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ABSTRACT

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey ESEA Title III program is funding the project as a demonstration site. The Dale Avenue Performance Objectives, it is stated, were an outgrowth of a needs assessment. These Performance Objectives were written to provide children with experiences which are needed in order to function eventually in the formal academic areas of reading and math. Beginning with the most elementary skill which a child must master in order to perform in the prekindergarten classroom, the Performance Objectives are considered to take each child through a developmental hierarchy of skills. A record keeping book to go along with the Performance Objectives is included with the Performance Objectives in this document. The Performance Objectives act as the teacher's pretest and as a posttest. A summary record goes along with each child to his next class. This is stated to help the new teacher to ascertain what the child is able to do and to help the child to continue at his own rate. (Author/JM)

dale avenue performance objectives manual

- LISTENING
- NAMING
- OBSERVING
- SPEAKING
- WRITING & MOTOR SKILLS
- PERCEPTUAL MOTOR SKILLS
- ENCODING/DECODING
- MATHEMATICS
- CLASSIFICATION
- SERIATION

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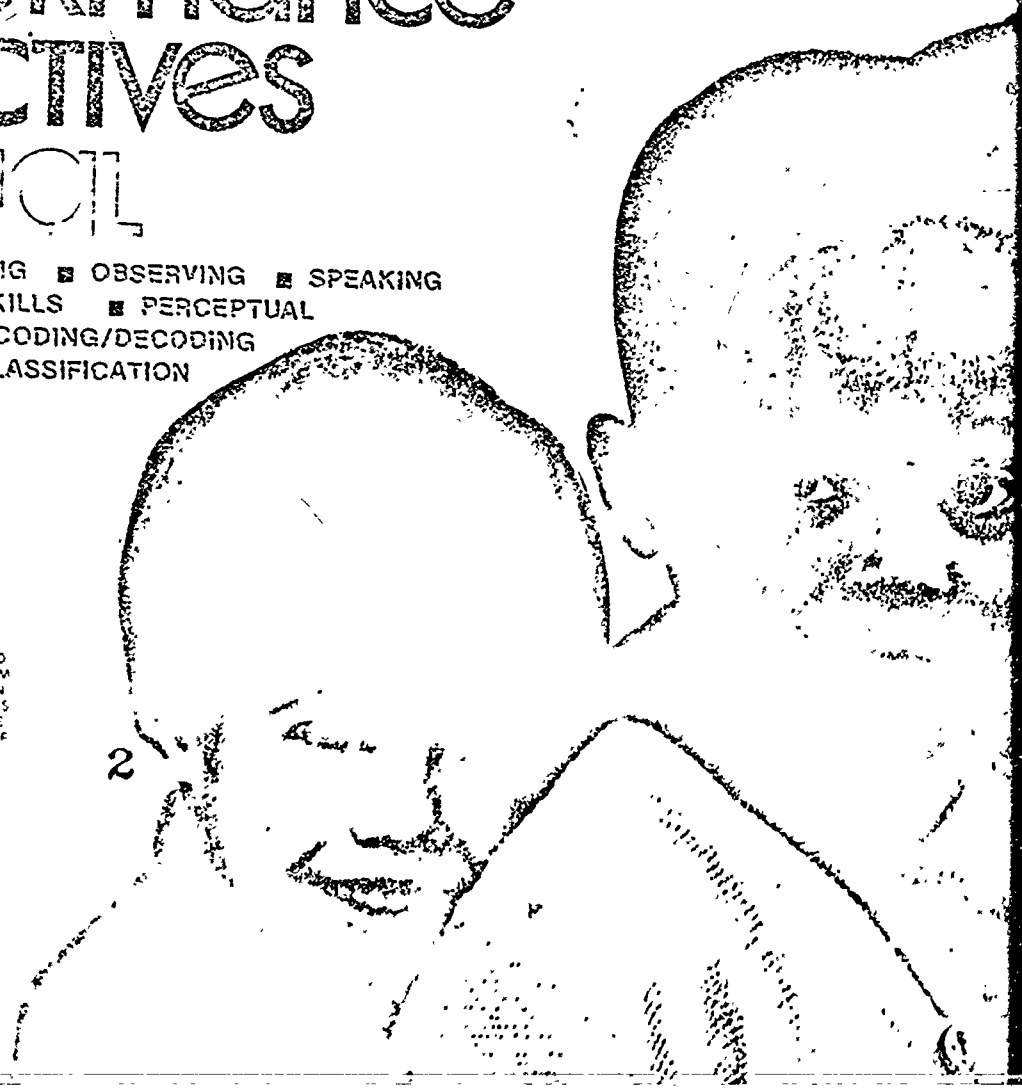

ERIC

THE DALE AVENUE

PERFORMANCE OBJECTIVE MODEL

PRE-PRIMARY-PRIMARY PERFORMANCE OBJECTIVES

PREKINDERGARTEN THROUGH GRADE THREE

3

Paterson Public Schools
Paterson, New Jersey

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary and Secondary Education Act, Title III. The Project was validated in 1973 by the standards and guidelines of the United States Office of Education as innovative, successful, cost effective, and exportable.

As a result, the New Jersey ESEA, Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost.

The Elementary and Secondary Education Act, Title III program in New Jersey is administered by the Office of Program Development, Division of Research, Planning, and Evaluation/Field Services, Department of Education, State of New Jersey, 225 West State Street, Trenton, New Jersey 08625.

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June 1974

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The initial form of the Prekindergarten and Kindergarten Performance Objectives were developed through funding from the Elementary and Secondary Education Act, Title I. The development of first through third grade Objectives and the revision of all of the Objectives into the present Pre-Primary-Primary Performance Objectives were funded under the Elementary and Secondary Education Act, Title III.

The Objectives were written by the Title III project director and researcher assisted by suggestions for corrections, additions, and deletions by the other Title III staff members, Fred De Feo, Paterson Mathematics Supervisor, the Dale Avenue prekindergarten director, social work coordinator, psychologist, librarian and regular and special area teaching staff.

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INTRODUCTION

The Dale Avenue Performance Objectives were an outgrowth of a needs assessment conducted in Paterson, New Jersey by the Title III staff at the Dale Avenue School. These Performance Objectives were written to provide children with experiences which are needed in order to function eventually in the formal academic areas of reading and math.

Beginning with the most elementary skill which a child must master in order to perform in the prekindergarten classroom, the Performance Objectives take each child through a developmental hierarchy of skills. The Dale Avenue Performance Objectives were designed to "short circuit" learning disabilities. They are a pretest which establishes the exact level on which a child is operating.

Utilized as curriculum goals, the Performance Objectives provide terminal guideposts to establish skill mastery. These Objectives are compatible with the developmental sequence of the four through eight year old as was illustrated by empirical testing in the pilot program at the Dale Avenue School from 1970 to 1973.

The Performance Objectives provide an evaluation instrument and also structure the materials presented in the prekindergarten through third grade classroom. They are the curriculum at Dale Avenue School and they were planned using many of Piaget's developmental theories including the three stage sequence of learning. The first stage (sensori motor) involves contact with concrete materials; in the second stage (perceptual) contrasting stimuli of color, shape and sound are presented and in the third stage (ideational-representational) the child deals with objects and ideas with a minimum of concrete and perceptual support. The Performance Objectives involve individual readiness which depends upon the child's existing state of knowledge. Some things must be learned before others. More difficult concepts must be built.

The teacher has the freedom to teach the skills and concepts in any way she wishes. This enables her to use her own creative talents and to find the teaching method that best suits each child. Children move at their own rate from skill to skill.

The Performance Objectives act as the teacher's pretest and as a posttest. A summary record goes along with each child to his next class. This helps the new teacher to ascertain what the child is able to do and to help him to continue at his own rate.

The teacher's guide which accompanies the Performance Objectives contains a complete explanation of the ten Performance Objective areas. There is also information on pre and posttesting, record keeping, grouping and individualizing and materials needed for teaching and planning lessons. Other important aspects of the Dale Avenue Project are also discussed.

A record keeping book, tests, an administrator's guide and a box of activities to go along with the Performance Objectives are the materials available at cost from the project director or the State Department of Education, division of Research, Planning and Evaluation.

As part of the research for the project, various curriculum designs and performance objective formats were examined very closely. The Montclair, New Jersey, and Paterson, New Jersey, Course of Studies were examined as were various reading and math programs. The Curriculum Guide from Bucks County Public Schools and from Marysville, California, were closely perused as were the Instructional Objectives from Los Angeles California.

Much reference material was also helpful in developing the Performance Objectives and these materials are listed in the back portion of the Teacher's Guide which must accompany this Performance Objective manual.

Project Address
Dale Avenue Performance Objective Model
Dale Avenue School
21 Dale Avenue
Paterson, New Jersey 07505
(201-271-3375)

Dale Avenue
Pre-Primary - Primary
Performance Objectives

LISTENING

L-1 Indicates recognition of own name by raising hand, or saying "here," "yes," or "si."

L-2 Follows a simple direction to complete a simple task, such as "Stand up!" or "Take one crayon."

L-3 Follows complicated direction involving several tasks, such as "Go downstairs. Find Mrs. Smith. Give her this note. Bring back her answer."

L-4 Selects from four pictures one picture which relates to a word presented orally.

L-5 Names a familiar song after listening to a few bars.

L-6 Selects from four instruments the appropraite rhythm instrument after hearing the sound of this instrument demonstrated.

L-7 Selects from two pictures the one which relates to a short story, rhyme or song presented by the teacher.

L-8 Correctly answers verbally a minimum of two questions related to a short, simple story read by the teacher.

