentence from singular to plural by making the underlined word plural. Example: The dog dogs barked.

1. The baby _____ cried.
2. The redbird _____ flew away.
3. The glass _____ broke.
4. The house _____ blew down.
5. The tall man _____ slipped to the ground.

General Objectives

WR 5370 Syllabication

Given intensive instruction in syllabication each student will demonstrate, by the end of the third grade, his knowledge of syllabication by determining the number of syllables heard in a word and by dividing two and three syllable words correctly within an 80-100% accuracy range.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
5371 Auditorily identifying the number of syllables in a word of two or more syllables.	As he listens to the pronunciation of ten words of two or more syllables, the pupil will clap one time for each syllable he hears in the word. Accuracy level is 100%.	<p>Say, "Listen as I read this word one time for each part of the word. Demonstrate: <u>look ing</u> ()"</p> <ol style="list-style-type: none"> 1. elephant _____ 2. mountain _____ 3. happy _____ 4. forgetful _____ 5. auto _____ 6. piano _____ 7. regret _____ 8. bookcase _____ 9. dresses _____ 10. happiness _____

continued)

General ObjectivesWR 5370 Syllabication

Given intensive instruction in syllabication each student will demonstrate, by the end of the third grade, his knowledge of syllabication by determining the number of syllables heard in a word and by dividing two and three syllable words correctly within an 80-100% accuracy range.

on

identifying the

syllables in a

word or more

Criterion
Referenced Items

As he listens to the pronunciation of ten words of two or more syllables, the pupil will clap one time for each syllable he hears in the word. Accuracy level is 100%.

Sample Test Items

Say, "Listen as I read some words to you. Clap one time for each part of the word you hear". Demonstrate: look ing (clap, clap).

1. elephant _____
2. mountain _____
3. happy _____
4. forgetful _____
5. auto _____
6. piano _____
7. regret _____
8. bookcase _____
9. dresses _____
10. happiness _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
* 5372 Demonstrating an understanding that each syllable contains one vowel sound	Given a list of ten words of one and two syllables, the pupil will write the number of syllables in each word by counting the number of vowel sounds in that word. Eight of ten words must be correct (80%).	Instruct the pupil to count sounds in each word and syllables. 1. dog _____ 2. into _____ 3. rain _____ 4. daddy _____ 5. before _____
5373 Dividing words into syllables using VCCV rule	Given a minimum of ten words having the VCCV pattern, the pupil will correctly divide the words into syllables. Eight of ten words must be divided correctly. (80%)	Instruct the pupil to divide syllables by putting a line. Example: rat/kit 1. pencil 2. happy 3. yellow 4. funny 5. picture
5374 Dividing words into syllables using VCV rule	Given ten words having one consonant between two vowels, the child will divide the words into their syllables. Eight of ten words must be accurately divided. (80%)	Instruct the pupil to divide syllables by putting a line. 1. belong 2. around 3. along 4. never 5. wagon

*Syllabication rules may be taught concurrently with vowel generalizations.

continued)

on	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
an under- each syllable vowel sound	Given a list of ten words of one and two syllables. the pupil will write the number of syllables in each word by counting the number of vowel sounds in that word. Eight of ten words must be correct (80%).	Instruct the pupil to count the number of vowel sounds in each word and write the number of syllables. 1. dog ___ 6. talk ___ 2. into ___ 7. hurry' ___ 3. rain ___ 8. green ___ 4. daddy ___ 9. around ___ 5. before ___ 10. birthday ___
s into syl- CCV rule	Given a minimum of ten words having the VCCV pattern. the pupil will correctly divide the words into syllables. Eight of ten words must be divided correctly. (80%)	Instruct the pupil to divide these words into syllables by putting a line between each syllable. Example: rabbit 1. pencil 6. better 2. happy 7. surprise 3. yellow 8. window 4. funny 9. monkey 5. picture 10. garden
s into syl- VCV rule	Given ten words having one consonant between two vowels, the child will divide the words into their syllables. Eight of ten words must be accurately divided. (80%)	Instruct the pupil to divide these words into syllables by putting a line between each syllable 1. belong 6. cover 2. around 7. away 3. along 8. clever 4. never 9. magic 5. wagon 10. money

may be taught
vowel generalizations.

Word Recognition (Continued)

Skill Description

Criterion
Referenced Items

Sample Test

5375 Dividing words into syllables using the consonant le rule

Given five words of more than one syllable ending in le, the child will divide the words into their syllables. Four of five words must be correctly divided. (80%)

Instruct the pupil to divide syllables by putting a line b

1. uncle
2. turtle
3. little
4. bottle
5. handle

*5376 Dividing words containing affixes into syllables

Given ten words containing prefixes and/or suffixes, the child will divide the words into their syllables. Eight of ten words must be correctly divided (80%).

Instruct the pupil to divide syllables by putting a line b

1. reload 6.
2. unfair 7.
3. nopeless 8.
4. disagreement 9.
5. preheat 10.

5377 Dividing words containing a vowel sounded alone

Given five words containing more than one syllable, one of which is a vowel sounded alone, the pupil will divide the words into syllables. Four of five words must be divided correctly (80%).

Instruct the pupil to divide syllables by putting a line b

1. about
2. piano
3. open
4. taxicab
5. ago

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onant

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aining

ne

Criterion
Referenced Items

Given five words of more than one syllable ending in *le*, the child will divide the words into their syllables. Four of five words must be correctly divided. (80%)

Given ten words containing prefixes and/or suffixes, the child will divide the words into their syllables. Eight of ten words must be correctly divided (80%).

Given five words containing more than one syllable, one of which is a vowel sounded alone, the pupil will divide the words into syllables. Four of five words must be divided correctly (80%).

Sample Test Items

Instruct the pupil to divide these words into syllables by putting a line between each syllable.

1. uncle
2. turtle
3. little
4. bottle
5. handle

Instruct the pupil to divide these words into syllables by putting a line between each syllable.

- | | |
|-----------------|--------------|
| 1. reload | 6. unlikely |
| 2. unfair | 7. sweetness |
| 3. nopeless | 8. friendly |
| 4. disagreement | 9. cheerful |
| 5. preheat | 10. foolish |

Instruct the pupil to divide these words into syllables by putting a line between the syllables.

1. about
2. piano
3. open
4. taxicab
5. ago

Word Recognition (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
5378 Dividing multi-syllabic words utilizing a combination of rules	Given ten words containing more than one syllable and representing a combination of rules for syllabication, the pupil will divide the words into syllables. Eight of ten words must be correctly divided (80%).	Divide these words into line between the parts. 1. scamper 2. polite 3. continue 4. darkening 5. pathway
5379 Auditorily identifying accented syllables	Orally given five words containing two syllables, the pupil will repeat the syllable that is accented. Accuracy level is 100%.	Say, "I am going to say for the syllable that is h this syllable." 1. sorry _____ 2. hopeless _____ 3. ago _____ 4. beside _____ 5. trouble _____

Continued)

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
llabic combin-	<p>Given ten words containing more than one syllable and representing a combination of rules for syllabication, the pupil will divide the words into syllables. Eight of ten words must be correctly divided (80%).</p>	<p>Divide these words into syllables by placing a line between the parts.</p> <ol style="list-style-type: none">1. scamper2. polite3. continue4. darkening5. pathway6. tremble7. renew8. department9. potatoe10. telephone
ying s	<p>Orally given five words containing two syllables, the pupil will repeat the syllable that is accented.</p> <p>Accuracy level is 100%.</p>	<p>Say, "I am going to say some words. Listen for the syllable that is heard the most. Say this syllable."</p> <ol style="list-style-type: none">1. sorry _____2. hopeless _____3. ago _____4. beside _____5. trouble _____

7000 STUDY SKILLS

General Objective

SS 7100 Alphabetization and Numeration

Given concentrated instruction in alphabetization and numeration, by the end of the third grade each pupil will demonstrate his understanding of these concepts by completing criterion referenced items with a minimum accuracy level of 80%.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
7101 Recognizing numerical sequence	Given a list of five page numbers , the pupil will write the numbers in proper numerical sequence with 100% accuracy.	Instruct the pupil to write in order from the smallest to the largest. 25 _____ 13 _____ 106 _____ 274 _____ 8 _____
7102 Finding specific pages by matching the number written on the board with the page in the book	Given a book and five page numbers beginning with one-digit numbers and progressing to three-digit numbers written on the chalkboard, the child will find each page in the book by matching the numbers with 80% accuracy. (Four of five correct.)	Give the pupil a book and a list of numbers on a chalkboard. "Find in your book the number that matches the number on the chalkboard. Be sure to write the number on the line." 7 _____ 16 _____ 73 _____ 128 _____ 251 _____

7000 STUDY SKILLS

General ObjectiveSS 7100 Alphabetization and Numeration

Given concentrated instruction in alphabetization and numeration, by the end of the third grade each pupil will demonstrate his understanding of these concepts by completing criterion referenced items with a minimum accuracy level of 80%.

