

DOCUMENT RESUME

ED-108 171

CS 001 961

TITLE The Extended Non-Graded Reading Program.
 INSTITUTION Owego Apalachin Central School District, N.Y.
 PUB DATE Dec 73
 NOTE 109p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS PRICE MF-\$0.76 HC-\$5.70 PLUS POSTAGE
 DESCRIPTORS Class Activities; Disadvantaged Youth; *Effective Teaching; Elementary Education; Individualized Instruction; *Nongraded System; *Program Descriptions; *Reading Instruction; *Reading Programs; Rural Education

IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...", serves 720 predominantly white students in kindergarten through grade six. The program, located in a small rural town in which families are mobile but incomes are low (\$6000 annually), began in 1970. Needs-based instruction is the focus of the program. The reading curriculum is organized into an ordered number of levels, and the schedule is arranged to provide for a two-hour period of instruction in reading and special areas (art, music, instructional media, and physical education). Approximately 50 minutes of this time are devoted to small-group reading instruction. On the basis of continuous informal diagnosis and evaluation, teachers place each student on the level that suits his or her needs; grade levels are not used. The student is given a prescription card for reading activities and is allowed to proceed at her or his own pace. A 30-minute period is provided daily for teachers to meet and evaluate student progress, plan teaching strategies, and discuss utilization of materials. (RB/AIR)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

OWEGO NORTH ELEMENTARY SCHOOL

December 12, 1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

THE I.M.C. AS THE FOURTH INSTRUCTIONAL STATION

Music
Art
Physical Education
I.M.C.

Students in grades 4-6 should be going to the IMC to further their ability to:

1. read -
 - a. for literal comprehension
 - to find main idea or purpose of story or book
 - to identify supporting details
 - to sequence events
 - b. to interpret
 - to make a conclusion
 - to contrast and compare information
 - to interpret emotions, actions, attitudes
 - to identify author's purpose
 - c. to analyze
 - to determine reliability and relevancy
 - to distinguish between fact and opinion
 - to detect and analyze propaganda techniques

Some independent or small group activities that could be pursued are:

1. read a biography (social studies, science, literature, art, music and math)
2. research an author to report on either orally or written
3. read a book to give a book review
4. research a current events topic in newspaper or magazine
5. gather information on a state or a country or a geographical area
6. do a report for science, or math, or social studies
7. prove a point through research
8. read or look at the local newspaper
9. read the New York Times
10. use stock market and business reports for math lessons
11. plan for and prepare to dramatize a comic strip
12. study advertisements - check advertising claims against other sources
13. find words that "color" the news
14. be critical of headlines - do they fit the story?
15. predict outcome of an important news story like the current murder trial in Owego - or a political campaign - support the prediction!

ED108171

196 1005

16. Do cartoons reflect editorial policy of the newspaper?
17. Are there articles in which the reader must "read between the lines?"
18. Compare news stories with editorials or with signed columns to separate fact from opinion.
19. Write captions for news photos.
20. Rewrite headlines for news stories.
21. child might rewrite a conclusion to a news story
22. using want ads - "For Sale - Skis - worn only once." Why do you suppose?
23. Help wanted - Is this a good job? Would you want it? Why? Why not?
24. Write a letter to the editor regarding a current news item.
25. Pursue information found in daily weather charts and maps.
26. List unfamiliar words - then do something with the words. Make an illustrated dictionary to define.
27. Proofread to find errors in spelling and punctuation, capitalization.
28. Tutor a first or second grade child.
29. Work with an OFA Tutor.
30. Do some independent reading.
31. Look for a play to direct - select cast, etc.
32. to think -
33. Use the unabridged dictionary for etymological research
34. Investigate books of poetry.
35. Write a poem.
36. Write a letter to a friend.
37. Listen to Bill Martin, Jr. Instant Readers.
38. Use a teacher's edition to a basal reader.
39. Tape a report.
40. Work on a package of sensory motor materials that have been individually tailored for me.
41. Select a book.

42. Read a story to a friend.
43. Read social studies assignment to a friend.
44. Get away from everyone.
45. Share a good filmstrip with a friend.
46. Share-film loop
47. Do map work using the atlas.
48. Use periodical guide.
49. Return a book.
50. See a film loop one more time.
51. Read poetry.
52. Listen to my friend read to me - something I am not able to read for myself.
53. Discuss a topic with another person
54. Other as you see fit:

CHARACTERISTICS OF THE GOOD READING PROGRAM

1. A planned program of diagnostic screening to determine needs and instructional levels.
2. Provision of pre-reading program(s) which develop the language and perceptual skills prerequisite to reading.
3. Appropriate selection of instructional materials.
4. Appropriate placement for instruction.
5. Established objectives and goals in reading for each level of instruction.
6. Reasonable frequency of review and revision of levels by a committee of teachers, administrators, and ancillary staff.
7. A system of continuous progress at an appropriate pace for each individual.
8. Provision of time for independent reading as well as for direct skills instruction.
9. Availability of varied reading materials for both instruction and independent reading.
10. Guided use of reading materials in the content areas.
11. Provision of additional reading services for children with special needs.
12. Introduction of new techniques as they are appropriate to the reading program.
13. Use of ancillary services to support and strengthen the reading program.
14. Continuing program of professional development of teachers and other staff members.
15. Presence of effective community participation in the improvement of the reading program.
16. Continuous assessment of achievement for the purpose of determining program effectiveness.
17. Procedures for sharing and disseminating information about reading within and outside the school system.

NORTH
ELEMENTARY
CACS

Behavioral Objectives To Be Used In
Connection With Reading Skills Checklist

I. Motor

A. Directionality

1. The child will be able to identify up, down, front, back by following oral directions.

i.e. "Simon says" "John, stand in front or in back of Tom."
2. The child can locate parts of the body by putting his hand on, or pointing to specific areas in oral directions.
"Color his arm yellow."
3. The child can identify right - left - up - down - front - and back by following oral directions. i.e. "Simon Says"; "Looby Loo"; "John, stand in front of or in back of Tom"; or "Put your name in the left corner".
4. The child can locate parts of the body by putting their hand on or pointing to specific areas given in oral directions. He can draw a man following specific oral directions as "Make his left arm yellow".

B. Gross Motor

1. The child will be able to walk up and down stairs, alternating right and left foot. This will be observed on the way to gym and library.
2. The child will be able to catch and throw a bean bag or ball a distance of six feet.
3. The child will demonstrate his sense of balance by walking the four inch walking beam for six feet and can keep his position on the balance beam. He can stand on one foot for five seconds. 10 seconds.
4. The child will be able to accomplish the following gross motor skills: jumping with feet together five times, hopping five times on the right foot and left foot, skipping smoothly. These will be observed by the teacher during activities and games.
5. The child will demonstrate a circle movement with arm extended at shoulder level.
6. Standing on one leg, the child will be able to make a circular motion with the other.
7. The child will repeat a given pattern by clapping hands or rhythm sticks.
8. The child will show the ability to chin self, skin the cat, and do a somersault as observed during gym or recess time.

C. Fine Motor

1. The child will demonstrate his ability to dress himself by tying shoelaces, buttoning and unbuttoning coats, putting on boots, etc.
2. The child will demonstrate his ability to turn pages in a book by turning one page at a time.
3. The child will display his control of eye movement by keeping his head still and following the movement of a pencil - up and down, side to side, and in a circular movement.
4. To demonstrate his coordination in cutting, the child will hold scissors properly, cut on a given line, and make random cuts on paper.
5. The child will hold a pencil between his thumb and index finger.
6. The child will demonstrate his ability to trace when he can trace shapes on a ditto, letters, and numerals to ten.
7. The child has the coordination to trace when he can trace shapes using templates, patterns, etc. Further skill will be demonstrated on a ditto sheet of shapes when they can trace the lines.
8. When presented with dots, the child will be able to connect them with straight lines.
9. The child will be able to print his first and last name using upper and lower case letters appropriately on unlined paper.
10. The child's ability to color within boundaries will be observed during art projects.
11. The child has the coordination to control pencils, crayons, and paint brush. He will demonstrate the skill by positioning letters on his writing paper within the designated lines and spaces (1 inch for capital letters, $\frac{1}{2}$ inch for the small case). Art work, ditto color sheets, etc, will demonstrate control of crayons and paint brush.

II. Visual

A. Numbers

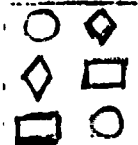
1. The child will count objects to ten.
2. The child will be able to recognize numerals to ten. When presented with flash cards in random order, they will tell the numeral.
3. The child will supply the missing numeral in sequence from one to ten.

II. Visual - continued

- Using colored blocks or pegs, the child will match sets containing an equal number of objects.

B. Shapes

- The child will be able to name the following shapes when presented in random order. (circle, oval, triangle, square, rectangle, diamond)
- The child will be able to match by six shapes by drawing a line, connecting like shapes.



- When presented a series of four shapes, the child will be able to reproduce the shapes on a separate paper.
- When presented with shapes differing in size, the child will reproduce them.

C. Identification

- The child will be able to name the eight basic colors in the crayon box.
- When presented with a series of five names, the child will point to his own name.
- The child will demonstrate his ability to identify common objects by naming objects in the classroom.
- The child will demonstrate his ability to identify objects in pictures by naming objects in the toyshop, (Kit-A-Language) by Ginn.
- The child will demonstrate his ability to identify likenesses and differences in shapes, symbols, and pictures by successfully completing a carefully selected ditto appropriate in each area.
- When presented with three pictures, the child will put them in the proper sequence. (ex: candle burning)
- The child will be able to group pictures (from Peabody) in the following areas - food, community helpers, animals, transportation, furniture, tools)
- The child will demonstrate his ability to classify objects in the following areas - writing instruments, eating utensils, fruits and vegetables.
- The child will be able to remember the order of four objects. Four objects will be placed in a row. When the order is changed, the child will recall the original order and replace the objects in that order.

D. Visual Coordination and Pursuit

1. Eye Movement - See Motor C.
- 2.
- 3.

III. Auditory

- A. When asked, the child will recite his address giving the number and street.
- B. To demonstrate his memory development, the child will repeat a sequence of three colors, a sequence of three or four numbers, a simple sentence, days of the week and follow 4 simple directions.
- C. Identification
 1. The child will be able to identify common sounds; telephone ringing, piano, bells ringing, etc. These sounds will be taped.
 2. The child will demonstrate his ability to hear rhyming words. When given four pairs of words, the child will repeat the ones that rhyme.
 3. The child will be able to identify one word repeated in a series of four words.
ex. yellow, jello, yellow, fellow
 4. The child will show that he has auditory decoding ability by replying with logical responses to questions such as "do birds crawl?" "Is Jack a woman?" and satisfactorily scoring 90% on the Wepman Test.
 5. The child will identify upper and lower case letters. Using a series of seven letters, the teacher will call a letter and the child will point to it.
 6. The child will be able to identify classroom objects by following oral directions. ex. Point to the piano.
 7. The child will identify parts of the body by listening to clues and filling in the blanks. Ex. We see with our ____.
 8. Given three pictures of an object varying in size, the child will be able to point out the smallest object and the biggest object.
 9. Given a series of six shapes, the child will point to the shape the teacher names.

III. Auditory - continued

D. The child will demonstrate his understanding of the following

- | | |
|-------------------------|-----------------------------|
| 1. Concept of "outside" | 9. Concept of "in front of" |
| 2. " of "closest" | 10. " " "together" |
| 3. " " "bottom of" | 11. " " "inside" |
| 4. " " "at the top of" | 12. " " "between" |
| 5. " " "under" | 13. " " "below" |
| 6. " " "across" | 14. " " "over" or "above" |
| 7. " " "around" | 15. " " "loud" |
| 8. " " "behind" | 16. " " "soft" |

IV. Alphabet Readiness and Recognition

1. Matching

- a. The child will be able to match upper case letters with the corresponding upper case letters, and lower case letters with lower case letters by drawing a line

| | |
|---|---|
| c | e |
| e | s |
| s | c |

2. The child will be able to reproduce letters and numbers. They will demonstrate through the use of a ditto paper.
3. The child can distinguish between one letter forms by marking the letter like the first, ex. B/R P B They will do the same for two and three letter forms. box/box bog boy bow
4. Letter Identification

The child will select the letter from a group of 5 when shown a card with the letter he is to identify.

5. Letter naming

The child will name the letter shown him on a card, the blackboard, or flannelboard in random order.

6. Letter matching

The child will be able to match upper and lower case letters by connecting lines on a ditto, i.e.

| | |
|---|---|
| A | c |
| C | d |
| D | a |

7. Letter dictation

The child can make the letter when it is dictated.

The ditto #1 included with the Ginn 360 program will be used to record mastery of the skills. A section for letter dictation will be added.

V. To Teach Word Recognition Skills

A. Through sight vocabulary

Obj. The child will learn basic sight words as checked by the Dolch basic list with 90% accuracy. This will be an untimed response.

The child will recognize spaces indicating the separation of words by cutting the phrases on Ginn ditto sheet 3 or 4 into words.

B. Through phonology

1. Auditory discrimination of letter sounds.

The child will develop skill in hearing words that begin or end alike by choosing the two words that are alike when these three are given orally.

The test

| | |
|----|-------------------|
| 1) | boy, dog, ball |
| 2) | cat, call, goat |
| 3) | top, fun, fit |
| 4) | gold, but, gift |
| 5) | nest, mouse, meat |
| 6) | Sally, some, top |
| 7) | we, you, wet |

He will be able to tell a word that "begins like"

| | |
|----|-------|
| 1) | dog |
| 2) | tip |
| 3) | nurse |
| 4) | baby |
| 5) | fish |

or "rhymes with" Bill, ran, ten, it and hat.

2. Letter sound association

a. Consonants

The child can make the isolated consonant sound that the letter stands for when shown a card with the letter on it.

b. Vowels

The child can make the isolated long and short vowel sounds that the letter stands for when shown a card with the letter on it.

c. Blends, Diagraphs, Diphthongs

The child can make the isolated blend, diagraph or diphthong sound when shown a card with the letters on it.

d. The child will hear and identify the consonant and vowel sounds in initial, medial and/or final position by demonstrating his skill on a ditto sheet or work-book page as o l or h t. Spelling words will also demonstrate mastery.

V. To Teach Word Recognition Skills - continued

3. Applying the sounds

- a. The child will be able to substitute initial consonants with an activity such as Dr. Root's Bozo the Clown. As reading vocabulary develops, they will demonstrate the skill by reading words from lists as: hill, Bill, will, sill, etc.
- b. The child will demonstrate the skill of substituting ending sounding by reading words as cap, cat, can, cab, cad, cal, cam, caf.
- c. The child will substitute vowel sounds in medial position, demonstrating the skill by reading words: map, mep, mip, mop, mup.
- d. The child being taught to read using the linguistic method will use the sounds to decode or read through a word. The skill will be tested by using a list of ten nonsense words: mab, dis, nil, tup, gaf, rem, wus, jaz, hov, yaf.

C. Through structural analysis


1. In the area of root words and endings:
The child will identify root words and endings on a ditto sheet or workbook page by underlining the root word and circling the endings.
2. In the area of possessives:
The child will choose the correct form of the word from a choice of two on a ditto sheet or workbook page.
3. In the area of compound words:
The child will show he recognizes compound words by underlining them in a sentence and indicating the two simple words that make up the compound word.
4. In the area of contractions:
The child will pick out the contraction in the sentence and tell the two words it takes the place of.

VI. To develop Comprehension

A. Foundation skills

1. The child will be able to group objects into categories by using the pictures in the Peabody Kit. Later, when he has a sufficient reading vocabulary, he will use words as toys / animals / food.
2. The child will extend his comprehension through improving his vocabulary. He will be able to identify pictures; match words to pictures; and finally match words and definitions. He will be able to give or choose synonyms and antonyms.
3. The child will understand pronoun referents by taking two sentences and determining who the pronoun refers to.

VI. To Develop Comprehension - continued

4. The child can understand and follow directions by carrying out oral and written directions. The beginning written directions will be color words, number words, and rebus directions as: Make 3 red .
5. The child will identify sentences as a question or statements on a ditto sheet.
6. The child will recognize figurative speech by selecting, from a set of choices, the word that indicates the appropriate meaning of a figure of speech used in a printed sentence.
7. The child will elaborate on e t. of a poem when

B. Getting meanings from the context

1. The child can put ideas into proper sequence beginning by taking mounted pictures from a book, that have been mixed up and putting them in the correct sequential order. Three sentences will be numbered in the correct sequential order.
2. The child will determine the main idea of a story by telling who, what, when, and where orally and written. After reading a paragraph he will choose the best title from several choices. He will determine one sentence or mark a picture that doesn't belong.
3. The child will recall what the story was about by telling the story or answering questions requiring specific details. This will be observed throughout the year in the classroom as stories are discussed or workbook activities are completed.
- 4.
- 5.