L-9 Repeats, in exact sequence, four digits or words, at the rate of two per second.

L-10 Retells, in proper sequence, a short two or three sentence story told by the teacher.

L-11 Recites a minimum of three nursery rhymes, poems or finger plays. Demonstrates comprehension of them by answering orally a minimum of two questions related to each rhyme, poem or finger play.

L-12 Sings a minimum of three songs. Demonstrates comprehension by answering orally a minimum of two questions related to each song.

L-13 Correctly identifies the following gross sounds heard in the classroom: closing of door, chalk on blackboard, singing.

L-14 Correctly discriminates between the following pairs of fine sounds produced by the teacher: loud and soft, high and low, fast and slow.

L-15 Correctly identifies direction from which sound comes. (Example: outside of building, back of room, in the hall)

L-16 Recognizes rhyming words in poems or nursery rhymes, when asked to listen for words that sound alike at the end.

L-17 Supplies adjectives, or phrases of his own, to portray characters in stories read to him.

L-18 Retells, in proper sequence, a short story read aloud many times by the teacher.

L-19 Indicates, by gesture or verbal response, that a word in a familiar story, poem or song is inappropriate.

L-20 Takes part in choral speaking, blending in with group.

L-21 Provides appropriate rhyming word in a familiar couplet.

L-22 Can select from a group of five words the two that rhyme.

L-23 Correctly answers verbally a minimum of five questions related to a short, simple story read by teacher.

L-24 After thirty-second pause, can repeat in exact sequence four digits that have been given at the rate of two per second.

L-25 Continues telling a familiar story when the previous storyteller stops.

L-26 Performs a particular motor activity every time a particular word in a familiar story read by the teacher is heard.

L-27 When given three-step directions can repeat them.

L-28 Continues verbally with the next number or letter in a series when presented with the two previous numbers or letters.

L-29 Tells four directions for a previously learned game.

L-30 Tells whether the mood of the story is sad, happy, exciting or scary.

L-31 When told a scrambled version of a familiar story, can retell the story in proper sequence.

L-32 After a thirty-second pause, can repeat in exact sequence five digits that have been given at the rate of two per second.

L-33 Follows five-step directions.

L-34 When given five-step directions, repeats them.

L-29 Tells four directions for a previously learned game.

L-30 Tells whether the mood of the story is sad, happy, exciting or scary.

L-31 When told a scrambled version of a familiar story, can retell the story in proper sequence.

L-32 After a thirty-second pause, can repeat in exact sequence five digits that have been given at the rate of two per second.

L-33 Follows five-step directions.

L-34 When given five-step directions, repeats them.

NAMING

N-1 When asked, student supplies own first name.

N-2 When asked, student supplies own full name.

N-3 When asked, student supplies his age and sex.

N-4 Student supplies his bus number, address and name of school.

N-5 When asked, student supplies grade level and names of all classroom personnel using correct Miss, Mrs. and/or Mr. titles.

N-6 Student can name the following body parts and can tell how many he has of each:

a. Eyes, nose, mouth
b. Lips, ears, teeth, tongue
c. Head, neck, arms
d. Hands, fingers, elbows
e. Legs, feet, ankles
f. Back, stomach, chest
g. Eyebrows, eyelashes, wrist

N-7 When asked, student supplies full name of ten classmates.

N-8 Supplies word for four concrete, or pictured items from each of the following categories:

a. Objects in room
b. Art materials
c. Furniture
d. Instruments
e. Physical Education materials

N-9 Names parts of four concrete objects. (Example: A chair has legs, a back, a seat.)

N-10 Names the parts of four pictured items.

N-11 Explains use of concrete, or pictured object. (Example: A broom is used for sweeping.)

N-12 Names category of three related objects. (Example: A hammer, a saw, and a screw driver are all tools.)

N-13 Names basic shapes. (Circle, Square, Triangle)

N-14 Names the following colors:

a. red, green
b. blue, yellow
c. orange, purple
d. black, brown

N-15 Identifies certain objects as having the following characteristics:

a. soft, hard
b. smooth, rough
c. dark, light
d. shiny, dull
e. flat, round

N-16 Identifies certain objects as having the following characteristics of size:

a. big, little, middle-sized
b. tall, short, long
c. thin, fat
d. smallest, tallest, shortest

N-17 Supplies opposites for the following concept pairs:

a. big/little; up/down; long/short
b. widest/narrowest; top/bottom; inside/outside
c. over/under; before/after; same/different
d. nearest/farthest; behind/in front of

N-18 In reply to the question, "What is this?" the student answers by indicating what the object is and also what it is not. (Example: "This is a ball. It is not a book.")

N-19 Supplies a second sentence to complete an analogy. (Example: "I eat with a fork. I cut with a _____.")

N-20 Names the following basic shapes:

a. star, diamond, oval
b. rectangle, heart

N-21 Names the following colors:

a. white
b. gray
c. pink
d. tan

N-22 Supplies color, shape, texture and size adjectives to describe three objects presented to him when asked, "Tell me all you can about this."

N-23 Student names the following body parts, and tells how many he has of each of them:

a. shoulders, waist
b. knees, hips
c. forehead, nostrils
d. front, toes
e. cheeks, chin

N-24 Names days of the week.

N-25 Names month of birthday.

N-26 Names birthdate. Example: March 15th.

N-27 Names the months of the year in order.

N-28 Names the seasons and describes a minimum of one weather condition that characterizes that season.

N-29 Names ten animals.

N-30 Names ten items of clothing.

N-31 Names ten kinds of food.

N-32 Names five kinds of transportation.

N-33 Names five things that are weapons.

N-34 Names five things that are tools.

N-35 Names five occupations and indicates orally one fact about each occupation that is directly relevant to it.

N-36 Names the four basic food groups: 1) meat, fish and poultry, 2) dairy products, 3) vegetables and fruits, 4) wheat product.

N-37 Names , ? . ! and " ".

N-38 Names contractions for cannot, does not, is not.

N-39 Names ten famous people and indicates orally why they are famous.

N-40 Names five holidays and the months in which they occur.

N-41 Names sources of the following food: meat, vegetables, milk, eggs.

N-42 Names sources of the following materials from which clothing is made: wool, cotton, silk, synthetics, i.e. nylon, etc.

OBSERVING

O-1 Selects his own belongings from those of others.

O-2 Completes a simple puzzle of ten pieces.

O-3 Observes partially completed drawing of an object, or an animal, and makes proper identification of whole.

O-4 Orally supplies correct word for all of the following actions demonstrated by other children, or teacher.

a. running, skipping
b. hopping, dancing
c. standing, sitting
d. throwing, pushing
e. touching, pouring
f. cutting, drawing, writing

O-5 Observes and reports two existing weather conditions.

O-6 Designates orally (using all of the following prepositions) placement in space of concrete objects, self, or other children.

a. over/under
b. up/down/between
c. in front of/in back of/next to
d. before/after
e. away from/toward
f. around corner of/through

O-7 Duplicates the order of a sequence of five pictures, geometrical designs, or beads presented by the teacher.

O-8 Remembers and can duplicate the order of a sequence of five pictures, geometrical designs or strung beads, when stimulus objects have been removed.

O-9 Given two similar pictures depicting real situations with many elements in each, student can point to, or indicate changes in, minute details.

O-10 Given a card with three identical red circles, can indicate sameness of shape and color.

O-11 Given two cards, one with identical red circles and one with one large blue circle, indicates difference in color and size.

O-12 Completes a puzzle of twenty-five pieces. (Contained in a maximum form of 8½ x 11 inches.)

O-13 Observes partially completed word and makes as many words as possible by substituting vowels. (Example: p_t becomes pat, pet, pit, pot and put.)

O-14 Observes word with one missing letter in context of sentence and adds letter to make a whole word. (Example: the _un is shining.)

O-15 Completes a simple crossword puzzle with a minimum of eighteen words.

O-16 Proofreads a short familiar story indicating errors in spelling, punctuation, margin indentation and capitalization.

SPEAKING

SP-1 Responds with a simple "Yes," or "No," when asked a question.

SP-2 Responds in a complete sentence when asked a short, simple question. (Example: What is your name? Answer: My name is ____ _____.)

SP-3 Uses singular and plural forms correctly.

Example: One cat.
Two cats.

SP-4 Produces correct sound for each vowel.

SP-5 Produces the following consonant sounds in the initial position.

a. p,b,t,d,k,g,h,f,v,m,n
b. l,r,th,s,z,sh,ch

SP-6 Produces the following consonant sounds in the final position.

a. p,b,t,d,k,g,f,v
b. s,z,m,n,l,r,th,sh,ch

SP-7 Produces the following consonant blends in the initial position.

a. bl,br,pl,pr
b. tr,dr,cr,cl,gr,gl
c. fl,fr,sl,sw,sk,st,sp,sn,sm

SP-8 Recognizes the following consonant sounds in the initial position.

a. p,b,t,d
b. k,g,h,f,v
c. s,z,m,n,l,r
d. th,sh,ch

SP-9 Recognizes the following consonant sounds in the final position.

a. p,b,t,d
b. k,g,f,v
c. s,z,m,n,l,r
d. th,ng,sh,ch

SP-10 Recognizes the following consonant blends in the initial position.

a. gl,br,pl,pr
b. tr,dr,cr,cl,gr,gl
c. fl,fr,sl,sw,sk,st,sp,sn,sm

SP-11 Responds in complete sentence when asked a complicated question. Example: What's the name of our principal and where is his office?

