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ABSTRACT
                The reading policy issued by the Arizona State Board
of Education in July 1971 requires that high school graduates after
1974-75 shall, in addition to other regular graduation requirements,
demonstrate ability to read at least a ninth grade level of
proficiency. Each local school board has complete autonomy to develop
its own performance objectives and create its own program to achieve
them. Recognizing that some districts may want assistance in the
development of objectives, this sample set of objectives at a ninth
grade equivalency was developed by the State Board of Education. The
numerous sample objectives, stated in performance terms, are listed
in four main categories: word knowledge, reading comprehension,
utilization of reading skills, and application to the content areas.
A chart listing some of the common adult reading needs at a
functional level concludes the booklet. (TO)

A R I Z O N A
DEPARTMENT OF EDUCATION

READING PERFORMANCE OBJECTIVES : A MODEL
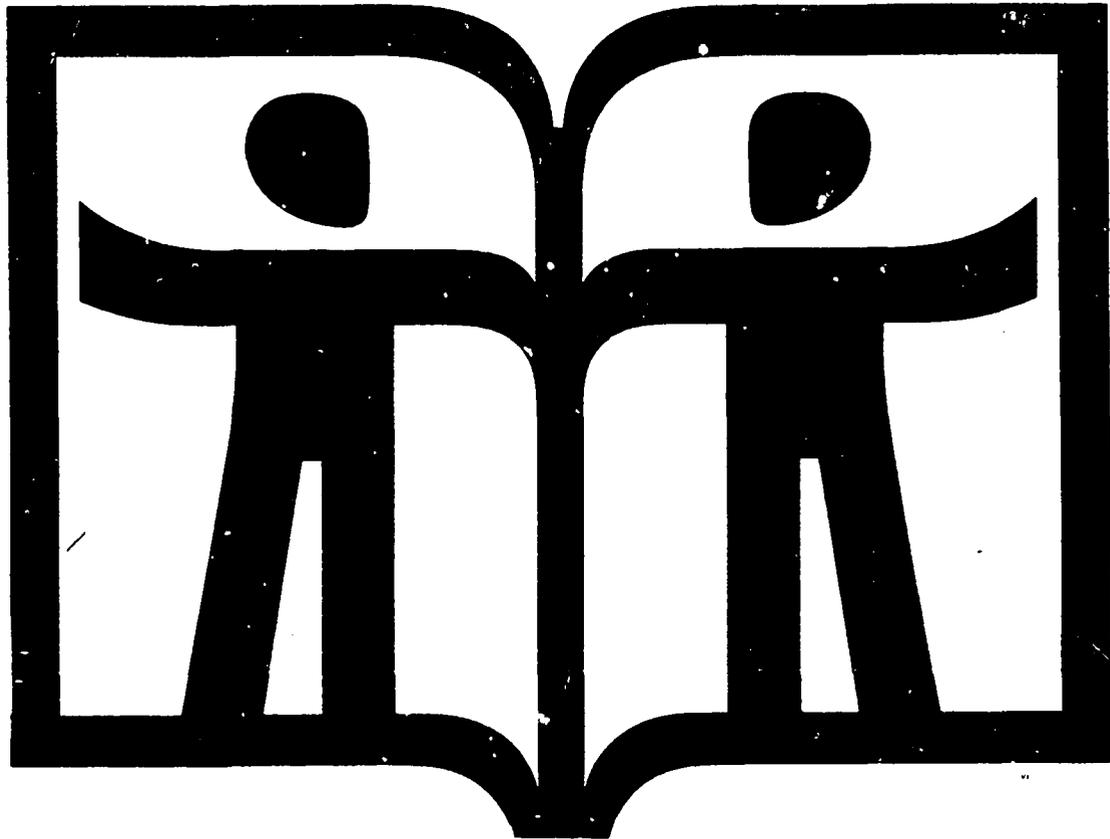
SOME PRIORITY PERFORMANCE OBJECTIVES IN READING

NINTH GRADE EQUIVALENCY

FOREWORD _____

This Reading Performance Objectives Guide is presented to assist school administrators and teachers as they work to develop performance objectives in reading at a ninth grade equivalency.

The reading policy issued by the State Board of Education in July 1971 requires that high school graduates after 1974-75 shall, in addition to other regular graduation requirements, demonstrate ability to read at least at a ninth grade level of proficiency. The local governing school board has complete autonomy regarding the implementation of this policy: it develops performance objectives which are realistic for the students in its district; it creates the programs which make the achievement of these objectives possible; it sets the graduation standards for its students.