Criterion
Referenced Items

Given a list of five page numbers, the pupil will write the numbers in proper numerical sequence with 100% accuracy.

Given a book and five page numbers beginning with one-digit numbers and progressing to three-digit numbers written on the chalkboard, the child will find each page in the book by matching the numbers with 80% accuracy. (Four of five correct.)

Sample Test Items

Instruct the pupil to write these numbers in order from the smallest to the largest.

25 _____
13 _____
106 _____
274 _____
8 _____

Give the pupil a book and these instructions.
"Find in your book the numbers written on the chalkboard. Be sure the two numbers match."

7 _____
16 _____
73 _____
128 _____
251 _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	
7103 Demonstrating an understanding of numbering of exercises	Given a book and a specific page number, the pupil will locate five specific exercises by pointing to the number representing each with 80% accuracy.	Instruct the pupil to open a book. Now point to the pages numbered 3, 5, 7, 9, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100 to give the child the requested exercises.
7104 Understanding pagination and numbering of exercises	Given a book the pupil will locate the five pages and exercise numbers requested by the examiner with 80% accuracy.	Instruct the pupil to open a book. a) Turn to page 10, point to the number 10 with the index finger beside the number. b) Turn to page 20, point to the number 20 with the index finger beside the number. c) Turn to page 30, point to the number 30 with the index finger beside the number. d) Turn to page 40, point to the number 40 with the index finger beside the number. e) Turn to page 50, point to the number 50 with the index finger beside the number.
*7105 Alphabetizing words having different beginning letters	Given flash cards of ten words each having a different beginning letter, the pupil will arrange the cards in alphabetical order with 100% accuracy.	Present ten flash cards, each with a different beginning letter. Ask the pupil to arrange the cards in alphabetical order. kitten picnic balloon turtle money

* See Readiness and Perception areas for prerequisite alphabet recognition skill.

(nued)

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Criterion
Referenced Items

Given a book and a specific page number, the pupil will locate five specific exercises by pointing to the number representing each with 80% accuracy.

Given a book the pupil will locate the five pages and exercise numbers requested by the examiner with 80% accuracy.

Given flash cards of ten words each having a different beginning letter, the pupil will arrange the cards in alphabetical order with 100% accuracy.

Sample Test Items

Instruct the pupil to: "Turn to page (42) in your book. Now point to the following exercises: 3, 5, 7, 9, 12." (Pause between each exercise to give the child a chance to find the requested exercise).

Instruct the pupil to :

- a) Turn to page 15 in your book and put your finger beside exercise 3.
- b) Turn to page 27 in your book and put your finger beside exercise 9.
- c) Turn to page 48 in you book and put your finger beside exercise 8.
- d) Turn to page 115 in your book and put you finger beside exercise 5.
- e) Turn to page 220 in your book and put your finger beside exercise 10.

Present ten flash cards containing words such as these, each of which begin with a different letter. Ask the pupil to arrange these words in alphabetical order.

kitten	1.	_____
picnic	2.	_____
balloon	3.	_____
turtle	4.	_____
money	5.	_____

Study Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7106 Alphabetizing words having the same beginning letter	Given two lists of five words each beginning with the same letter, the pupil will write the words in each list in alphabetical order with 80% accuracy.	Present two lists of five words in each list beginning with the same letter. Ask pupil to re-write the words in alphabetical order. 1 button _____ basket _____ bridge _____ bell _____ block _____
7107 Alphabetizing words having the same two beginning letters	Given a list of five words each beginning with the same two letters, the pupil will write the words in alphabetical order with 80% accuracy.	Present a list of five words each beginning with the same two letters. Ask pupil to re-write the words in alphabetical order. park _____ pay _____ pail _____ paper _____ pass _____
7108 Alphabetizing words having the same three beginning letters	Given a list of five words each beginning with the same three letters, the pupil will write the words in alphabetical order with 80% accuracy.	Present a list of five words each beginning with the same three letters. Ask pupil to re-write the words in alphabetical order. grateful _____ grab _____ grant _____ grain _____ gray _____

Criterion
Referenced Items

having
letter

Given two lists of five words each beginning with the same letter, the pupil will write the words in each list in alphabetical order with 80% accuracy.

having
ng

Given a list of five words each beginning with the same two letters, the pupil will write the words in alphabetical order with 80% accuracy.

having
ning

Given a list of five words each beginning with the same three letters, the pupil will write the words in alphabetical order with 80% accuracy.

Sample Test Items

Present two lists of five words each, the words in each list beginning with the same letter. Ask pupil to re-write each list in alphabetical order.

1	2
button _____	trunk _____
basket _____	teach _____
bridge _____	tape _____
bell _____	twin _____
block _____	tire _____

Present a list of five words each beginning with the same two letters. Instruct the pupil to re-write the words in alphabetical order.

park	_____
pay	_____
pail	_____
paper	_____
pass	_____

Present a list of five words each beginning with the same three letters. Instruct the pupil to re-write the words in alphabetical order.

grateful	_____
grab	_____
grant	_____
grain	_____
gray	_____

Skill Description

7109 Writing the letter that immediately follows a given letter in the alphabet

7110 Writing the letter that immediately precedes a given letter in alphabetical order

*7111 Stating the quarter of the alphabet in which a given letter is located

* Be sure pupils have the concept of quarters and beginning, middle, and end.

Criterion Referenced Items

Given five letters in random order, the pupil will write the letter that immediately follows each letter.

Four of five correct choices must be made. (80% accuracy level)

Given five letters in random order, the pupil will write the letter that immediately precedes each of the five. Accuracy level is 80%.

Given the first and last letter of each quarter division of the alphabet, the pupil will state in which division each of the five given letters appear. Accuracy level is 100%.

Sa

Instruct the pupil each of these letters

- c —
- m —
- g —
- v —
- r —

Instruct the pupil right before the

- f
- p
- x
- n
- t

Present the first of the alphabet:

1st	
A-F	

Now present five into which quarter

- 1. J —
- 2. P —
- 3. V —
- 4. E —
- 5. N —

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Criterion
Referenced Items

Given five letters in random order,
the pupil will write the letter that
immediately follows each letter.

Four of five correct choices must
be made. (80% accuracy level)

Given five letters in random order,
the pupil will write the letter that
immediately precedes each of the
five. Accuracy level is 80%.

Given the first and last letter of
each quarter division of the alphabet,
the pupil will state in which division
each of the five given letters appear.
Accuracy level is 100%.

Sample Test Items

Instruct the pupil to write the letter that follow
each of these letters.

c —
m —
g —
v —
r —

Instruct the pupil to write the letter that comes
right before the given letter.

— f
— p
— x
— n
— t

Present the first and last letters of each quarter
of the alphabet:

1st	2nd	3rd	4th
A-F	G-L	M-R	S-Z

Now present five letters. Pupil will indicate
into which quarter the letter falls.