SP-12 Selects the grammatically correct word when sentences are presented which require a choice of one of the following paired words.

a. came, come/did, done
b. is, are/isn't, aren't
c. ran, run/saw, seen
d. was, were/wasn't, weren't

SP-13 Indicates which of three words given has each of the following consonant sounds in the middle position.

a. p,b,t,d,k,g,h,f,v,s,z,m,n,l,r
b. ng,th,sh,ch

SP-14 From a list of five compound words, names the two words that can be found in each of the compound words.

SP-15 Indicates whether or not the following consonant blend sounds appear in the middle of a word when presented with three words for each sound:

a. bl,br,pl,pr
b. tr,dr,cr,cl,gr
c. fl,fr,sw,sk,st,sp

SP-16 Clearly pronounces ing, ft, est, er and ly, when words with these endings are presented in a sentence completion task.

SP-17 When told three words, supplies an antonym (opposite) for each one.

SP-18 When told three words, supplies a synonym (words that mean the same or almost the same) for each one.

SP-19 Uses plural form correctly for the following nouns ending in f: loaf, life, leaf, and scarf.

SP-20 Defines homonyms, synonyms and antonyms.

SP-21 When presented with a list of five words containing prefixes and suffixes, designates the root words.

SP-22 When presented with three one syllable words, selects the one word that contains the following short or long vowel sounds for which he has been asked to listen:

a. long a,e,i,o, and u
b. short a,e,i,o, and u

WRITING AND MOTOR SKILLS

WMS-1 Moves a crayon any way desired to fill in a 4 x 4" square on a large size piece of paper. (Scribbling over lines is acceptable.)

WMS-2 Draws vertical line evenly and smoothly.

WMS-3 Draws horizontal line evenly and smoothly.

WMS-4 Draws diagonal line evenly and smoothly.

WMS-5 Draws curved line evenly and smoothly.

WMS-6 Traces basic shapes (circle, square, triangle, rectangle) with templates.

WMS-7 Cuts continual straight line.

WMS-8 Cuts curved line.

WMS-9 Cuts pattern containing complicated rotations and reversals.

WMS-10 Indicates knowledge of direction in relation to self in space by making a one foot x, one foot square, or a circle about one foot in diameter, on the blackboard using whole arm motion and crossing the body midline.

WMS-11 Pastes one end of paper strip to another to form rings for chains.

WMS-12 Copies basic shapes on 8½ by 11" piece of paper when paper is presented in a horizontal manner. (Circle, square, triangle, rectangle, cross.)

WMS-13 Draws circle, square, and triangle.

WMS-14 Combines verticle, horizontal, diagonal and curved lines into simple forms.

WMS-15 Draws circle in both directions.

(WMS 16-24 Manuscript)

WMS-16 Copies name correctly.

WMS-17 Follows these verbal directions:

a. Draw a mark through
b. Put a circle around
c. Put an X over (on)
d. Draw a line under

WMS-18 Copies all upper and lower case letters and numbers to 10 at near point from a paper that is placed on child's desk.

WMS-19 Copies all upper and lower case letters and numbers to 10 at far point from the blackboard.

WMS-20 Copies words required in basic sight vocabulary correctly. (Listed in Decoding #5.)

WMS-21 Copies from blackboard to paper, the name of school, grade level and date, without any substitution of letters.

WMS-22 Produces uniformity in size of letters when copying letters and words from blackboard to paper. Sample should include ten examples of upper and lower case letters.

WMS-23 Provides uniform space between words when doing written work.

WMS-24 Uses capital letter at beginning of sentence, for names and for the word I.

WMS-25 Legibly writes two sentences from dictation, appropriately using capitals and periods.

(WMS 26-31 Cursive)

WMS-26 Copies all upper and lower case letters at far point from the blackboard.

WMS-27 Copies from blackboard to paper, the name of school, grade level, and date without any substitution of letters.

WMS-28 Produces uniformity in size of letters when copying letters and words from blackboard to paper. Sample would include examples of ten upper case and ten lower case letters.

WMS-29 Provides uniform space between words when doing written work.

WMS-30 Legibly writes two sentences from dictation appropriately using capitals and periods.

WMS-31 Legibly writes own composition (minimum of one paragraph), using appropriate punctuation including indentation for paragraph.

PERCEPTUAL MOTOR SKILLS

PMS-1 Demonstrates proper balance on a four foot straight line on the floor, walking heel-to-toe while slowly walking: a. forward and b. backward.

PMS-2 Demonstrates proper balance on a six foot walking rail, walking heel-to-toe, completing the distance while walking slowly forward and backward.

PMS-3 Broad jumps one time, keeping balance at landing and activating both sides of the body.

PMS-4 Skips across the room using the feet alternately with good free movement.

PMS-5 Jogs slowly in place with knees up high.

PMS-6 From a stationary position, standing on one foot with the other leg bent at the knee, hops forward then switches and repeats on the other foot.

PMS-7 Hops twice on one foot and twice on the other foot, rhythmically.

PMS-8 Bounces ball with two hands while walking on a straight line.

PMS-9 Bounces ball with one hand while walking on a straight line.

PMS-10 Bounces ball with alternate hands while walking on a straight line. (Bounce with left, catch with right.)

PMS-11 Tosses a ball higher than the head and catches it on a fly.

PMS-12 Bounces a ball higher than the head and catches it on a fly.

PMS-13 From a stationary position, kicks a ball along the ground.

PMS-14 Stops a rolling ball with his foot.

PMS-15 Bounces ball one bounce to a partner from a distance of twelve feet.

PMS-16 Throws ball underhand to a partner from a distance of twelve feet.

PMS-17 Throws ball overhand to a partner from a distance of twelve feet.

PMS-18 Catches ball that has been thrown underhand by a partner from distance of twelve feet.

PMS-19 Catches ball that has been thrown overhand by a partner from a distance of twelve feet.

PMS-20 Hops twice on one foot and once on the other rhythmically in place at least two times.

Example: Left, left, right
Right, right, left

PMS-21 Same as above, but moving from one point to another.

ENCODING/DECODING

DEC-1 In simulated street crossing situation, student demonstrates ability to give appropriate response by crossing on the green and stopping on the red signal. (Signal facing him.)

DEC-2 Distinguishes between printed words and pictures.

DEC-3 Selects own printed name from five names presented to him.

DEC-4 Recognizes common signs, trademarks, supermarket logos, when presented to him.

Example: STOP ONE WAY

DEC-5 Recognizes printed symbols for a least twenty frequently seen or read words when these words are presented one-by-one in random order.

SIGHT WORDS: the, and, this, is, a, mother, father, baby, girl, boy, dog, cat, ball, car, red, blue, green, yellow, big, little.

DEC-6 Reads aloud a simple story of 5-7 words. (Student must answer questions: who, what, when, where, to determine comprehension.)

DEC-7 A) Names all 26 capital letters when presented in random order.
B) Names all 26 lower case letters when presented in random order.

DEC-8 A) Matches sound of letter with printed symbol. (Consonants)
B) Can distinguish between a letter and sound.

DEC-9 Matches consonant blends with printed symbol. (bl,br,pl,pr,tr,dr,cr,gr,gl, fl,fr,sl,sw,sk,st,sp,sm,sn)

READINESS PRE-PRIMER

DEC-10 Recognizes the sight vocabulary, of whatever reader is used, at the beginning of each story and indicates comprehension of the meaning of each word. (Pre-Primer)

DEC-11 Matches the written sight vocabulary with a single picture portraying an object, an idea or action.

DEC-12 Recognizes that capitalizing a word does not change its meaning. (Example: house, House)

DEC-13 Recognizes a period and states that it ends a sentence.

DEC-14 Recognizes a comma and states that it indicates a pause.

DEC-15 Recognizes a question mark and states that it indicates that the sentence is a question.

DEC-16 Recognizes quotation marks and states that they indicate that someone is saying something.

DEC-17 Recognizes an exclamation mark and states that it denotes excitement.

DEC-18 Recognizes a capital letter and states that it denotes the beginning of a new sentence.

DEC-19 Recognizes that a capital letter denotes the beginning of a quotation.

DEC-20 Can supply an appropriate word from context clues when a word is left out of a written sentence. (Example: John went to _____.) (Answers could be school, bed, lunch, etc.)

DEC-21 Selects from a list of three words, the word which begins with the same sound as a word given orally by the teacher.

DEC-22 Recognizes that adding s to a word makes it plural.

DEC-23 Matches plural form of that word with pictures of more than one of that object.

DEC-24 Selects a word from a compound word. (Example: lunch from lunchroom)

PRIMER

DEC-25 Recognizes the sight vocabulary, of whatever reader is used, at the beginning of each story and indicates comprehension of the meaning of each word. (Primer)

DEC-26 Matches words that rhyme when they are presented with three other words.

DEC-27 Recognizes words that have the same meaning as another known word. (Example: steps, stairs)

DEC-28 When given a specific word in a sentence to read, student can use same word orally in another sentence. (Example: Glynis has a dog. Mary has a dog. The dog is black.)

DEC-29 Recognizes that a dash indicates a pause.

DEC-30 Identifies root word when s, ing and ed endings are added to any verb. (Example: walk-walked, stop-stops)

DEC-31 Differentiates between a book, a magazine and a newspaper.

DEC-32 Selects from three written words the word given orally by the teacher.

DEC-33 Demonstrates comprehension of story read silently by answering five "who," "what," "where," and "how" questions.

DEC-34 Recognizes the sight vocabulary, of whatever reader is used, at the beginning of each story and indicates comprehension of the meaning of each word. (First Level)

DEC-35 Matches appropriate phrase or sentence with picture that it describes.