Recognizing that some districts may want assistance in the development of objectives, the State Department of Education has developed a model, i.e., a sample set of objectives at a ninth grade equivalency, which may serve as a starting-off place. These performance objectives for reading, the most basic of subjects, are presented in the following pages. I am pleased to offer them to you.

W. P. Shofstall, Ph.D.
Superintendent of Public Instruction

July 1972

C O N T E N T S _____

FOREWORD

P R E F A C E _____

In response to requests from school districts around the
state, the Arizona Department of Education has compiled this
guide to basic performance objectives in reading, ninth grade
equivalency. It is intended neither as a finished product
nor as a dictatorial mandate, but as a skeletal model to be
embellished upon, amended, adapted, revised, and restructured
according to local needs by those districts who choose to
make use of the publication.

The document is a result of brainstorming, compromise,
and compilation. Various resources were used, each
reflecting a tremendous accumulation of time and effort by
those who have already tried their hand at determining
practicable, measurable reading performance objectives.
Printed resources which were reviewed and utilized include
those reading objectives prepared by the National Assessment
of Education Progress (Science Research Associates and Educa-
tional Testing Service), the Westinghouse Learning Corpora-
tion, the Center for Evaluation at U.C.L.A., the State of
Florida, the State of New York, and a number of elementary
and secondary school districts in Arizona.

The objectives specified in this document are learner-
oriented minimal objectives arranged in categories of word
knowledge, comprehension, and utilization of reading skills.
Preparation of the guide necessitated this arbitrary division
of reading skills in order to present the material in logical,
usable form. However, word knowledge/comprehension/study
skills are interrelated and should not be considered as
separate entities. Further, it should be noted that these
performance objectives are _terminal_ in nature; they do not
include all the steps that must be taken to reach the objec-
tive stated. The document also provides supplementary
information relative to application of reading objectives
to content areas and adult reading needs at a functional
level. The ultimate value of the collection will depend
upon how successful the administrators and teachers in
local districts are in developing _their_ _own_ reading perform-
ance objectives. It is our hope that _this_ material will
serve, where needed, as a beginning point. In this sense,
it is an attempt to review _what_ should be accomplished, not
how it can be achieved. The "how" must still be developed
_by_ the teacher.

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    The Department of Education appreciates the efforts of
these people as well as the work of the many other Arizona
educators who are working for the improvement of reading in
our schools.

This policy speaks to the idea that every child has a right for an opportunity to learn to read. The door must not be closed to any child for any reason. The policy, as adopted on July 26, 1971, is as follows:

POLICY OF THE STATE BOARD OF EDUCATION ON READING

1. Beginning 1971-72 with promotion into and from the first grade, promotion in the common schools in reading shall be based upon predetermined objective performance levels in reading proficiency as shall be established by the local district.

2. Also, beginning with the 1971-72 freshman class, special instruction will be given in reading in order that high school graduates after 1974-75 shall, in addition to other regular graduation requirements, demonstrate ability to read at least at a ninth grade level of proficiency as shall be established by the local district.

3. Therefore, it is recommended that the State Board of of Education seek funds for a statewide program of inservice training for teaching reading in the public schools from: (1) federal sources, (2) State Legis-lature, (3) or both.

Copies of the Arizona Board of Education policy relating to reading were mailed to all public schools following the July 26, 1971 board meeting. Also, an official statement of intent which aimed to a clear understanding of the policy was provided. The statement included the following points:

THE POLICY INTENT

- does NOT speak of/to standardized tests.
- does NOT speak of promotion from grade levels 2, 3, 4, 5, 6, 7, 8, 9, 10, or 11.
- does NOT direct focus on students entering grade 1 who have not experienced "kindergarten."
- does NOT refer to children identified and evaluated by the local district as "handicapped" according to state statutes/guidelines.

THE POLICY INTENT

- does focus on local district's establishing "objective performance levels in reading proficiency.*"
- does emphasize exit performance levels from kinder-garten to grade 1 as established by the local district.

- does emphasize exit performance levels from grade 1 to
  to grade 2 as established by the local district.

- does emphasize exit performance levels from grade
  12 as established by the local district.

  * The predetermined objective performance levels in
    reading proficiency are to be established by the
    local district. These levels may be on a district,
    school, classroom, or individual basis.

IMPROVING READING INSTRUCTION

In May, 1972, the Superintendent of Public Instruction
issued ten recommendations to Arizona school administrators,
citing specific priorities for the improvement of reading
instruction. The recommendations are as follows:

1. Provide instruction in basic phonics.

2. Formulate objectives (measurable) for the district,
the school, and each child in reading and consistently
strive toward attainment of the stated objectives.