C. Interpretive

1. The child will critically evaluate if stories or ideas are fact or fancy by identifying pictures, the silly sentence (Peabody) or using the Houghton Mifflin game; and by deciding if a paragraph or story could happen -- why? or why not? This will be tested in the everyday classroom situation as the stories are read by the children or to them.

VIII. To Teach Study Skills

A. Alphabetizing

1. The child will demonstrate alphabetizing readiness by writing the alphabet in sequence. On a ditto sheet he can fill in the missing letters as AB _ DEF _ _ _ J, can write the letter that comes before or after as _ U _; and can connect a dot picture using ABC's.
2. The child will demonstrate his ability to put words in alphabetical order - when given a list of four words he can put them in alphabetical order using initial letters only.
3. The child will be able to show the use of reference books when given an encyclopedia, dictionary or resource book and asked to find a specific word or subject using guide words, different meanings, cross reference, syllabication, diacritical marks and accent marks.
4. The child will be able to use a card catalogue when asked to find a specific book in the library through the use of the card catalogue only by title, author, or subject.
5. The child will be able to use the parts of books correctly when asked to refer to the title, table of contents, index, glossary or paragraph headings in a given book.
6. Library Skills

The child will be able to visit the library, choose a book and sign it out independently.

7. When presented with a passage from a story or article, the child will be able to put it into outline form.

IX. Listening Comprehension

1. See Comprehension, objective #4

X. Oral Reading

With the child so intent on the process of learning to read, oral reading is hard to measure at the first grade level. Each child will be given the first section of the Gray Oral Reading Test with errors, omissions, substitutions, phrasing, etc. noted but no standard will be set.

Other grade levels may use the Gray Oral Reading Test or their own Informal Reading Inventory.

READING SKILLS CHECKLIST

Name: _____

| School Year | Company | Book | Pg. Completed |
|-------------|---------|------|---------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Teacher's Comments:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Color Code:

- Kdgn. - green
- 1st - red
- 2nd - blue
- 3rd - orange
- 4th - black

DIRECTIONALITY

- + 1. Identify up, down _____
- + 2. Identify front, back _____
- + 3. Locate parts of body _____
- + 4. Identify left and right _____

GROSS MOTOR

- + 1. Walk up and down stairs _____
- + 2. Catch and throw ball _____
- + 3. Walk on balance beam _____
- + 4. Stand on one foot +5 sec. _____ 10 sec. _____
- + 5. Jump with feet together _____
- + 6. Hop on right foot +5 times _____
10 times _____
- + 7. Hop on left foot +5 times _____
10 times _____
- + 8. Skip smoothly _____
- + 9. Circle movement with arms + _____ clockwise _____
Counter-clockwise _____
- + 10. Circle movement with legs + _____ clockwise _____
Counter-clockwise _____
- + 11. Repeat clapping pattern _____
- + 12. Can chin self _____
- + 13. Skin the cat _____
- + 14. Somersalt _____

FINE MOTOR

- + 1. Dress self _____ boots _____
button _____
tying shoelaces _____
- + 2. Turn pages in book _____

+ Kindergarten Behavioral Objective

+3. Cutting

- +Holds scissors properly _____
- +Cuts on a line _____
- +Random cuts _____
- +Cuts a circle _____

4. Tracing

- +Hold pencil _____
- +Trace shapes _____
- +Trace letters _____
- +Trace numerals to 10 _____
- Trace patterns _____

- +5. Connect dots with straight lines _____
- +6. Print first name _____
- +7. Print last name _____
- 8. Color within boundary _____
- 9. Position letters on writing paper _____

VISUAL

A. Numbers

- +1. Count objects to 10 _____
- +2. Recognize numerals to 10 _____
- +3. Supply missing numeral _____
- +4. Match equal sets _____

B. Shapes

- +1. Name 6 shapes
circle _____ oval _____
triangle _____ square _____
Rectangle _____ diamond _____

VISUAL (cont'd)

Shapes (cont'd)

- + 2. Match shapes on ditto _____
- + 3. Reproduce series on separate paper
+4. _____
- + 4. Reproduce different sizes. _____

C. Identification

- + 1. Recognize 8 basic colors _____
- + 2. Recognize printed name _____
- + 3. Identify classroom objects _____
- + 4. Objects in picture _____
- + 5. Identify likeness and differences
+shapes _____

- +symbols _____
- +pictures _____
- sizes _____

6. Identify sequence of pictures

- +3 _____
- + 7. Order of 4 objects _____
- + 8. Order of 4 pictures (30 sec.) _____

D. Visual Coordination and Pursuit

- + 1. Eye Movement _____
- 2. General Coordination
walking _____ skipping _____
- object focus _____
- 3. Horizontal lateral _____
- Vertical _____ Diagonal, _____
- Rotary _____

AUDITORY

- +A.+Address number and street _____
- Telephone number _____

B. Memory Development

- + 1. Repeat a simple sentence _____
- + 2. Color sequence 3 _____
Color sequence 4 Forward _____
backwards _____
- + 3. Number sequence 3 _____
Number sequence 4 Forwards _____
backwards _____
- + 4. Days of the week _____
- + 5. Follow 4 simple directions _____

C. Identification

- + 1. Common sounds (on tape) _____
- + 2. Rhyming words _____
- + 3. Words that sound the same _____
- + 4. Wepman Test (Score 90%) _____
- + 5. Upper case letters _____
- + 6. Lower case letters _____
- + 7. Classroom objects _____
- + 8. Parts of body (fill in blank) _____
- + 9. Point to smallest object _____
- +10. Point to largest object _____
- +11. Identify shape name by teacher _____
- 12. Word association _____

D. Understand Propositional Analysis & Verbal

Opposites Concepts

- + 1. Outside _____
- + 2. closets _____
- + 3. bottom of _____
- + 4. at the top of _____
- + 5. under _____
- + 6. across _____
- + 7. around _____
- + 8. behind _____
- + 9. in front of _____
- +10. together _____
- +11. inside _____
- +12. between _____
- +13. below _____
- +14. Over & above _____
- +15. loud _____
- +16. soft _____

ALPHABET READINESS AND RECOGNITION

- + 1. Matching
 - +Upper case with upper case _____
 - +Lower case with lower case _____
- + 2. Reproduce letters and numbers _____
- + 3. Distinguish between 1 letter form _____
 + " " 2 letter forms _____
 + " " 3 letter forms _____
- 4. Letter identification _____
- 5. Letter naming _____
- 6. Letter matching _____
- 7. Letter dictation _____

WORD RECOGNITION

Dolch List (90% Accuracy) (Untimed response)
 Indicated on separate sheet

Spaces indicate words _____

PHONOLOGY

- Rhyming words _____
- a. oral _____
- b. written _____
- Beginning sounds _____

Knows sound for letter -- Letter
 sound association _____

| Letter | Sound in Isolation | Written | | |
|--------|--------------------|---------|--------|-------|
| | | Initial | Medial | Final |
| b | | | | |
| c - k | | | | |
| d | | | | |
| f | | | | |
| g | | | | |
| h | | | | X |
| J | | | | |
| i | | | | |
| w | | | | |
| m | | | | |
| n | | | | |
| p | | | | |
| qu | | | X | X |
| r | | | | |
| s | | | | |
| t | | | | |
| v | | | | |
| x | | X | X | X |
| y | | | | |
| z | | | | |

PHONOLOGY (cont'd)

Vowels (Short)

| Letter | Sound In Isolation | Written | In Context |
|--------|--------------------|---------|------------|
| a | | | |
| e | | | |
| i | | | |
| e | | | |
| u | | | |

Vowels (Long)

| Letter | Sound In Isolation | Written | In Context | Vowel Conson. | Double Vowel |
|----------|--------------------|---------|------------|---------------|--------------|
| a | | | | | |
| e | | | | | |
| i | | | | | |
| o | | | | | |
| u | | | | | |
| y (baby) | | | | | |
| y (sky) | | | | | |

Digraphs (Written)

| | Initial | Medial | Final |
|--------------|---------|--------|-------|
| sh | | | |
| wh | | | |
| th | | | |
| ch (k sound) | | | |
| ph (phone) | | | |
| ch (sound) | | | |
| gh (laugh) | | | |

Variance

| Sounds | Sounds In Isolation | Written |
|--------|---------------------|---------|
| ar | far) ar | |
| ar | care) ar | |
| er | term) er | |
| ir | sir) er | |
| Or | order) or | |
| aw | saw) o | |
| al | all) o | |
| au | taught) o | |
| ea | great) a | |
| ear | heart) ar | |
| ear | learn) er | |
| ei | veil) a | |
| ew | few) u | |
| ie | piece) e | |
| o | move) u | |
| ou | famous) | |
| ou | soup) u | |
| ou | shoulder) o | |
| ou | ought) o | |
| ould | should) u | |
| our | pour) or | |
| our | journey) ar | |
| u | full) u | |
| ui | built) i | |
| ui | fruit) u | |
| s | sure) sh | |
| ou | oi | |
| oi | oi | |
| | (schwa sound) | |

Silent Letters

| | |
|----|-------------|
| t | (often) |
| w | wr) |
| k | know) |
| d | edge) |
| l | talk) |
| gh | high) |
| l | calm) |
| b | lamb) |
| p | (pneumonia) |
| g | (sign) |

Graphemic Bases

| | |
|------|--|
| og | |
| oss | |
| ong | |
| oil | |
| ight | |
| ound | |
| ark | |
| vat | |
| wn | |
| ief | |
| udge | |

Blends - In Written Form

| Initial | Medial | Final | Initial | Medial | Final |
|---------|--------|-------|---------|--------|-------|
| st. | | | sl | | |
| sp. | | | str | | |
| sn | | | spl | | |
| sc | | | sor | | |
| sm | | | sw | | |
| gr | | | sk | | |
| dr | | | skw | | |
| br | | | spr | | |
| or | | | thr | | |
| fr | | | mp | | |
| pr | | | lk | | |
| tr | | | nt | | |
| bl | | | ng | | |
| cl | | | nd | | |
| fl | | | nk | | |
| gl | | | tch | | |
| pl | | | it | | |

(Bozo) _____

Substitute ending sounds _____

Substitute vowel sounds (medial) _____

Decode -- read through words _____

STRUCTURAL ANALYSIS

1. Identification of Root Words

A. PREFIXES

| recognition | application to base words |
|-------------|---------------------------|
| re | |
| un | |
| mis | |
| dis | |
| com | |
| ante | |
| anti | |
| In | |
| pre | |
| Im | |
| ex | |
| trans | |
| ae | |
| be | |
| con | |
| an | |
| contra | |
| per | |
| super | |
| any | |
| arb | |
| for | |

| Recognition | Application to Base Word |
|-------------|--------------------------|
| s | |
| or | |
| ed | |
| ing | |
| ful | |
| ish | |
| word | |
| y | |
| ship | |
| ies | |
| es--- | |
| en | |
| less | |
| ness | |
| ty | |
| aian | |
| al | |
| fore | |
| a | |
| th | |
| ly | |
| ity | |
| lest | |
| est | |
| ier | |
| er | |
| ant | |
| ous | |
| eous | |
| ent | |
| ary | |
| ment | |
| ion | |
| self | |
| able | |
| ture | |
| tion | |
| ious | |

2. Recognition of Contractions

'm _____
n't _____
's _____
ll _____
're _____
d _____
ive _____
o' _____

3. Compound Words

- a.) Separating _____
- b.) Matching _____ in a sentence for context _____
- c.) Using _____ in a sentence for context _____
- d.) Hyphenating compound words _____

4. Possessives

's _____
s' _____

COMPREHENSION

Foundation Skills:

- +1. Groups of pictures (Peabody)
 - food _____
 - community helpers _____
 - animals _____
 - transportation _____
 - furniture _____
 - tools _____
- +2. Classify Objects
 - writing instruction _____
 - eating utensils _____
 - fruits and vegetables _____
- +3. Classify words into categories _____

- 4. Build and Extend Vocabulary
 - Match words and pictures _____
 - Match words and definitions _____
 - Choose synonyms _____
 - Choose antonyms _____
 - Choose homonyms _____
 - Choose heteronyms _____ (homophones)
 - Meaning of contractions & possessives _____
 - Pronoun referral _____
 - Crossword puzzles _____

5. Follow Directions

Written _____

- 6. Identify sentences as questions or statement _____
- 7. Recognize figurative speech _____
- 8. Elaborating elements of a poem _____

COMPREHENSION

Getting Meaning from the Context

- 1. Sequence Pictures _____ 3 Sentences _____
- 2. Main Idea
 - a) who, what, when, where, why
(orally) _____
(written) _____
 - b) choose best title _____
 - c) determine sentence or picture that
doesn't belong _____
- 3. Details
 - a) Scanning for facts _____
- 4. Answer questions (picture, sentence, paragraph interpretation) _____
- 5. Context clues _____

INTERPRETIVE

1. Fact or fancy _____
Identify titles _____
Could a paragraph or story happen?
Why or why not? _____ (oral)
Story characters _____
2. Predict what will happen next _____
3. Moods - Distinguish through:
 - a) pictures _____
 - b) word stories _____
4. Cause and effect _____

CREATIVITY

1. Encouraging
 - a) able to give constructive response _____
 - b) able to make multiple hypotheses _____
 - c) able to reorganize material _____
 - d) able to take a step beyond the _____
known
2. Developing a story according to a literary style (fable, Myth, etc.) _____
3. Making judgments _____
4. Picture completion _____
5. Problem solving _____
6. Story completion _____
7. Comprehension of dialogue _____
8. Perceiving relationships _____

CREATIVITY - Continued

9. Understanding various forms of writing _____
 - a) puns _____
 - b) riddles _____
 - c) cliches _____
 - d) similies _____
 - e) analogies _____
10. Organize a story into scenes for dramatization _____

STUDY SKILLS

1. Alphabetical Order
 - a) write alphabet in sequence _____
 - b) fill in missing letters _____
(A) _____ D) _____
 - c) letter before and after _____
 - d) connect the dots using alphabet _____
 - e) put words in order by:
 - 1st letter _____
 - 2nd letter _____
 - 3rd letter _____
2. Use of reference books
 - a) dictionary
 1. use of guide words _____
 2. different meanings for entry word _____
 3. cross reference _____
 4. syllabication _____
a) written _____
b) oral _____
 5. diacritical marks _____
 6. use of accent mark _____
 - b) encyclopedia
 1. cross reference _____
 - c) resource books for specific purpose _____

STUDY SKILLS - continued

3. Use of card catalog _____
4. Use parts of books correctly
 - a) Title _____
 - b) Table of Contents _____
 - c) Index _____
 - d) Glossary _____
 - e) Paragraph headings _____
5. Library Skill
 - a) go to library _____
 - b) choose book _____
 - c) sign it out _____
6. Outlining _____

LISTENING COMPREHENSION

1. Following directions _____
2. Attend to stories and sentences presented orally _____
3. Demonstrate comprehension of sentences and stories presented orally _____

ORAL READING

- A. (Passages to be used will be selected from the individual series in use by each teacher.)
1. reads clearly and distinctly _____
 2. reads with expression and intonation _____
 3. reads fluently _____
 4. phrasing _____
 5. projecting character feeling _____
 6. choral reading in poetry _____
 7. use of punctuation _____

O.N.E.S. October 1974

O.N.E.S. SPECIAL NEEDS PROGRAM

Objective for the children at the O.N.E.S. in reading is to fit the student into the program or activity he needs to permit optimum use of the child's learning style and ability and interests.

Page 2

Level K Objective: Students will gain an average of 6 months in reading readiness skills as measured by the Metropolitan Readiness Test which will be administered in September and in May of the school year.

7. Priority Pupil Needs

I. In Kindergarten the following screening tests will be administered by trained teacher aides to all Kindergarten children in September:

- A. Draw-A-Person
- B. Peabody Picture Vocabulary Test
- C. Winterhaven Visual Motor Forms Screening Test
- D. Gesell Institute Initial Interview
- E. Wepman Test of Auditory Discrimination
- F. Purdue Visual - Motor Survey

The results of the screening tests will be evaluated by the school psychologist to identify those children who are educationally disadvantaged or those children with potential learning disabilities.