1. J _____
2. P _____
3. V _____
4. E _____
5. N _____

Study Skills (Continued)

Skill Description

7112 Demonstrating the ability
to alphabetize names

Criterion
Referenced Items

Given a list of ten last names, the
pupil will write the names in alpha-
betical order with 100% accuracy.

Sample Test

Instruct the pupil to rearrange the names in alphabetical order. Present a list of ten last names.

- | | | |
|---------|-----|-------|
| Jones | 1. | _____ |
| Smith | 2. | _____ |
| Carter | 3. | _____ |
| Young | 4. | _____ |
| Adams | 5. | _____ |
| Watson | 6. | _____ |
| Brown | 7. | _____ |
| Roberts | 8. | _____ |
| Davis | 9. | _____ |
| Mann | 10. | _____ |

Criterion
Referenced Items

ability
es

Given a list of ten last names, the pupil will write the names in alphabetical order with 100% accuracy.

Sample Test Items

Instruct the pupil to rearrange the list in alphabetical order. Present a written list of common last names.

- | | | |
|---------|-----|-------|
| Jones | 1. | _____ |
| Smith | 2. | _____ |
| Carter | 3. | _____ |
| Young | 4. | _____ |
| Adams | 5. | _____ |
| Watson | 6. | _____ |
| Brown | 7. | _____ |
| Roberts | 8. | _____ |
| Davis | 9. | _____ |
| Mann | 10. | _____ |

General Objective

SS 7200 Title Page, Table of Contents, Glossary and Dictionary

Given concentrated instruction in locating specific items of information from a title page, table of contents, glossary and dictionary by the end of grade three each pupil will complete the criterion referenced items with 80% accuracy.

Skill Description

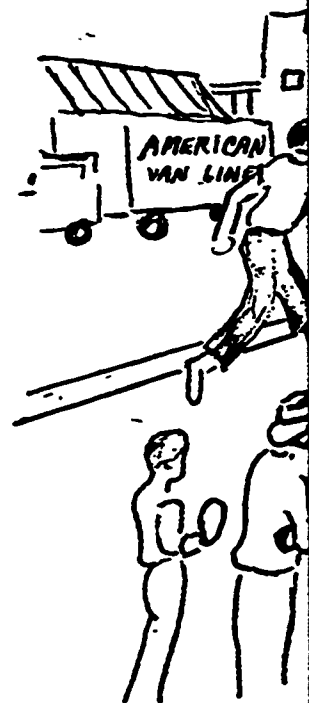
7201 Pointir _ out specific items
in a picture

Criterion
Referenced Items

Given a picture card, the pupil will point out a minimum of four or five items named. Accuracy level 80%

Sample

"Look at this picture
with the ball, etc."



General ObjectiveSS 7200 Title Page, Table of Contents, Glossary and Dictionary

Given concentrated instruction in locating specific items of information from a title page, table of contents, glossary and dictionary by the end of grade three each pupil will complete the criterion referenced items with 80% accuracy.

Criterion
Referenced Items

Given a picture card, the pupil will point out a minimum of four or five items named. Accuracy level 80%

Sample Test Items

"Look at this picture. Point to the truck, the boy with the ball, etc."



SS-7**Study Skills (Continued)**

<u>Skill Description</u>	<u>Criterion Referenced Items</u>
7202 Using the title page to find the title of the book and the name of the author(s)	Given a book, the pupil will turn to the title page and point to the name of the author(s) and the title of the book with 100% accuracy.
7203 Using a table of contents to find the page number on which a given selection begins	Given a table of contents extracted from a book, the pupil will read aloud the number of the page on which two given selections begin . Accuracy level is 100%.
7204 Using a table of contents to find story titles when page numbers are given	Given a table of contents from a book and the page numbers on which three selections begin, the pupil will use the table of contents to find and read aloud the titles of the selections. Accuracy level: 100%

Give the p
which incl
Ask the pu
authors' na

Ask the pu
selections
ST
A Pet
First
May W
Findin
Bob G
My Do

Instruct th
of Contents
beginning o

Going
Let's C
Let's L
Catching
Joe's L
Going I

Continued)

Description

title page to find
of the book and the
author(s)

table of contents to
page number on
given selection

table of contents to
titles when page
are given

Criterion
Referenced Items

Given a book, the pupil will turn to
the title page and point to the name
of the author (s) and the title of the
book with 100% accuracy.

Given a table of contents extracted
from a book, the pupil will read
aloud the number of the page on
which two given selections begin .
Accuracy level is 100%.

Given a table of contents from a
book and the page numbers on which
three selections begin, the pupil
will use the table of contents to
find and read aloud the titles of the
selections.
Accuracy level: 100%

Sample Test Items

Give the pupil a book containing a title page
which includes the title and author(s) name.
Ask the pupil to tell the book's title and the
authors' name.

Ask the pupil to tell on what pages two of
selections begin.

STORIES

A Pet For Mary -----	4
First Day of School -----	7
May We See the Pets? -----	12
Finding A Good Pet -----	15
Bob Gets A Dog -----	23
My Dog Happy -----	30

Instruct the pupil to look at this sample Table
of Contents and read the titles of the stories
beginning on pages 37, 43 and 53.

Going Fishing -----	34
Let's Go! -----	37
Let's Fish -----	40
Catching a Fish -----	43
Joe's Big Fish -----	47
Going Home -----	53

Study Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7205 Using a glossary to find meanings of words used in sentence context	Given five sentences containing one underlined word per sentence and a glossary page containing each of these words, the pupil will find each word and read the appropriate meaning with 80% accuracy.	Show pupil the sample him to read the sentences words in the glossary definition .
		<p data-bbox="1438 450 1533 478"><u>Sample</u></p> <p data-bbox="1215 519 1364 547"><u>adventure</u></p> <p data-bbox="1198 589 1533 724">adventure- 1)an unusual happening 2)to meet with new and exciting happenings</p> <p data-bbox="1198 762 1533 824">against - 1) touching something 2) opposite to</p> <p data-bbox="1198 863 1533 959">awful - 1) something terrible 2) to fill with deep respect</p> <p data-bbox="1198 997 1533 1093">belt - 1) a narrow piece of cloth put around the body</p> <p data-bbox="1198 1132 1533 1194">blink - 1) to close the eyes quickly</p>
		<ol style="list-style-type: none">1. We got caught in a2. Our new house is3. Jim bought a new4. Did you watch the television?5. The soldier fired

Criterion
Referenced Items

Given five sentences containing one underlined word per sentence and a glossary page containing each of these words, the pupil will find each word and read the appropriate meaning with 80% accuracy.

Sample Test Items

Show pupil the sample glossary page, then ask him to read the sentences, locate the underlined words in the glossary and read the correct definition .

Sample Glossary

<u>adventure</u>	<u>cannon</u>
adventure - 1) an unusual happening 2) to meet with new and exciting happenings	blizzard - 1) a hard snow with high winds
against - 1) touching something 2) opposite to	bother - 1) to worry 2) give trouble to
awful - 1) something terrible 2) to fill with deep respect	brick - 1) used to make buildings or streets
belt - 1) a narrow piece of cloth put around the body	business - 1) a way to make a living 2) something that must be done
blink - 1) to close the eyes quickly	cannon - 1) a large gun

1. We got caught in a blizzard last winter.
2. Our new house is red brick.
3. Jim bought a new white belt.
4. Did you watch the cowboy adventure on television?
5. The soldier fired the cannon five times.

SS-9

Study Skills (Continued)

<u>Skill Description</u>	<u>Criterion - Referenced Items</u>	
*7206 Recognizing guide words	Given a page from an elementary dictionary, the pupil will demonstrate his recognition of guide words by pointing to the guide words on the top of that page with 100% accuracy.	Give the pupil a page containing the two guide words.
7207 Identifying guide words	Given a dictionary page, the pupil will locate and write the guide words with 100% accuracy.	Give the pupil a page containing two guide words.
7208 Identifying entry words	Given a dictionary page, the pupil will write the first two and the last two entry words found on that page with 100% accuracy.	Give the pupil a page containing two entry words.
7209 Using guide words as locational tools	Given five words, the pupil will locate each in a given dictionary and write the guide words for the entry words with 80% accuracy.	Give the pupil a page containing five words and write the two guide words for each.