3. Employ and/or retain only teachers who demonstrate
the ability to help each child learn to read. NOTE:
Bilingual teachers for bilingual children, if possible.

4. Identify the reading skills of each child and con-
tinuously direct/revise programs necessary to maintain
constant improvement of reading skills. (Criterion-
referenced tests should be used.)

5. Provide inservice workshops for teachers who desire
to improve their teaching skills in reading.

6. Utilize cross-age teaching, that is, older children
aid younger children in learning to read. Again, use
older bilingual children to help younger bilingual
children.

7. Utilize teacher aides to help a certified teacher
help each child learn to read. Bilingual aides for bi-
lingual children if necessary.

8. Provide a library media center with an adequate and
well selected variety of printed and audiovisual materials
(multi-cultural, and multi-language if necessary), with a
certified librarian to administer the program of services.
(Schools with 300 children or over.)

9. Give highest priority to reading over all other subjects in the curriculum in allotting time.

10. Encourage each parent to be in the classroom at least once each month to aid the teacher with the children's classroom learning, especially parents who can help with special language needs.

I. PERFORMANCE OBJECTIVES: WORD KNOWLEDGE

A. WORD ATTACK

Goal: The learner will apply the necessary word attack skills to decode unfamiliar words independently.

Objectives:

1. Given printed material appropriate to his instructional level, the learner will decode new words by (a) using knowledge of word structure, (b) relating a given sound to its written symbol, (c) applying spelling patterns, (d) applying contextual analysis.

2. Given 20 unfamiliar words, the learner will with 75% accuracy unlock the words by applying the following generalizations:

    a. A single vowel in a word or syllable is usually short.

    b. A silent e at the end of a word usually makes the preceding vowel long, unless there are two consonants between the vowels.

    c. When two vowels come together, the first is usually long and the second silent.

    d. A single vowel at the end of a short word or syllable is usually long.

3. The learner will pronounce correctly 75% of the words in a list of 20 at his instructional level by using the common rules of syllabication and phonic elements contained in them.

4. Given a list of words and columns for 1, 2, or 3 syllable words, the learner will with 75% accuracy place the words in the correct column, dividing them into syllables:

1 syllable	2 syllable	3 syllable
earn	pros pect	em ploy ment
job	ap ply	man a ger

5. Given a list of multisyllable words containing the basic syllabic patterns (VCCV, VCV, or Consonant plus LE), the learner will divide each word with 75% accuracy.

6. Given a list of multisyllable words, the learner will mark the primary and secondary accents for each word with 75% accuracy.

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7. Given a list of known or familiar words, the learner will circle the schwa sounds as they occur with 75% accuracy.

8. Given a list of phonetic respelling of known words and a list of the same words with regular spellings, the learner will match the two lists with 75% accuracy.

9. Given a list of sentences containing contractions, the learner will write the two complete words from which each contraction is made with 75% accuracy.

10. Given a list of words, some of which are contractions and some possessives, the learner will distinguish which are contractions and which are possessives with 75% accuracy.

11. Given a multiple choice of ten pronouns presented in context at his instructional level, the learner will correctly identify the referents with 75% accuracy.

12. Given a list of singular nouns, the learner will write the plural form of each word with 75% accuracy.

13. Given pairs of written words, the learner will identify those containing the same diphthong sound and those containing different diphthong sounds with 75% accuracy.

14. Given a list of incomplete words, the learner will complete the written words by adding the missing single vowel, vowel digraph, or diphthong with 75% accuracy.

1⁵ Given a list of 15 to 20 modified words, the learner will pronounce correctly 75% of the modified words.

16. Given 3 to 5 phrases or sentences of modified words, the learner will pronounce these phrases or sentences with 75% accuracy.

17. The learner will identify and define words incorporating either prefixes and/or suffixes from a list of 20 of the 15 most commonly used with 75% accuracy.