Priority needs of all students will be based on:

1. Screening test results
2. Teacher judgement
3. Family income
4. ? level of parent education

8. Related Program Objectives

- I. Development of:
 - A. Self-concept
 - B. Ocular Motility
 - C. Balance and integration
 - D. Physical motor co-ordination
 - E. Form constancy

9. Summary Description of Program Activities

I. The sensory-motor-visual perception room equipped with appropriate materials and programs is available to children in Kindergarten with special learning disabilities. This room is staffed with three (3) full time teacher aides trained by the reading teacher. The reading teacher will also be available to work with children in this location.

10. Evaluation Strategy

I. Pre and Post test of

A. Metropolitan Readiness Test
Form A and B C.1969

B. Gates-MacGinitie Readiness Test

The pre-test should be administered to children during the first two weeks of school in September. The post test should be done after May 15 and before June 1. This testing will be done by the teacher aides.

Page 5

Level 1 Objectives: Students will gain an average of six months in reading skills, specifically word recognition and comprehension measured by the Gates-MacGinitie Primary A Reading Test.

Page 6

Level Two Objective:

Students will gain an average of six months in reading skills, specifically word recognition and comprehension as measured by the Gates-MacGinitie Primary B Reading Test.

7. Priority Pupil Needs

III. In Level Two children will be identified by:

- A. Level 1 teacher's observation of the student during the Level 1 school year.
- B. Results of the Primary B Gates-MacGinitie Reading Test administered in September of the school year.

Priority needs of all pupils will also be determined by:

1. results of the screening test (No. 2 above)
2. teacher judgement
3. family income

8. Related Program Objectives

III. Development of:

- A. skill in carrying out printed directions
- B. skill in recognizing and recalling significant detail in what is read

9. Summary Description of Program Activities

II. The sensory-motor-visual perception room as described for the Kindergarten Program will be available to those children.

10. Evaluation Strategy

Pre-test of Gates-MacGinitie Reading Readiness Skills

Post test of Gates-MacGinitie Primary A Reading Test.

Pre test administered by Sept. 15
Post test administered after May 15 and by June 1.

9. Summary Description of Program Activities

III. The Instructional Media Center (IMC) will be available for use by the student as need is determined by the reading group teacher and the reading teacher. The IMC is staffed by a full time Media Center Specialist and two (2) full time Media Center Aides.

Remedial Physical Education Classes will be provided for students when the need is evidenced by:

- a. classroom teacher
- b. physical education teacher
- c. screening devices or testing that may be administered as part of physical education classes
- d. school nurse
- e. school psychologist
- f. reading teacher /
- g. parent

10. Evaluation Strategy

III. Pre and Post Test of Gates-MacGinitie Primary B Reading Test

Pre test administered by Sept. 15
Post test administered after May 15 and before June 1

Page 10

Level 3-6 Objectives:

The students will gain an average of four months in demonstrating his ability to give meaning to a word or phrase in material that he has read at an appropriate difficulty level.

The students will gain an average of four months in demonstrating his ability to get explicit meanings in material that he has read at an appropriate difficulty level.

8. Related Program Objectives

IV. Development of:

- A. Self-concept
- B. Physical-motor coordination
- C. Vocabulary development
- D. Literal comprehension

7. Priority Pupil Needs

IV. In Levels Three through Six the children will be identified by:

- A. Previous reading group and homeroom teacher's observations of the child's performance during the preceding school year.
- B. Stanford Achievement Test administered in May of the previous school year.
- C. Individual informal reading inventories administered when need is observed.

Priority needs of all students will also be determined by:

- 1. teacher judgement
- 2. family income

9. Program Activities

IV. For Levels Three through Six

- A. The sensory-motor-visual-perception room will be available as a resource room for these children.
- B. The Instructional Media Center and reading room facilities will be available for these children.
- C. Small groups will be developed of those children with like needs and provision will be made for more individualization of instruction through use of high school tutors and parent volunteers in addition to their regular reading group instruction.
Each student's need will be identified by the reading group teacher and activities will be selected in cooperation with the reading teacher with a prescription written for each child to be carried out by the tutors, teacher aides, and parent volunteers.
- D. Remedial physical education activities will be planned and provided for those students with specific needs to be carried out by the tutors, teacher aides, and parent volunteers.

10. Evaluation Strategy

- IV. The Stanford Achievement Test will be administered in May of each school year.

Page 13

Levels 1-3 Math Objective:

The students will gain an average of six months in demonstrating their ability to compute accurately using the operations of addition and subtraction.

8. Related Program Objectives

7. Priority Pupil Needs

The students will be identified through testing with the Staunford Achievement Test Primary I and Primary II Battery and also through teacher judgement.

The tests will be administered after May 15th and before June 1st of each school year.

Page 15

Levels 4-6 Math Objective:

The students will gain an average of six months in demonstrating their ability to compute accurately using the operations of addition, subtraction, multiplication and division.

8. Related Program Objectives

7. Priority Pupil Needs

The students will be identified through testing with the Stanford Achievement Test, Intermediate Battery Levels 1 and 2 and also through teacher judgement.

The testing will be administered after May 15 and before June 1 of each school year.

9. Summary Description of Program Activities

Teacher aides assigned to Levels 1 through 6 and student tutors under the direction of the "Math Lab Teacher" (as described in the 1974-75 Title I) will mathematical computation in the Math Lab or in the Instructional Media Center where a variety of manipulative instructional materials are available. Special Math Lab equipment will also be housed in classrooms in Math corners and in Hall areas and will be available for all students with whom its use would be appropriate.

10. Evaluation Strategy

For students in Levels 1-3 testing will be done with the Stanford Achievement Test Primary Battery I and II after May 15 and before June 1 of the school year.

For students in Levels 4-6 testing will be done with the Stanford Achievement Test Intermediate Battery Levels 1 and 2 after May 15 and before June 1 of the school year.

OWEGO NORTH ELEMENTARY SCHOOL

OWEGO NORTH
ELEMENTARY
SCHOOL

January 1974

ALPHA ONE PROGRAM

My first introduction to the Alpha One Program was in 1971 while teaching in the Owego-Apalachin Elementary Summer School Program at Central School. The Alpha One Program was housed in the Library-Media Center.

The entire name of the program is Alpha-One: Breaking the Code. It is a multi-sensory beginning reading and language arts program which emphasizes word mastery through phonics. It has been specifically created to meet the interests and needs of children in the first and second years of school. No entry skills are assumed. Much of the program is in rhyme for easy retention.

The main objective is to give each child so many happy and successful experiences with letters and words (first oral, then written) that he will have the courage and confidence to attack any word.

By using the Alpha One readers - Alpha Land and Alpha Days - the child will also develop the necessary comprehension skills along with the joy of reading.

The child learns through role-playing and creative experiences. The lessons are rhymes and humorous experiences, stories, and games. The Letter People in the program are wondrous beings endowed with human characteristics and human frailties that all children experience and recognize.

Alpha One provides all teachers, new and experienced, with an organized sequential means of creating a new learning environment. Simple, easy to follow instructions are provided in the form of a Professional Guide and a practical day-by-day lesson plan is there which systematically builds on itself.

The program gives the children confidence and eagerness to learn by making the initial reading experience rewarding. It helps them toward a positive self-image achieved through role-playing and dramatization. The opportunity for judging and identifying with the problems and personalities of the Letter People helps them to make ethical judgments and to build character, cooperation, respect and understanding among children is encouraged by creating maximum interaction through story-telling, games, and puppetry.

The teacher "authority" becomes a friend, a helper, and a guide.

Skills Taught in Alpha One

Part One - Introduction of Individual Letters

1. recognition of letter shape and sound
2. oral reproduction of the letter sound
3. written reproduction of the letter symbol
4. association of the written symbol with the sound
5. recognition of the written symbol in isolation and with words
6. reading and spelling regular one-syllable words having a short vowel
7. introduction of blends and special letter combinations
8. alphabetization

Part Two - Decoding and Spelling Skills Related To:

1. division of vowels and consonants
2. introduction of long vowels
3. differentiation of long and short vowel sounds
4. words that end with a long vowel sound
5. silent E
6. adjacent vowels
7. R control of vowels
8. the suffix ing
9. special sounds: sh, ch, th, wh
10. irregular sight words
11. distinction between C and K
12. Y as a consonant and a vowel
13. soft C and G
14. special vowel sounds: ou, oi, oo, au

Part Three - Short section on decoding polysyllabic words. It provides the child with a practical means of attacking these words.

Each Alpha One lesson includes:

1. assignments to be independently done by the child
2. opportunity for a successful experience
3. opportunity to learn and comprehend a new concept
4. many opportunities to make discoveries, judgments, comparisons
5. time and place for conversation and discussion resulting in vocabulary and language development
6. opportunity for learning how to correctly write the letter symbol
7. a time for self-evaluation - a "Let's Make Sure" activity
8. opportunity to spell words, to write words that they can read

The teachers at Owego North Elementary School at Levels Kindergarten and One are delighted and enthusiastic about the success the children are having with the learning experiences provided in both the Alpha Time and the Alpha One programs. They would be pleased to discuss their experiences or to have guests come to observe these programs being taught.

Ruth Mead
Reading

January 1974

Kindergarten Supplementary Reading Program
at O.N.E.S.Alpha Time

"Alpha Time is a multi-media, multi-sensory beginning language arts program. It affords each child a variety of oral language and literature experiences which are necessary for meaningful comprehension of the written word. No entry skill are presumed. All activities and games are based on classroom activities.

Alpha Time is a program which is in keeping with the ways by which young children learn: by active participation, visual delight and fantasy. It is also a process that takes into account individual differences and levels of performance at this age level. Successful participation in classroom activities helps a child achieve a positive self-image and enables him to relate to other children. He also learns to verbalize his ideas and feelings. Such oral communication is a prerequisite to learning to read.

The activities and experiences in Alpha Time help children acquire a variety of skills and concepts as well as the appropriate vocabulary with which to talk about their experiences. The components are designed to familiarize children with a variety of stories, poems, music, art, and to stimulate their interest in written symbols in picture and story books, filmstrips, and in other audiovisual materials.

The daily lesson plans offer many completely individualized activities, several small group projects and a section that may be used with the entire class.

The Huggable Letter People are the agents through which the children participate actively and totally in group living, in creating, discovering, exploring and dramatizing and are the medium for alphabet letter recognition and the sounds they make in words.

The components of the Alpha Time program help provide a variety of language experiences and the following skills:

1. Visual/oral/auditory discrimination of the alphabet letters, colors, shapes, and sounds.
2. Handling books properly (holding book properly, left to right progression in looking at pages, turning pages one at a time.
3. Practicing comprehension skills on an oral level - using story - books, pictures, picture books, records and filmstrips to develop:
 - Main Idea (what story is about - in a few words)
 - Details (specific information)

- Sequence (retell a story in its proper order)
- Inference (use of story clues to gain information not stated directly)
- Classification (noting things which are related or in same category)
- Interpreting and identifying emotions

4. Developing vocabulary in:

informal activities

songs

conversations

discussions

creative dramatics

storytelling

recognizing parts of speech (antonyms, synonyms, compound words, verbs, prefixes)

5. Listening and following directions
6. Social living (recognizing and respecting individual difference and gaining insights and understanding into a variety of personalities - their own and others)
7. Dramatization (role playing, puppetry, finger-plays, pantomime)
8. Music and rhythms (participation and appreciation)

Ruth Mead
Reading

OWEGO NORTH ELEMENTARY SCHOOL

October 21, 1974

O.N.E.S. NON-GRADED READING PROGRAM

In June 1974 all students in Levels 1-6 were tested with the Houghton-Mifflin Mastery Tests to determine their competence in the skills that are essential to the achievement of the behavioral objectives for that program. The reading groups are formed from the results of the testing and the opinion of the reading group teacher.

Provision has been made in our scheduling to provide reading instruction 45 minutes per day, for each child in our school. Our program in addition, provides continuing practice in a wide range of language experiences, for reading demands handling the language as a whole. Continuous informal testing and opinion of the reading group teacher plus homeroom teacher input results in appropriate placement of the student in materials that meet his educational need.

A schedule was developed to meet student needs which permits small group instruction of children with similar reading needs or individual teaching. Each classroom teacher prepares for only two reading groups per day.

A 45 minute daily planning period is provided for all teachers on a level or teachers across levels to meet together for intensive planning to meet student needs.

OWEGO NORTH ELEMENTARY SCHOOL

October 21, 1974

All Kindergarten students are screened to determine their readiness for school activities. In this screening we also find the students who are educationally disadvantaged or who have potential learning disabilities.

Pre-reading programs are available and teachers are permitted to select those which are appropriate for use with the students in her classroom.

The following programs are available:

- 1) Peabody Language Development Kits Levels P, 1, 2, 3.
- 2) Webster Division of McGraw-Hill's Developing Learning Readiness by Getman, Kane, Halgren and McKee (a visual-motor-tactile Skills Program.)
- 3) New Dimensions in Education Alpha Time (a multi-media, multi-sensory beginning language arts program.)
- 4) Scott-Foresman's Open Highways Level 1 Starter Concept Card Program
- 5) Frostig Program for the Development of Visual Perception.
- 6) Purdue Perceptual Motor-Survey is used for screening and remedial physical education instruction is provided for children lacking in motor skills and coordination.
- 7) A sensory-motor-visual perception room (29' x 20') is being readied for use with appropriate materials and programs to be available for children in Kindergarten and early Primary with special learning disabilities as discovered in our Kindergarten Screening process. This resource room will be staffed with 3 teacher aides, student tutors, and volunteer parents under the direction of the reading teacher. The reading teacher is a full-time member of the staff in this building.

OWEGO NORTH ELEMENTARY SCHOOL

October 21, 1974

The "blue book" of Owego-Apalachin Central School District's Elementary Reading Program Goals and Grade Level Objectives state the curriculum model. We have added for this school the TWO BASIC GOALS of the 5th Edition of the Houghton-Mifflin Reading Program, (adapted for September 1974-K-6.)

- 1) Development of an ever-increasing control of those specific skills that will enable the pupil to read well independently. Constant evaluation takes place to determine mastery of the skills that have been taught and to permit re-teaching until mastery is attained.
- 2) Development of an enthusiastic and ever-broadening interest in reading.

OWEGO NORTH ELEMENTARY SCHOOL

October 21, 1974

THE FOUR MAJOR BEHAVIORAL OBJECTIVES DESCRIBE THE SKILL AREAS OF THIS READING PROGRAM.

1) Decoding Skills:

In order to demonstrate his ability, when reading silently, to convert printed language into the oral language it represents, the pupil reads aloud material of an appropriate difficulty level with acceptable pronunciations; with appropriate expression; and with reasonable fluency.

2) Comprehension Skills:

The pupil correctly answers questions concerning material that he has read at an appropriate level of difficulty - questions that not only test his literal comprehension but also his ability to go beyond what has actually been stated in the text.

3) Reference and Study Skills:

The pupil demonstrates good study procedures by:

- a. Making efficient use of reference aids such as indexes, dictionaries, encyclopedias, maps, tables, and graphs in locating needed information.
- b. Appraising the reliability of such information.
- c. Organizing such information in outline form.

4) Literary Appreciation Skills:

The pupil discusses, at an appropriate maturity level, the nature of material he has read.

OWEGO NORTH ELEMENTARY SCHOOL

October 21, 1974

Reading instructional material is selected - based on the individual student's need and interest. Our aim for our students is self-motivation and acceptance of the responsibility for learning.

Informal testing and teacher evaluation and assessment of the student helps assure continuous progress. We try to take the student where he is and proceed from that level.

Our scheduling pattern allows for movement of the child to another level immediately.

Generally, free-reading time as part of each day is planned by teachers.

An Instructional Media Center is open and available to all students in our Elementary School. Children may go to the IMC at any time throughout the day to use the materials. Teachers may also send children to pursue independent research or to use the available printed materials. There are materials in the IMC spanning levels for pre-reading through secondary school levels. There is a full-time IMC specialist and two full time media center aides.

A corps of high school student tutors, plus teacher aides are available and are assigned to individual students or small groups of students for additional reading and math activities for those children with special needs or those students with corrective needs. These student tutors encourage, listen to, answer questions, and generally help the elementary school pupils by reinforcing and helping them master the skills necessary to gain competence in reading and math.

The reading teacher, the reading group teacher, and the classroom teachers select the areas for reinforcement and the appropriate activity or material to be used by these student tutors. Specific assignments are made paying attention to individual needs and specific directions are given the tutor. There is feedback to the staff through short conferences between the teacher and the student tutor.