* Dictionary usage must be preceded by thorough understanding of alphabetical order. An elementary (primary) dictionary must be used.

1. brush
2. dime
3. hatch
4. thump
5. village

tinued)

Description

Criterion-
Referenced Items

Sample Test Items

guide words

Given a page from an elementary dictionary, the pupil will demonstrate his recognition of guide words by pointing to the guide words on the top of that page with 100% accuracy.

Give the pupil a dictionary turned to a specific page containing guide words. Ask him to point to the two guide words on that page.

guide words

Given a dictionary page, the pupil will locate and write the guide words with 100% accuracy.

Give the pupil a dictionary. Ask him to turn to a specific page and locate and write the two guide words.

entry words

Given a dictionary page, the pupil will write the first two and the last two entry words found on that page with 100% accuracy.

Give the pupil a dictionary. Ask him to turn to a specific page and write the first two and the last two entry words found on that page.

words as lo-

Given five words, the pupil will locate each in a given dictionary and write the guide words for the entry words with 80% accuracy.

Give the pupil a dictionary. Ask him to locate each of the five entry words in the dictionary and write the two guide words at the top of each page.

1. brush _____
2. dime _____
3. hatch _____
4. thump _____
5. village _____

ge must be pre-
h understanding

rd n ele-
y) ERIC nary
Full Text Provided by ERIC

Study Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
* 7210 Using entry words as aids to locating variants	Given a dictionary and variant forms of five root words, the child will write the root word beside the variant form and indicate the number of the page on which the entry (root) word is found. Eight of the ten tasks (five root words and five page numbers) must be correct (80%).	Instruct the pupil to write the five words below the in the dictionary and put it. word 1. smoothly 2. beginning 3. puzzles 4. fearful 5. wrapped
7211 Choosing appropriate meanings for words having multiple meanings	Given five sentences each containing an underlined word which has multiple meanings, the pupil will locate each underlined word in a given dictionary and write the meaning which suits the sentence. At least four of five words must be correctly defined (80%).	Instruct the pupil to 1) locate the underlined word 3) write the meaning that of the sentence. 1. This ice cream is <u>f</u> 2. Our kitten has a <u>pat</u> 3. This <u>needle</u> from 4. I lost the <u>heel</u> of my 5. He is the team's <u>cap</u> 1. <u>frozen</u> means _____ 2. <u>patch</u> means _____ 3. <u>needle</u> means _____ 4. <u>heel</u> means _____ 5. <u>captain</u> means _____

* Pupils must pass structural analysis items dealing with inflectional endings and affixes before taking this test.

Criterion
Referenced Items

Given a dictionary and variant forms of five root words, the child will write the root word beside the variant form and indicate the number of the page on which the entry (root) word is found. Eight of the ten tasks (five root words and five page numbers) must be correct (80%).

Given five sentences each containing an underlined word which has multiple meanings, the pupil will locate each underlined word in a given dictionary and write the meaning which suits the sentence. At least four of five words must be correctly defined (80%).

Sample Test Items

Instruct the pupil to write the root of each of the five words below then locate that root word in the dictionary and put the page number beside it.

	word	<u>root word</u>	<u>page number</u>
1.	smoothly	_____	_____
2.	beginning	_____	_____
3.	puzzles	_____	_____
4.	fearful	_____	_____
5.	wrapped	_____	_____

Instruct the pupil to 1) read each sentence; 2) locate the underlined word in the dictionary; 3) write the meaning that best fits the context of the sentence.

1. This ice cream is frozen solid.
2. Our kitten has a patch of white on its back.
3. This needle from the pine tree is sharp.
4. I lost the heel of my shoe.
5. He is the team's captain.

1. frozen means _____
2. patch means _____
3. needle means _____
4. heel means _____
5. captain means _____

General Objectives

SS 7300 Following Directions

Given systematic instruction in and opportunities for following directions, the student will implement directions in criterion referenced items within a range of 80-100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7301 Following one-step oral directions	Given an oral direction requiring body movement, the pupil will independently follow the direction with 100% accuracy.	Tell the child to stand
7302 Following more complex oral directions	Given oral directions for three things to do, the pupil will independently follow the directions with 100% accuracy.	Tell pupil to walk to close the door.
7303 Following one-step written directions	Given a written direction requiring physical motion, the pupil will silently read the direction and follow it with 100% accuracy.	Instruct the pupil to do as directed, then do as directed. "Run to the door"

General ObjectivesSS7300 Following Directions

Given systematic instruction in and opportunities for following directions, the student will implement directions in criterion referenced items within a range of 80-100% accuracy.

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Step oral	Given an oral direction requiring body movement, the pupil will independently follow the direction with 100% accuracy.	Tell the child to stand on one foot.
complex	Given oral directions for three things to do, the pupil will independently follow the directions with 100% accuracy.	Tell pupil to walk to the door, open it, then close the door.
Step written	Given a written direction requiring physical motion, the pupil will silently read the direction and follow it with 100% accuracy.	Instruct the pupil to silently read the following direction, then do as it says: "Run to the door."

SS-12

Study Skills (Continued)

Skill Description

7304 Following more complex
written directions

7305 Following written test
directions

Criterion
Referenced Items

Given three connected directions,
the pupil will silently read the di-
rections and follow them with 100%
accuracy.

Given a five item written test with
difference directions for each item,
the pupil will silently read the di-
rections and follow them indepen-
dently. Four of five directions
must be followed correctly (80%).

Instruct the pupil
directions, then

Instruct the pupil
himself, then do

1. Draw on
G

2. Circle
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3. Mark an



4. Color the



5. Fill in the
say.

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ritten test

Criterion
Referenced Items

Given three connected directions, the pupil will silently read the directions and follow them with 100% accuracy.

Given a five item written test with difference directions for each item, the pupil will silently read the directions and follow them independently. Four of five directions must be followed correctly (80%).

Sample Test Items

Instruct the pupil to silently read the following directions, then do as they say:

"Pick up your pencil."

"Write your name on this paper"

"Put the pencil on your desk."

Instruct the pupil to read the directions to himself, then do as they say.

1. Draw one line under the letter C.

G A C T

2. Circle the word saw.

his saw ball was

3. Mark an X on the tree.



4. Color the ball red.



5. Fill in the circle in front of the word say.

did make say run

Study Skills (Continued)

General Objective

SS 7400 Maps, Charts, Graphs, Tables and Indices

Given systematic instruction in reading and interpreting maps, charts, graphs, tables and indices, the pupil will demonstrate his understanding of the related skills by completing criterion referenced items with a minimum accuracy level of 80%.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sc</u>
7401 Understanding that the calendar illustrates a means of measuring time	Given a calendar of one month, the child will demonstrate his understanding of the tool by pointing to: a) the area designating the days of the week and b) the numbers representing the first day of the month and the last day of the month with 100% accuracy.	Ask the pupil to to: 1. The day 2. The number of the 3. The number of the

107
3
7
14
21
28

General ObjectiveSS 7400 Maps, Charts, Graphs, Tables and Indices

Given systematic instruction in reading and interpreting maps, charts, graphs, tables and indices, the pupil will demonstrate his understanding of the related skills by completing criterion referenced items with a minimum accuracy level of 80%.

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Criterion
Referenced Items

Given a calendar of one month, the child will demonstrate his understanding of the tool by pointing to:

a) the area designating the days of the week and b) the numbers representing the first day of the month and the last day of the month with 100% accuracy.