DEC-36 Identifies words that begin with the same initial consonant sound as a pictured item. (Example: Picture of lamp and word little.)

DEC-37 Completes a second sentence using the proper pronoun. (Example: The boys had a race. _____ran fast. (They, she, he)

DEC-38 When supplied with a picture clue, indicates understanding of the main idea of a riddle by underlining the word (from a group of words) that answers the questions "What is he?"

Example: He runs after birds. cat
He purrs. dog
What is he? bird

DEC-39 Writes ed and ing endings to verbs when these endings are appropriate.

DEC-40 Identifies the following final consonant sounds in words: s,n,d, hard g,t.

DEC-41 Provides initial consonant substitution with the following consonant sounds: hard c, h,m,l.

DEC-42 Recognizes the following contractions and indicates from what two words the short form was derived:

a. can't, he's, I'll, I'm, she's
b. here's, where's, it's, couldn't
c. isn't, don't, doesn't, didn't there's

DEC-43 Recognizes and indicates comprehension of the following possessive pronouns: my, mine his, her, our, their.

DEC-44 Indicates ability to predict outcome of five sentence story by underlining correctly one of three choices presented.

DEC-45 Associates the letters a,e,i,o,u with the long vowel sound and can demonstrate this knowledge by correctly producing orally a word with each sound.

DEC-46 Associates the letters a,e,i,o,u with the short vowel sound and can demonstrate this knowledge by correctly producing orally a word with each sound. (Examples: bat, bet, bit, hot, hut)

DEC-47 Recognizes and spells the vocabulary of whatever reader is used at the beginning of each story and indicates comprehension of the meaning of each word. (Second half of first level.)

DEC-48 Indicates ability to use table of contents by finding a specific story.

DEC-49 Puts in order a sequence of three events in the story.

DEC-50 Describes feelings and motives of characters in a story.

DEC-51 Uses word "or" to indicate a choice.

DEC-52 Locates relevant information by selecting sentence in text which refers to a picture.

DEC-53 Indicates recognition that compound words are made up of two words by underlining only the compound words in a list of five words (not all of which are compound).

DEC-54 Indicates number of syllables in words of one, two and three syllables.

DEC-55 Recognizes that any single vowel in an unaccented syllable is pronounced "uh."

DEC-56 Identifies a character in a story when supplied with information about this character.

DEC-57 Identifies word endings er and est and their relative meanings.

DEC-58 Exhibits ability to follow written directions.

DEC-59 Draws picture from descriptive sentences written about a subject.

DEC-60 Recognizes es as ending which makes some words plural. (Example: box-boxes)

DEC-61 Builds word families by substituting initial consonants. (Example: bat-cat-fat-hat)

DEC-62 Chooses correct word called for in context of sentence. (Example: The sky over the city was_____.) (bed, black)

DEC-63 Compares two things or ideas unlike in every way but one, using like or as. (An orange is like a ball.)

DEC-64 Correctly uses word if to place a condition on a statement. (Example: You may go, if you clean your room.)

DEC-65 Chooses six true statements from a list of true and fictitious statements regarding a story.

DEC-66 After reading a story can do a simple dramatization of that story.

DEC-67 Names a,e,i,o,u and sometimes y as vowels.

DEC-68 Identifies certain statements from a story as having been said by certain characters.

DEC-69 Supplies a word that has the same meaning as another word. (Example: happy-glad)

DEC-70 Supplies a word that has the opposite meaning of another word. (Example: tiny-big)

DEC-71 Cites cause and effect relationships. (Example: Jack was hungry because there was nothing to eat.)

DEC-72 When presented with two columns of known words (eight in each column) indicates ability to form compound words by matching the words that go together. Example:

(1)	(2)
side	time
grand	father
day	walk

DEC-73 Demonstrates knowledge of different meanings of same word by using the word in sentences. (Example: I stand on my feet. The room is ten feet long.)

DEC-74 Utilizes 'd for shortened form of I would, he would, etc.

DEC-75 Associates a word with a definition of that word when given three words from which to choose.

DEC-76 Recognizes that e at the end of a one syllable word makes the other vowel long. (Example: nice, make, line)

DEC-77 Selects from a group of four words, three of which have the same classification, the one that does not belong with the others. (Example: pumpkin, apple, eggs, tree)

DEC-78 Demonstrates ability to drop silent e and add ing in changing words such as like to liking, make to making, etc.

DEC-79 Changes the vowel from short to long by adding silent e. (Example: mad, made)

DEC-80 Drops silent e and adds er and ed to words like move-moved-mover.

DEC-81 Can orally summarize the main thought in a paragraph in one sentence.

DEC-82 Can give examples of words that sound like their meanings. (Examples: buzz, choo-choo-choo, drip, ping-pong)

DEC-83 Recognizes and spells the sight vocabulary, of whatever reader is used, at the beginning of each story and indicates comprehension of the meaning of each word. (Second Level)

DEC-84 Recognizes the following sight vocabulary and indicates comprehension of the meaning of each instruction:

a. Draw a mark through
b. Put a circle around
c. Put an X over (on)
d. Draw a line under

DEC-85 Draws picture which illustrates material read.

DEC-86 Recognizes that y sounds like long vowel e at the end of two syllable words. (Example: candy)

DEC-87 Recognizes that y sounds like the long vowel i at the end of a one syllable word. (Example: sky)

DEC-88 From a list of ten words beginning with soft and hard g underlines all the words that start with soft g.

DEC-89 When appropriate, changes y to i before adding es. (Example: lady-ladies)

DEC-90 Recognizes that ir, ur, er, and or can all say er. (Example: bird, fur, her, word)

DEC-91 Effects initial digraph substitutions. (Example: girl, whirl)

DEC-92 Recognizes that indented word in reading material indicates a new paragraph.

DEC-93 Recognizes that some words sound alike, but are spelled differently. (Example: new-knew)

DEC-94 Effects final consonant digraph substitution. (Example: dig-dish, lot-lock)

DEC-95 Utilizes final suffix y to form new words. (Example: luck-lucky)

DEC-96 Doubles final consonant in words with short vowel before adding endings of ing, ed.

DEC-97 Recognizes final consonant ng and can substitute it for another final consonant. (Example: sit-sing)

DEC-98 Uses table of contents to determine the length of the story.

DEC-99 Recognizes the suffix tion or sion is pronounced shun.

DEC-100 Indicates understanding of story by answering if, then, and because questions. (Example: If this and this happens, what can you conclude?)

DEC-101 Describes a character in a story, noting details about that character.

DEC-102 Recognizes diphthongs: oy, oi. (Example: boy, oil)

DEC-103 Summarizes details of a story by retelling a scene in own words.

DEC-104 Underlines the vowel in every syllable of a word.

DEC-105 Crosses out silent vowels in a word.

DEC-106 Demonstrates ability to define words by substituting a synonym for an underlined word in a sentence. (Example: Puss was a very clever cat. Answer: smart.)

DEC-107 Recognizes digraph ay. (Example: day)

DEC-108 Recognizes vowel digraph ea. (Example: beat)

DEC-109 Recognizes that initial consonant blend qu says kw. (Example: queen)

DEC-110 Demonstrates the understanding of metaphors by completing examples similar to the following: He was mad ____(as a wet hen).

DEC-111 Recognizes the diphthong ou. (Example: scout)

DEC-112 Changes one syllable word to two syllables by adding ing. (Example: jump-jumping)

DEC-113 Recognizes contraction 've and cites the long form of the contraction. (Example: you've, you have)

DEC-114 Recognizes vowel digraph ow. (Example: snow)

DEC-115 Recognizes diphthong ow. (Example: cow)

DEC-116 Recognizes vowel digraph oo. (Example: good)

DEC-117 Recognizes vowel digraph oo. (Example: food)

DEC-118 Recognizes and can spell the sight vocabulary, of whatever reader is used, at the beginning of each story and indicates comprehension of the meaning of each word. (Third Level-first half)

DEC-119 Indicates comprehension of figurative language by completing a sentence like the following: I look as big as a mountain to the bug.

DEC-120 Indicates orally an understanding of the motives of character in the story.

DEC-121 Indicates recognition of absurdities by checking sentences that are absurd.

DEC-122 Indicates, by underlining several definitions from a list of four, that some words have more than one meaning. (Example: light)

DEC-123 Orally and in writing substitutes initial digraphs ch, sh, and sh to form new words. (Example: hot, shot, bat, chat, mile, while)

DEC-124 Recognizes L controlled sound for al, all. (Example: final, ball)

DEC-125 Doubles final consonant before adding er and est.

DEC-126 Indicates recognition of different styles in poetry by listing titles of two line poems that rhyme in one column, first and third line rhymes in another, second and fourth line rhymes in another and all other rhyming sequences in a final one.

DEC-127 Recognizes that vowel digraph au (caught) says aw.

DEC-128 Recognizes that the y changes to i before adding ly. (Example: happy-happily)

DEC-129 Skims story, quickly skipping over some parts, in order to find and write answers to five questions.

DEC-130 Indicates (by underlining) silent letters in words. (Example: know, gnat, caught, light, write)

DEC-131 Recognizes rhyming words with different spellings. (Example: Mr. Reeseman-policeman, Hattie-chatty)

DEC-132 Underlines words in a sentence that should be accented.

DEC-133 Predicts outcome of story before ending is read.

DEC-134 Recognizes and can underline suffix ness in a word.

DEC-135 When given a list of three words ending in f and told to write the plural of them, changes f to v before adding es. (Example: loaf-loaves; shelf-shelves; leaf-leaves.)