OWEGO NORTH ELEMENTARY SCHOOL

October 21, 1974

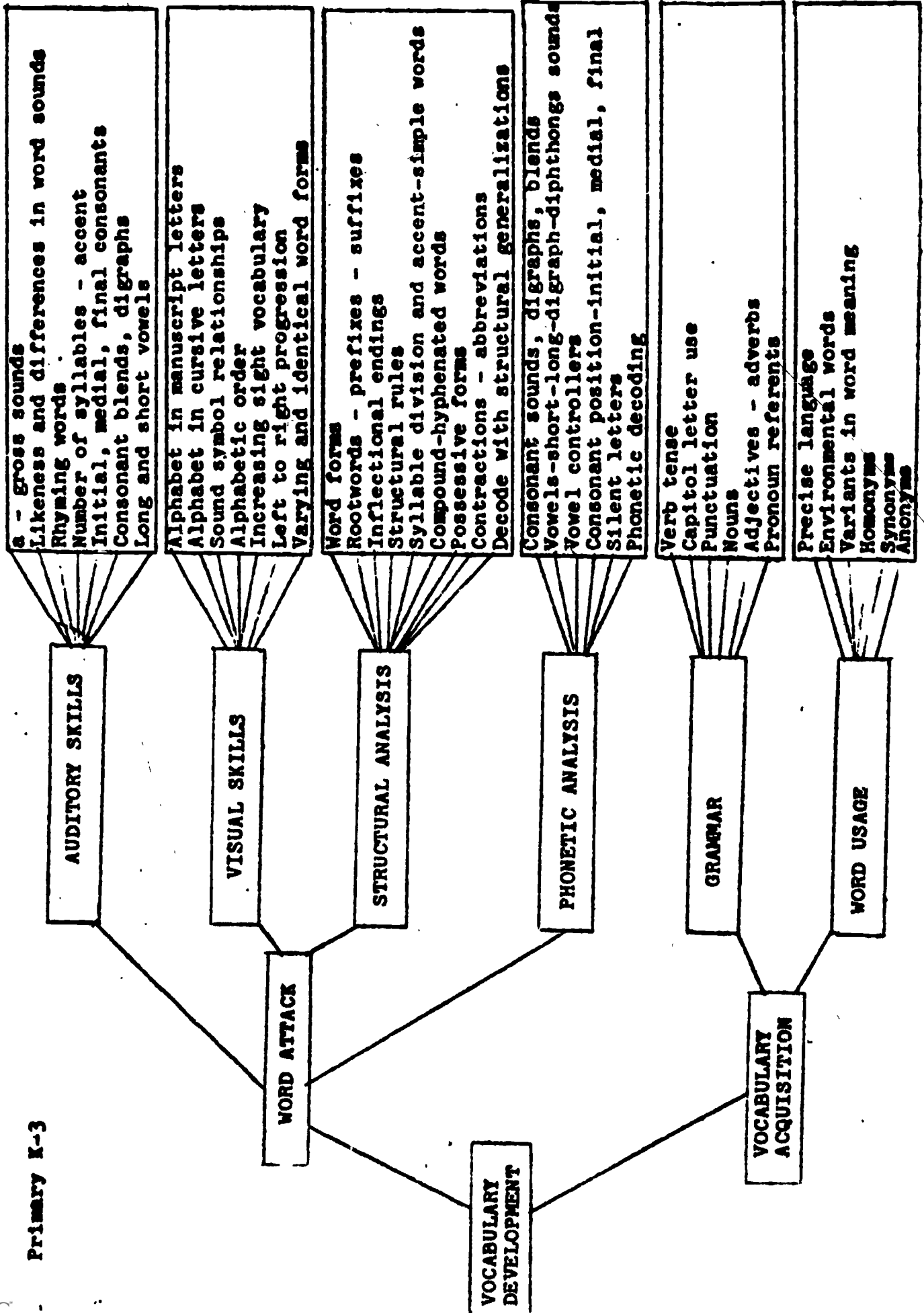
Workshops and in-service programs are instituted to introduce and acquaint the staff with new techniques and new materials that would be appropriate and would supplement the reading program.

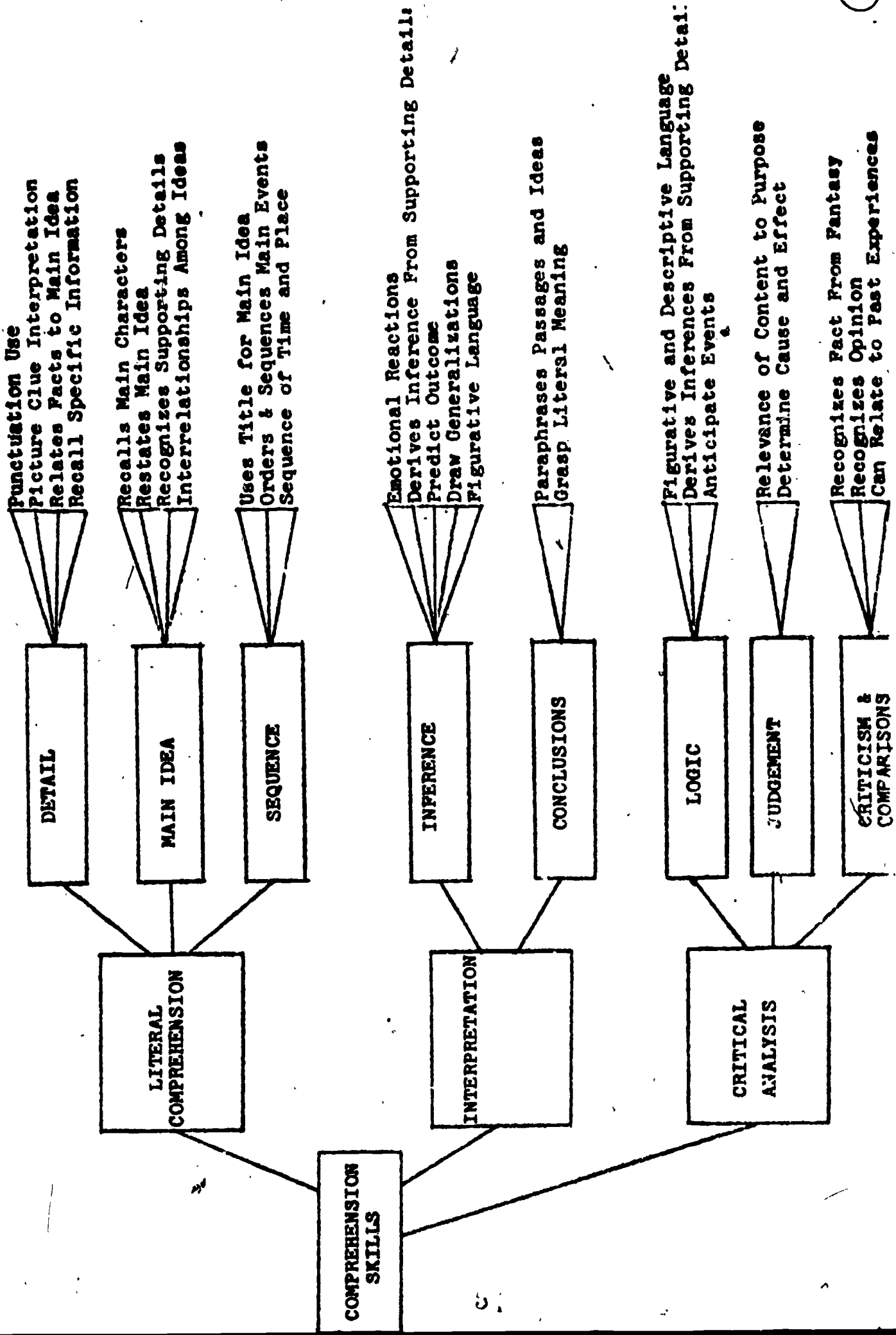
Some schools in our district were briefly involved with Comprehensive Achievement Monitoring to assess program effectiveness of our reading program except through the standardized test results, parental feedback and teacher opinion.

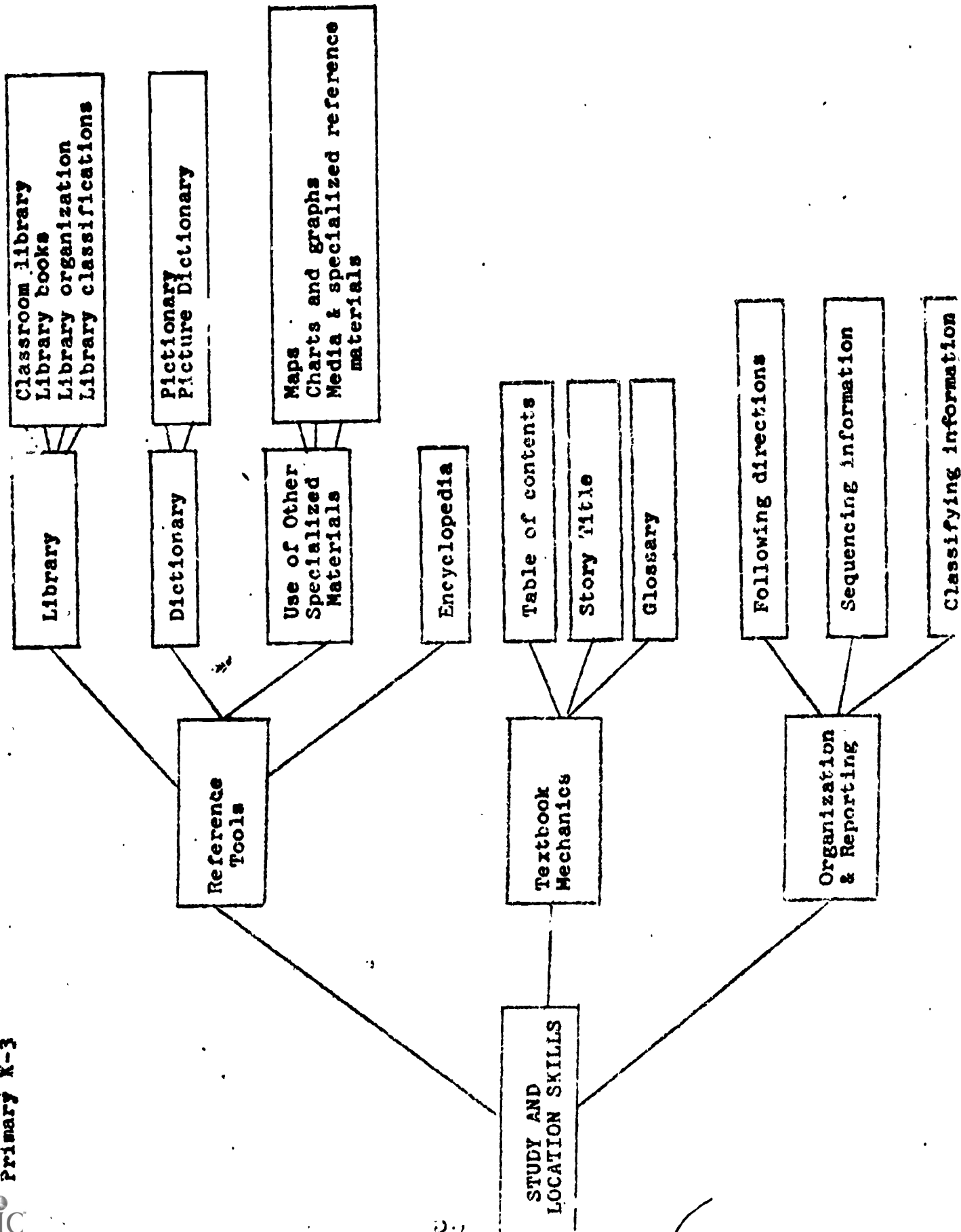
Our Parent Teacher programs and meetings are for the purpose of informing our parents of our reading program. Parent conferences, parent volunteers, and the media also help disseminate knowledge to our community.

A multi-media presentation was developed which describes in detail our Non-Graded Reading Program which has been shared with many educators in N.Y.S.