18. Given a printed list of words commonly used in content areas, the learner will identify the prefix of each word by underlining it, then give a common meaning for the prefix with 75% accuracy:

> prehistoric (before)
> bicentennial (two)
> ultra conservative (to a high degree)
> coexistence (with)
> intercontinental (between)

19. Given a printed list of words commonly used in
     content areas, the learner will with 75% accuracy
     identify the suffix of each word by underlining
     it, then give the common meaning for the suffix:

               peaceful intervention
               growing internationalism
               planned strategy
               solidify positions

20. Given at least 10 root words commonly used in the
     content area and a list of prefixes and suffixes,
     the learner will expand the root words within a
     stated time by using some of the prefixes or
     suffixes or both to make new words:

     contract   order   port   conflict
     contracted   disorderly   transportation   conflicts
     contraction   ordering   conflicted
                                                     conflicting

21. Given a list of words, the learner will demonstrate
     his understanding of compounding as a feature of the
     language identifying the simple words making up a
     compound word, explaining the meaning of each com-
     ponent, then explaining their meaning as compounds,
     with 75% accuracy.

         overflight - above or beyond, to soar through
                      the air - overshooting or flying
                      beyond the target.

         backlash   - behind, to strike as with a whip -
                       a reverse or unwanted result as
                       from too vigorous an action which
                       stimulates opposition that otherwise
                       might not have been expressed.

         dropout   - to allow something to fall from one's
                       grasp, opposite of in, - a student
                       who does not remain in school.

         monorail   - one bar of metal or wood between two
                       posts as in a rail fence, or two
                       metal bars upon which a train runs -
                       a single rail transportation system.

22. Given words in random order that may be combined into
     compound words, the learner will form compound words
     within a stated time.

23. Given a sentence containing one word of a compound
     word, the learner will use the context of the sentence
     to identify the missing part with 75% accuracy.

B. *VOCABULARY DEVELOPMENT*

Goal: The learner will continually increase his
vocabulary.

Objectives:

1. Given 3 to 5 sentences containing one or more un-
    familiar words per sentence, the learner will select
    an appropriate meaning for each unfamiliar word with
    75% accuracy.

2. Given a list of acronyms and their meanings, the
    learner will match them with 75% accuracy.

3. Given a paragraph with at least 5 words which have
    multiple meanings underlined, the learner will read
    the material and with 75% accuracy select the approp-
    riate meaning.

    Example: As the boat came close to the sand
    bar, the oarsmen *bore* to the left, then made
    a *run* or the *bank*, *shipped* their oars and
    hur...edly beached their *craft*.

4. Given an example such as the above, the learner will
    write a similar paragraph or several sentences using
    his own examples.

5. Given several sentences containing ambiguous use of
    words, the learner will point these out with 75%
    accuracy and supply a phrase or rewritten sentence.

    Example: I was meeting several old friends
    and acquaintances. (Does *old* refer to both
    friends and acquaintances? - modification)
    A red boy's coat lay on the bed. (word order)

6. Given five or more words from one or more content
    areas, the learner will locate the given word in a
    dictionary and will write its general and its scien-
    tific definition.

7. Given a list of words from a story or poem, the learner
    will use the dictionary to find their derivations.

    From a story, essay, or other selection, the
    learner will choose several new words and look
    up their derivations in the dictionary.

    After listening to at least three newscasts by
    the same commentator, the learner will write a
    brief summary of the newscasts, underline three
    or four of the words he has used, then give their
    derivations.

8. Given appropriate reading material, the learner will improve the processes of receiving ideas and impressions so he is consistently demanding meaning from the printed page by refining such activities as:

   a. Using contextual clues in a given sentence, the learner will determine meanings of unfamiliar words with 75% accuracy.

   b. Given appropriate exercises, the learner will classify words categorically as to homonyms, synonyms, and antonyms with 75% accuracy.

   c. With a dictionary as the source, the learner when given appropriate exercises will with 75% accuracy:

      Alphabetize word lists
      Know reasons for guide words
      Pronounce correctly new words
      Find word origins
      Select from many meanings

9. Given a story with several words omitted, the learner will provide at least one appropriate word for each of the blanks.

10. Given a contemporary essay or current editorial, the learner will select at least 3 unfamiliar words and use them correctly in a paragraph summary of the article.

11. Given a part of a story with 5-6 unfamiliar words under-lined, the learner will demonstrate his ability to use context clues by guessing the meaning of the new words from the rest of the sentence or other parts of the story with 75% accuracy.

12. Given a brief paragraph containing several unfamiliar words, the learner will demonstrate his ability to develop his vocabulary by paraphrasing it orally, i.e., guessing the meaning of the unfamiliar words from context with 75% accuracy.

13. Given two or three broad categories (furniture, clothing, etc.) and a mixed list of related words, the learner will be able to classify words orally or on a worksheet with 75% accuracy.

14. Given sentences using a figure of speech, the learner will identify the figure of speech and paraphrase its meaning with 75% accuracy.

15. Given ten words taken from a stated source, the learner can locate the word in its context, determine its defi-nition in that context, and indicate whether the word

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is used in a connotative or denotative sense with
75% accuracy.