DEC-136 Recognizes and can underline prefix un in a word.

DEC-137 Recognizes sound of vowel digraph aw. (Example: saw)

DEC-138 Indicates whether a story is fact or fantasy.

DEC-139 Recognizes that le at the end of a word says ul. (Example: needle)

DEC-140 Recognizes r controlled ea sounds, and can classify words containing ear, as follows:

Example:	hear	earth	pear
	fear	learn	bear
	tear	heard	wear

DEC-141 From a group of five sentences, list under columns headed "Who," "What," "When," "Where," and "Why," the words that answer these questions. (Example: On Saturday, Anna takes the clothes to the laundry to be washed. "Saturday" goes under column headed "When," "Anna" under "Who," "Clothes" under "What," "Laundry" under "Where.")

DEC-142 When underlining syllables in words ending in ed, indicates when ed is a separate syllable. (Lists one syllable words ending in ed in one column and two syllable words in another.)

Example:

packed	sounded
seemed	melted
talked	needed

DEC-143 Matches ten words in a column of words with its antonym (words with opposite meaning) in another column of words.

DEC-144 Substitutes vowel digraph ee for other vowels in ten words.

Example:
shut-sheet
fool-feel
dip-deep

DEC-145 Recognizes that final n preceded by a vowel provides a syllable that stands for the n sound. (Example: mitten, sudden, wooden, lesson)

DEC-146 Matches ten words in a column of words with its homonym (words that sound the same but are spelled differently and mean different things) and uses each word in a sentence.

DEC-147 Substitutes vowel digraph ai for other vowel in five words.

Example: meal....mail
green...grain
heel....hail

DEC-148 Recognizes and spells the sight vocabulary, of whatever reader is used, at the beginning of each story and indicates comprehension of the meaning of each word. (Third Level-second half)

DEC-149 Recognizes and lists three words beginning with each of the following consonant blends: squ, gl, sw, sm, scr, spr, spl.

DEC-150 Recognizes and lists three words containing the consonant digraph gh (f) in medial and final positions. (Example: laughing, tough)

DEC-151 Utilizes hyphen to combine words. (long-ago)

DEC-152 Recognizes that au (caught), aw (saw), a (also), a (call), al (walk), all say aw.

DEC-153 Supplies figurative language to describe nouns like rain, waves, thunder (crashing waves).

DEC-154 Locates approximate part in the dictionary where a word will be found by dividing the dictionary into three parts. (A-E), (F-P), (Q-Z).

DEC-155 Finds specific details in a story to prove a specific point.

DEC-156 Demonstrates that g may have a soft sound when followed by e, i, or y, by writing an example of each. (George, giraffe, gym)

DEC-157 Utilizes its, hers, ours, theirs, in the possessive form and knows that they do not require an apostrophe.

DEC-158 Indicates the oo sound and the long u sound can be the same by giving two examples of each. (rule-June) (food-school)

DEC-159 Reads poetry in an interpretive manner utilizing punctuation and dramatic effect to convey author's thought.

DEC-160 Gives three examples to demonstrate that in words ending in le, the consonant preceding the le generally stays with the le ending. (Example: sim ple, tri an gle)

DEC-161 Underlines silent letters in the following words: watch, climb, lamb.

DEC-162 When presented with an example of each, can identify the following forms of literature: poem, letter, fairy tale, fable.

MATH

M-1 A. Recognizes that a group of objects may be called a set.
B. Recognizes one-to-one correspondence when matching equivalent sets.

M-2 Counts by rote from 1 to 10.

M-3 Counts by rote from 1 to 20.

M-4 When presented with a group of ten objects, counts, points and assigns a number to each object.

M-5 A. Recognizes that a number assigned to a set is retained regardless of the set's arrangement in space. (Conservation of Number)
B. When presented with groups of 1,2,3, and 4 objects, visually grasps the number of the group without counting and pointing, and assigns a number to each set.

M-6 Recognizes numerals 1 to 10 when presented in random order.

M-7 Recognizes which number is missing in a series of three numbers from one to ten.

M-8 Compares sets according to value:

a. most/least/fewest
b. more/fewer
c. more than/ less than

M-9 Out of three sets, can choose the set for the size of the group called for. (No more than five in a set.)

M-10 States whether a container is empty or full.

M-11 Identifies empty set by the word, "zero."

M-12 When presented with pictures of fractional parts, identifies whole and half.

M-13 Recognizes penny, nickle, and dime.

M-14 Recognizes the number that comes just before and just after a given number, up to ten.

M-15 Identifies correct ordinal to match pictured objects 1st-5th.

M-16 Identifies symbols: + - = < > .

M-17 Orally performs operation when shown symbol + (to sum of five).

M-18 Recognizes that +1 means counting by one.

M-19 Counts backward from 10 to 0.

M-20 Orally performs operation when shown symbol - (from sets as high as five).

M-21 Recognizes that -1 means counting backward by one.

M-22 Adds to sums of 10 without manipulation.

M-23 Can solve simple oral problems involving sums to 10.

M-24 States that two objects known to be of equal length are the same length regardless of changes in their relative positions in space.

M-25 Reads Arabic numerals 1 through 12 on a clock face.

M-26 When given a group of twelve ordered objects or pictures of twelve objects can identify ordinals sixth through twelfth.

M-27 States that twelve objects can be called a dozen.

M-28 Identifies odd and even numbers when presented with an oral or written list of fifteen odd and even numbers.

M-29 A. Identifies ones and tens place when presented with a two digit number.
B. Counts and writes numerals to one hundred in order.

M-30 Subtracts from set as high as ten, without manipulation.

M-31 Can solve simple oral problems involving subtraction from sets as high as ten.

M-32 Adds sums to nineteen without regrouping.

M-33 Reads and writes numeral words through one hundred.

M-34 Tells time to the hour.

M-35 Counts by tens to 100.

M-36 Counts by fives to 100.

M-37 Identifies symbol ¢.

M-38 When randomly presented with a group of twenty objects or pictures of twenty objects, can identify ordinals twelfth through twentieth.

M-39 Skip counts by two's to 100.

M-40 Adds and subtracts through 99 without regrouping (borrowing), and can solve simple, written word problems requiring these operations.

M-41 Adds sums through 999 without regrouping.

M-42 Subtracts one, two and three digit numbers from numbers as high as 999, without regrouping.

M-43 When presented with pictures of fractional parts, identifies thirds and fourths.

M-44 Identifies fractions 1/4, 1/3, and 1/2.

M-45 Recognizes that 1 is equal to 4/4, 3/3, and 2/2.

M-46 Indicates on a number line the correct placement of 1/2, 1/3, and 1/4 and tells whether each is less than or more than the other two fractions.

M-47 Tells time to the half hour.

M-48 Places four randomly presented nonconsecutive numbers through 999 in correct ascending order.

M-49 When presented with measuring cups, indicates cup, pint, quart and liter.

M-50 Tells that one foot is twelve inches, one yard is three feet and/or thirty-six inches, meter is 100 centimeters.

M-51 Can measure objects using units name in M-50.

M-52 Identifies Roman numerals to XII.

M-53 When given a picture of fifty objects, identifies ordinals twentieth through fiftieth.

M-54 When presented with a three-place number, identifies the ones, tens and hundreds place.

M-55 Recognizes that a line segment is part of a line, and that a line is a set of points.

M-56 Distinguishes between open and closed geometric figures.

M-57 Reads clock to the quarter hour.

M-58 Identifies $1 bill and matches it to a set of coins.

M-59 Identifies symbol $.

M-60 Makes combination of coins to a given amount of money, up to $2.

M-61 Adds two-digit numbers to sums above 99, using regrouping.

M-62 Makes change from a given amount up to $.99.

M-63 Subtracts two-digit numbers with regrouping.

M-64 Adds three-digit numbers to a sum of 999, regrouping.

M-65 Subtracts three-digit numbers, regrouping.

M-66 When presented with a four digit number, identifies the 1000's place.

M-67 Orders four nonconsecutive numbers through 9999.

M-68 Counts by 100's through 1000.

M-69 Counts by 1000's through 9000.

M-70 Adds four-digit numbers to sum of 9999, regrouping.

M-71 Subtracts four-digit number, regrouping.

M-72 Multiplies a one digit number by a one digit number to 9 x 9.

M-73 Divides a two digit number by a one digit number up to 99, without remainders.

M-74 Multiplies any two-digit number by a one digit number.

M-75 Multiplies any three-digit number by a one digit number.

M-76 When presented with word problems, tells whether adding, subtracting, multiplying or dividing is required to solve each one.

M-77 Identifies numerator and denominator.

M-78 Adds two fractions with the same denominator.

M-79 Subtracts two fractions with the same denominator.

M-80 Rewrites fractions 1/4, 1/5, and 1/2 as decimals.

M-81 Rewrites decimals .25, .20, and .50 as fractions.

M-82 Identifies lines as parallel, intersecting and perpendicular.

M-83 Recognizes that congruent figures have the same size and shape.

M-84 Identifies right, isosceles and equilateral triangles.

M-85 Measures three objects to the nearest half inch.

M-86 Tells that one pound is sixteen ounces, and a kilogram is 100 grams.

M-87 Tells that one ton is two thousand pounds.

M-88 Reads the clock in minutes.

M-89 States that the year is divided into 365 days.

M-90 States the number of days in each month.

M-91 Can read a thermometer in degrees/Fahrenheit and Celsius.

CLASSIFICATION

CL-1 Matches a single object with an identical object presented with two other objects.