Sample Test Items

Ask the pupil to look at the calendar and point to:

1. The days of the week
2. The number showing the first day of the month
3. The number showing the last day of the month

1975		OCTOBER							1975	
S	M	T	W	T	F	S				
	1	2	3	4	5	6				
7	8	9	10	11	12	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
28	29	30	31							

SS-14**Study Skills (Continued)**

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>S</u>
7402 Demonstrating the use of a calendar to determine day and date of the month	Given a calendar of one month, the pupil will read the dates of the Mondays and Wednesdays for that month with 100% accuracy.	Using the calendar 1. Read the 2. Read the
*7403 Understanding that the year is divided into twelve calendar months	Given a calendar for an entire year, the child will indicate the following with 80% accuracy: (a) The first month of the year. (b) The last month of the year. (c) The sixth month of the year. (d) The shortest month of the year. (e) A summer month of the year.	Give the pupil a Ask him to: 1. Point to 2. Point to 3. Point to 4. Point to 5. Point to

* Prerequisites to this item are the skills concerned with concepts of first, last, sixth, shortest and seasons.

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**Criterion
Referenced Items**

Given a calendar of one month, the pupil will read the dates of the Mondays and Wednesdays for that month with 100% accuracy.

Given a calendar for an entire year, the child will indicate the following with 80% accuracy:

- (a) The first month of the year.
- (b) The last month of the year.
- (c) The sixth month of the year.
- (d) The shortest month of the year.
- (e) A summer month of the year.

Sample Test Items

Using the calendar below ask the pupil to:

1. Read the dates for Mondays
2. Read the dates for Wednesdays

1973		OCTOBER							1973	
S	M	T	W	T	F	S				
	1	2	3	4	5	6				
7	8	9	10	11	12	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
28	29	30	31							

Give the pupil a calendar for the 1974 year. Ask him to:

1. Point to the first month of the year.
2. Point to the last month of the year.
3. Point to the sixth month of the year.
4. Point to the shortest month of the year.
5. Point to a summer month.

Study Skills (Continued)

Skill Description

7404 Reading and interpreting
picture charts

**Criterion
Referenced Items**

Given a simple chart, the pupil will
silently read and orally answer the
five related questions with 80%
accuracy.

Sample

Instruct the pupil to
read the questions and
questions orally.



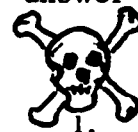
This chart shows the

1. Which picture is the snowman?
2. Which picture is the child?
3. Which picture is the hot? _____
4. What is the name of the child?
5. Why is the child hot?

7405 Reading and interpreting
symbol charts

Given a simple symbol chart, the
pupil will silently study (read) and
orally answer the five related
questions with 80% accuracy.

Ask the pupil to look at the chart and
answer the five questions.



$x + y = z$
2.

1. Which sign is the skull and crossbones?
2. Which sign is the plus sign?
3. Which sign is the equals sign?
is near?
4. Which sign is the letter x?
5. Which sign is the letter y?

Continued)

Description

and interpreting

arts

Criterion
Referenced Items

Given a simple chart, the pupil will silently read and orally answer the five related questions with 80% accuracy.

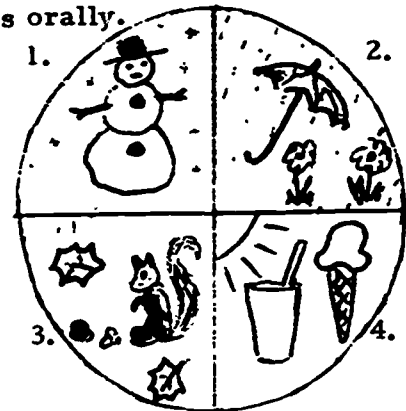
and interpreting

arts

Given a simple symbol chart, the pupil will silently study (read) and orally answer the five related questions with 80% accuracy.

Sample Test Items

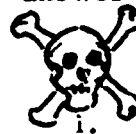
Instruct the pupil to look at this chart, silently read the questions about it and answer the questions orally.



This chart shows the four seasons of the year.

1. Which picture shows spring? _____
2. Which picture shows winter? _____
3. Which picture shows that it is hot? _____
4. What is the squirrel doing? _____
5. Why is an umbrella pictured? _____

Ask the pupil to look at this chart and orally answer the five questions below.



1.

$$x + y = z$$

2.



3.



4.



5.

1. Which sign indicates equal? _____
2. Which sign indicates directions? _____
3. Which sign tells us a railroad crossing is near? _____
4. Which sign indicate danger? _____
5. Which sign stands for patriotism? _____

Skill Description

7406 Reading and interpreting
tables

Criterion
Referenced Items

Given a table showing a school's population distribution, the child will read the table and orally answer the five related questions with 80% accuracy.

Sample

Instruct the pupil to read and answer questions about

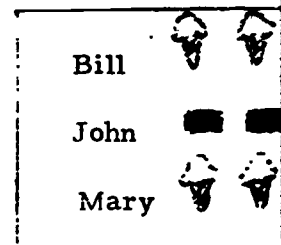
Class	Girls
Grade 1	15
Grade 2	10
Grade 3	15
Grade 4	20
Grade 5	17

1. Which class has the most girls?
2. Which three classes have more girls than boys?
3. Which class has the fewest girls?
4. Which class has the most boys?
5. Which class has the fewest girls?

7407 Reading and interpreting
picture graphs

Given a simple graph composed of familiar pictures, the pupil will orally answer the five specific questions related to the graph. Four of five questions must be answered correctly (80%).

Ask the pupil to look at the graph and answer questions about



1. Which child has the most cones?
2. Which child has the most bars?

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interpreting

Criterion Referenced Items

Given a table showing a school's population distribution, the child will read the table and orally answer the five related questions with 80% accuracy.

Sample Test Items

Instruct the pupil to read the following table and answer questions about it.

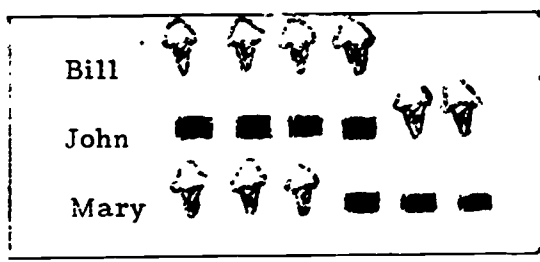
Class	Girls	Boys	All pupils
Grade 1	15	9	24
Grade 2	10	15	25
Grade 3	15	15	30
Grade 4	20	10	30
Grade 5	17	15	32

1. Which class is largest? _____
2. Which three classes have more girls than boys? _____
3. Which class has more boys than girls? _____
4. Which class is smallest? _____
5. Which class has as many boys as girls? _____

interpreting

Given a simple graph composed of familiar pictures, the pupil will orally answer the five specific questions related to the graph. Four of five questions must be answered correctly (80%).

Ask the pupil to look at the picture graph and answer questions about it.



1. Which child has the most ice cream cones? _____
2. Which child has the most candy bars? _____

Study Skills (Continued)

Skill Description

7408 Reading and interpreting
bar graphs

Criterion
Referenced Items

Given a simple bar graph composed
of five bars, the pupil will orally
answer the five questions related
to the graph with 80% accuracy.

Sample

3. Who has as many
as candy
4. Who has the
5. What two children
number of

Instruct the pupil to look at the
answer the five questions

PETS

MARY	
TOM	
SALLY	
JIM	
ANN	

1. How many pets
2. Who has the
3. Who has the
4. How many pets
have together
5. How many pets
have altogether

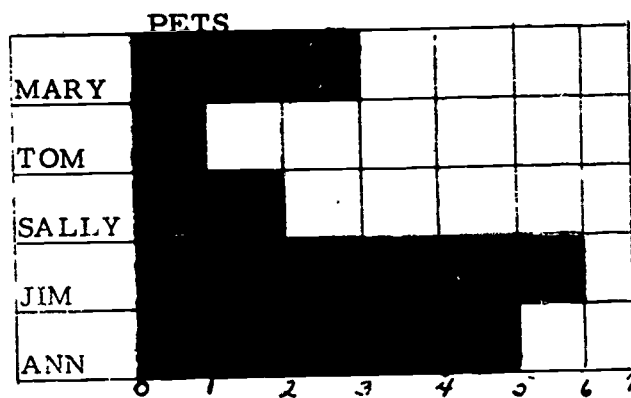
Criterion
Referenced Items

Given a simple bar graph composed of five bars, the pupil will orally answer the five questions related to the graph with 80% accuracy.