16. Given words with similar denotation, the learner
     will identify with 75% accuracy the differences in
     connotation or nuance.

II. PERFORMANCE OBJECTIVES: COMPREHENSION

A. IDENTIFYING MAIN IDEAS

Goal: The learner will identify main ideas in a given selection.

Objectives:

1. Given groups of sentences, the learner will state the main idea of each sentence with 75% accuracy.

2. Given reference material on his reading level, the learner will construct an outline using 2 to 3 main headings and 1 level of indentation with 75% accuracy.

3. Given 4 or more reading selections, the learner will correctly identify 75% of the inferred main ideas.

4. Given 4 or more reading selections, the learner will correctly identify 75% of the conclusions drawn from the stated and/or inferred main ideas.

5. Given 4 or more reading selections, the learner will correctly identify 75% of the stated main ideas.

6. Given groups of paragraphs or even longer items, the learner will state with 75% accuracy the main idea of each paragraph, then the main idea of the entire selection.

7. Given a reading selection, the learner will identify key words, phrases or passages important to the meaning of the selection.

8. Given five paragraphs and five summaries at his instructional level, the learner will select the correct summary for each of the paragraphs with 75% accuracy.

B. IDENTIFYING SUPPORTING DETAILS

Goal: The learner will be able to identify supporting details within selected reading materials.

Objectives:

1. Given 4 or more reading selections, the learner will correctly identify 75% of stated supportive details.

2. Given 4 or more reading selections, the learner will correctly identify 75% of inferred supportive details.

3. Given 4 or more reading selections, the learner will correctly identify 75% of the conclusions drawn from stated or inferred supportive details.

4. Presented with a paragraph to read silently, the learner will list in writing the details which support the main idea with 75% accuracy.

5. After reading an entire selection on his instructional level, the learner will recall specific details by supplying the answers to questions relative to the selection with 75% accuracy.

6. Given a paragraph, the learner will list details of said material with 75% accuracy.

7. Given several pages or a chapter from a content area, the learner will select facts to support main idea with 75% accuracy.

8. Given a story containing a central theme and secondary plots, the learner will select the secondary plots with 90% accuracy.

9. Given a written paragraph or story, the learner will verify specific information by locating it within a specified length of time with 90% accuracy.

10. Given a specific topic, e.g., the Depression, the learner will find the main topic and list subtopics that could further support the topic.

11. After the class has read together a newspaper article on some specific phase of consumer education, the learner will list the words specific to the topic being discussed, then use several of these words in a brief oral or written summary.

12. Given an identified topic and appropriate accompanying selection, the lear.er will identify the significant details which should be included in the presentation of the topic.

C. IDENTIFYING SEQUENCE OF EVENTS

Goal: The learner will be able to identify sequences within selected reading materials.

Objectives:

1. Given a list of numbered main events from a story read silently, the learner will write the number or the events in order of occurrence with 75% accuracy.

2. Given 4 or more reading selections, the learner will correctly identify 75% of the stated and/or inferred sequences within the selected contents.

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3. Given a list of items or events from a familiar reading selection, the learner will sequence them in the order of their occurrence in the selection with 90% accuracy.

4. After reading a given selection, the learner will identify its main events in proper sequence with 75% accuracy.

5. The learner will arrange a scrambled set of words or sentences in logical order with 75% accuracy.

6. Given a scrambled set of sentences which make up a paragraph or passage, the learner will arrange them in logical order with 75% accuracy.

7. Given an explanatory passage, then a list of scrambled directions, the learner will read the explanation, then arrange the directions in their proper order with 75% accuracy.

8. Given a passage based on historical content and a list of related scrambled chronological events, the learner will demonstrate comprehension by arranging the events in sequential order with 75% accuracy.

D. IDENTIFYING INTERRELATIONSHIPS

Goal: The learner will identify interrelationships within selected reading materials.

Objectives:

1. Given a list of 5 selected paragraphs at his instrucional level, the learner will correctly identify the following types of relationship patterns with 75% accuracy: compare-contrast, cause-effect, fact-fiction, sequence-listing, and inference-opinion.

2. Given a statement or passage involving cause and effect, the learner will identify the cause and the effect with 75% accuracy.

3. Given a statement or passage involving relevant and irrelevant facts, the learner will identify the relevant and irrelevant facts with 75% accuracy.

4. Given a passage that contains both fact and opinion, the learner will identify one from the other, then form and state his own impression.