CL-2 Selects all objects from a set of materials that are the same color as the stimulus object.

CL-3 Selects objects from a set of circles, squares and triangles that are the same shape as the stimulus object. (Set consists of twelve objects: same color, same size, same shape.)

CL-4 Selects from a set of materials, objects that are the same size as the stimulus objects that are small, medium and large. (Set consists of twelve objects: same color, same texture, same shape.)

CL-5 Selects from a set of materials, all objects that are the same texture as a stimulus object. (Set consists of sixteen objects: four different textures, same size, same shape, same color.)

CL-6 Sorts sixteen objects into groups according to color, with no variable in regard to size, shape and texture, (Four colors: red blue, yellow, green.)

Directions: "Put these into groups so that each group is the same"...or "Put these into groups that look the same" ...or "Put all the things that look the same together."

CL-7 Presented with squares and diamonds of the same texture, size and color, sorts all those that are diamonds when presented with a square and told to find all that are NOT like the one presented. (Set consists of four squares and four diamonds.)

CL-8 Sorts into groups by shape, or color (criteria selected by child) objects which have the same texture and size, but are variable in shape and color. (Four colors, three shapes, sixteen objects.)

CL-9 Sorts the same array (see CL-8, above) the alternate way according to the way NOT previously used when asked by the teacher.

Directions: If sorted by shape in CL-8, sort by color in CL-9.

CL-10 Sorts a group of sixteen objects into groups first by shape, then color, then size and then texture.

a. Say "group or sort these in any way you wish."
b. Sort them a different way.
c. Sort by a third way.
d. Sort by a fourth way.

CL-11 Sorts ten pictures of objects based on use. (Example: food, clothing, etc)

CL-12 Sorts ten pictures based on living and non-living things.

CL-13 Identifies three solids, three liquids and three gases.

SERIATION

SE-1 Arranges five objects in order from largest to smallest, in a stack.

SE-2 Arranges five pictured objects, from left to right, shortest to tallest and then reverses order.

SE-3 Arranges ten or more items in a series according to one variable only (size).

SE-4 Arranges twenty items in a series according to two variables. (Ten dolls and ten umbrellas) Arranges pictures of dolls according to height and selects corresponding umbrellas for dolls.

SE-5 Arranges ten alphabet letters in proper sequence.

SE-6 Arranges ten numbers up to one hundred in proper sequence.

SE-7 Draws a picture of five objects he has arranged in a series.

SE-8 Draws a picture of a series of five objects in advance of arranging.

SE-9 Places in order a set of five geometric shapes increasing in number of sides.

SE-10 Arranges ten words in proper sequence (Alphabetical order) according to first letter in words.

SE-11 Arranges ten words in proper sequence according to first two letters in word.

Dale Avenue Performance Objectives Record Book

- LISTENING
- NAMING
- OBSERVING
- SPEAKING
- WRITING & MOTOR SKILLS
- PERCEPTUAL MOTOR SKILLS
- ENCODING/DECODING
- MATHEMATICS
- CLASSIFICATION
- SERIATION

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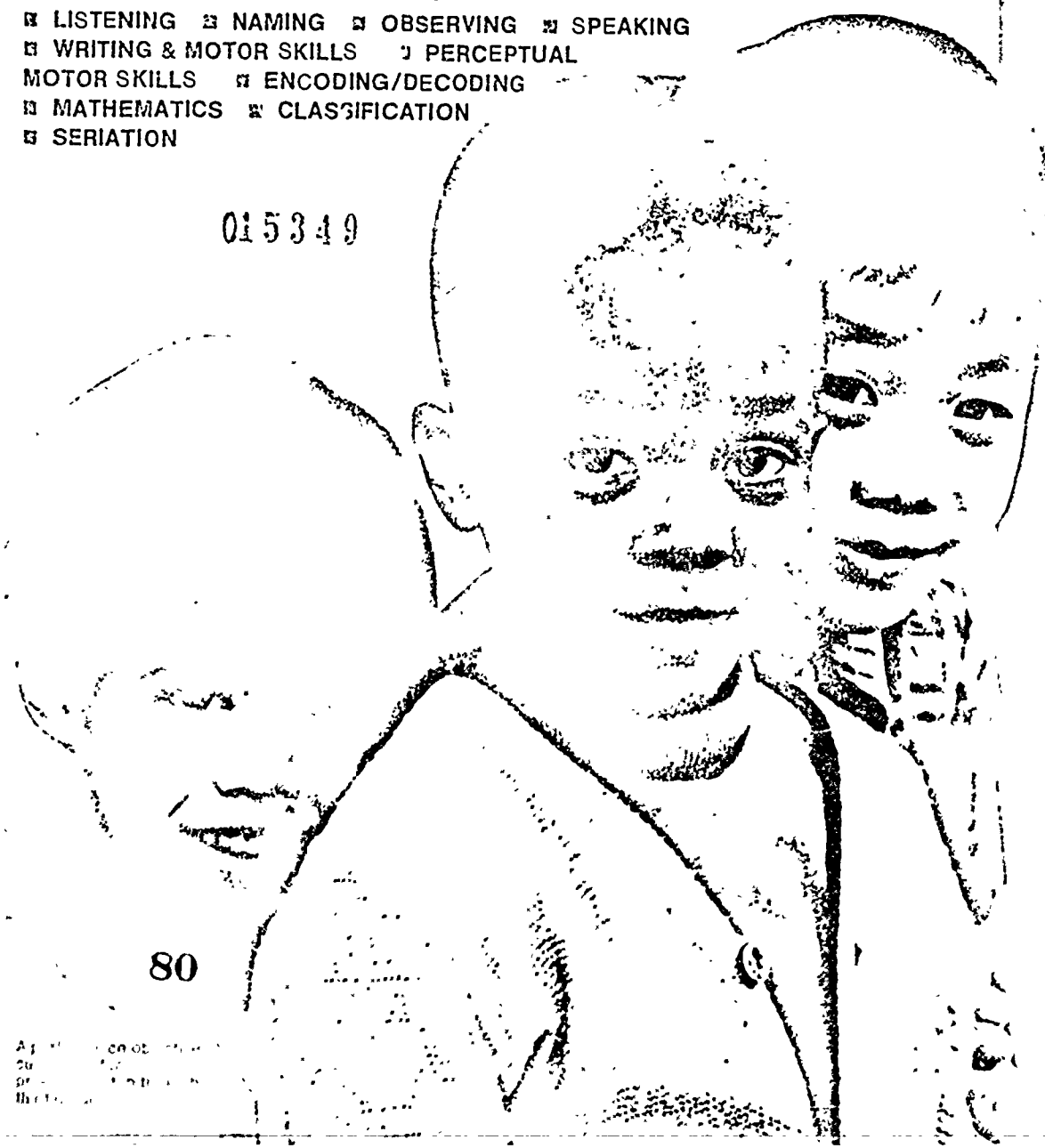

Performance Objective	Page
Listening	2
Naming	4
Observing	8
Speaking	10
Writing & Motor Skills	12
Perceptual Motor Skills	14
Encoding/Decoding	16
Mathematics	24
Classification	30
Seriation	32

listening

recognizes name	L 1
simple directions	L 2
complicated directions	L 3
picture to go with word	L 4
names song	L 5
picks instrument	L 6
picture to go with story or poem	L 7
answers 2 questions	L 8
4 digits	L 9
retells 2-3 sentence story	L 10
recites, answers questions	L 11
3 songs; answers questions	L 12
identifies 3 gross sounds	L 13
loud/soft	L 14a
high/low	L 14b
fast/slow	L 14c
direction of sound	L 15
rhymes in poems	L 16
describes story characters	L 17
retells short story	L 18
responds to inappropriate word	L 19

choral speaking	L 20
supplies rhyme in couplet	L 21
selects rhyme words	L 22
5 questions about story	L 23
4 digits. 2/seconds	L 24
continues story	L 25
motor activity response to a word	L 26
repeats 3-step directions	L 27
continues number or letter series	L 28
4-step directions for game	L 29
tel's mood	L 30
unscrambles story	L 31
5 digits after 30 seconds	L 32
follows 5-step directions	L 33
repeats 5-step directions	L 34

first name	N 1
full name	N 2
age, sex	N 3
bus no., address, school name	N 4
grade, classroom personnel	N 5
eyes, nose, mouth	N 6a
lips ears, teeth, tongue	N 6b
head, neck arms	N 6c
hands, fingers, elbows	N 6d
legs, feet, ankles	N 6e
back, stomach, chest	N 6f
eyebrows, lashes, wrist	N 6g
10 classmates	N 7
objects in room	N 8a
art materials	N 8b
furniture	N 8c
instruments	N 8d
physical education materials	N 8e
parts of concrete objects	N 9
parts of pictured objects	N 10
use of objects	N 11

category	N 12
circle, square, triangle	N 13
red, green	N 14a
blue, yellow	N 14b
orange, purple	N 14c
black, brown	N 14d
soft/hard	N 15a
smooth/rough	N 15b
dark/light	N 15c
shiny/dull	N 15d
flat/round	N 15e
big, little, medium-sized	N 16a
tall, short, long	N 16b
thin, fat	N 16c
smallest, tallest, shortest	N 16d
big/little; up/down; long/short	N 17a
widest/narrowest; top/bottom; inside/outside	N 17b
over/under; before/after; same/different	N 17c
nearest/farthest; behind/in front of	N 17d
tells what is not	N 18
analogy	N 19

naming

star, diamond, oval	N 20a
rectangle, heart	N 20b
white	N 21a
gray	N 21b
pink	N 21c
tan	N 21d
describes 3 objects	N 22
shoulders, waist	N 23a
knees, hips	N 23
forehead, nostrils	N 23c
front, toes	N 23d
cheeks, chin	N 23e
days of week	N 24
month of birth	N 25
birth date	N 26
months of year	N 27
seasons and weather	N 28
animals	N 29
clothing	N 30
foods	N 31
transportation	N 32