Primary K-3



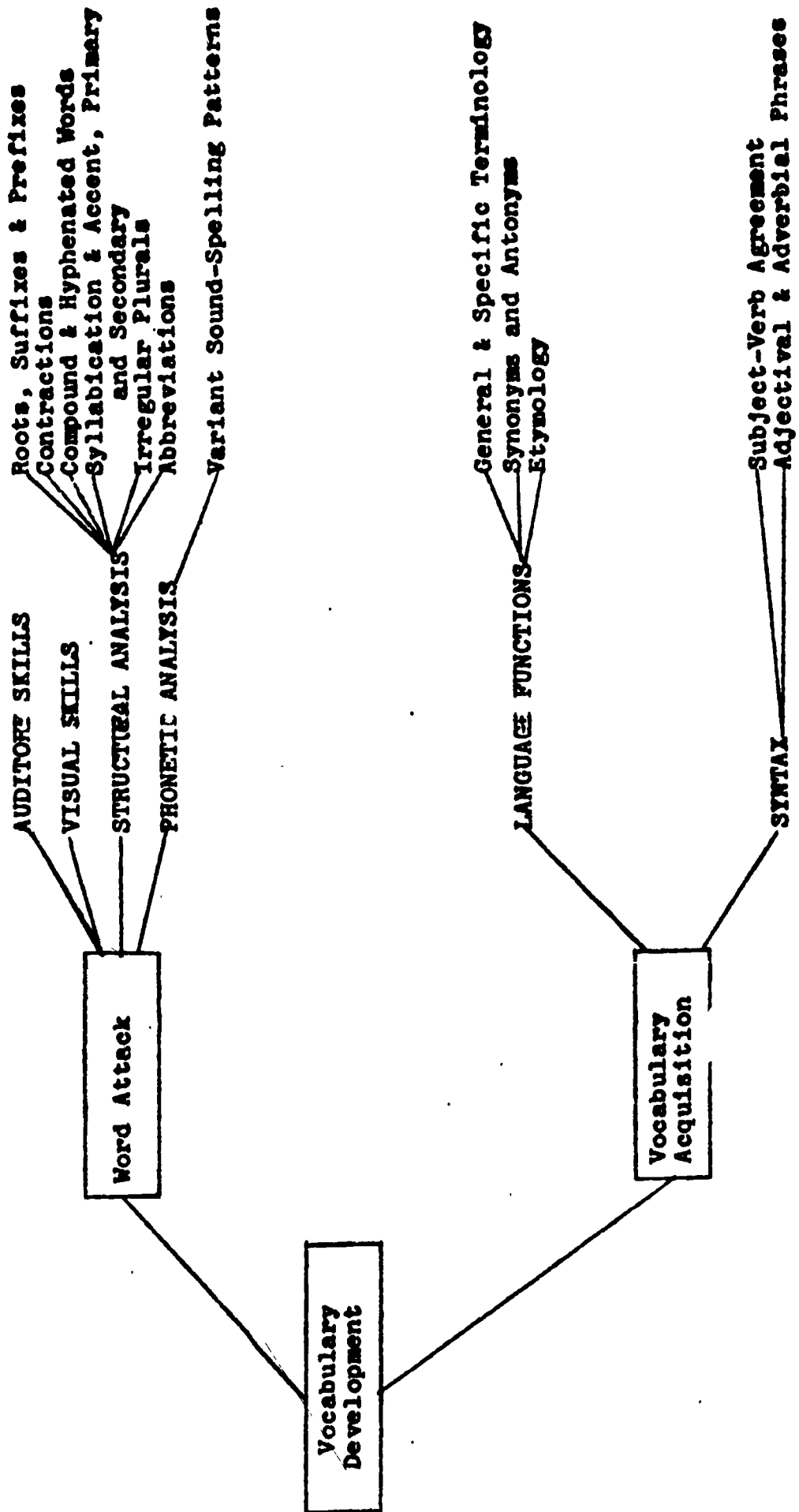


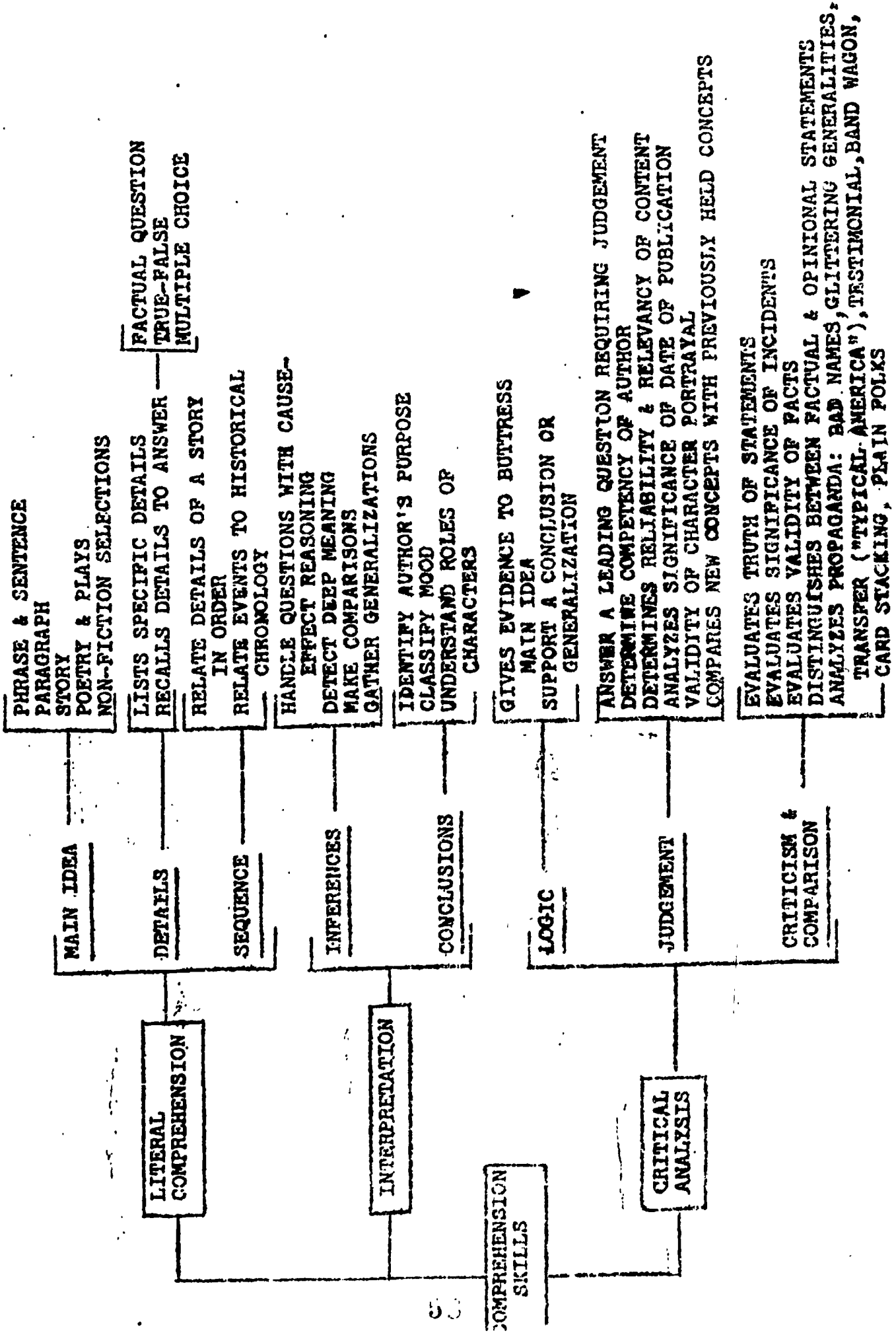


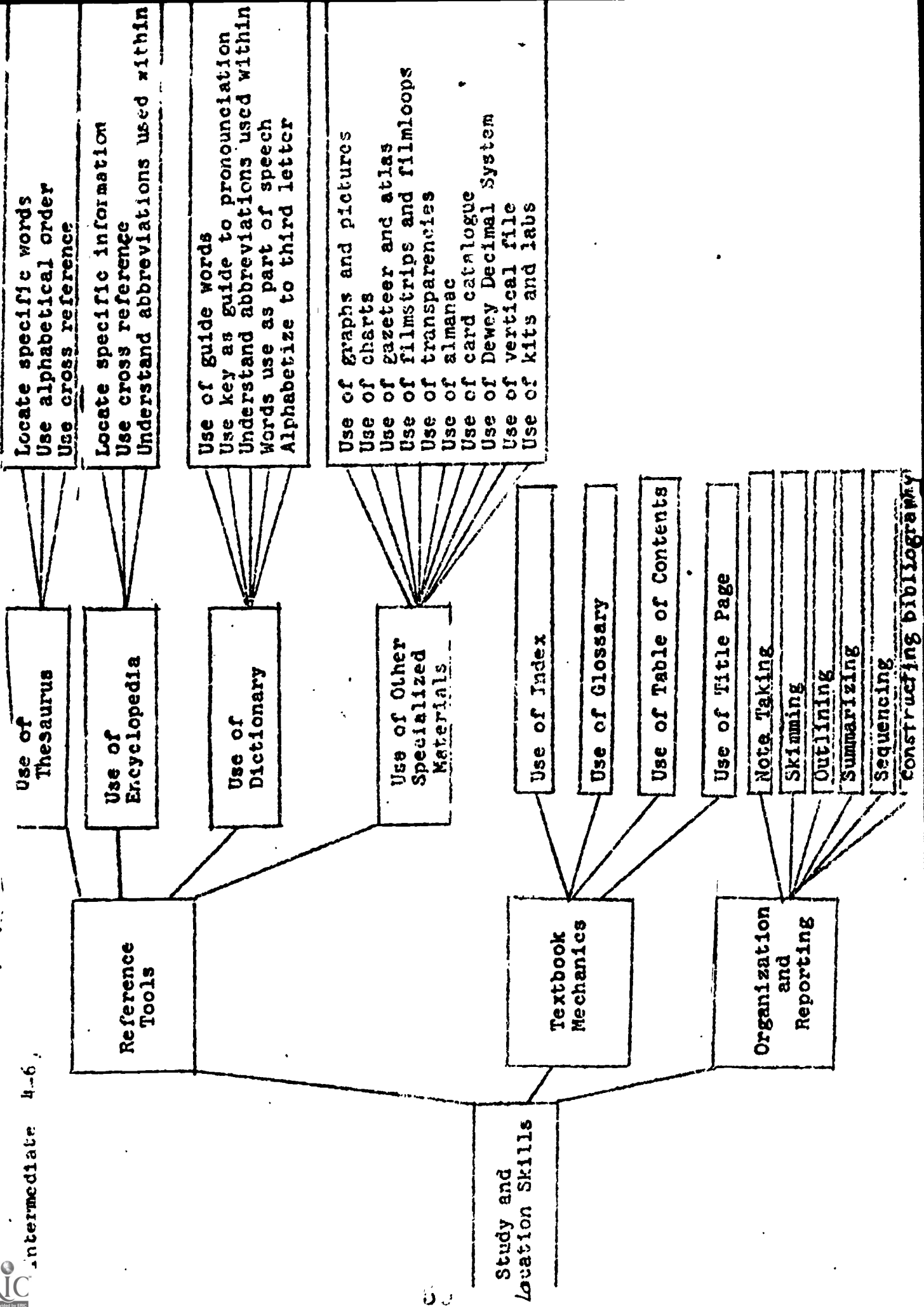
Primary K-3

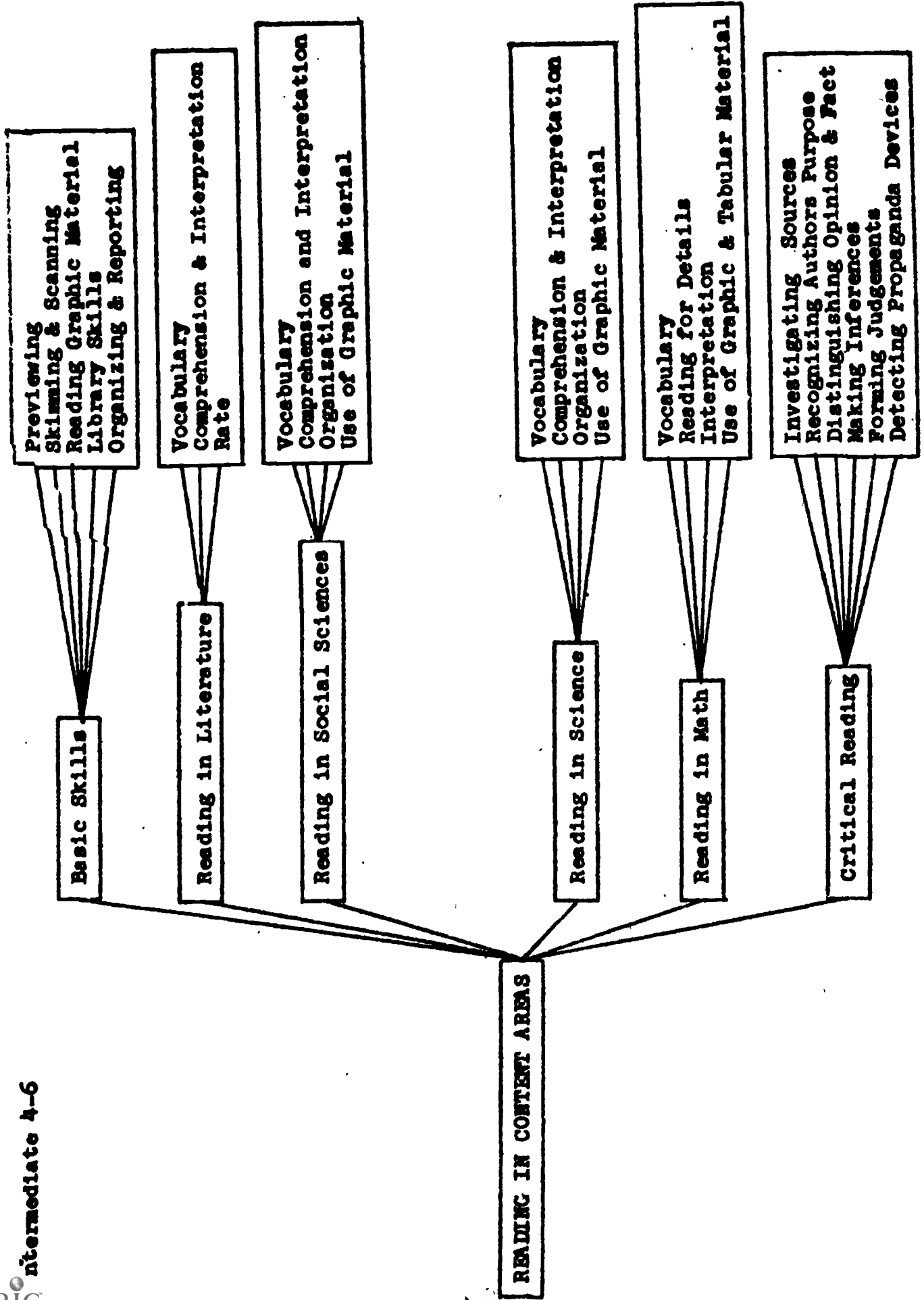
READING IN CONTENT AREAS

- Recognize purposes for reading**
- Recognize parts of a book**
- Make simple summaries**
- Skim for specific information**
- Make note of facts read**
- Categorize facts**
- Discriminate between major and minor points**
- Read for problem solving**
- Associate personal experiences with reading**
- Vocabulary development**
- Interpretive reading skills**
- Voluntary reading**
- Read poetry aloud**
- Read and recognize literary forms**
 - surprise*
 - opinion*
 - humor*
 - mystery*
 - fact*
 - exaggeration*
- Graphs, charts, maps**
- Compare and contrast**
- Follow directions**
- Read media**









Of picture stories using complete sentence structure including descriptive words

Reads aloud with correct pronunciation and intonation & interprets punctuation correctly

Reads aloud with feeling and expression

Reads aloud with comprehension

Oral Interpretation

READING MECHANICS

Silent Reading Efficiency

Speed of reading

Reading strategy

Purpose for reading

- to find out how to make something
- to find answers to questions
- to get an author's point of view
- to take notes to retell the content of the material
- to give a report to his classmates
- to take a test
- to enjoy
- to follow directions

OWEGO
DISTRICT
CLERK

OWEGO APALACHIN CENTRAL SCHOOL DISTRICT
OWEGO NORTH ELEMENTARY SCHOOL

27 September 1973

ELEMENTARY READING PROGRAM GOALS
AND
GRADE LEVEL OBJECTIVES

Following Board approval last year of a proposed plan for the study and revision of the language arts curriculum at the elementary level, the District staff and the administration have been actively engaged in the design and development of a language arts program that would replace our existing traditionally-oriented curriculum with a more flexible and integrated language arts program in grades K-6.

As the first phase in this long-range plan of curriculum revision, a number of teachers at both the District and Building level were involved in the development of a statement of program goals for both the Primary and Intermediate level. This list of general objectives, which was subsequently approved by the Board of Education prior to the close of the last school year, is included in the first section of this booklet.

During the past summer a team of elementary classroom teachers under the direction of the District Reading Teachers worked for a period of one week in the development of the second phase of this project, that of writing terminal objectives in reading for each grade level.

With the broad-based program goals as the point of departure, behaviorally stated objectives were selected and written by grade level in each of the following skill classifications:

| <u>Major Skill Area</u> | <u>Codification</u> |
|---------------------------------|---------------------|
| Comprehension | 100 |
| Vocabulary Development | 200 |
| Study & Location Skills | 300 |
| Reading in Content Area | 400 |
| Reading Appreciation & Response | 500 |
| Oral-Aural Skills | 600 |
| Reading Mechanics | 700 |

Following identification of these grade level objectives, a code system was devised as shown above which will facilitate the structuring of a complete reading system that cross-references each specific skill with available instructional materials and evaluation design.

The expansion of this curriculum model to include both the instructional resources and evaluation instrument will proceed as planned during the current school year.

READING K-3

The structure and organization of the reading program in grades K-3 should provide for an orderly and sequential development of the basic reading skills leading to student attainment of the following program goals.

I. COMPREHENSION

- A. Literal Comprehension — the ability to identify explicitly stated (literal) details in a section
 - 1. Identify main purpose or idea of sentence, paragraph, or passage
 - 2. Recognize directly stated details
 - 3. Recognition of sequential order in main events, time, and place
- B. Interpretation — ability to identify and comprehend major ideas in a passage and understand their interrelationships
 - 1. Draws conclusions and make generalizations from given facts and statements
 - 2. Use punctuation to interpret sentence meaning
 - 3. Comprehend the meaning of ideas by paraphrasing
 - 4. Interprets figurative and descriptive language
 - 5. Recognize and interpret mood
- C. Analysis — ability to extend interpretation beyond the stated information
 - 1. Derive inference from supporting detail
 - 2. Determine cause and effect
 - 3. Differentiate fact from opinion, fantasy from reality

II. VOCABULARY DEVELOPMENT

- A. Word Attack Skills
 - 1. Structural Analysis
 - a) Decode using structural generalizations
 - b) Recognition of root words
 - c) Identification of contractions and possessives
 - d) Identify inflectional endings
 - e) Identify and use simple prefixes and suffixes
 - f) Recognition of compound and hyphenated words
 - g) Syllable division and accent-simple words
 - h) Identify derived form of words

2. Phonetic Analysis

- a) Decode using phonic generalizations
- b) Identify consonant blends and digraphs
- c) Recognize silent letters
- d) Identify long and short words
- e) Identify consonant position - initial, medial and final
- f) Recognize vowel controllers

3. Auditory Skills

- a) Sounding consonants singly and in most common blends, digraphs, and diphthongs
- b) Sounding consonants in initial, medial, and final positions
- c) Sounding long and short vowels
- d) Recognizing likeness and difference in word sounds
- e) Recognizing number of syllables and primary accent sounds
- f) Using rhyming words
- g) Recognizes gross sounds — a

4. Visual Skills

- a) Orders alphabet in manuscript and cursive letters
- b) Recognizes sound symbol relationship
- c) Recognizes varying and identical word forms

B. Vocabulary Acquisition

1. Grammar

- a) Recognition of verb tense
- b) Knows use of capital letters
- c) Recognition of nouns, adjectives, adverbs, and pronoun referents

2. Word Usage

- a) Recognition of Synonyms and Antonyms
- b) Recognition of variants in word meaning
- c) Understand word denotation and connotation
- d) Environmental words

III. STUDY AND LOCATION SKILLS

A. Reference Tools - ability to recognize basic conventions used in reference materials and apply them correctly

1. Identify and use of library resources
2. Recognize and use dictionary format
3. Identify and use of graphic material

B. Textbook Mechanics - ability to recognize and use the basic parts of a textbook

1. Uses the Table of Contents, main heading and glossary

C. Organizing and Reporting - ability to use effective study procedures and organize materials

1. Follow simple oral and written direction
2. Recognizes organization of ideas in sequential areas
3. Organize material in simple summary form
4. Categorizing facts

IV. READING IN CONTENT AREAS

Ability to determine purpose of reading and use of previously learned reading skills appropriate to reading in Literature, Science, Mathematics and Social Studies.

V. READING APPRECIATION AND RESPONSE

Appreciates the importance of reading and enjoys reading in school and outside of school.