5. Given passages which present various effects, the learner will infer the probable causes.

6. Given a paragraph or a longer selection with a stated cause/effect relationship, the learner will write or state orally the cause/effect relationship with 75% accuracy.

7. Given a paragraph or a longer selection with an implied cause/effect relationship, the learner will state the relationship with 75% accuracy.

8. Given a paragraph or a longer selection with a stated cause/effect relationship, the learner will critically evaluate it by stating orally the cause and resulting effect with 75% accuracy.

9. After silently reading a written selection, the learner will write the cause and effect relationship relative to the selection with 75% accuracy.

E. IDENTIFYING INFERENCES

Goal: The learner will draw inferences from selected reading materials.

Objectives:

1. Given a selection of 2 or more paragraphs and a list of implied statements, the learner will recognize statements about the selection that are valid with 75% accuracy.

2. The learner will recognize several facts that are implied but not stated in a book of his choice.

3. Given an unfinished selection, the learner will predict a future event on the basis of previous events in the selection.

4. The learner will analyze a given selection by inferring the author's intent and by drawing conclusions from the evidence presented.

5. The learner will analyze a selection to find the author's hidden meaning by identifying what is implied.

6. Given a brief selection containing several inferences to read, the learner will write or state orally several of the inferences with 75% accuracy.

7. Given a hypothetical situation, the learner will answer questions which require him to infer information not literally or directly stated in the situation with 75% accuracy.

8. Given a reading selection, the learner will state
    whether it is relatively biased or unbiased with 75%
    accuracy.

9. Given a passage in which an emotion is conveyed, the
    learner will identify the emotion described in the
    passage with 75% accuracy.

10. Given a passage in which an emotion is conveyed, the
    learner will identify the words or phrases conveying
    emotion with 75% accuracy.

11. Given an incomplete analogy, the learner will identify
    the missing element with 75% accuracy.

12. Given a story to read, the learner will identify that
    part of the selection which will support an inference
    he draws from the story with 75% accuracy.

F. DRAWING CONCLUSIONS

    Goal: The learner will draw conclusions based on reading
    of selections appropriate to his instructional level.

    Objectives:

    1. Given a selection containing facts and conclusions drawn
        from those facts, the learner will explain whether or
        not the facts warrant the conclusions with 75% accuracy.

    2. Given an article or editorial, the learner will identify
        the author's opinions and one or more reasons or state-
        ments on which each opinion is based with 75% accuracy.

    3. After reading a given nonfiction selection, the learner
        will discuss how well the author substantiated his
        opinions with facts and references.

    4. Given an unfamiliar story missing its conclusion, the
        learner will be able to write a logical conclusion
        with 75% accuracy as judged by his teacher.

    5. Given an unfamiliar story and a set of logical conclu-
        sions stating what may happen next, the learner will
        identify the sentence whose prediction is accurate
        75% of the time.

    6. Given 2 factual paragraphs which contain conclusions
        arrived at through specified facts, the learner will
        with 75% accuracy identify the paragraph which con-
        tains inaccurate conclusions, and specify the inadequate
        or misinterpreted facts upon which the inaccurate con-
        clusion was based.

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7. Given printed materials which require critical and
    interpretive reading skills at his instructional
    level, the learner will with 75% accuracy:

    (a)   evaluate content in terms of purposes,
    (b)   recognize the author's purpose,
    (c)   evaluate the author's qualifications,
    (d)   judge reliability of information,
    (e)   differentiate between fact and opinion,
    (f)   detect propaganda,
    (g)   identify unsupported generalizations
          and recognize exaggerations,
    (h)   anticipate forthcoming events,
    (i)   reach conclusions and make inferences,
    (j)   apply implications to real life.

III. *PERFORMANCE OBJECTIVES: UTILIZATION OF READING SKILLS*

Goal: *The learner will consistently utilize those reading skills necessary to pursue knowledge independently.*

Objectives:

1. Given a list of words selected at random, the learner will arrange the words in alphabetical order with 90% accuracy.

2. Given a list of words beginning with the same letter or letters, the learner will arrange the words in alphabetical order with 75% accuracy.

3. Given sets of written direction with two to five steps, the learner will demonstrate his ability to follow these directions with 75% accuracy.

4. Given a variety of forms and applications, the learner will correctly follow instructions with 90% accuracy.

5. Given a topic, the learner will identify one or more appropriate sources of information on that topic.

6. Given a problem to solve, the student will be able to choose and read various selections related to and solving the problem with 75% accuracy.

7. Given a problem or question, the learner will identify with 75% accuracy the key word(s) he would look up in an index to find information related to the problem.