Sample Test Items

3. Who has as many ice cream cones as candy bars? _____
4. Who has the fewest things to eat? _____
5. What two children have the same number of things to eat? _____

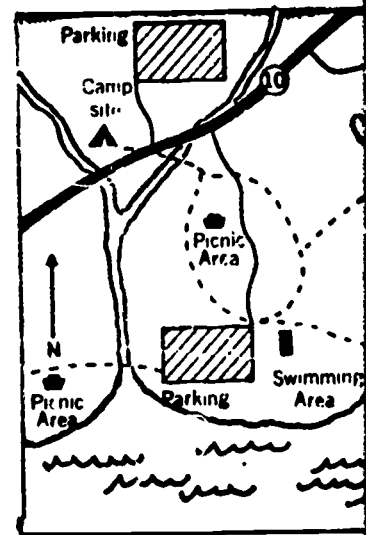
Instruct the pupil to look at the bar graph and answer the five questions about it.



1. How many pets does Sally have? _____
2. Who has the most pets? _____
3. Who has the fewest pets? _____
4. How many pets do Ann and Mary have together? _____
5. How many pets do the five children have altogether? _____

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7409 Understanding the language of maps	Given a simple map, the child will point to the following areas with 80% accuracy: (a) The four directions. (b) The bodies of water. (c) Symbols used for highways. (d) The scale of miles. (e) The symbol used for campsites.	Instruct the pupil to locate to areas as they are asked. Give the following directions: 1. Point to north, south, east... west. 2. Show me the top of the map where on. 3. Point to the hills. 4. Show me the stream. 5. Point to the campsite.

MAP OF A STATE PARK



Criterion
Referenced Items

Sample Test Items

Given a simple map, the child will
point to the following areas with
80% accuracy:

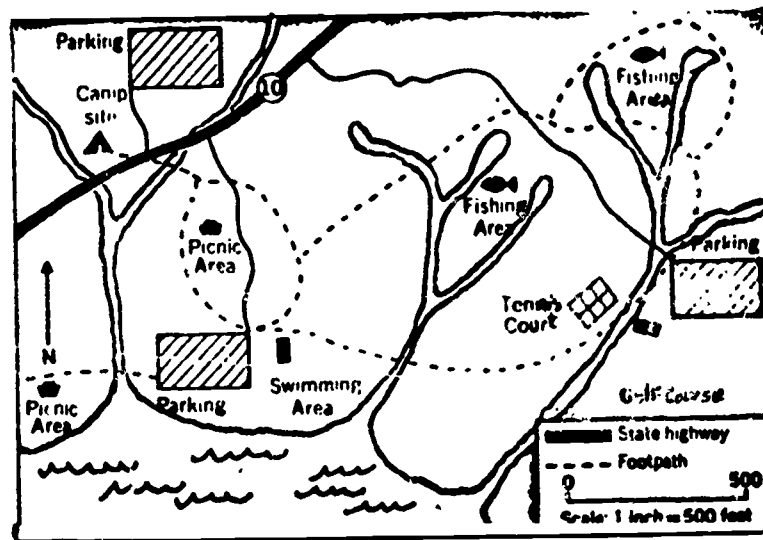
- (a) The four directions.
- (b) The bodies of water.
- (c) Symbols used for highways.
- (d) The scale of miles.
- (e) The symbol used for campsites.

Instruct the pupil to look at the map and point
to areas as they are asked for.

Give the following directions:

1. Point to north on the map... south...
east... west.
2. Show me the two bodies of water
where one could fish.
3. Point to the highway.
4. Show me the scale of miles.
5. Point to the campsite.

MAP OF A STATE PARK



Skill Description

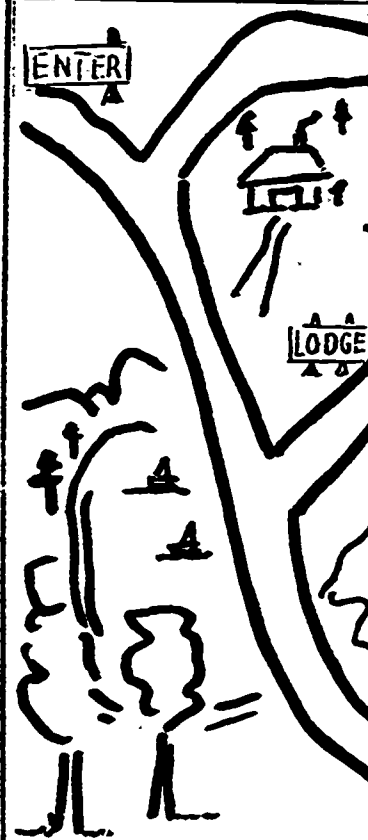
Criterion
Referenced Items

Sample Test

7410 Reading and interpreting
maps

Given a simple map, the child will trace a designated route from point of entry to point of exit with 100% accuracy.

Tell the pupil that this is Woods. Ask him to take him through the woods to the exit.



7411 Locating the index in a book

Given a book having an index section, the pupil will find the index and orally state the page number on which it begins with 100% accuracy.

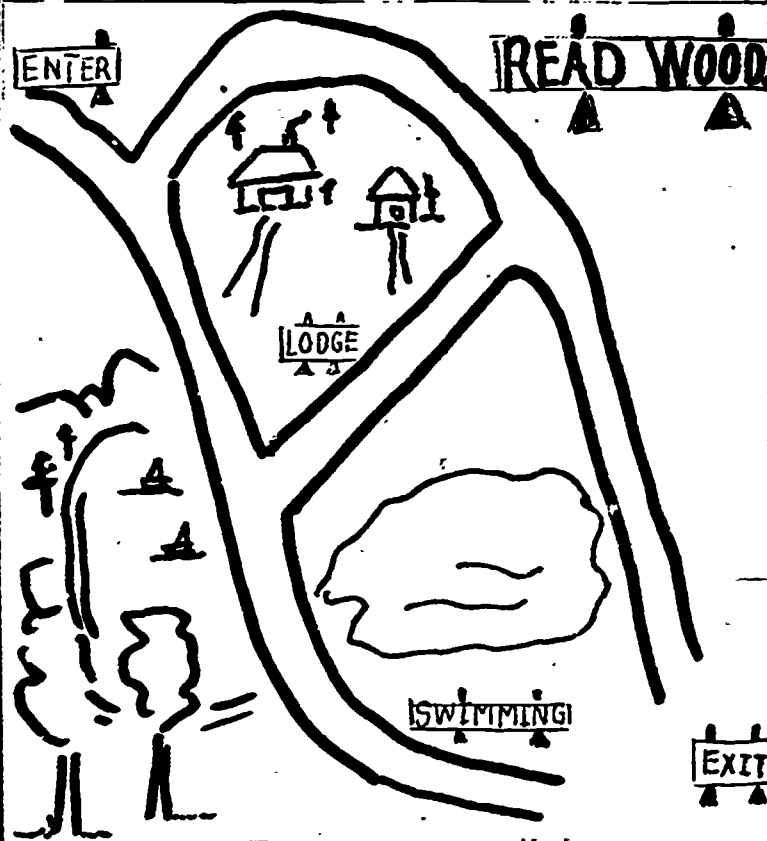
Hand the child a reader. Ask him to locate the index in the book by telling you which page it begins on.

Criterion
Referenced Items

Given a simple map, the child will trace a designated route from point of entry to point of exit with 100% accuracy.

Sample Test Items

Tell the pupil that this is a map of the Read Woods. Ask him to trace a route that would take him through the park from the entrance to the exit.