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weapons	N 33
tools	N 34
occupations	N 35
food groups	N 36
, ? .	N 37a
! " "	N 37b
can't, doesn't, isn't	N 38
famous people	N 39
holidays	N 40
sources of foods	N 41
sources of materials	N 42

observing

own belongings	o 1
10-piece puzzle	o 2
identifies whole	o 3
running, skipping	o 4a
hopping, dancing	o 4b
standing, sitting	o 4c
throwing, pushing	o 4d
touching, pouring	o 4e
cutting, drawing, writing	o 4f
2 weather conditions	o 5
over, under	o 6a
up, down, between	c 6b
in front of, in back of, next to	o 6c
before, after	o 6d
away from, toward	o 6e
around corner of, through	o 6f
duplicates sequence	o 7
duplicates sequence from memory	o 8
indicates minute changes	o 9
indicates sameness	o 10
indicates differences	o 11

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25-piece puzzle ○ 12

substitutes vowels to make more words ○ 13

supplies missing initial letter ○ 14

simple crossword puzzle ○ 15

proofreads ○ 16

speaking

yes, no	s 1
complete sentence	s 2
plural	s 3
produces vowel sounds	s 4
produces initial p,b,t,d,k,g,h,f,v,m,n	s 5a
produces initial l,r,th,s,z,sh,ch	s 5b
produces final p,b,t,d,k,g,f,v	s 6a
produces final s,z,m,n,l,r,th,sh,ch	s 6b
produces initial bl,br,pl,pr,sm,sn	s 7a
produces initial tr,dr,cr,cl,gr,gl	s 7b
produces initial fl,fr,sl,sw,sk,st,sp	s 7c
recognizes initial p,b,t,d	s 8a
recognizes initial k,g,h,f,v	s 8b
recognizes initial s,z,m,n,l,r	s 8c
recognizes initial th,sh,ch	s 8d
recognizes final p,b,t,d	s 9a
recognizes final k,g,f,v	s 9b
recognizes final s,z,m,n,l,r	s 9c
recognizes final th,ng,sh,ch	s 9d
recognizes initial bl,br,pl,pr	s 10a
recognizes initial tr,dr,cr,cl,gr,gl	s 10b

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recognizes initial fl,fr,sl,sw,sk,st,sp	S	10c
plete sentence answer to complicated sentence	S	11
came/come, did/done	S	12a
is/are, isn t/aren't	S	12b
ran/run; saw/seen	S	12c
was/were, wasn't/weren't	S	12d
recognizes medial p,b,t, d,k,g,h,f,v,s,z,m n,l,r	S	13a
recognizes medial ng,th, sh,ch	S	13b
distinguishes compound words	S	14
distinguishes medial bl, br,pl,pr	S	15a
distinguishes medial tr, dr,cr,cl,gr	S	15b
distinguishes medial fl, ir,sw,sk,st,sp	S	15c
pronounces ing,ft,est, er and ly endings	S	16
supplies antonyms	S	17
supplies synonyms	S	18
plural form of words ending in f	S	19
defines homonym synonym and antonym	S	20
prefixes, suffixes, root words	S	21
distinguishes long a,e,i,o,u	S	22a
distinguishes short a,e,i,o,u	S	22b

writing & motor skills

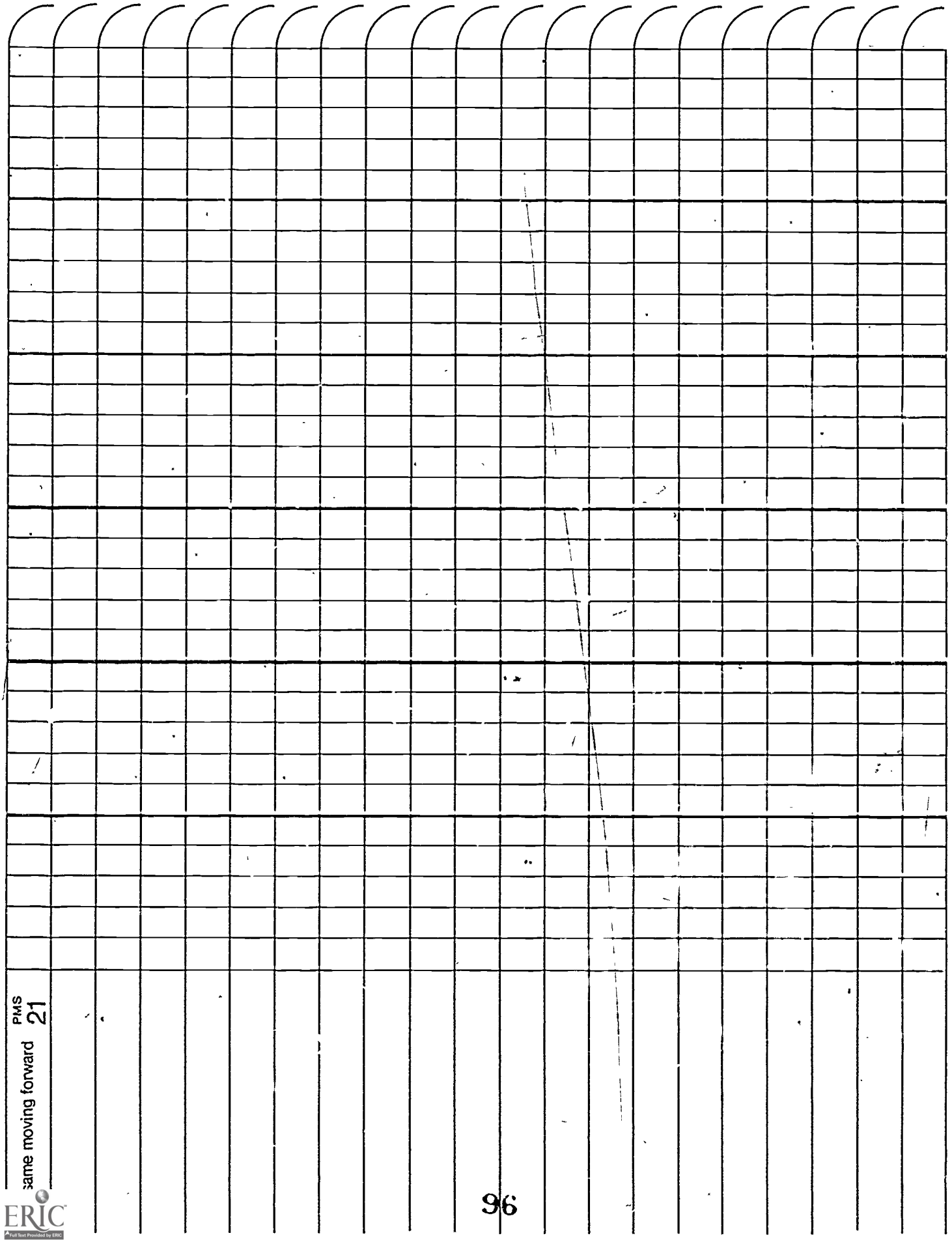
crayons 4" square	W&MS 1
draws vertical line	W&MS 2
draws horizontal line	W&MS 3
draws diagonal line	W&MS 4
draws curved line	W&MS 5
traces ○.□.△.□.	W&MS 6
cuts straight line	W&MS 7
cuts curved line	W&MS 8
cuts complicated pattern	W&MS 9
○.□.△. on blackboard	W&MS 10
pastes rings for chain	W&MS 11
copies ○.□.△.□. +	W&MS 12
draws ○ □.△.	W&MS 13
combines shapes into forms	W&MS 14
draws circle both directions	W&MS 15
*MS. name	W&MS 16
directions: draw line through	W&MS 17a
directions: put circle around	W&MS 17b
directions: put X on	W&MS 17c
directions: draw line under	W&MS 17d
MS letters & numbers, near	W&MS 18

tters & numbers, far	W&MS 19
MS sight vocabulary	W&MS 20
MS school, grade, date	W&MS 21
uniform size letters	W&MS 22
uniform space between words	W&MS 23
capital at beginning of sentence, "I"	W&MS 24
legible MS from dictation	W&MS 25
cursive: copies letters	W&MS 26
cursive: copies school, grade, date	W&MS 27
cursive: uniform size	W&MS 28
cursive: uniform space	W&MS 29
cursive: legible from dictation	W&MS 30
cursive: legible, own composition	W&MS 31

*MS is manuscript

perceptual motor skills

heel - toe forward	PMS 1a
heel - toe backward	PMS 1b
heel - toe walking rail	PMS 2
broad jumps	PMS 3
skips	PMS 4
jogs	PMS 5
hops forward on alternate feet	PMS 6
hops 2-2 pattern	PMS 7
bounces ball - 2 hands, walking	PMS 8
bounces ball - 1 hand, walking	PMS 9
bounces ball - alternate hands, walking	PMS 10
tosses ball up, catches	PMS 11
bounces high, catches	PMS 12
kicks ball	PMS 13
stops ball with foot	PMS 14
1 bounce throw	PMS 15
underhand throw	PMS 16
overhand throw	PMS 17
catches underhand throw	PMS 18
catches overhand throw	PMS 19
hops left, left, right, right, right, left	PMS 20