8. Given a list of questions and a list of specialized reference materials, the learner will identify the reference which would provide the answer to each question with 75% accuracy.

9. Given access to the library, the learner will use the card catalogue and shelf markings to locate the *Dictionary of American Biography*.

    Using the *Dictionary of American Biography*, the learner will find the biography of one of the following: Theodore Roosevelt, John Glenn, Martin Luther King.

    Given the topic, The Mafia, the learner will list three cross references from the *Reader's Guide*.

    Given a topic, e.g., The Populist Party, the learner will list references from the subject, author, and title cards of the card catalogue.

    Given a specific topic, e.g., The Depression, the learner will find the main topic and list subtopics that could further support the topic.

Given the index for <u>American Heritage</u>, the learner will
list all articles published on AMTRAC in the past year.

Given the topic, John F. Kennedy, the learner will bring
to class at least two resource books, magazines, film-
strips, or records that refer to the subject.

10. Given 5 to 10 tasks for extracting information from dia-
grams, pictures, and/or cartoons, the learner will demon-
strate the ability to complete the given tasks with 75%
accuracy.

11. Given 3 to 5 tasks using a glossary or dictionary, the
learner will demonstrate the ability to complete the
given tasks with 75% accuracy.

12. Given a text or reference book, the learner will be able
to locate title page, picture keys, footnotes, biblio-
graphies, author or publisher, and copyright year with
90% accuracy.

13. Given a set of words from a textbook, the learner will
be able to locate them in the glossary in a specified
length of time with 90% accuracy.

14. Given 3 to 5 tasks using an index and/or table of con-
tents, the learner will demonstrate the ability to
complete the given tasks with 75% accuracy.

15. Given a textbook, the learner will be able to locate a
specific topic by using chapter headings and subheadings
within a time limit with 90% accuracy.

16. Given a textbook, the learner will be able to locate a
chapter summary within a specified time limit with 100%
accuracy.

17. Given several symbols specific to a selected subject
area, the learner will either write or state their
meaning, or locate their meaning in a reference book
related to the particular subject with 75% accuracy.

18. Given the title page of a text or reference book, the
learner will identify the information contained on the
title page with 90% accuracy.

19. Given material printed in boldface type and in italics,
the learner will identify the type and explain its use
with 75% accuracy.

20. Given a reading selection, the learner will be able to
determine its general ideas by adjusting his reading
rate to skim the material within a time limit with 90%
accuracy.

21. Given 1 to 3 reading selections of approximately 100 words each, the learner will be able to read a selection silently in one minute with 75% comprehension.

22. Given both relevant and irrelevant material, the learner will identify that information which is essential and that information which is unnecessary to the solution of a given problem with 75% accuracy.

23. Given a variety of printed material from several content areas, the learner will indicate appropriate reading rates and methods for designated materials and purposes for reading them with 75% accuracy.

24. Given the following forms of graphic representation, the learner will perform the related task with 75% accuracy.

    a. Charts and Tables

       Given a set of charts and tables and a set of questions, the learner will select the chart or table which provides the answers.

       Given a suitable chart or table and a list of required items, the learner will use the material to list the information requested.

       Given a selection based on a chart or table, the learner will indicate whether the author has correctly interpreted the facts contained in the chart.

    b. Maps and Atlases

       Given material including a suitable map, the learner will use the key and legend to do one or two of the following

          - determine approximately the distance between two specified points;
          - determine the direction from one specified point to another;
          - locate and list for a specified area, the rivers and major highways;
          - describe in general terms the topography of a designated area.

       Given a map of the neighborhood, the learner will demonstrate his ability to locate various buildings, including his own residence, in a north-south-east-west orientation.

       Given a set of problems involving use of atlas or maps, the learner will be able to locate longitude, latitude, direction, distance, etc., and interpret the meaning of each.

c.   Signs and Symbols

Given a symbol in context, the learner will demon-
strate his knowledge of its meaning by orally de-
fining it.

d.   Diagrams, Pictures, Cartoons

Given 5 to 10 tasks for extracting information from
diagrams, pictures and/or cartoons, the learner will
dem nstrate the ability to complete the given tasks.

25.   Given time and a selection of reading materials, the
learner will utilize them in self-directed reading
activities.   The following objectives are applicable:

- Given an allotment of time, the self-directed
  reader will select something to read without
  undue dawdling and then read during the specified
  time.

- Given 2 or 3 selections each requiring application
  of a different kind of reading technique, the self-
  directed reader can specify what approach is needed
  in each case.