Given a book having an index section, the pupil will find the index and orally state the page number on which it begins with 100% accuracy.

Hand the child a reader containing an index. Ask him to locate the beginning of the index in the book by telling you the page number on which it begins.

SS-20
Study Skills (Continued)

Skill Description

7412 Using the index to find a topic entry.

Criterion Referenced Items

Given an index page and a topic, the pupil will find the topic in the index and state the page numbers on which information on this topic can be found with 100% accuracy.

Sample

Give the child a topic weather. Ask him to index of the book provide page numbers on which be found.

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**Criterion
Referenced Items**

Given an index page and a topic, the pupil will find the topic in the index and state the page numbers on which information on this topic can be found with 100% accuracy.

Sample Test Items

Give the child a topic i. e. rides, the park, weather. Ask him to locate the topic in the index of the book provided and tell you the page numbers on which the information can be found.

Study Skills (Continued)

General Objective

SS 7500 Card Catalog, Encyclopedia, Atlas, Telephone Directory

Given systematic instruction in the use of the library card catalog, the atlas, dictionary, encyclopedia and telephone directory, the pupil will select the appropriate source for the information requested in the criterion referenced items with a minimum of 80% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7501 Demonstrating the ability to determine the best reference source for locating specific information	After having studied the uses of a dictionary, encyclopedia, atlas, and telephone directory, the pupil is given a written list of five specific topics. The pupil will tell which is the best source for finding information on each given topic. Accuracy level is 80%.	Instruct the pupil to determine which source a dictionary, encyclopedia, atlas or atlas would give the information. <ol style="list-style-type: none">1. the meaning of a word2. a map of Kentucky3. the street address4. information about a city5. information on a specific word

General ObjectiveSS 7500 Card Catalog, Encyclopedia, Atlas, Telephone Directory

Given systematic instruction in the use of the library card catalog, the atlas, dictionary, encyclopedia and telephone directory, the pupil will select the appropriate source for the information requested in the criterion referenced items with a minimum of 80% accuracy.

<u>Criterion</u>	<u>Referenced Items</u>	<u>Sample Test Items</u>
<p>the ability the best source for specific informa-</p>	<p>After having studied the uses of a dictionary, encyclopedia, atlas, and telephone directory, the pupil is given a written list of five specific topics. The pupil will tell which is the best source for finding information on each given topic. Accuracy level is 80%.</p>	<p>Instruct the pupil to tell which of these sources a dictionary, encyclopedia, telephone directory or atlas would give him the following information.</p> <ol style="list-style-type: none"> 1. the meaning of a word 2. a map of Kentucky 3. the street address of a person 4. information about the Civil War 5. information on how to pronounce (say) a word

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7502 Identifying specific information on the library catalog card	<p>Given a library catalog card having subject, title, author, date of publication and total pages indicated, the pupil will silently examine the information and orally give the subject, title, author, publishing date and total number of pages.</p> <p>Accuracy level is 80%.</p>	<p>Ask pupil to study the card and answer questions</p> <ol style="list-style-type: none"> 1. What is the title of 2. Who is the author? 3. Under what topic w 4. When was it publis 5. How many pages a
7503 Selecting the appropriate catalog card for an assigned subject	<p>Given three library catalog cards the pupil will select the one having the subject requested by the examiner with 100% accuracy.</p>	<p>Ask pupil to examine below and answer the</p> <p style="text-align: center;">1</p> <p>Ets, Marie Hall In the Forest. W by Marie Hall Ets. Viking Press, 1944</p> <ol style="list-style-type: none"> 1. Children's fiction 2. Animals in the f

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Criterion
Referenced Items

Given a library catalog card having subject, title, author, date of publication and total pages indicated, the pupil will silently examine the information and orally give the subject, title, author, publishing date and total number of pages.

Accuracy level is 80%.

Given three library catalog cards the pupil will select the one having the subject requested by the examiner with 100% accuracy.

Sample Test Items

Ask pupil to study the following library catalog card and answer questions about it.

1. What is the title of this book?
2. Who is the author?
3. Under what topic would you find the book?
4. When was it published?
5. How many pages are in the book?

Quackenbush, Robert M.

Poems for Galloping. With pictures by Robert M. Quackenbush. Holt, 1963 25p. illus

1. Children's poetry

Ask pupil to examine each of the catalog cards below and answer the following questions.

1

Ets, Marie Hall
In the Forest. With pictures by Marie Hall Ets. Viking Press, 1944, 37 p. illus

1. Children's fiction
2. Animals in the forest

Study Skills (Continued)

Skill Description

7503 (Continued)

**Criterion
Referenced Items**

Sample

2

Hoff, Syd
Danny and The
With pictures by
Harper and Row,

1. Children's fiction
2. Dinosaurs

3

O, Donnel, Mabel
Townes.

Words I Like
Write. With pictures
and Margaret Harlow
Harper and Row,

1. Picture dictionary

1. Which library call number is on a picture book?
2. Who is the author of the book?
3. What did Syd Hoff write?
4. Which book has the most pictures?
5. What do the dates on the books tell you?

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tion

**Criterion
Referenced Items**

Sample Test Items

2

Hoff, Syd
 Danny and The Dinosaur.
 With pictures by Syd Hoff.
 Harper and Row, 1958, 64 p.

1. Children's fiction 2.
2. Dinosaurs

3

O, Donnel, Mabel & Willmina
 Townes.

Words I Like to Read and
 Write. With pictures by Florence
 and Margaret Hoopes.
 Harper and Row, 1963

1. Picture dictionary.

1. Which library catalog card gives us information on a picture dictionary?
2. Who is the author of In the Forest?
3. What did Syd Hoff write?
4. Which book has two authors?
5. What do the dates 1944, 1958 and 1963 mean?

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7504 Selecting the appropriate reference for specific information	After having become familiar with the use of an atlas, a telephone directory, dictionary, encyclopedia and library catalog card the pupil will select the tool appropriate for finding the five items requested by the tester with 80% accuracy.	Instruct the pupils to material - atlas, tele encyclopedia or libra information would be 1. the author of a bo 2. the phone number 3. a map of the Unite 4. the meaning of a w 5. an article on Abra

tion

appropriate

specific

Criterion
Referenced Items

After having become familiar with the use of an atlas, a telephone directory, dictionary, encyclopedia and library catalog card the pupil will select the tool appropriate for finding the five items requested by the tester with 80% accuracy.

Sample Test Items

Instruct the pupils to tell you in which reference material - atlas, telephone directory, dictionary, encyclopedia or library card the following information would be found?

1. the author of a book
2. the phone number of your school
3. a map of the United States
4. the meaning of a word
5. an article on Abraham Lincoln

General ObjectiveSS 7600 Common Abbreviations in Reference Materials

Given systematic instruction in reading, writing and using common abbreviations found in reference materials the pupil will demonstrate his understanding of abbreviations and the words they represent by completing the criterion referenced items with a minimum accuracy level of 80%.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample Test</u>
7601 Recognizing the abbreviated forms of the days of the week	Shown a list of the abbreviated forms of the days of the week presented in random order, the pupil will orally name each day with 100% accuracy.	Present a list of the abbreviations of the week. Instruct the pupil that each day of the week is represented by a number. 1. Wed. 2. Sun. 3. Fri. 4. Mon. 5. Sat. 6. Tues. 7. Thurs.

General ObjectiveSS 7600 Common Abbreviations in Reference Materials

Given systematic instruction in reading, writing and using common abbreviations found in reference materials the pupil will demonstrate his understanding of abbreviations and the words they represent by completing the criterion referenced items with a minimum accuracy level of 80%.