VI. ORAL-AURAL SKILLS

VII. READING MECHANICS

READING 4-6

The structure and organization of the reading program in grades 4-6 should allow for the reteaching and reinforcement of the basic reading skills and provide for the continued development of higher level reading skills leading to student attainment of the following program goals.

I. COMPREHENSION

- A. Literal Comprehension — the ability to identify explicitly stated (literal) details in a section
 - 1. Identify main purpose or idea in story
 - 2. Infer main idea of paragraph or passage
 - 3. Identify and relate supporting details to main idea
 - 4. Arranges details and events of a story in order
- B. Interpretation
 - 1. Identify and arrive at conclusions and generalization
 - 2. Compare and contrast information and ideas
 - 3. Interprets character's action, emotions, and attitudes
 - 4. Identify author's purpose
- C. Analysis
 - 1. Determine reliability and relevancy of content
 - 2. Distinguish between factual and opinional statements
 - 3. Detect and analyzes propaganda techniques

II. VOCABULARY DEVELOPMENT

- A. Word Attack Skills
 - 1. Structural Analysis
 - a. Identifies and uses inflectional endings
 - b. Identifies and uses common prefixes and suffixes
 - c. Uses syllabication and accent in identifying new words
 - d. Identifies and uses compound and hyphenated words
 - e. Identifies and uses derived form of words
 - f. Identifies and uses contractions and abbreviations
 - g. Forms plurals

2. Phonetic Analysis

- a. Uses generalization governing sounds in attacking new words
- b. Recognize variant sound-spelling patterns

B. Vocabulary Acquisition

1. Grammar

- a. Understands subject-verb agreement
- b. Identifies and uses adjectival and adverbial phrases

2. Word Usage

- a. Uses context clues to derive word meaning
- b. Understands the use of synonyms, antonyms and homonyms
- c. Develops an understanding of a long and colloquial expression

III. STUDY AND LOCATION SKILLS

A. Reference Tools

1. Works independently in the library and is familiar with the card catalog and Dewey Decimal System
2. Understands and uses the Thesaurus Encyclopedia and other available standard references
3. Applies dictionary skills in the location of the meaning, spelling and pronunciation of new words
4. Understands and uses graphs, maps, charts and pictorial material

B. Textbook Mechanics

1. Identifies and uses the Index, Glossary and Table of Contents

C. Organizing and Reporting

1. Differentiates reading purposes
2. Writes concise summaries of expository materials
3. Organizes information from several different sources
4. Uses outlining as a study technique
5. Understands the purpose and function of a bibliography

IV. READING IN CONTENT AREA

By the end of Level 6, most children should have attained facility in applying previously learned reading skills to reading appropriate to the following content areas:

A. Reading in Science, Math and Social Studies

1. Recognize and understand technical and general terms

2. Uses glossary and dictionary to derive meaning of new words
3. Identifies main ideas and selects relevant facts
4. Understands and uses common graphic, tabular and pictorial materials
5. Organizes and classifies materials
6. Makes inferences and draws conclusion from factual material
7. Differentiates between fact and opinion
8. Employs deductive and inductive reasoning

V. READING APPRECIATION AND RESPONSE

Appreciates the importance of reading and enjoys reading in school and outside of school.

1. Reads more, including news and a variety of types of literature
2. Reads more selectively
3. Tries to improve reading skill

VI. ORAL-AURAL SKILLS

A. Listening reaction and response

1. Listens attentively to and follows directions
2. Makes valid interpretation of what is heard
3. Appreciates the different forms of oral expressions: Poetry, Plays, Stories
4. Interprets and evaluates oral statements and ideas

B. Speaking

1. Participates in class or group discussion
2. Can express in a logical manner, information, thoughts, ideas and feelings
3. Speaks fluently using correct grammar, and proper enunciation

VII. READING MECHANICS.

A. Oral Interpretation

1. Reads aloud with feeling and expression

2. Reads aloud with comprehension

3. Reads aloud with correct pronunciation and intonation and interprets punctuation correctly

B. Silent Reading Efficiency

1. Adjusts speed of reading to purpose and level of difficulty

2. Employs appropriate reading strategy

READING OBJECTIVES

GRADE KINDERGARTEN

READING

LEVEL I

TERMINAL OBJECTIVES

- 11001 Given a picture of a body part, the student says its name.
- 11002 Given orally the function of a common object, the student says the name of the object.
- 11003 Given orally a simple everyday problem, the student says how he would solve it.
- 11004 Given one or more pictures, the student tells a brief story about one that he selects.
- 11005 Given an incomplete picture, the student tells the missing part(s).
- 11006 Given orally a selection, the student says a summary of the selection.
- 11007 Given oral instructions, the student says the alphabet from memory.
- 12001 Given a common symbol, the student says the meaning(s) of the symbol.
- 12002 Given visually two objects pictured in a given relationship to each other, the student tells the location of one by using a preposition.
- 12003 Given orally a word, the student says another word that is similar in meaning.
- 12004 Given two or more common environmental non-speech sounds and a picture of the source of one, the student says which sound came from the source pictured.
- 12006 After listening to three rhyming words, the student will say another rhyming word that fits within the same pattern.
- 12007 Given orally the names of three or more pictures, two of which have the same initial consonant beginning, the student points to the two pictures.
- 12008 Given a picture of an object and four individual consonant letter symbols, the student points to the symbol of the initial consonant naming the picture.
- 12009 With an oral direction, the student will print his first name on lined paper, primary ruling, using an upper case letter to begin his name and lower case letters in the remainder of his name.

READING

TERMINAL OBJECTIVES

- 12010 Given orally the name of the letter, the student prints the letter symbol in upper case form on lined paper, primary ruling.
- 12011 Given orally the name of the letter, the student prints the the letter symbol in lower case form on lined paper, primary ruling.
- 12012 Given a visual detail with a background of competing stimuli, the student designates by finger-tracing, the outline of the given detail.
- 12013 Given two or more objects in a particular arrangement, the student orders the set of objects in the same arrangement.
- 12014 Given visually a word, the student circles that word from among given allographs.
- 13001 Given two headings orally, ~~and~~ four or more pictures, the student will classify each picture under the correct categorical heading.

OWEGO APALACHIN CENTRAL SCHOOL DISTRICT

LEVEL I

ADDENDUM TO
LEVEL I READING OBJECTIVES

SENSORIMOTOR SKILLS

MOTOR SKILLS

Pupil is able to locate parts of the body: head, hands, foot, etc.

Pupil is able to balance on one foot while the teacher slowly counts to five.

Pupil is able to skip across the room.

Pupil is able to walk with balance to beam.

Pupil is able to swing each arm and both arms together in a circular motion.

Pupil is able to make a circle on the floor using his leg and foot.

Pupil is able to answer questions without obvious speech difficulties.

Pupil is able to follow with his eyes the point of a pencil held 18 inches from his nose. To pass, he should follow the pencil tip up, down, left, right, nearer and farther without moving his head.

Pupil is able to button and unbutton buttons of various sizes with ease.

Pupil is able to hold a pencil correctly between his thumb, index finger and middle finger.

Pupil is able to turn the pages of a book one at a time with facility.

Given three-dimensional shapes, the pupil is able to trace the outlines of the shapes.

Given a line on a piece of paper, the pupil is able to hold the scissors correctly and cut the paper along a given line.

The pupil is able to tie his shoelaces in a bow with ease.

Given a rhythm made by tapping or clapping, the pupil is able to repeat the rhythm by tapping or clapping.

The pupil is able to throw a bean-bag into a waste paper basket from a distance of eight feet.

Owego Apalachin Central School District
Sensorimotor Skills

MOTOR SKILLS (cont'd)

The pupil is able to catch a bean-bag from a distance of eight feet.

Given orally specified directions to raise his right or left hand, the pupil is able to raise the correct hand in response to the teacher's directions.

Given orally specified directions to identify his front or back, the pupil is able to point to his front or back in correct response to the teacher's directions.

Given orally specified directions to point up and to point down, the pupil points in the right direction when he hears each word.

VISUAL-MOTOR SKILLS

Given several different objects, the pupil is able to identify them correctly by name as the teacher points to them.

Given several objects in a specific order, the pupil is able to remember the order and put them back in order after the teacher has rearranged them.

Given boxes of basic colors, the pupil is able to match colors by connecting them with a line.

Given several objects, the pupil is able to classify them into two groups.

Repeating after a model, the pupil is able to copy a series of shapes of different sizes.

Given six objects that appear in a picture, the pupil is able to identify them by name.

Given four pictures in a specific order, the pupil is able to remember the order and put them back in order after the teacher has rearranged them.

The pupil is able to match shapes that are the same.

The pupil is able to match like shapes according to quantity.

Given four pictures, the pupil is able to classify them by content into two groups.

Repeating after a model, the pupil is able to copy letters and numbers by keeping his pencil on the line and by moving from top to bottom and left to right.

VISUAL-MOTOR SKILLS (cont'd)

Given four letters in a specified order, the pupil is able to remember the order of the letters and put them back in order after the teacher has rearranged them.

The pupil is able to match words that are the same.

The pupil is able to identify the one word that is different in a group of four words.

AUDITORY-MOTOR SKILLS

Given common sounds, such as the sounds produced by moving a chair, closing a door or dropping a book, the pupil is able to identify them.

Given a rhythm made by clapping hands, the pupil is able to hear and repeat the rhythm by clapping his hands.

Given common sounds, such as a dog barking, a cat meowing or a cow mooing, the pupil is able to classify them around a common theme.

Given various shapes, the pupil is able to identify the shape that the teacher names.

Given a series of objects, the pupil is able to identify the biggest object in the series.

Given a series of objects, the pupil is able to identify the smallest object in the series.

Given two lines, the pupil is able to understand the concept "above" by marking the line that is above another line.

Given two circles, the pupil is able to understand the concept "below" by marking the circle that is below another circle.

Given a series of circles and triangles, the pupil is able to understand the concept "between" by marking circles that are between the triangles.

Given circles and a box, the pupil is able to understand the concept "inside" or "within" by marking the circles that are inside the box.

Given several triangles, the pupil is able to understand the concept "together" or "attached" by marking the triangles that are attached.

Given several circles, the pupil is able to understand the concept "apart" by marking the circles that are apart.

AUDITORY-MOTOR SKILLS (cont'd)

Given two boxes, the pupil is able to understand the concept, "in front of" by marking the box that is in front of the other box.

Given two triangles, the pupil is able to understand the concept "behind" by marking the triangle that is behind the other triangle.

Given three people, the pupil is able to understand the concept "around" by marking the person that the circle goes around.

Given two people and a house, the pupil is able to understand the concept "across" by marking the person that is across the street from the house.

Given objects in a picture, the pupil is able to understand the concept "beneath" by marking the object that is beneath the rug.

Given several lines, the pupil is able to understand the concept "right" by marking the line that is at the right.

Given several shapes, the pupil is able to understand the concept "left" by marking the object that is at the left.

Given several shapes, the pupil is able to understand the concept "at the top" by marking the shape that is at the top.

Given a shape, the pupil is able to understand the concept "top of" by marking the top of the shape.

Given several objects, the pupil is able to understand the concept "bottom of" by marking the bottom of each shape.

Given several illustrations of tables, the pupil is able to understand the concept "nearest" by marking the edge of the table nearest him.

Given a circle and several shapes, the pupil is able to understand the concept "outside" by marking the shapes that are outside the circle.

The pupil is able to identify, in illustrations, the parts of the body that the teacher names.

The pupil is able to identify objects in an illustration.

Given orally specified words, the pupil is able to repeat each word enunciating the initial consonant.

Given orally specified words, the pupil is able to repeat each word enunciating the final consonant.

Given orally specified words, the pupil is able to repeat each word enunciating the medial consonant.

Owego Apalachin Central School District
Sensorimotor Skills

AUDITORY-MOTOR SKILLS (cont'd)

Given an orally specified letter, the pupil is able to mark the appropriate pair of upper and lower case letters on his paper.

Given an orally specified letter, the pupil is able to write the appropriate upper case letter. To pass, the pupil must form the letters correctly, moving from top to bottom and left to right.

Given an orally specified letter, the pupil is able to write the appropriate lower case letter. To pass, the pupil must form the letters correctly, moving from top to bottom and left to right.

Given orally specified names of colors in a specific sequence, the pupil is able to repeat the same sequence of colors.

Given orally specified numbers in a sequence, the pupil is able to repeat the same sequence of numbers.

Given orally specified words in a specific sequence, the pupil is able to repeat the words in the same sequence.

Given orally specified nonsense words in a specific sequence, the pupil is able to repeat the words in the same sequence.

Given orally specified words, the pupil is able to identify words that sound the same.

READING OBJECTIVES

GRADE ONE

READING

LEVEL II

TERMINAL OBJECTIVES

- 21001 Given visually a picture and three or more sentences, the student designates the appropriate sentence.
- 21002 Given visually a sentence missing a word and three word choices, the student designates the word that completes the sentence.
- 21003 Given visually an incomplete sentence describing an object, and given three or more descriptions, the student designates the word description of the object's qualities.
- 21004 Given orally a sentence and given orally the same sentence incomplete, the student says the missing word.
- 21005 Given orally a selection, the student says it in his own words. (prose)
- 21006 Given visually a selection, a question about a detail, and given three choices, the student designates the answer.
- 21007 Given visually a selection and given visually two or more statements, some related and one unrelated to the selection, the student designates which statement is not related to the selection.
- 21008 Given orally a selection, the students says it in his own words. (poetry)
- 21009 Given visually a selection and an event from a selection, the student designates its probable cause from three or more choices.
- 21010 Given visually a selection, the student describes the emotional feelings of a given character in the selection.
- 21011 Given orally a selection, the student says whether it depicts fact or fantasy.
- 22001 Given visually a sentence with a prepositional phrase and three pictures, the student designates the picture that illustrates the sentence.
- 22002 Given visually a selection, the student locates and reads the word(s) that answer a given question.
- 22003 Given a set of objects identified by color words, and a visual direction including a number word, the student selects the correct objects in quantity and color.
- 22004 Given visually two words, the student indicates with "yes" or "no" whether they are synonyms. (See list)
- 22005 Given visually two homonyms in context, the student designates them by saying them.

READING

TERMINAL OBJECTIVES

- 22006 Given visually a word and three or more choices, the student designates its antonym.
- 22007 Given orally an incomplete analogy, the student says the missing element.
- 22008 Given visually a word, and given visually a medial consonant, the student substitutes the medial consonant and says the word thus formed.
- 22009 Given visually a known word, the student will make an initial substitution using one of three given digraphs to form a new word that he will pronounce.
- 22010 Given visually three pictures and a blend, the student will designate which picture depicts a word beginning with that consonant blend.
- 22011 Given visually known words in context, the student designates those words ending in s which are possessives.
- 22012 Given visually five or more words, the student will designate the three that show the plural form.
- 22013 Given visually a known word and three inflected endings, the student will select an appropriate ending and say the new word.
- 22014 Given visually a sentence and three alternative ending marks, the student will designate the mark that belongs at the end of the sentence that asks a question.
- 22015 Given a sentence with the pronoun underlined, and given three referents for the pronoun, the student will designate the referent for the underlined pronoun.
- 22016 Given visually a word, and a list of possible parts of a familiar compound word, the student will match the word and a word part in order to form a compound word.
- 22017 Given visually three sentences, two of which contain a word which gives them the same meaning, the student will designate these two sentences.
- 23001 Given visually a word with its picture, and a primary dictionary, the student locates and says the word.
- 23002 Given visually a table of contents, the student designates the page number where a specific story begins.

READING OBJECTIVES
GRADE TWO

READING

LEVEL 3

TERMINAL OBJECTIVES

- 31001 Given visually three sentences the student designates the unrelated sentence.
- 31002 Given visually an untitled selection, the student designates from two or more titles, the best title for the selection.
- 31003 Given visually a selection, the student designates the main idea.
- 31004 Given visually story events in random sequence, the student designates the events in logical sequence of occurrence.
- 31005 Given visually a selection, the student designates an answer to a question about time relationships.
- 31006 Given visually a selection, the student designates an answer to a question about place relationships.
- 31007 Given visually two or more selections, the student designates those that are realistic and those that are make-believe.
- 31008 Given visually a selection with quotations from characters, the student designates the feelings of the characters.
- 31009 Given visually a selection and an incomplete sentence, the student designates the answer that completes the sentence as inferred in the selection.
- 31010 Given visually an incomplete selection, the student designates a prediction about the ending.
- 31011 Given visually a selection, the student designates a cause of a specified event.
- 32001 Given a sentence with an underlined word (short vowel), and 3 forms of the same vowel in different words, the student will designate the form with the same short vowel sound as the given word.
- 32002 Given a sentence with an underlined word (long vowel), and 3 forms of the same vowel in different words, the student will select the form with the same long vowel sound as the given word.
- 32003 Given visually an underlined word in a sentence, with an l or r controlled vowel sound, the student will select from 3 choices a word with the same vowel sound.
- 32004 Given a word with a vowel digraph (see list), and 3 vowel digraph words, the student will designate the word with the corresponding digraph sound as the given word.
- 32005 Given an incomplete word and 3 final consonant digraph endings, (see list) the student will designate the ending that completes the word.