- When asked about his reasons for selecting certain
  kinds of material for enjoyment or enrichment read-
  ing, the self-directed reader will respond with at
  least two reasons and illustrate each reason with
  at least one specific title.

- As opportunity permits, the self-directed reader
  will utilize new vocabulary words, phrases, or
  ideas from his selected reading in various themes,
  tests, class discussions, or other school assign-
  ments.

IV. PERFORMANCE OBJECTIVES: APPLICATION TO THE CONTENT AREAS

Goal: The learner will apply his reading skills to the
content areas commonly taught at the high school level.

The following may serve as examples of performance objectives
which require the learner's application of reading skills to
specific content areas.

Home Economics (Comprehension: Sequence)

Given written directions for making a cake, the
learner will follow the steps in the sequence
given with 100% accuracy.

Driver Education (Comprehension: Inferences)

Given a page of the driver's manual showing a
possible traffic problem, the learner will with
90% accuracy interpret the symbols showing what
each driver should do to prevent an accident.

Literature (Word Knowledge: Structural Analysis)

Given a Haiku poem (one in which the first line
contains 5 syllables, the second contains 7 syl-
lables, and the third contains 5 syllables), the
learner will rewrite the given poem with 75% ac-
curacy in a form such that the lines are written
in syllables rather than in whole words.

Auto Mechanics (Comprehension: Main Ideas, Inter-
relationships)

Given several different printed sources such as
editorials, feature stories, encyclopedia arti-
cles, and textbc·k chapters, the learner will
prepare and present in a suitable manner the
controversy concerning safety features of seat
belts versus air bags.

Physical Education (Utilization of Reading Skills:
Charts and Diagrams)

Given instruction on the parts of a tennis court,
the learner will label a uiagram of a court with
75% accuracy.

Health (Utilization of Reading Skills: Charts and
Diagrams)

Given a chart showing height and weight correla-
tion, the learner will find the recommended weight
for his height.

Social Sciences (Comprehension: Interrelationships)

> Given an article on American social justice move-
> ments which contains both fact and opinion, the
> learner will identify one from the other with 75%
> accuracy and then form and state his own impression.

Natural Sciences (Vocabulary Development; Comprehension:
>   Main Ideas)

> Given a chapter from Carson's _The Sea Around Us_, the
> learner will write a brief summary of the chapter,
> underline three or four words he has used, then give
> their derivations with 90% accuracy.

Mathematics (Comprehension: Utilization of Reading Skills)

> Given a narrative statement containing a mathematical
> problem, the learner will translate the word statement
> into an equation with 75% accuracy.

Music (Utilization of Reading Skills: Symbols/Terms)

> Given a musical score, the learner will identify the
> musical symbols and terms with 75% accuracy.

V. ADULT READING NEEDS AT FUNCTIONAL LEVEL

Functional literacy is defined by the National Right to
Read Effort as the ability to read to the end that the
individual is able to function productively as an adult
and thereby increase the benefits to be derived from this
society. Implied in this definition is the recognition
that to function productively may require the ability to
perform certain general tasks and certain specific tasks
which will allow an individual to take advantage of options
that should be available and to create new options for
himself.

The performance objectives on the preceding pages identify
most of the skills necessary to accomplish those tasks.
The chart below attempts to list some common adult reading
needs, i.e., those needs related to reading which the average
adult experiences in day-to-day living. Those listed below
are simply representative, not inclusive needs.

EMPLOYMENT
- Job Opportunities (want ads, etc.)
- Opportunities for upgrading or development
- On-the-job instructions, orders, memos, etc.
- Contracts
- Application forms
- Fringe benefits
- Union requirements

CONSUMER
- Commercial promotion materials
- Specific product information
- Labels - specific product information, e.g.,
  use and care, installation
- Labels, e.g., medicine bottles
- Credit information and applications
- Credit contracts
- Recipes
- Banking procedures, e.g., checking

PUBLIC SERVICE
- Tax forms
- Social security
- Medicare
- Welfare
- Special government programs
- Health services
- Driver and traffic regulations, forms
- Health warnings
- Money orders
- Acronyms
- Veteran benefits, forms
- Transportation services

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PUBLIC/PERSONAL    - Political opinion
ISSUES             - Environmental issues
                   - Governmental decisions .
                   - Legal opinions
                   - Mass media communications
                   - Educational programs
                   - Societal change

PLEASURE           - Hobbies
                   - Do-it-yourself projects
                   - Specialized interest
                   - T.V. Guide
                   - Comic strips
                   - Sports
                   - Travel guides
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