<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
Shown a list of the abbreviated forms of the days of the week presented in random order, the pupil will orally name each day with 100% accuracy.	Present a list of the abbreviations for the days of the week. Instruct the child to tell which day of the week is represented by the abbreviation. 1. Wed. 2. Sun. 3. Fri. 4. Mon. 5. Sat. 6. Tues. 7. Thurs.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7602 Recognizing the abbreviated forms of the months of the year	Shown a list of the abbreviated forms of the months of the year presented in random order, the pupil will orally identify each month with 100% accuracy.	Point to the months Instruct the child to 1. Mar. 2. Sept. 3. Feb. 4. Dec. *5. June 6. Jan. *The child should read are not usually abbr
7603 Matching abbreviations commonly used in reference materials with their word forms	Given a list of ten words which are commonly abbreviated in reference materials and a list of the abbreviated forms, the pupil will match the words with their abbreviations with 80% accuracy.	Match the words in ated forms in Colum from the word to its 1 1. number 2. Company 3. page 4. river 5. Street 6. mountains 7. Figure 8. South 9. miles 10. West

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Criterion
Referenced Items

Shown a list of the abbreviated forms of the months of the year presented in random order, the pupil will orally identify each month with 100% accuracy.

Given a list of ten words which are commonly abbreviated in reference materials and a list of the abbreviated forms, the pupil will match the words with their abbreviations with 80% accuracy.

Sample Test Items

Point to the months of the year in random order. Instruct the child to name the month pointed to.

- | | |
|----------|-----------|
| 1. Mar. | 7. Apr. |
| 2. Sept. | 8. Oct. |
| 3. Feb. | * 9. May |
| 4. Dec. | *10. July |
| *5. June | 11. Nov. |
| 6. Jan. | 12. Aug. |

*The child should realize that these months are not usually abbreviated.

Match the words in Column 1 with their abbreviated forms in Column 2 by drawing a line from the word to its abbreviation.

- | 1 | 2 |
|--------------|---------|
| 1. number | a. p. |
| 2. Company | b. Fig. |
| 3. page | c. W. |
| 4. river | d. mi. |
| 5. Street | e. So. |
| 6. mountains | f. mts. |
| 7. Figure | g. St. |
| 8. South | h. r. |
| 9. miles | i. n. |
| 10. West | j. Co. |

Study Skills (Continued)

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample</u>
7604 Supplying the word represented by an abbreviation	Given a list of five abbreviations commonly used in reference materials, the pupil will examine the list and say the word represented by the abbreviation with 80% accuracy.	Give the list of abbreviations. Instruct him to tell the abbreviation. 1. ex. * 2. Fig. 3. T. V. 4. Dr. 5. p. *Either <u>example</u> or correct word.
7605 Writing the abbreviated form of words commonly used in reference materials	Given a list of ten words which are commonly abbreviated in reference materials, the pupil will write the abbreviated form of each with 80% accuracy.	Instruct the pupil to: "Write the abbreviation _____" 1. television _____ 2. West _____ 3. river _____ 4. street _____ 5. Company _____
7606 Writing the abbreviated forms and symbols of words commonly used in mathematics	Given a list of ten mathematical concepts which are commonly abbreviated or symbolized in reference materials, the pupil will write the abbreviated forms of the words with 80% accuracy.	Instruct the pupil to: write the abbreviation _____ 1. minute _____ 2. yard _____ 3. foot _____ 4. hundred _____ 5. inch _____

Criterion
Referenced Items

Given a list of five abbreviations commonly used in reference materials, the pupil will examine the list and say the word represented by the abbreviation with 80% accuracy.

Given a list of ten words which are commonly abbreviated in reference materials, the pupil will write the abbreviated form of each with 80% accuracy.

Given a list of ten mathematical concepts which are commonly abbreviated or symbolized in reference materials, the pupil will write the abbreviated forms of the words with 80% accuracy.

Sample Test Items

Give the list of abbreviations to the pupil. Instruct him to tell the word represented by the abbreviation.

1. ex. *
2. Fig.
3. T. V.
4. Dr.
5. p.

*Either example or exercise is the correct word.

Instruct the pupil to:
"Write the abbreviation for each word below."

1. television _____
2. West _____
3. river _____
4. street _____
5. Company _____

Instruct the pupil to:
write the abbreviation or symbol for these words:

- | | |
|------------------|------------------|
| 1. minute _____ | 6. quart _____ |
| 2. yard _____ | 7. pound _____ |
| 3. foot _____ | 8. dollar _____ |
| 4. hundred _____ | 9. pint _____ |
| 5. inch _____ | 10. second _____ |

General Objective

SS 7700 Note-taking

Given systematic instruction in taking notes on auditory and written material, the pupil will demonstrate his understanding of and skill in taking notes by completing the criterion referenced items with 100% accuracy.

<u>Skill Description</u>	<u>Criterion Referenced Items</u>	<u>Sample T</u>
7701 Taking notes on an oral presentation	Given a one-minute taped exercise the pupil will listen then list three ideas presented with 100% accuracy.	Ask pupil to listen to a t three ideas presented in
7702 Noting important ideas found in a selection read silently	Given a short paragraph of factual material the pupil will silently read the material then write in his own words three ideas presented with 100% accuracy.	<p>Instruct the pupil to read has completed the reading from him. Ask him to write about what he read.</p> <p>Bob and his father were on the River. They sat on some bank. It was very hot and restless. He wished for a drink. Suddenly, he felt he yanked his pole and pulled the line was a big fish. he forgot about being hot his fish on the bank and Then he baited his hook water. He would wait a cold drink. Fishing was</p>

General ObjectiveSS 7700 Note-taking

Given systematic instruction in taking notes on auditory and written material, the pupil will demonstrate his understanding of and skill in taking notes by completing the criterion referenced items with 100% accuracy.

	<u>Criterion Referenced Items</u>	<u>Sample Test Items</u>
oral	Given a one-minute taped exercise the pupil will listen then list three ideas presented with 100% accuracy.	Ask pupil to listen to a tape and then orally give three ideas presented in it.
ideas on read	Given a short paragraph of factual material the pupil will silently read the material then write in his own words three ideas presented with 100% accuracy.	Instruct the pupil to read the paragraph. When he has completed the reading, remove the paragraph from him. Ask him to write three sentences about what he read. Bob and his father went fishing on the Green River. They sat on some rocks on the river-bank. It was very hot and Bob became tired and restless. He wished for a tall, cold lemonade to drink. Suddenly, he felt a tug on his line. He yanked his pole and pulled hard. On the end of the line was a big fish. Bob was so excited that he forgot about being hot and thirsty. He landed his fish on the bank and put it safely in the net. Then he baited his hook and threw it back into water. He would wait awhile before getting his cold drink. Fishing was more fun.

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Guide to Skill Selection

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II SKILL LEVELS

I SKILL CLUSTERS

This section has been prepared to enable the user to locate skills that are similar and may be taught and tested concurrently. However, since the skills differ in level of complexity and vocabulary used, check each item before including it in a pupil's prescription.

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II Skill Levels

The skills found in this Quad Manual range from the pre-reading level to low fourth grade reading level. Yet, except for the pre-reading section, items are not designated by level. This was omitted purposely for several reasons:

- 1) Skills should be selected that are appropriate for the pupil regardless of his designated grade level. Some first graders can handle the reference material skills while some third graders will still be unable to handle all comprehension items.
- 2) Each core program presents skills in a somewhat different sequence. Pupils progress through the core program at varying rates. Therefore, no suggested sequence will correlate with all core programs being used.
- 3) Just as every pupil has his unique preferred learning style every teacher has her unique style of instruction. As she analyzes the progress made by each pupil she is free to choose those skills that best meet the pupil's needs within the context and format of all material to be presented.
- 4) Supplementary personnel make it possible for the pupils to achieve mastery in many skills at a higher level due to the expertise they bring into the tutoring situation as a result of in-depth training.

Tests of most of the Quad Manual Skills will be available on several levels so that pupils in all three grades may be given the test on their reading level.

In most cases only two tests - an initial one and an alternate - will be available for those requiring only oral responses.

Tests requiring the reading of paragraphs will be written on two or three levels depending upon the complexity of the skill.