- 32006 Given a sentence with an incomplete word, the student will designate from 3 initial consonant blends, (see list) the one that completes the word.
- 32007 Given a sentence with an incomplete word, the student will designate from 3 final consonant blends (see list) the one that completes the word.
- 32008 Given an incomplete sentence, and given 3 words with the same initial triple blend sound (see list), the student will designate a choice to complete the sentence.
- 32009 Given visually 3 word pairs, one pair with matching vowel diphthong sounds (see list), the student will designate the pair with the same vowel sound.
- 32010 Given three sentences, one of which shows possession, the student will designate the sentence showing possession.
- 32011 Given a word in context, 3 comparative forms of the word and an incomplete sentence, the student will designate the comparative form of a word that best completes the sentence.
- 32012 Given visually an incomplete sentence, and given two or more words with the same prefix (see list), the student designates the word to complete the sentence.
- 32013 Given visually a sentence missing a word, and a word with three affixes (see list), the student designates the word to complete the sentence.
- 32014 Given visually a contraction in context (see list), the student designates from 3 choices the corresponding uncontracted form.
- 32015 Given visually two sentences, the student designates the sentence with the correct singular or plural noun.
- 32016 Given visually an incomplete sentence and the root of the missing word (ending in y), the student will designate from 3 choices the correct inflected ending.
- 32017 Given visually an incomplete sentence and 3 ending variations of a root word with final e, the student designates the choice with the correct inflected ending.
- 32018 Given visually a sentence containing a one-word component of a compound word underlined, the student designates the missing word.
- 32019 Given a sentence with an underlined word, and three meanings, the student will designate from context the meaning that best matches the word.
- 32020 Given visually an incomplete couplet, the student designates a rhyming word to complete the couplet.
- 32021 Given three or more pairs of words, the student designates those pairs which are synonyms.

- 32022 Given visually a list of word pairs, the student designates those pairs which are synonyms.
- 32023 Given a sentence with an underlined word, and a list of four words, the student designates from the list the antonym for the underlined word.
- 32024 Given visually three sentences, two of which contain a word with the same meaning, the student designates the sentence which is different in meaning.
- 32025 Given a sentence containing figurative language, and three sentence choices, the student designates the sentence with the matching literal meaning.
- 33001 Given visually a word and selection from a picture dictionary, the student locates the word in the dictionary and designates the definition.
- 33002 Given visually a table of contents, the student designates a page where a specific story begins.
- 33003 Given visually a book title, the student designates what the book would be about.
- 33004 Given visually two or more words in random order, some of which have the same initial letters, the student will designate the list which is ordered alphabetically.
- 34001 Given visually a selection, the student designates from 3 or more choices, a summary statement of the selection.
- 34002 Given visually a class (category) the student designates from 3 or more choices; the members of the class (category).
- 34003 Given visually a bar graph, the student designates an answer to a question concerning the graph.
- 34004 Given visually a table (tabular form), the student designates an answer to a question concerning the table.
- 34005 Given visually a map, the student designates an answer to a question concerning a symbol on the map.
- 34006 Given visually directions for an experiment and a question, the student designates from three choices the answer to the question.
- 35001 Given two or more selections containing the writer's viewpoint on a topic, the student tells the ideas expressed.
- 35002 Given five or more selections containing a variety of factual information, the student tells the information gained.
- 35003 Given orally a selection from standard children's literature, the student will designate from three choices, the words or phrases which create vivid imagery.

- 35004 Given opportunities to select books and time to read them, the student readily discusses the stories with classmates.
- 35005 Given opportunities to use books outside school, the student readily discusses the stories with classmates.
- 35006 Given orally a selection from standard children's literature, the student will form a response which he can state.
- 36001 During class or group discussion, the student contributes logical comments and questions.
- 36002 Given two- or three-step directions orally, the student correctly completes a task.
- 36003 Given information orally, the student designates from three or more choices, answers to questions about details in the given information.
- 36004 Given an entire selection orally, the student then designates from three or more choices the main idea of the selection.
- 36005 Given an entire selection orally, the student then designates from three or more choices, the logical sequence of events contained in the selection.
- 36006 Given an entire selection orally, the student then designates from three or more choices, a summary of the content of the selection.
- 36007 Given a selection containing figurative language orally, the student designates from three or more choices, the correct literal interpretation for a given non-literal phrase.
- 36008 Given an entire selection orally, the student designates a cause of a specified event.
- 36009 Given an entire selection orally, the student designates from three choices the elements in the selection that are make-believe.
- 36010 Given two or more selections orally, the student designates from three choices the similarities in plot of the selections.
- 36011 During class or group discussion, the student contributes clearly stated ideas and questions.
- 36012 Given a specified role to play in an informal drama based on a given story, the student contributes conversation consistent with the character he portrays.
- 36013 Given a message orally, the student correctly relates the details.
- 36014 Given a topic for an oral report, the student summarizes data and presents information in clear statements.

- 36015 During conversation and class discussion, the student uses words with ease and expresses ideas in meaningful organization.
- 36016 During conversation and class discussion, the student enunciates words clearly.
- 37001 Given a selection to read orally, the child reads all words with correct pronunciation.
- 37002 Given a selection to read orally, the child reads with appropriate feeling and expression.
- 37003 Given a selection to read orally, the child will correctly answer two out of three questions related to details.
- 37004 Given a selection to read orally, the child will answer correctly two out of three questions with information not directly stated in the selection.
- 37005 Given a selection to read orally, the student designates the main idea from three choices.
- 37006 Given a selection to read silently, and an orally stated purpose, the child designates from three or more choices a response about the purpose.
- 37007 Given a selection to read silently of 100-word minimum, the child moves his eyes left to right without regression or hesitation.
- 37008 Given two 100-word minimum selections of comparable difficulty, one at the beginning of the year and one at the end, the child will be able to read the second selection in a shorter time.

READING OBJECTIVES

GRADE THREE

READING

TERMINAL OBJECTIVES

LEVEL 4

- 41001 Given visually a paragraph, the student designates the place where the answer to a question is found, from three or more choices.
- 41002 Given visually a selection, the student writes the main idea.
- 41003 Given visually a selection, the student designates by numbering, then selecting from three or more choices, the ideas in sequence.
- 41004 Given visually a selection involving cause and effect, and given three choices, the student designates the cause and effect.
- 41005 Given visually a hypothetical situation and given visually one question, the student designates from three choices, the answer from information inferred in the situation.
- 41006 Given visually an incomplete selection, the student selects from three choices, a prediction about the ending.
- 41007 Given visually a descriptive selection, the student designates from three or more choices, the type of sensory images in the selection.
- 41008 Given visually a poem, the student designates from two or more choices, the sensory images in the poem.
- 41009 Given visually a selection containing both literal and figurative passages, the student designates from three choices, a figurative expression.
- 41010 Given visually a selection, the student designates the emotional reactions of the characters in the selection.
- 41011 Given visually two or more fables, the student designates, from two or more choices, the characteristics of a fable.
- 41012 Given visually two selections with similar settings, and given a question, the student designates from three choices, the similarities or differences of the two selections.
- 41013 Given visually a fantasy, the student selects the events of the fantasy that could not happen in real life.
- 41014 Given visually two or more statements, and given a question, the student designates those which are opinions.
- 41015 Given a selection written in play format, and given a question and three choices, the student will identify the setting and characters.

- 41016 Given a word naming a mood, and given four word groups which describe the mood, the student designates the appropriate group.
- 41017 Given visually an example of figurative language, the student designates from three choices, a translation into literal language.
- 42001 Given visually a definition, the student designates from three or more choices, the word defined.
- 42002 Given visually an incomplete sentence, the student designates from three choices, an idiomatic expression to complete the sentence.
- 42003 Given an underlined word group in a paragraph, and given three choices, the student selects a synonymous phrase.
- 42004 Given visually a sentence missing a heteronym, and given two words showing diacritical symbols, the student designates the appropriate heteronym.
- 42005 Given visually a word, the student writes a homonym.
- 42006 Given visually a word, the student writes an antonym.
- 42007 Given a sentence with a multiple-meaning word underlined, and given two or more meanings for the underlined word, the student will designate the appropriate meaning.
- 42008 Given three words, two of which are general terms and one a specific term, the student designates from three choices, the word which is specific.
- 42009 Given visually a list of words all having silent letters (see list), the student designates the silent letter(s) in each word.
- 42010 Given visually a word, the student designates from two or more choices, the number of syllables in the word.
- 42011 Given visually two words with inflected endings, one having the medial consonant doubled, and a sentence missing a word, the student designates the word that completes the sentence.
- 42012 Given visually a sentence with an underlined noun the student should designate from three choices the pronoun to be used in place of the noun.
- 42013 Given visually a sentence with three underlined words the student should designate the word that is an adjective.
- 42014 Given visually an incomplete sentence the student designates from three choices the adverb that best modifies the verb.
- 42015 Given visually a sentence missing a verb and given three or more choices, the student designates the appropriate verb.

- 42016 Given a selection missing a subject and a list of five nouns, the student will designate an appropriate noun subject.
- 42017 Given three words, two containing a suffix of comparison (-er, -est), and a sentence missing a word, the student completes the sentence by designating the missing word.
- 43001 Given visually a selection in cursive writing, the student designates from three choices the word that completes the sentence.
- 43002 Given visually two guide words and four choices, the student designates the word found between the specified guide words.
- 43003 Given visually a list of three or more statements, the student designates from two choices a sequence of events in chronological order.
- 43004 Given a list of dictionary symbols and a two-syllable word, the student will designate the symbol that represents the sound for the stressed vowel in the word.
- 43005 Given an outline using headings and sub-headings, the student will choose from two stories the one that follows the outline.
- 43006 Given visually a section heading from a textbook, the student designates from three choices, what the section would be about.
- 43007 Given visually a book with a table of contents, the student locates an answer to a question concerning the table of contents.
- 43008 Given visually a word from a textbook, the student locates the definition of a word in the glossary of the textbook.
- 43009 Given visually a title of a story from a textbook the student locates the title in the table of contents and finds the story in the book.
- 43010 Given visually or orally directions for writing a report, the student must follow the directions (writing at least three sentences).
- 43011 Given visually a new word and a dictionary, the student locates the pronunciation key and pronounces the new word.
- 43012 Given visually a map, the student designates an answer to a question.
- 43013 Given visually an entry word and its definition, the student must designate the correct definition in context.
- 43014 Given visually and physically an encyclopedia, the student locates the answers to one or more questions and writes the answer.

- 43015 Given visually a map and a globe, the student designates the similarities and differences between them and the advantages and disadvantages of each.
- 43016 Given visually a chart, the student designates an answer to a question concerning the chart.
- 43017 Given visually a graph, the student designates the type and function of the graph.
- 43018 Given visually specialized reference materials and a question the student locates the answer to the question.
- 43019 Taken to the library, the student locates one or more book sections.
- 43020 Given visually a catalog card, the student locates the author, the title and the subject of the book.
- 45001 Given visually a selection chosen by himself, the student volunteers to read orally.
- 45002 Given visually books on an appropriate level and two or more additional activities, the student reads silently.
- 45003 Given visually a book, the student speaks of specific designated details and relates them to his own personal experience.
- 45004 Given a collection of various types of reading materials, the student reads from several types (newspapers, magazines, fiction books, and non-fiction books).
- 45005 Given visually reference materials and books on a topic the student has shown interest in, the student looks up specific information.
- 46001 When listening to an oral presentation, the student listens attentively, makes comments and follows directions or answers questions.
- 46002 When listening to an oral presentation using non-literal and or figurative language the student indicates understanding by answering questions and or making comments.
- 46003 Given an oral selection the student designates from three choices the character's attitude, emotions or actions.
- 46004 Given an oral selection, the student designates from three choices the cause, effort or outcome.
- 46005 Given an oral selection, the student indicates understanding by stating the relevant facts.
- 46006 Given an oral selection, the student designates from three choices the opinion stated in the selection.

- 46007 Given two oral selections, the student designates comparisons that are a common point of view of both stories.
- 46008 Given orally a poem, a play or story, the student designates his appreciation by his reaction and response to the selection.
- 46009 Given visually a topic, the student participates actively in a group or class discussion.
- 46010 Given visually a dramatic selection, the student actively participates.
- 46011 Given visually a book, the student reads it silently and then gives an unrehearsed or rehearsed oral presentation.
- 46012 When giving an oral report, the student employs correct grammar, vocabulary and ideas appropriate for his level.
- 46013 When speaking orally, the student speaks fluently, enunciates clearly and has poise.
- 46014 When giving an oral report, the student summarizes information and makes a consistent and fluent report.
- 47001 Student will read an oral selection with correct pronunciation of words on grade level.
- 47002 Student will read an oral selection with feeling and expression.
- 47003 Student will read an oral selection and write the main idea of the selection.
- 47004 Student will read an oral selection and write a paragraph (at least three sentences) to summarize the selection.
- 47005 Student will read an oral selection and retell orally the contents of the selection.
- 47006 Student will read a selection silently and from a list of four or five phrases, select the details to fit the selection.
- 47007 Student will read a selection silently and then, in the selection, find answers to specific questions.
- 47008 Given visually a selection to read silently, the student demonstrates an efficient left to right eye-movement pattern.
- 47009 Given visually a selection to read silently, the student demonstrates his ability to read without pointing, lip or head movement.
- 47010 Given visually a selection, the student reads the selection in a designated amount of time.
- 47011 Given visually two selections of comparable difficulty of one hundred fifty words, the students rate of silent reading timed at the beginning and end of the year.

READING OBJECTIVES

GRADE FOUR

READING

TERMINAL OBJECTIVES

LEVEL 5

- 51001 Given visually a pair of similar statements to read, the student designates from three choices, the differences, if any, in the meaning of the statements as related to time or place.
- 51002 Given a selection to read, the student writes the main idea.
- 51003 Given a selection to read, the student will choose details that support the main idea of the selection.
- 51004 Given a selection to read the student orders its main events, then selects from three choices the appropriately arranged sequence.
- 51005 Given a selection with a conclusion and a question, the student designates whether the conclusion is correct.
- 51006 Given a selection with a generalization and a question, the student designates whether the generalization is correct.
- 51007 Given selections to read the student will compare and contrast information and idea.
- 51008 Given a story, poem or passage in which an emotion is depicted, the student will designate the implied emotion.
- 51009 Given a reading selection, the student will identify the author's purpose.
- 51010 Given a sentence to read containing underlined descriptive language, and given literal meanings, the student will designate the appropriate meaning for the underlined words.
- 51011 Given a selection to read, the student designates the inaccurate statement from choices listed.
- 51012 Given a selection to read the student designates the biased statement from choices listed.
- 51013 Given statements to read, the student designates from three choices, the statement which expresses an opinion, or a fact.
- 51014 Given a statement involving cause and effect the student designates the cause or the effect.
- 51015 Given statements to read, the student designates which statement contains a propaganda technique.

- 52001 The student will identify correct and incorrect uses of inflected verb forms in given phrases or sentences and note changes in tense and number.
- 52011 Given a root word and a meaning for a suffix the student writes the new word made when the root is combined with the suffix.
- 52012 Given a sentence with a missing word, and given four words containing prefixes, the student will designate the appropriate word.
- 52013 Given a set of root words and a selection of suffixes, both in random order, the student will match each root word with a suffix to form a set of new words.
- 52014 Given one suffix and a list of verbs with variant endings, the student will change the verbs to nouns by altering the verb spelling and adding the suffix.
- 52015 Given a list of two syllable words, the student will identify their syllables and place an accent mark on each accented syllable.
- 52016 Given a sentence containing a compound word underlined, and given four meanings, the student will designate the appropriate definition for the compound word.
- 52018 Given a sentence containing one word of a compound word, the student will use the context of the sentence to identify the missing part.
- 52019 The student will identify the letter or letters that the apostrophe represents in given contractions.
- 52020 Given a list of phrases which can be contracted, the student will write the contraction for each.
- 52021 Given sentences containing unabbreviated titles, the student will supply the correct abbreviations.
- 52022 Given a list of singular words ending in s, x, z, f, fe, sh, and ch the student will write the plural form of each one.
- 52023 The student will demonstrate his ability to apply generalizations governing sounds to pronounce a new word.
- 52024 The student will demonstrate his ability to recognize that word usage affects pronunciation in some cases (homophones, homographs) as:
Please close the door.
His desk is close to mine.
- 52025 The student will be able to compare the pronunciation keys in the dictionary with the letters in a word in order to determine correct pronunciation of the word.
- 52026 The student will recognize the affect of shifting accent on the meaning of a word.