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encoding/decoding

red, green signals	E/D 1
printed word, picture	E/D 2
own name	E/D 3
signs, logos, trademarks	E/D 4
sight vocabulary	E/D 5
reads 5-7 word story	E/D 6
capital letters	E/D 7a
lower case letters	E/D 7b
matches sound-letter	E/D 8a
distinguishes sound-letter	E/D 8b
consonant blends	E/D 9
pre-primer vocabulary	E/D 10
matches picture-word	E/D 11
word same, upper or lower case	E/D 12
period	E/D 13
comma	E/D 14
question mark	E/D 15
quotation marks	E/D 16
exclamation mark	E/D 17
capital-beginning of sentence	E/D 18
capital-beginning of quote	E/D 19

plies missing word from context	E/D 20
same initial sound	E/D 21
s ending-plural	E/D 22
picture-plural	E/D 23
selects compound	E/D 24
primer vocabulary	E/D 25
matches rhymed words	E/D 26
words with same meaning	E/D 27
read word in different context	E/D 28
dash	E/D 29
root words	E/D 30
book, magazine, newspaper	E/D 31
selects written word given orally	E/D 32
who? what? where? how?	E/D 33
1st level vocabulary	E/D 34
matches picture sentence	E/D 35
words same initial consonant	E/D 36
pronoun	E/D 37
riddle	E/D 38
ed, ing	E/D 39
identifies, s,n,d,g,t	E/D 40

substitution c,h,m,l	E/D 41
can't, he's, I'll, I'm, she's	E/D 42a
here's, where's, it's, couldn't	E/D 42b
isn't, don't, doesn't, didn't, there's	E/D 42c
my, mine, his, her, our	E/D 43
predicts story outcome	E/D 44
supplies long vowel words	E/D 45
supplies short vowel words	E/D 46
vocabulary 1-2	E/D 47
uses table of contents	E/D 48
sequence of 3 events	E/D 49
feelings, motivations	E/D 50
or	E/D 51
finds sentence	E/D 52
identifies compound words	E/D 53
number of syllables	E/D 54
"uh" sound	E/D 55
identifies character	E/D 56
-er, -est	E/D 57
follows written directions	E/D 58
draws picture	E/D 59

es plural	E/D 60
word families	E/D 61
word in context	E/D 62
like, as	E/D 63
if	E/D 64
true-false	E/D 65
dramatization	E/D 66
names vowels	E/D 67
attribute quotation to character	E/D 68
gives synonym	E/D 69
gives opposite	E/D 70
cause and effect	E/D 71
develops compound	E/D 72
different meanings	E/D 73
'd	E/D 74
definitions	E/D 75
long vowel with final e	E/D 76
classifying	E/D 77
drop e and add ing	E/D 78
adds e to short vowel	E/D 79
drop e to add er, ed	E/D 80

oral summary	E/D 81
words that sound like meanings	E/D 82
2nd level vocabulary	E/D 83
draw mark through	E/D 84a
put circle around	E/D 84b
X on	E/D 84c
line under	E/D 84d
illustrates story	E/D 85
final y says "ee"	E/D 86
final y says "I"	E/D 87
soft, hard g	E/D 88
change y to i, add es	E/D 89
ir, ur, er, or say "er"	E/D 90
digraph substitutions (initial)	E/D 91
paragraph indentation	E/D 92
homonyms	E/D 93
digraph substitution (final)	E/D 94
suffix y	E/D 95
doubles consonant to add ing, ed	E/D 96
ng	E/D 97
length of story - table of contents	E/D 98

tion, sion	E/D 99
if, then, because	E/D 100
describes character	E/D 101
diphthongs oi, oy	E/D 102
summarizes story	E/D 103
underlines vowels	E/D 104
silent vowels	E/D 105
synonym	E/D 106
ay	E/D 107
ea	E/D 108
qu	E/D 109
metaphor	E/D 110
ou	E/D 111
add ing	E/D 112
ve	E/D 113
ow (as in snow)	E/D 114
ow (as in how)	E/D 115
oo (as in good)	E/D 116
oo (as in food)	E/D 117
3rd level vocabulary	E/D 118
figurative language	E/D 119

ation of characters	E/D 120
absurdities	E/D 121
multiple meanings	E/D 122
initial ch, sh, wh	E/D 123
I controlled a	E/D 124
double consonant to add er, est	E/D 125
styles of poetry	E/D 126
au.	E/D 127
change y to i, add ly	E/D 128
skimming	E/D 129
silent k, g, gh	E/D 130
rhymes, different spelling	E/D 131
accented words	E/D 132
predicts outcome	E/D 133
suffix ness	E/D 134
plural f ending	E/D 135
prefix un	E/D 136
aw	E/D 137
fact/fantasy	E/D 138
le ending	E/D 139
r controlled ea	E/D 140

who, what, where why, when	E/D 141
ed syllable	E/D 142
antonym	E/D 143
ee	E/D 144
en, on	E/D 145
homonym	E/D 146
ai	E/D 147
3-2 vocabulary	E/D 148
squ, gl, sw, sm, scr, spr, spl	E/D 149
gh (f)	E/D 150
hyphenated words	E/D 151
aw	E/D 152
figurative language	E/D 153
dividing dictionary - 3 parts	E/D 154
proves point	E/D 155
soft g followed by e, i, y	E/D 156
hers, ours, theirs, its	E/D 157
oo-long u (June)	E/D 158
reads poetry interpretively	E/D 159
separating - le syllable	E/D 160
silent t, b	E/D 161
poem, letter, fairy tale, fable	E/D 162

group is set	M 1a
one - to - one	M 1b
rote count to 10	M 2
rote count to 20	M 3
numbers objects to 10	M 4
conserves number	M 5a
visually grasps number of set	M 5b
reads numerals to 10	M 6
recognizes missing number	M 7
compares sets: most/least/fewest	M 8a
compares sets: more/fewer	M 8b
compares sets: more than/less than	M 8c
matches number, set	M 9
empty/full	M 10
zero	M 11
whole/half	M 12
penny, nickel, dime	M 13
number before, after	M 14
1st to 5th	M 15
+, −, =, ><	M 16
adds to 5	M 17

+1 = counting by 1	M 18
10 to 0	M 19
subtracts	M 20
-1 = counting backward	M 21
adds to 10	M 22
adding problems to 10	M 23
conservation of length	M 24
1-12 on clock	M 25
6th to 12th	M 26
12 = dozen	M 27
odd-even	M 28
1's and 10's places	M 29a
counts, writes to 100	M 29b
subtracts from 10	M 30
subtraction problems	M 31
sums to 19, no regrouping	M 32
reads, writes words to 100	M 33
time to hour	M 34
counts by 10's	M 35
counts by 5's	M 36
¢ (cents)	M 37

mathematics

12th - 20th	M 38
counts by 2's	M 39
adds, subtracts to 99	M 40
adds to 999, no regrouping	M 41
subtracts from 999	M 42
thirds, fourths	M 43
1/4, 1/3, 1/2	M 44
1= 4/4, 3/3, 2/2	M 45
number line 1/2, 1/3, 1/4	M 46
time to 1/2 hour	M 47
seriates to 999	M 48
cup, pint, quart, liter	M 49
foot, yard, meter	M 50
linear measurement	M 51
Roman numerals to XII	M 52
20th - 50th	M 53
1's, 10's, 100's places	M 54
line segment	M 55
open/closed figures	M 56
time to 1/4 hour	M 57
_ coins = $1.00	M 58

identifies $	M 59
combines coins to amount of $2	M 60
adds 2 digits, regrouping	M 61
makes change	M 62
subtracts 2 digit numbers, regrouping	M 63
adds 3 digits to 999, regrouping	M 64
subtracts 3 digits, regrouping	M 65
1000's place	M 66
seriates to 9999	M 67
counts by 100's	M 68
counts by 1000's	M 69
adds to 9999 regrouping	M 70
subtracts 4 digits, regrouping	M 71
multiplies to 10 x 10	M 72
divides by 1 digit into 2 digit number	M 73
2 digits x 1 digit	M 74
3 digits x 1 digit	M 75
distinguishes +, −, ×, ÷ problems	M 76
numerator denominator	M 77
adds 2 fractions	M 78
subtracts 2 fractions	M 79

mathematics

ctions to decimals	M 80
decimals to fractions	M 81
parallel, intersecting and perpendicular	M 82
congruent figures	M 83
right, isosceles, equilateral	M 84
measures to 1/2 inch	M 85
pound, kilogram	M 86
ton	M 87
tells time	M 88
365 days	M 89
days/month	M 90
thermometer	M 91

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classification

matches 1 of 3	c 1
picks same color	c 2
picks same shape	c 3
picks same size	c 4
picks same texture	c 5
sorts by color	c 6
finds things not shown	c 7
sorts by shape or color	c 8
sorts other way	c 9
sorts by size, shape, color or texture	c 10a
sorts another way	c 10b
sorts by third way	c 10c
sorts by fourth way	c 10d
sorts pictures by use	c 11
sorts living, non-living	c 12
identifies 3 solids	c 13a
identifies 3 liquids	c 13b
identifies 3 gases	c 13c

seriation

stacks largest to smallest	s 1
shortest - tallest pictures	s 2
10 objects by size	s 3
20 items, 2 variables	s 4
10 letters alphabetically	s 5
10 numbers (to 100) in sequence	s 6
draws 5 objects after arranging	s 7
draws 5 objects before arranging	s 8
arranges by number of sides	s 9
alphabetizing-first letter	s 10
alphabetizing first 2 letters	s 11