- 52027 Given a list of words — break, vein, age, pain, and weigh the student will recognize that the long a sound is heard in each word even though variant spellings are used.
- 52028 The student will recognize that the ea combination of letters can sound like the words clean, bread, or break and ough combinations in the words though, cough and through.
- 53001 Given a library catalog card, the student identifies the author, title, subject, and call number of the book.
- 53002 Given a sentence with a word underlined and a thesaurus, the student selects an appropriate synonym or antonym.
- 53003 Given an encyclopedia index, the student will locate a specific topic within it.
- 53004 Given an underlined word in a sentence and a dictionary entry having several meanings, the student designates the correct meaning.
- 53005 Given visually a dictionary entry, and given statements about specified parts of the entry, the student designates from three choices, the statement that is true.
- 53006 Given a map or globe, the student interprets its symbols by answering specific questions on its content.
- 53007 Given a diagram, chart or pictorial material, the student interprets the information given by answering specific questions on its content.
- 53008 Given a title page, table of content page, or glossary, the student answers specific questions on its content.
- 53009 Given a selection containing bold-face type or italics, the student identifies the use of the type.
- 53010 Given a reading selection, the student uses previewing skills to quickly answer questions.
- 53011 Given a question and a list of specialized reference materials, the learner identifies the reference which would provide the answer to each question.
- 53012 Given a selection to read, the student writes a summary of it.
- 53013 Given information from different sources and a topic, the student organizes only the information essential to the topic.
- 53014 Given a selection to read, the student organizes the material into outline form using headings and sub-headings.
- 53015 Given a bibliographic item, the student interprets its information by answering questions on its content.

- 54001 Given a mixed group of words, pictures, facts, ideas, or events, the student organizes the group by classifying its members into logical sub-groups.
- 54002 In the reading areas of Science, Math and Social Studies the student will exhibit an understanding of the general and technical terms of that area.
- 54003 The student will be provided with varied experiences in all subject areas that will help him develop deductive and inductive reasoning.
- 55001 The student will demonstrate his ability to read magazine and newspaper articles and a variety of types of literature, including poetry, biographies, autobiographies, fiction and non-fiction by designating answers to various types of specific questions concerning plot and character(s).
- 55002 The student will be provided with a variety of reading experiences that will encourage him to read more, including news and a variety of types of literature.
- 55003 The student will be provided with a variety of reading experiences that will encourage him to read more selectively.
- 55004 The student will be provided with a variety of reading related experiences and techniques that will give him a background in using printed materials and references for specific information.
- 55005 The student will be provided with a variety of reading experiences that will help him to modify attitude and behavior as a result of insights or identification gained through reading.
- 56001 Given oral directions the student follows it.
- 56002 Given an oral selection the student interprets the directions.
- 56003 The student will be provided with opportunities to appreciate the different forms of oral expressions such as poetry, plays, stories, etc.
- 56004 The students will be provided the opportunities to hear statements and ideas; and interpret and evaluates these by use of an oral response.
- 56005 The student will be provided with and encouraged by the teacher to participate in class or group discussion.
- 56006 The student will be able to organize and express orally in a logical manner, information, thoughts, ideas, and feelings.

- 57001 The student will be provided with opportunities and a variety of material to read orally with feeling and expression.
- 57002 Given a selection to read orally the student will exhibit comprehension of the selection.
- 57003 The student will be provided with opportunities to exhibit the ability to read aloud with correct pronunciation and intonation, interpreting punctuation correctly.
- 57004 The student will indicate an understanding of the need to adjust his reading speed according to the purpose and difficulty of the reading material.
- 57005 The student will demonstrate that he can:
1. read for details
 2. skim for specific information or general impression
 3. use efficient eye movement pattern
 4. read without pointing, moving his head or lips.

READING OBJECTIVES

GRADE FIVE

READING

TERMINAL OBJECTIVES

LEVEL 6

- 61001 Given a selection to read, the student writes a sentence or group of words stating the main purpose or idea.
- 61002 Given a selection to read, the student orders its main events then selects from three choices the appropriately arranged sequence.
- 61003 Given a selection to read, the student will choose details that support the main idea.
- 61004 Given a selection to read, the student designates the correct conclusion or generalization.
- 61005 Given a reading selection, the student will identify the author's purpose.
- 61006 Given a set of descriptive phrases, the student will designate the emotions to which each phrase refers.
- 61007 Given a selection to read containing figurative language and descriptive language, given literal meanings, the student will designate the appropriate meaning for the underlined words.
- 61008 Given selections to read, the student will compare and contrast information and ideas.
- 61009 Given a random group of factual and opinionated statements, the student will designate each one according to those categories.
- 61010 Given a selection to read, the student will designate the type of propaganda technique used.
- 61011 Given a statement or passage involving cause and effect, the student will designate the cause and the effect.
- 61012 After reading given non-fiction selections, the student will designate which selection is more reliable and relevant to a given problem.
- 62001 The student will identify correct and incorrect uses of inflected verb forms in given phrases or sentences and note changes in tense and number.
- 62002 Given a list of suffixes with their meanings and a list of root words, the student will add a suffix from the list to each root word and write the meaning of the newly formed word.

- 62003 Given a sentence containing an underlined root word and a list of prefixes, the student will choose that prefix from the list which completes the root word according to the sentence context.
- 62004 Given a list of sentences which contain words lacking a subfix, the student will write in the correct suffix.
- 62005 Given a list of prefixes and one of root forms, the student will combine each prefix with several roots to form at least four new words.
- 62006 Given a list of words, the student will divide each word into its prefix and root, or suffix and root.
- 62007 Given a group of words containing a specific variety of suffixes, the student will find the suffix in each word. Suffixes to be included are: -ance, -able, -ation, -ent, -ion, -ous, -th, -tion, -ure, -ward, -ence, -ship.
- 62008 Given a group of words containing a specific variety of suffixes, the student will find the suffix in each word. The suffixes to be included are:

| | | | |
|------|---------|-------|--------|
| -al | -ery | -ican | -let |
| -an | -escent | -ish | -ology |
| -ant | -fy | -ity | -ial |
| -ary | -ic | -ive | |

- 62009 Given a list of words beginning with prefixes, the student will identify the prefix of each word and state its meaning.
- 62010 Given a list of prefixes and one of root words, the student will combine each prefix with a root to form a new word by constructing a sentence using that word.
- 62011 Given a list of multi-syllable words, the student will divide the words into syllables and identify the accented one.
- 62012 Given a list of words containing three compound words, three hyphenated words and two distractors, the student will identify the compound and hyphenated words by writing them in correct form.
- 62013 Given a set of words denoting business or organizational terms, the student will supply the abbreviation for each one.
- 62014 Given a set of abbreviations, the student will place periods where needed and write the meaning of each abbreviation.
- 62015 Given a list of singular nouns, the student will write the plural form of each one.
- 63001 Given a sample of a library catalog card, the student will designate the type of card, the author, the illustrator, the type of book, the date of publication, and call number.

- 63002 Given three research topics and a list of specialized reference materials, the student will designate which reference would best provide the answers.
- 63003 Given a sample dictionary entry containing more than one definition and more than one pronunciation, the student will designate the proper meaning and pronunciation for the entry word as used in a given sentence.
- 63004 Given a diagram, graph, map, chart, or pictorial material, the student will interpret the information given by designating answers to specific questions on its content.
- 63005 Given a sample page of an index, glossary, or table of contents, the student will designate answers to specific questions.
- 63006 Given a problem or question, the student will designate from a list the key word(s) he would look up in an index to find information related to the problem.
- 63007 Given a reading selection, the student will use previewing skills to quickly determine its general ideas.
- 63008 The student will identify the uses of italics and bold-faced type.
- 63009 Given a selection to read, the student will write a concise summary of its content.
- 63010 Given several different sources of information and a topic, the student will organize pertinent information.
- 63011 Given a non-fiction selection to read, the student will organize information into an outline form, using headings and sub-headings.
- 63012 Given a bibliographic item, the student will designate answers to specific questions.
- 64001 In the reading areas of Science, Math and Social Studies, the student will exhibit an understanding of the general and technical terms of the area.
- 64002 Given a mixed group of words, pictures, facts, ideas, or events, the student will organize the group by classifying its members into logical sub-groups.
- 64003 The student will be provided with varied experiences in the subject areas that will help him develop inductive and deductive reasoning.

- 65001 The student will demonstrate his ability to read magazine and newspaper articles and a variety of types of literature, including poetry, biographies, autobiographies, fiction and non-fiction, by designating answers to various types of specific questions concerning plot, characterization, and author's intent.
- 65002 The student will be provided with a variety of reading experiences that will encourage him to read more, including news and a variety of types of literature.
- 65003 The student will be provided with a variety of reading experiences that will encourage him to read more selectively.
- 65004 The student will be provided with a variety of reading related experiences and techniques that will give him a background in using printed materials and references for specific information.
- 65005 The student will be provided with a variety of reading experiences that will help him to modify attitudes and behavior as a result of insights and identification gained through reading.
- 66001 Given oral directions, the student will follow them.
- 66002 After listening to an oral selection, the student will interpret what was heard.
- 66003 The student will be provided with opportunities to appreciate different forms of oral expression, such as poetry, plays, stories.
- 66004 The student will be provided with opportunities to listen to statements and ideas which he will interpret and evaluate.
- 66005 The student will be provided with opportunities and encouraged to participate in class or group discussions.
- 66006 The student will organize and orally express in a logical manner information, thoughts, ideas, and feelings.
- 66007 The student will be encouraged to speak fluently, using correct grammar and proper enunciation.
- 67001 The student will be provided with opportunities and a variety of materials to read orally with feeling and expression.
- 67002 Given a selection to read orally, the student will exhibit comprehension of the selection.
- 67003 The student will be provided with opportunities to exhibit his ability to read aloud with correct pronunciation and intonation, interpreting punctuation correctly.

67004 The student will indicate an understanding of the need to adjust his reading speed according to the purpose and difficulty of the reading material.

67005 The student will demonstrate that he can:

1. read for details
2. skim for specific information or general impressions
3. use efficient eye movement pattern
4. read without pointing, moving his head or lips

READING OBJECTIVES

GRADE SIX

READING
TERMINAL OBJECTIVES

LEVEL 7

- 71001 Given a selection to read, the student will write a correct sentence stating the main purpose or idea.
- 71002 Given a selection to read, the student orders its main events, then selects from three choices the appropriately arranged sequence.
- 71003 Given a selection to read, the student will choose details that support the main idea.
- 71004 Given a selection to read, the student will designate the correct conclusion or generalization.
- 71005 Given a reading selection, the student will identify the author's purpose.
- 71006 Given a reading selection of emotional content, the student will identify the emotions of each character.
- 71007 Given a selection to read, the student will identify figurative and descriptive language.
- 71008 Given selections to read the student will compare and contrast the information and ideas.
- 71009 Given a selection to read, the student will identify the author's bias, accuracy, competency and viewpoint as well as his apparent and hidden purpose in presenting this viewpoint.
- 71010 Given a selection or selections to read, the student will distinguish between fact and opinion by defining elements in that selection that are fact or opinion.
- 71011 Given a selection to read, the student will draw his own inference from the material to recognize the author's inferences, and to recognize the inference implied by the author's choice of words, tone or mood.
- 71012 The student will demonstrate recognition of propaganda techniques by identifying the author's attempt to sway the reader to a particular point of view.
- 72001 The student will identify correct and incorrect uses of inflected verb forms in given phrases or sentences and note changes in tense and number.
- 72002 Given a list of words, the student will divide each word into its prefix and root, or suffix and root.

- 72003 Given a list of words beginning with prefixes, the student will identify the prefix of each word and state its meaning.
- 72004 Given a list of prefixes and one of root words, the student will combine each prefix with a root to form a new word by constructing a sentence using that word.
- 72005 Given a list of syllabication rules and a set of multi-syllable words, the student will identify the accented syllable and syllabication principle of each one.
- 72006 Given a compound word or a hyphenated word, the student will demonstrate his ability to use the word correctly in a written sentence.
- 72007 Given an archaic, colloquial or unusual word and a dictionary or other appropriate source, the student locates the word and will answer a question about its derivation.
- 72008 Given an abbreviation, the student will identify the word for which it stands.
- 72009 Given a list of singular words ending in s, x, z, sh, ch, the student will write the plural form of each one.
- 72010 Given a list of singular nouns, the student will write the plural form of each one and state the rule which applies.
- 72011 The student will demonstrate his knowledge of subject - verb agreement by making the subject and predicate of a sentence agree.
- 72012 Given two or more sentences to read, each using the same multiple-meaning word in a different context, the student will identify the appropriate meaning of the word.
- 72013 Given two or more words with similar meanings to read but different connotations, the student completes a sentence by selecting the appropriate word.
- 72014 Given a sentence to read containing an underlined word, the student will substitute an antonym for the underlined word.
- 72015 Given a word to read, the student designates another word similar in meaning, from a choice of three words.
- 72016 Given a sentence to read with a word underlined and a thesaurus, the student selects and writes an appropriate synonym.
- 72017 Given a pair of homonyms to read, the student designates from two choices, their definitions.
- 72018 The student will identify homonyms in given pairs of words, lists of words, or reading selections.
- 72019 Given a selection to read containing a colloquial or idiomatic expression the student will identify and interpret the expression.

- 73001 Given a library catalog card, the student will identify all of the components of that card.
- 73002 Given a list of questions and a list of specialized reference materials, the student will identify the reference which would provide an answer to each question.
- 73003 Given visually a dictionary entry and given statements about specified parts of the entry, the student will designate from several choices the statement or statements that are true.
- 73004 Given a chart, graph, map, or pictorial material the student will interpret the information given by answering specific questions on its content.
- 73005 Given a selection to read, the student will exhibit his ability to rapidly cover that selection using previewing techniques (skimming, scanning, etc.).
- 73006 Given a selection to read the student will write a concise summary of it.
- 73007 Given a specific topic and information from several different sources the student will select information only pertinent to the topic.
- 73008 Given a selection to read, the student will organize the material into outline form.
- 73009 Given a selection to read, the student will organize that selection into proper sequence.
- 73010 Given the necessary information about a book, the student will organize this information into bibliographical form.
- 73011 Confronted with many types of reading material the student will exhibit an awareness of the differences in that material.
- 74001 In the reading areas of Science, Math and Social Studies the student will exhibit an understanding of the general and technical terms of that area.
- 74002 The student will be provided with varied experiences in the content areas designed to develop inductive and deductive reasoning techniques.
- 75001 The student will be provided with opportunities in reading that will help him to appreciate the importance of reading for communication, as a source of information, to learn other subjects, understand other cultures, etc.
- 75002 The student will be provided with a variety of reading experiences that will encourage him to read more, including news and a variety of types of literature.

- 75003 The student will be provided with a variety of reading experiences that will encourage him to read more selectively.
- 75004 The student will be provided with a variety of reading related experiences and techniques that will give him a background in using printed materials and references for specific information.
- 75005 The student will be provided with a variety of reading experiences that will help him to modify attitudes and behavior as a result of insights or identification gained through reading.
- 76001 Given aural directions the student will follow them.
- 76002 Given a selection aurally the student will interpret that selection.
- 76003 The student will be provided with opportunities to appreciate different forms of oral expression, such as poetry, plays, stories.
- 76004 The student will be provided with opportunities to listen to statements and ideas which he will interpret and evaluate.
- 76005 The student will be provided with opportunities and encouraged to participate in class or group discussions.
- 76006 The student will be provided with opportunities to express orally; information, thoughts, ideas, and feelings in an organized manner.
- 76007 The student will be encouraged to speak fluently, using correct grammar and proper enunciation.
- 77001 The student will be provided with opportunities and a variety of materials to read orally with feeling and expression.
- 77002 Given a selection to read orally, the student will exhibit comprehension of that selection.
- 77003 The student will be provided with opportunities to exhibit his ability to read aloud with correct pronunciation and intonation, interpreting punctuation correctly.
- 77004 The student will indicate an understanding of the need to adjust his reading speed according to the purpose and difficulty of the reading material.
- 77005 The student will demonstrate that he can:
1. read for details
 2. skim for specific information or for general impressions
 3. use efficient eye movement patterns
 4. read without pointing; moving his head